
Enhancing Professional Advancement in Language Teachers' Public Speaking Skills

Angela Eze

Arts and Humanities Education Department, Alex-ekwueme Federal University, Ndufu Alike, Abakaliki, Nigeria

Email address:

angymum13@gmail.com

To cite this article:

Angela Eze. Enhancing Professional Advancement in Language Teachers' Public Speaking Skills. *Communication and Linguistics Studies*. Vol. 8, No. 3, 2022, pp. 49-54. doi: 10.11648/j.cls.20220803.13

Received: July 27, 2022; **Accepted:** August 17, 2022; **Published:** October 21, 2022

Abstract: The soul of public speaking is a manful skill of every language teacher. It is in the realisation of this purpose that he is actuated. It is also by the profound resolution of this course that he can establish himself. The language teachers' public speaking skills go with the dauntless spirit that faces all obstacles, the ability to conquer the obstacles, and sweep onward to the desired goal. Clearly, one may have the best ideas in the world, but if he does not possess the basic skills to present such, he will obviously have a problem getting anyone listen to him. This paper discussed how a language teacher will have to be clear and coherent in the contents that will get his message heard and appreciated. It explained the meaning and importance of public speaking, discussed how language teachers can overcome fear of public speaking, and addressed the skills they must possess to effectively communicate their ideas to the public. The paper went further to highlight how the materials for public presentation could be organised. It also gave the conclusion and some recommendations on what language teachers should do to achieve prospects for public speaking.

Keywords: Public Speaking, Language Teacher, Speaking Skills, Public Presentation Materials

1. Introduction

The ability to present an effective speech is considered to be a core competence for educated professionals [22, 6, 15, 24] Public speaking often termed Oratory, is the process and an act of speaking or giving a lecture to a group of people in a structured, deliberate manner, intended to inform, influence, or entertain the listening audience. It should be noted that we often, encounter thousands of messages everyday so getting one's ideas heard above all the other ones is a big deal. With so many job interviews, conference calls, meetings, product presentations, workshops, and public events, more and more leaders realize the importance of developing good public speaking skills within their profession. Yet some executives and employees sometimes neglect and overlook the use of public speaking, leaving the advancements and better career opportunities for just a few who take proactive steps to master the art.

The truth is that one might have the best ideas or services, years of experience or an outstanding idea, but if he does not communicate this to a target audiences, he is limiting his effectiveness. In most cases, the very best and inspiring

stories in many organizations go untold because of people's reluctance to, or fear of taking to the stage. Whether one's goal is to enhance his professional growth, take his ideas to the next level, or inspire, persuade and motivate other people to follow his lead, one will have to learn how to convey his ideas in front of a group of people in a clear, structured and captivating manner. Becoming an effective public speaker has to turn into one of the necessary goals on one's professional advancement list.

The aim of this paper is to enhance professional advancement in language teachers' public speaking skills. Background literature on this topic provides a useful frame for understanding the origins of the topic and the arena in which studies on public speaking in English language emerged [3, 7, 8]. Oral communication in English in the workplace and in public contexts is an area where there is limited research available. Professional public speaking has been an uncommon topic for conversation in many blogs and websites in recent years, due to the particular relevance of this subject for the growing number of entrepreneurs. Nothing scientifically relevant emerges in these sites, apart from general attention given to the description of emotions

and fears in women's and men's approach to public contexts [4, 11, 16, 23]. The fact is that the subject of public speaking has been looked at extensively from a rhetorical point of view as well as from a political and law perspective [25, 18, 8, 17], or from the conversation analysis angle [2, 14, 21]. Another contiguous areas which have been explored in the last decades are related to the 'conference presentation' genre [28, 5] or the 'presidential debate' [3].

According to Walters, L. [28], the first part of getting your message across is the message itself. When what you are saying is clear and coherent, people are more likely to pay attention to it. On the other hand, when a message is ambiguous, people will often stop paying attention. The discussions of this paper involve how to have a clear and coherent content that is, getting your message heard is having effective communication skills. [28], asserted that even if one may have the best ideas in the world, but if he/she does not possess basic public speaking skills, there is going to be a problem getting anyone to listen. This paper has addressed the skills one must possess to effectively communicate ideas to others.

2. The Theory of Public Speaking

This paper as based on Adam, B. [1]) 'Einstein Theory of Public Speaking'. The theory asserted that the challenges facing public speakers is on how to calibrate the message for delivery so that the talk hits the sweet spot of being simple but not too simple. It observed that the speaker could have a room full of 200 or 300 people and could still have to talk to them like they are just average people. This is because as the audience gets bigger and bigger, the message has to get simpler and simpler, and the bullet-point list has to be shorter and shorter. The speaker has to note that in normal conversational settings, he gets all kinds of feedback about the state of mind and interest level of the persons he is speaking with, but in large group settings, he gets much less or none at all. This really heightens all kinds of risks of being pedantic, confusing, patronizing, or boring, that he can easily avoid in normal conversation. So to ask a large, captive group to sit and listen to a speech is to make a very significant demand, and one must use it sparingly and wisely. It is generally not the time for subtlety and multi-part argumentation. The theory emphasizes on the need to provide clarity, emphasis, and entertainment in a speeches. It stressed that whenever one has to speak to a group, he has to be sure to nail the basics - read and master the material, and speak with passion. Above all, the speaker must remember to keep the speech simple, short and precise.

3. From Oratory to Public Speaking

In the study of Nielsen, L. B. [21], it is reported how ancient orators like Homer, Plato, and Virgil permeated life, politics, society, because they were able to induce changes through their humanity, their passion, and their words. The oratory of our time, certainly, has different connotations related to all the evolution occurred through history; but the

aim that a correct knowledge of the art of Public Speaking has nowadays remains the same. When people think about public speaking the first things that suddenly come to mind are a big stage, a microphone, the clapping before entering, huge number of people coming only to listen to what we want to communicate. But speaking in public does not mean only this. When we are in front of our teacher, during an interview, in front of our husband or our wife or even in front of our best friend, it is all public speaking.

That is why, nowadays, public speaking is emphasized not only for its importance in terms of business, but also for its impact in society. The connection that produces this art, as [13] observed, is being able to generate a sharing of information, ideas, thoughts and suggestions to others, and in this way it is possible to create a community where we can recognize ourselves as members of something. Therefore, why is public speaking so important in everyday life? Simply due to the fact that people do not know how to express themselves, their ideas, or their point of view. Once this field of study is approached, something changes in people's behaviour, their attitude, and in their ways of thinking. Suddenly, people will become able to control their everyday circumstances being aware of how to approach life, and, especially, to become able to transform their thoughts into actions. We shall become aware that our communication can be one of the best "weapons" to take with us in the present and into the future. Related to this, a huge awareness of the importance of human interaction has appeared in the last years in both academic and extra academic contexts. This aspect, [27] wrote, is related to the power of oratory and communication in every area of human activity. The fact is that despite our relationships that determine who we are; no type of relationship can live without communication. That is why the intent of this paper is twofold: on the one hand, to demonstrate a real origins in public speaking; on the other hand, to research the world of public speaking in order to find the best way to make it effective, ethical and especially to make it as a skill for life and a skill for enhancing professional enhancement in language teachers' public speaking skills.

4. Importance of Public Speaking to the Language Teacher

Today, we live in a world where we are overwhelmed with content communicating information in a way that is accessible to others more than ever before. In today's world, we are constantly bombarded with messages both good and bad. This is why [9] observed that no matter where you live, where you work or attend school, or what kinds of media you use, you are probably exposed to hundreds, if not thousands, of information or advertising messages every day. Every single day people around the world stand up in front of some kind of audience to speak. In fact, there are even daily blogs and monthly publication that reproduce some of the top speeches from around the world. [28] stressed that although

public speeches are of various types, they can generally be grouped into three categories based on their intended purpose of fully equipping the language teacher with proficiency skills. These groups of speeches are informative, persuasive, and entertaining.

Informative and persuasive speech: When choosing between writing an informative or persuasive speech, the language teacher should consider the purpose of the speech. Is it to share information about a particular event, topic, or subject? Or is it to persuade the audience to hold a certain belief or attitude about said event, topic, or subject? Informative speeches describe knowledge about a particular event, process object or concept. The goal of an informative speech is for the audience to fully comprehend this knowledge. Persuasive speeches are those the language teacher should use to seek to have the audience share a belief or feeling about a particular event, process, object or concept. The approach is subtle, and yet mighty [28].

Entertaining Speech: Walters, L. [28], stated that entertaining speech is a speech the language teacher should design to captivate the audience's attention and regale or amuse them while delivering a message. Like more traditional informative or persuasive speeches, entertaining speeches should communicate a clear message, but the manner of speaking used in an entertaining speech is typically different. Entertaining speeches are often delivered on special occasions, for example, a toast at a wedding, an acceptance speech at an awards banquet, a motivational speech at a conference, and a lot more, which is why they are sometimes referred to as special-occasion speeches. However, they can also be given on more mundane occasions, where their purpose is primarily to amuse audience members or arouse them emotionally in some way. Remember, when we use the word "entertain," we are referring not just to humour but also to drama. The goal of an entertaining speech is to stir an audience's emotions.

Walters, L. [28], maintained that entertaining speech are definitely very common, but that does not mean they do not require effort and preparation. A frequent trap is that people often think of entertaining speeches as corny. As a result, they do not prepare seriously but rather stand up to speak with the idea that they can "wing it" by acting silly and telling a few jokes. Instead of being entertaining, the speech falls flat.

To help think through how to be effective in delivering speeches, Creg, E. S [9] stressed that the language teacher should look at these four key ingredients: preparation, adaptation to the occasion, adaptation to the audience, and mindfulness about the time. As with all speeches, language teachers should first, need to prepare the speech. Second, think about the specific occasion. Third, adapt their speeches to the specific audience. Lastly, speakers need to think about how long they should speak.

5. Becoming a Better Public Speaker

Whenever one is called upon to deliver a speech, the main

consideration should always aim to give a clear, well-structured delivery. That is, you should know exactly what you want to say and the order in which you want to say it. To achieve this [9, 29] and [29] stated that the following should be done:

Know your audience: Womack, P. et al [29] observed that knowing your audience makes the experience easier. Knowing as much as you can about their knowledge, their age, the number of people you will be lecturing or speaking to. If you get some idea of what they hope to achieve from the speech then that will help you to prepare in a more effective way. If you have been asked to speak on a particular subject, it is essential to know whether the people you will be speaking to are novices in the subject, or experts. This will obviously affect your research and delivery. If they are beginners you do not want to talk over their heads, and if experts you do not want to tell them what they already know. The tone of your speech will also differ for small groups. A large group lecture will be far more formal than a small group. For small groups you can include them in the speech, by asking them questions or involving them. Sometimes it is not always possible to find out all this information before the lecture so you need to try to be adaptable. For example if you were expecting to give lecture to 50-70 people with a great deal of knowledge, and eventually only a few beginners turned up. It was a much more informal group than you might had prepared for so you should start by asking them what they expected, what they knew, preconceptions and ideas they may have [29].

Research: Creg, E. S [9] opined that the better prepared the speaker is for the speech, the better the speech will be. It is better to be over prepared than to under prepare. When you are first to start, you can write everything down that you wanted to say, including jokes and quips. Many people may say that this is bad practice but if you are able to read it "naturally" then you can get away with this in the early stages. Only very experienced public speakers can talk without notes. The form of these notes will be personal to you, and you should not feel pressured to use a particular method. Be aware that any holes in your research will be noticed and questioned by someone in the audience, so to prevent any awkward moments make sure there are no holes, sweeping statements or uncertainties. Never assume that no one will notice, or that no one will ask about this or that. Always assume someone will ask. Try to think of all the questions you could be asked and make sure that you have an answer. If you think and hope that no one would ask, you can guarantee someone will, so have an answer to all the suspicions. However, if you are asked a question you do not know the answer to, then do not be afraid to admit to not knowing, although you can lessen the impact of "I do not know", to "I have not researched on that yet", or "that is an interesting line of thought, which I had not considered". It is better to bluff why you do not know an answer rather than make something up; someone is bound to notice [9].

Womack, P. et al [29], observed Time consciousness as another important factor in public speaking. You may be

given a time for your speech, sometimes these are flexible (between 10-15 minutes for example) which is good, as going over time is bad manners. However, if you are told you have 20 minutes make sure you stick to it, you cannot rush your lecture to finish as this will affect delivery, and you do not want to be stopped before the end. If you have a time slot of 20 minutes, for example, the audience will know this, and will start fidgeting as you go over time, which is distracting for you, and you are certain they are not listening, but rather thinking about their lunch or tea-break. It is better to have too much information than finish a lecture ten minutes early. As if you are a new public speaker you will not want an extra ten minutes question time. Also if you are being paid to speak they may feel they have not got their money's worth. Practice the speech at home, and time it. Remember to speak slower than you would normally in order to be heard and understood.

6. Planning Public Speaking

In planning public speaking, the language teacher should need a number of techniques to help him overcome any sort of fear, harness his energy in a positive way, and to make a good presentation [20]. The preparation include the following points:

Get Organized: When the language teacher organizes all of his thoughts and materials it helps him to become much more relaxed and calm. When speakers have clear, organized thoughts it can greatly reduce their speaking anxiety because they can better focus on the one thing at hand- giving a great speech [20].

Practice and Prepare Extensively: Nothing takes the place of practicing and preparing for your speech. The language teacher should write out a script of the key points, but do not speak from it word for word, he should rather talk to his work. He has to prepare for the speech so well that he could answer any possible question thrown at him [20].

Eliminate Fear of Rejection: The language teacher should try to eliminate all fears of rejection. The ideas of "what if my audience hates my speech?" or "what if they boo me off stage?" should be avoided. He should bear in mind that the audience is there to listen to him for a reason. When he speaks, he should try to get into a rhythm or a flow. He should keep his sentences short and to the point and repeat key points. A short pause in between points can add anticipation to what he is going to say next. When he has gentle expressions and a calm demeanour when he speaks, he will be more welcoming to his audience [20].

The teacher should Record Himself and Learn His Voice: Recording his speech on a phone or video camera. Recording himself giving the talk from beginning to end. Then listening to it or watching it, and make notes on how he could make it better. Some people do not like listening to the sound of their voice on tape, so it is important that he gets used to his own voice and speaking style [20].

Make Enough Practice: If one should be asked how one could build effective communication skills and improve his public speaking, the answer would be to quote the words of

Elbert Hubbard, who said, "The only way to learn to speak is to speak and speak, and speak and speak, and speak and speak and speak." There are plenty of people the language teacher can practice on. He should be sure to tell the person to be completely honest with you in their critique. Speaking directly to another person will help relax one and gives him experience with getting feedback from someone. If they have questions about the speech, it is likely that members of an audience will have the same questions [20].

Lubricate your throat: Sip water that is warm or room temperature or squeezing some lemon into your water sometimes helps as well to lubricate your throat. Try to avoid sugary beverages before speaking. These can dry out your mouth and make it harder to talk [20].

Have Passion for Your Subject: The key to eloquence is the emotional component that the speaker brings to the subject. To put it another way, the starting point of being an excellent speaker is for the language teacher to really care about his subject. Pick a subject that he really cares about. When he speaks about something he passionately care about he will be more comfortable and feel more confident in his element [20].

Relax: When one lets go of his stress and relaxes, it eases his body and makes him less tense. Talking fast during a speech interferes with one's breathing patterns. If the language teacher talks too fast, he will breathe less, and feeling short of breath will make him panicked. He should practice slowing down when he speaks and he will be much calmer and relaxed [20].

Have Pride in Your Work and Recognize Your Success: One's strongest critic is himself. When the language teacher finishes a speech or delivering a presentation, he should give himself a pat on the back. He can overcome his fears as he did it. He should have pride in himself for a job well done [20].

7. Structuring the Speech Material

Whether the presentation is going to be delivered formally, such as at work or informally, a language teacher should always aim to give a clear, well-structured delivery. He should know exactly what he wants to say and the order in which he wants to say it. Having thought about and planned a good structure will also help the language teacher to alleviate any nervousness he may be feeling in the build up to a speech. Clarity of ideas and good organisation should help him have a lively, logical and compelling message, delivered in a confident and professional manner. [12] observed that organising the presentation material may involve the following:

Selecting the Main Points - Here, the talk should be divided into three sections:

Introduction (beginning), Main Content (middle) and Conclusion (end).

The Introduction: The introduction should give a preview of what one is going to say and should gain the attention of the listeners with a statement of purpose. The presenter

should make it clear whether he wishes to accept questions as they arise during the presentation, thereby breaking his flow and risk being side-tracked, or will invite questions at the end [12].

Main Content: The presenter should tell the audience clearly what his subject is and how he has organised the presentation (by stating the key elements). Tell them the details of the key elements and/or messages (by expanding and qualifying the key points in more detailed form, and providing supporting evidence). He then tell the audience what he has just told them (by summarising the key points, concluding with the main subject again). Work on the main content first. From his notes he decides on the most important things that need to be said. If he has too much material, he should be selective. As a guide, 3 key points are sufficient for a 10-15 minute presentation, while 6 key points are sufficient for a 30 minute presentation, and also 8 key points are sufficient for a 45 minute presentation. Arrange the key points in logical order and expand them with supporting material - discussion, argument, analysis and appeal. If the presenter is hoping to persuade people then it is advisable to address potential objections within the presentation so that he presents a reasoned, well-balanced view. Most talks benefit from personal anecdotes, real-life situations or hypothetical examples to bring them to life. If the presentation is short and informal it is probably not necessary to use any visual aids. He should use visual illustrations if anything requires expanding, clarifying or simplifying. Illustrations of any type should be relevant and fully explained. The presenter should bear in mind that a talk will last longer if visual aids are used. PowerPoint or other presentation software is often used to support a presentation, although care needs to be taken to ensure that this technology aids the presentation and does not detract from the main essence of the talk. Do not use visual aids or PowerPoint just for the sake of it or to show off a technological prowess, there is nothing more distracting than wheezy and pointless PowerPoint animations in a presentation [12].

The conclusion: The conclusion should repeat the main points but this time try the presenter has to use different words and summarise the main point and argument. He should end decisively, so that no-one is in any doubt that the presentation is finished. This is also the time to ask the audience whether they have any questions [12].

8. Conclusion

The objectives of a public speaker's presentation can range from simply transmitting information, to motivating people to act, and to simply telling a story. English language professional can improve their skills of public speaking by often engaging in training and education to refine their craft. This may include seeking guidance to improve their speaking skills-such as learning better storytelling techniques, for example, or learning how to effectively use humour as a communication tool, as well as continuous research in their topic area of focus.

The common fear of public speaking is called gloss phobia (or, informally, "stage fright"), although many people simply confuse normal nerves and anxiety with a genuine phobia. Public speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess [26]. This skill can be used for almost anything. Most great speakers have a natural ability to display the skills and effectiveness that can help to engage and move an audience for whatever purpose. Language and rhetoric use are among two of the most important aspects of public speaking and interpersonal communication a language teacher should possess. Having knowledge and understanding of the use and purpose of communication can help to make effective speakers communicate their message in an effectual way [10].

The soul of delivery is in the manful assertion of the language teachers' personality. In the revelation of the high purpose by which he is actuated, in the profound conviction of the truth of his course, in the firm resolve to establish it, in the dauntless spirit that faces all obstacles, and, conquering them, they sweep onward to the desired goal. Leaders such as Martin Luther King, Jr, Winston Churchill, and Sukarno are notable examples of effective orators who used oratory to have a significant impact on society and these are what language teachers should aspire to be. Language teachers should also realize that the speeches of teachers are often widely analysed by both the students, supporters and detractors. It is in record that some of the greatest examples of public speaking are well known and studied years after the speech were delivered. Examples are Pericles' funeral oration in 427 B. C. E. over the dead of the Peloponnesian [19] "I Have a Dream" speech at the Washington Monument.

9. Recommendation

In view of what public speaking is and how the language teacher should improve his public speaking skills, this study gave the following recommendations:

- 1) Language teachers should always involve in trainings that will make them confident, and enable them to be persuasive and comfortable in communicating with different range of people.
- 2) Language teachers should be exposed to situations of good public speaking skills that can help them advance in their career and create new opportunities.
- 3) Language teachers should realize that to be a good speakers, they must plan, organize, and revise their material in order to develop an effective speech.
- 4) Language teachers should help their students to overcome anxiety and the general fear of speaking in public by encouraging them to undergo series of oral practicing before presentations.

References

- [1] Adam Bryant. (2013) The Einstein theory of public speaking. Merryck & Co.

- [2] Atkinson, M. (1984). Public speaking and audience responses: some techniques for inviting applause. In M. Atkinson & J. Heritage (Eds.), *Structures of Social Actions: Studies in Conversation Analysis* (pp. 371-409). Cambridge: Cambridge University Press.
- [3] Basturkmen, H. (2003). Specificity and Esp Course Design. *RELC Journal*, 34 (1), 48-63 Bendinelli, M. (2011). Anglais de spécialité et logométrie. L'exemple des débats présidentiels américains. *Asp*, 60, 103-123.
- [4] Bodie, G. (2010). A racing heart, rattling Knees, and ruminative Thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education*, 59 (1), 70-105.
- [5] Carter-Thomas, S. & Rowley-Jolivet E. (2003). Analysing the scientific conference presentation (CP): A methodological overview of a multimodal genre. *ASp*, 39 (40), 59-72.
- [6] Campbell, K. S., Mothersbaugh, D. L., Brammer, C., Taylor, T. (2001). Peer versus self-assessment of oral business presentation performance. *Bus. Commun. Q.* 64 (3), 23-42.
- [7] Charnock, R. (2002). L'argumentation rhétorique et l'enseignement de la langue de spécialité: l'exemple du discours juridique. *Asp*, 35 (36), 121-136.
- [8] Coopman, S. & Lull, J. (2008). *Public speaking: The evolving art*. Boston: Wadsworth Cengage Learning.
- [9] Creg E. S. (2005), *Public speaking for writers*. Retrieved from <http://www.publishing hub.com>
- [10] De Piano F. and Melink A. (2013), *Professional speaking for health professionals*. Retrieved from www.forbes.com/sites/dorieclark.com.
- [11] Egloff, B., Weck F., & Schmukle, S. (2008). Thinking about anxiety moderates the relationship between implicit and explicit anxiety measures. *Journal of Research in Personality*, 42 (3), 771-778.
- [12] German, Kathleen M. (2010). *Principles of public speaking*. Boston: Allyn & Bacon. p. 6. ISBN 978-0-205-65396-6.
- [13] Griffin, C. L. (2012). *Invitation to public speaking*. Boston: Wadsworth.
- [14] Hammond, A. S. (1993). *Private networks, public speech: Constitutional speech dimension of access to private networks*. Pittsburgh: University of Pittsburgh Law Review.
- [15] Hinton, J. S., Kramer, M. W. (1998). The impact of self-directed videotape feedback on students' self-reported levels of communication competence and apprehension. *Commun. Edu.* 47 (2), 151-161.
- [16] Hofmann, S. G., & Marten DiBartolo, P. (2000). An instrument to assess self-statements during public speaking: Scale development and preliminary psychometric properties. *Behaviour Therapy*. 31 (3), 499-515.
- [17] Kumar, K. J. (2005). *Mass Communication in India* (3rd ed). Bombay: Jaico.
- [18] Lucas, S. E. (1998). *The art of public speaking*. New York: McGraw-Hill.
- [19] Martin L. K. Jr (1963), *I have a dream: An inspirational talk*. Retrieved from <https://www. Instituteofpublicspeaking.com>
- [20] Montalbo T. (2013), *The power of eloquence*. Retrieved from Archive.oreilly.com/pub/a.../public-speaker Neil, S. (2010). *The art of public speaking. An exposition of the principles of oratory*. London: Kessinger Publishing.
- [21] Nielsen, L. B. (2004). *Law, hierarchy and offensive public speech*. Princeton: Princeton University Press.
- [22] Parvis, L. F. (2001). The importance of communication and public-speaking skills. *J. Environ. Health* 35-44.
- [23] Osório, F. L., Crippa, J. A. S., & Loureiro, S. R. (2013). Validation of the state version of the self-statement during public speaking scale. *Revista Brasileira de Psiquiatria*, 35/1. Retrieved from <http://dx.doi.org/10.1016/j.rbp.2012.02.009> (last visited 14/05/2013).
- [24] Smith, C. M., Sodano, T. M. (2011). Integrating lecture capture as a teaching strategy to improve student presentation skills through self-assessment. *Act. Learn. High Educ.* 12 (3), 151-162.
- [25] Strike, K. A. (1994). On the construction of public speech: Pluralism and public reason. *Educational Theory*, 44 (1), 1-26.
- [26] Rozaki L. (2016), *Easy public speaking: How to write a speech or presentation*. Retrieved from Jolt.merlot.org/vol6no1/linardopoulos-0310.pdf
- [27] Van Eemeren, F. H., Garssen, B. (2009). *Pondering on problems of argumentation*. Amsterdam: Springer Science + Business Media B. V.
- [28] Walters L. (2007), *Secrets of successful speakers' public-speaking*. Retrieved from org/speaking-resources.htm Webber, P. (1997). From argumentation to argument: interaction in the conference hall. *Asp*, 15 (18), 439-450.
- [29] Womack, P., Morris, M., Bernstein, and Elinor, T. (1990). *Speech for foreign students*. C. C. Thomas. p. 140. ISBN 978-0-398-05699-5. Retrieved 2011-12-08.