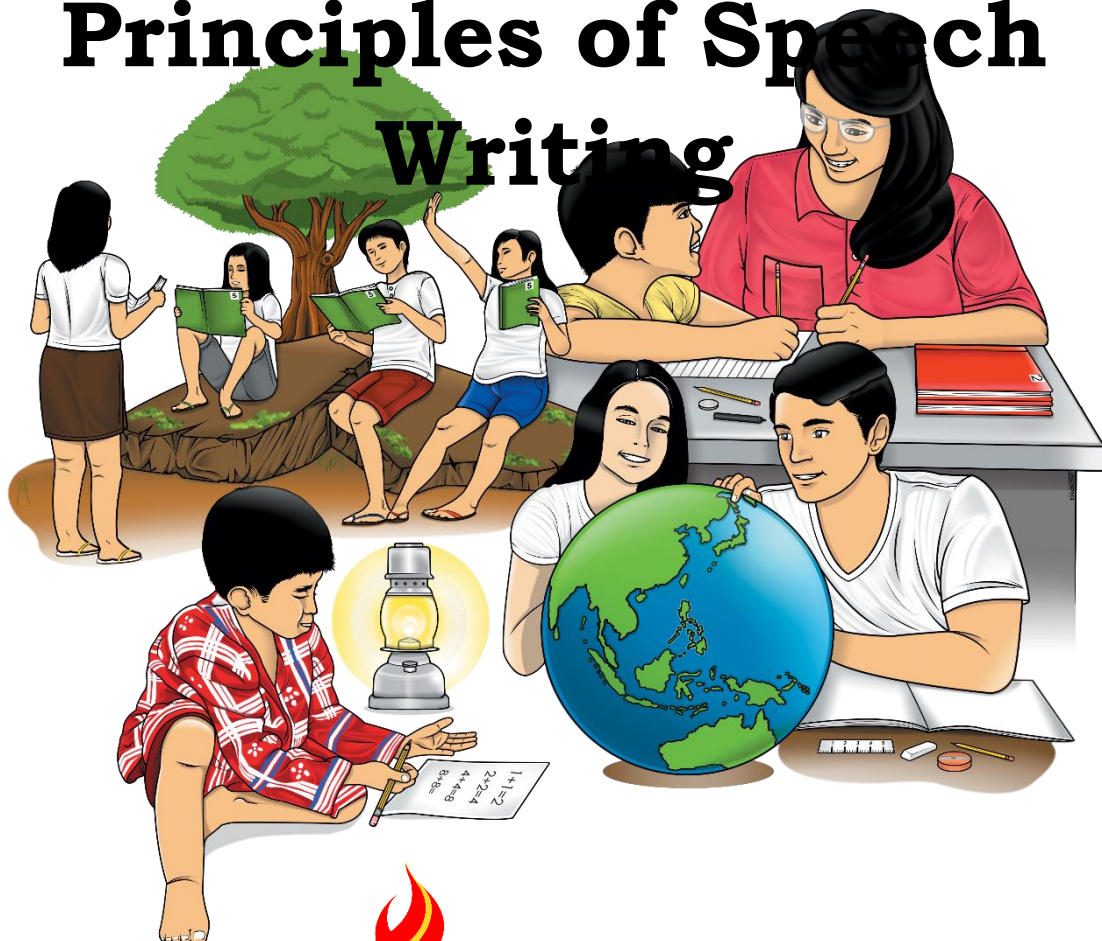


# Oral Communication in Context

## Quarter 2 – Module 10: Principles of Speech Writing



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**Oral Communication  
Alternative Delivery Mode  
Quarter 2 – Module 10: Principles of Speech Writing  
First Edition, 2020**

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Senior High School

**Oral  
Communication  
in Context**  
**Quarter 2 – Module 10:  
Principles of Speech  
Writing**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

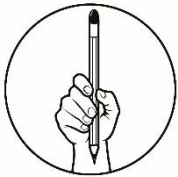


## ***What I Need to Know***

In the previous lesson, speech was classified according to purpose: the expository or the informative speech, the persuasive speech and the entertainment speech. The manner of delivery was also discussed such as: reading or speaking from the manuscript, memorized speech, impromptu speech and extemporaneous speech. Knowing all these will lead you to be able to learn the basics of preparing a speech. But what makes the best speech. How do we deliver the speech we prepared effectively? All our questions will be answered by understanding by heart the principles of speech writing.

After going through this module, you are expected to:

1. identify the principles, techniques and process in writing;
2. set clear objectives in writing speech;
3. use the principles of effective speech writing in developing one's speech.



## ***What I Know***

Directions: Try to accomplish the template below showing how prepared are you in writing your speech.

| OBJECTIVES IN WRITING                         | RESPONSE/REPLY |
|---|----------------|
| 1. What topic you are interested in?          |                |
| 2. What is the purpose of your speech?        |                |
| 3. What message would you like to get across? |                |
| 4. Who is your target audience?               |                |

## Lesson

# 10

## Principles of Speech Writing



### *What's In*

Many people assume that professional writers find writing of any genre easy, that when they sit down at a keyboard, the right words just flow. But in fact, these writers know that writing is a hard work. They don't expect to achieve perfection in one draft or just in one sitting. They regard writing as a series of steps or activities, known as the writing process. Learning to use this process coupled with the principles of writing can help you express your ideas well and succeed at writing.

This lesson discusses about the different principles of writing and the writing process. Specifically, the ideologies of speech writing.





## ***What's New***

Directions: Go to [youtube.ph](https://www.youtube.com/watch?v=fSZSbIAZlpQ) and type in <https://www.youtube.com/watch?v=fSZSbIAZlpQ>. Watch and listen to the full version of John F. Kennedy's Inaugural Speech on January 20, 1961.

Using the chart below, try to scrutinize by honestly giving remarks or feedbacks to John F. Kennedy's Speech.

| MY WORKSHEET CHART  |         |
|---|---------|
| Objectives of the Speech  | Remarks |
| 1. Is the voice well – modulated making his speech effectively delivered?   |         |
| 2. Did he create rapport with his audience?   |         |
| 3. Did he add emotional appeal to his well – crafted speech?  |         |
| 4. Do you think the message was delivered successfully to his audience?   |         |
| 5. If you were to rate John F. Kennedy's Speech using the scale of 1-10 where 1 is the lowest and 10 being the highest, what rate could you give? |         |



## ***What is It***

### **Principles of Speech Writing**

Before one jumps into the principles of speech writing, the writer must be aware first with the writing process such as: conducting an audience analysis, determining the purpose of the speech, selecting a topic, narrowing down a topic and gathering the data.

On the other hand, the following are the center of our discussion today. The Principles of Speech Writing.

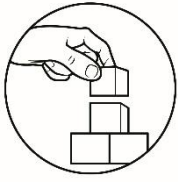
**The First Principle of Speech Writing is Choosing the Topic.** A speech is meant to relay a message to the listeners. The choice of the topic may be up to the speaker but, more often than not, the speaker is given the topic because it is the central theme of a program, conference or presentation.

**The Second Principle of Speech Writing is Analyzing the Audience.** A speech for one occasion cannot simply be used for another. There is no speech that fits any and all occasion.

**The Third Principle of Speech Writing is Sourcing the Information.** This involves seeking out all the available means for finding materials to support the speech. Good sources are newspapers, magazines, books, journals, or any reading materials full of useful information.

**The Fourth Principle of Speech Writing is Outlining and Organizing the Speech Content.** This makes sense of all the research conducted. With all the information gathered for the specific topic, it is quite easy to be overwhelmed. On the other hand, the next step is to organize the speech itself. For this, the best method is an outline. There are different types of outline. There are different types of outlines that one can use depending on how the speech is to be organized: chronological outline, spatial or geographical outline, cause and effect outline, problem – solution outline and topical outline.





## What's More

Directions: Conduct an **“Audience Analysis”** for a possible speech to be delivered. Be very particular with the indicators written below. Afterwards, determine the purpose of the speech and the manner of delivery based on the findings made in the audience analysis.

| AUDIENCE ANALYSIS        |                  |
|--------------------------|------------------|
| Indicators               | Analysis/Remarks |
| 1. Demographic Data      |                  |
| 2. Affiliation           |                  |
| 3. Interests             |                  |
| 4. Feelings              |                  |
| 5. Purpose of the Speech |                  |
| 6. Manner of Delivery    |                  |

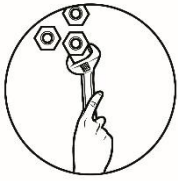
(Report your findings after the conduct of the “audience analysis” orally in class.)



## What I Have Learned

1. A speech is a powerful instrument to persuade people to follow the goals of a speaker.
2. We have to be familiarized with the different elements involved in successfully writing a speech.
3. Using the principles of effective speech writing we would be able to focus the audience profile, the logical organization, the duration and word choice and even the grammatical correctness.
4. The Principles also include: choosing the topic, analyzing the audience, sourcing the information and outlining and organizing the speech content.
5. In outlining the content, the following types of outline can be used depending on how the speech is to be organized. The following are the types of outline: **chronological outline**, which refers to a historical or time approach like from past to the present, **spatial or geographical outline**, which means going from one place to another or from one direction to another, **cause and effect outline**, which involves a discussion of **both cause and effect of an issue**, **problem – solution outline**, which explains a problem and suggest a possible solution, and lastly, **topical outline**, which divides the topic into subtopics based on importance or interest value.

6. That once there is an outline, it will be easier to know which supporting material may be useful or not.



## ***What I Can Do***

Directions: Draft an outline for a possible speech to be delivered based on the analysis you made in the previous activity. Choose any one of the types of outline written on the chart to guide you with the development of your speech.

| TYPES OF SPEECH OUTLINE CHART |   |
|-------------------------------|---|
| Type of Outline               | Description   |
| 1. Chronological Outline      | Historical or time approach like from past to present.                  |
| 2. Spatial or Geographical    | Going from one place to another, from one direction to another.         |
| 3. Cause and Effect Outline   | Involves a discussion of both cause and effect of an issue.             |
| 4. Problem – Solution Outline | Explains a problem and suggest a possible solution.                     |
| 5. Topical Outline            | Divides the topic into subtopics based on importance or interest value. |



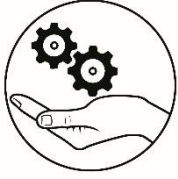
## Assessment

Directions: Read the given tasks below and do what is asked for.

1. Write an original speech (of any topic). Before you read your speech, give you outline to a classmate seated beside you and ask for an evaluation.
2. Outline the speech written by your classmate. Give suggestions on how to improve the body of the speech.
3. Research on a short sample speech on any subject. Look for the thesis statement in the introductory part. Identify what techniques or strategies were used in the closing part of the speech.

### Rubric Scoring for a Speech Writing

| Skill                             | 3  | 2   | 1  | 0  |
|-----------------------------------|--|---|--|--|
| <b>1. Audience</b>                | The audience is engaged to the greatest extent to the speech writing.                | The audience is engaged to the average extent to the speech writing.                        | The audience is engaged to the less extent to the speech writing.                            | The audience is engaged to the least extent to the speech writing.                           |
| <b>2. Logical Organization</b>    | The content and thought of the written speech is arranged clearly and logically.     | Few of the content and thought of the written speech is not arranged clearly and logically. | Many of the content and thought of the written speech is not arranged clearly and logically. | Most of the content and thought of the written speech is not arranged clearly and logically. |
| <b>3. Duration</b>                | The length, period or duration of the written speech is excellently employed.        | The length, period or duration of the written speech is well employed.                      | The length, period or duration of the written speech is not well employed.                   | The length, period or duration of the written speech is absolutely not employed.             |
| <b>4. Word Choice</b>             | Words used were creative and well-chosen for target audience. Examples were precise. | Words evidently considered the audience, appropriate language and examples.                 | Simple language, context, or examples were used.   | Words were not chosen well. Some words were clearly inappropriate.                           |
| <b>5. Grammatical Correctness</b> | The written speech is free from grammatical errors.                                  | The written speech has very few grammatical errors  | The written speech has many grammatical errors.  | The written speech has almost found to be grammatically incorrect.                           |



## ***Additional Activities***

Here are some additional guidelines when you are writing your speech:

- 1. Keep your words short and simple.** Your speech is meant to be heard by your audience, not read.
- 2. Avoid jargons, acronyms and technical words.** These definitely could confuse your audience.
- 3. Make your speech more personal.** Use the personal pronoun **“I,”** but take care not to overuse it. When you need to emphasize collectiveness with your audience, use the personal pronoun **“We.”**
- 4. Use active verbs and contractions.** These add to the personal conversational tone of your speech.
- 5. Be sensitive of your audience.** Be very careful with your language, jokes and non – verbal cues.
- 6. Use metaphors and other figures of speech.** These will effectively convey your point.
- 7. Manage your time well.** Make sure that the speech falls under the time limit.

Directions: Using the additional guidelines discussed above, try to write or compose your own speech given the scenario below.

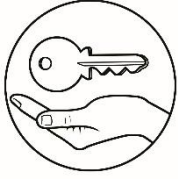
The recent Corona Virus (COVID 19) Pandemic has swallowed the lives of millions of people and put all the human activities all around the world and at a standstill. You feel concerned about it and decide to participate in an international on – line school speech competition on Corona.

Write your speech giving details on Corona Virus, its spread and its impact by giving your creative and useful suggestions to fight the pandemic and hopefully won our battle against it.

Refer to the rubric scoring for writing a speech below. Come up with a very sensible speech by taking into consideration the skills to be employed in speech writing production.

### Rubric Scoring for a Speech Writing

| <b>Skill</b>                      | <b>3</b>   | <b>2</b>  | <b>1</b>   | <b>0</b>   |
|-----------------------------------|--|---|--|--|
| <b>1. Audience</b>                | The audience is engaged to the greatest extent to the speech writing.                | The audience is engaged to the average extent to the speech writing.                        | The audience is engaged to the less extent to the speech writing.                            | The audience is engaged to the least extent to the speech writing.                           |
| <b>2. Logical Organization</b>    | The content and thought of the written speech is arranged clearly and logically.     | Few of the content and thought of the written speech is not arranged clearly and logically. | Many of the content and thought of the written speech is not arranged clearly and logically. | Most of the content and thought of the written speech is not arranged clearly and logically. |
| <b>3. Duration</b>                | The length, period or duration of the written speech is excellently employed.        | The length, period or duration of the written speech is well employed.                      | The length, period or duration of the written speech is not well employed.                   | The length, period or duration of the written speech is absolutely not employed.             |
| <b>4. Word Choice</b>             | Words used were creative and well-chosen for target audience. Examples were precise. | Words evidently considered the audience, appropriate language and examples.                 | Simple language, context, or examples were used.   | Words were not chosen well. Some words were clearly inappropriate.                           |
| <b>5. Grammatical Correctness</b> | The written speech is free from grammatical errors.                                  | The written speech has very few grammatical errors  | The written speech has many grammatical errors.  | The written speech has almost found to be grammatically incorrect.                           |



## ***Answer Key***

|  |   |  |
|--|---|--|
| <p><b>WHAT I KNOW</b><br/>(Answers may vary)</p> | <p><b>WHAT'S NEW</b><br/>(answers may vary)</p> <p><b>WHAT'S MORE</b><br/>(answers may vary)</p> <p><b>WHAT I CAN DO</b><br/>(answers may vary)</p> | <p><b>ASSESSMENT</b><br/>(The teacher will refer to the Rubrics prepared for the Activity)</p> |
|--|---|--|

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