

UNIT II: IMPROVING SERMON DELIVERY

In communicating with others, man is dependent on his use of language. The basic unit of language is words. Words are visual and vocal symbols which denote concepts. Concepts existing in the mind of one person can be communicated to the mind of another by the use of written and oral words.

Seldom do individual words stand alone. Most concepts are communicated in groups of words composing sentences. Sentences are made up of words with different functions or parts of speech. Nouns name persons, places, and things. Verbs express action or states of being with regard to nouns. Adjectives describe or limit nouns in making concepts more precise. Prepositions show the relations of nouns to the other parts of the sentence. Adverbs qualify adjectives, verbs, and other adverbs. Conjunctions show the relation of one concept to another. Although Unit II is not a course on grammar, it necessarily depends upon grammar. Grammar is concerned with the proper relation of words or parts of speech in composing sentences and paragraphs which communicate thoughts and concepts. Effective delivery of sermons is concerned with the accuracy of statements and the clarity of enunciation of words in vocal communication. In addition, delivery of sermons requires elements of beauty and style.

Oral communication can involve more than the articulation of sounds in words and sentences. Although radio announcers depend almost exclusively on their voices in communication, public speakers do not. They employ facial expressions and bodily movements. Lesson 4 is concerned with the proper use of bodily movements, including gestures and facial expressions, and the effective use of the voice. Voice can be affected by fear; therefore, consideration is given to controlling this emotion. Proper techniques related to the voice, such as rate and pitch, contribute to the effectiveness of speech. Suggestions are given in this lesson for using the voice more effectively.

Some voices are more pleasant to listen to than others. The words of some people are easier to understand than those of others. Lesson 5 gives guidance in achieving some pleasing tone quality and clearer articulation of words. A brief explanation of how sounds are produced is given in order that the student will understand how to improve the use of his vocal organs. In addition to having a written symbol, each letter of the alphabet has one or more sound symbols. If these sounds are not accurate, the intended words represented by the sounds will not be clear. The voice must have sufficient volume to be heard and words must be pronounced distinctly if speech is to be easily understood. Voice improvement can be made by exercising the different parts of the throat and mouth which are used in speaking.

Words are made up of combinations of sounds. In the English language, there are approximately forty-six different sounds which are used in various combinations to form approximately half a million words. Several sounds are combined rapidly to form each word. The speed with which the speech organs must form sounds becomes evident when it is realized that words are spoken at the rate of approximately three per second, and each word has an average of five sounds. The vocal cords, tongue, teeth, and lips must move rapidly to form the twelve to fifteen sounds per second combined into words in ordinary speech. Unless attention is given to the formation and articulation of sounds, their formation into words will not be clear. Preaching depends on clear and concise words; therefore, Lesson 6 focuses on the accuracy of sounds and words used in speech.

The content of a sermon is vital, but its poor style and lack of forcefulness in delivery can hinder the communication of its divine truths. Emphasis is given to style in Lesson 7. Style and oral communication include the preparation and organization of the message, the beauty and attractiveness of the words and statements selected to express the message, and the forcefulness of the voice in presenting it.

THE EFFECTIVE DELIVERY OF SERMONS

Introduction

Communication involves more than spoken words. Most people move parts of the body other than the lips and tongue when they speak. The more enthusiastic a person is to share something, the more intensive are the actions of his body in conveying the message.

The involvement of the whole man

Improving delivery requires the development of the whole man. Skills of presentation cannot be achieved apart from other areas of development. An alert mind, a knowledge of the subject, a pleasant-sounding voice, an animated and enthusiastic mood, controlled bodily movements, and direct eye contact are essential characteristics of good delivery. Enthusiasm includes emotional involvement in the subject. Involvement encompasses thorough understanding of the subject and a genuine interest in it. The pitch of the voice, gestures, and eye contact involve the physical aspects of the body. The effective use of voice and body depends upon an attitude of confidence, a desire to share the message, an understanding of the subject, and a knowledge of effective bodily movements.

Although success as a speaker depends upon much more than a ready tongue, a flexible voice, and appropriate gestures, these are of great importance. Combined with integrity, knowledge, and self-confidence, skill in delivery increases a speaker's effectiveness by helping him reveal to best advantage his inner traits of mind and character.¹

Communication involves sound, sight, and feeling. Sometimes a facial expression communicates more accurately what a person feels than his words. Although an address should be well prepared, it involves more than the intellectual presentation of impersonal truth. Effective speaking requires the speaker to feel his subject. A person's feelings are expressed not only through the voice but also through the bodily movements, facial expressions, and eyes. What a person feels and the way he acts combine to reveal his true feelings and beliefs.

¹Alan H. Monroe and Douglas Ehninger, Principles and Types of Speech (6th ed.; Glenview, Ill.: Scott, Foreman and Co., 1967), p. 9.

Six essential characteristics of good delivery are:

1. an alert _____
2. a _____ of the subject
3. a pleasant-sounding _____
4. an animated and enthusiastic _____
5. controlled _____ movements
6. direct _____ contact

(Compare your answers with the text.)

Physical aspects involved in communication are: (1) v _____, (2) b _____ movements, (3) f _____ expressions, and (4) e _____ contact.

(voice, bodily, facial, eye)

The importance of effective delivery

A nationally known business man was invited to address a college assembly. A manuscript of his speech was presented to a speech professor on the evening preceding the speaking occasion. The professor regarded the speech as excellent, indicating extensive research and careful writing. As the speaker delivered the address, the students stopped listening and either began reading books or conversing with neighbours. The address of excellent content was ineffective because of its poor presentation. The speaker read the speech in a monotone, and his voice was weak and high-pitched. He did not use gestures to add to the forcefulness of delivery. The inactivity of his body gave the impression that he was not personally involved in the speech. His poor techniques in delivery and his failure to adapt the speech to the interests of the students rendered it almost worthless.²

Is this statement true or false?

An address of excellent content may be ineffective because of its poor presentation.

(true)

Controlling Fear

Stage fright keeps many people from appearing before an audience to speak. Although they have no fear of participating in an ordinary conversation, they will not appear before the same group to present a speech on the same subject which they have discussed fully in ordinary conversation. Many people who have much to say privately experience a failure of memory when they stand before a group.

Under certain conditions, most people experience a degree of stage fright. The poet Cowper would hide behind a hedge in order to evade meeting someone. Many Christians have never witnessed to the unsaved because of their fear. Those who do witness usually experience anxiety and nervousness while approaching the individual with whom they feel compelled to share their faith.

Stage fright or fear can work advantageously for the speaker who controls it. For other people, it is the stumblingblock that lies in the way to a successful career as an orator. Regardless of who the person is, he must learn how to handle fear if he intends to succeed as a speaker.

Fear or stage fright may be advantageous to a speaker, or it may be a stumblingblock, depending on his _____ of it.

(control)

The nature of fear

Most people lack confidence and feel insecure when they face an abnormal situation. Speaking with individuals is natural, but they are not accustomed to

²Related by Glenn R. Capp, Basic Oral Communication (Englewood Cliffs, N. J. : Prentice-Hall, Inc., 1971), p. 194.

presenting a formal subject to a group, and this gives rise to fear.

Insufficient preparation contributes to fear. The person who is unprepared has reason to lack confidence. However, even those who have given much time to preparation usually begin to doubt that they have their subject adequately in hand as the moment for delivery approaches. Speakers seldom come to the point of feeling that they have completely mastered their speeches. Some confidence is gained, however, if they have gone over the message several times before presenting it to the audience. If a person has the thoughts well in mind, he will not forget what he intends to say. A well prepared speech, properly rehearsed, is almost never interrupted by mental lapses resulting from stage fright.

Fear arises sometimes because of the speaker's being overly concerned for the success of his message. This concern will usually include an element of pride and egotism. He wants to be commended for his capability. Although the preacher would like to deny these motives, which lack humility, his emotional desires betray him. He takes great comfort in the commendation of the people at the conclusion of the service. If people forget to commend his sermon or fail to be enthusiastic about it, he departs in a depressed mood.

Lack of confidence is intensified when a young preacher is aware that the more mature Christians in his audience know more about the subject and could speak with greater authority than he. Especially is it difficult for an inexperienced minister to speak before his professors. Before normal groups, the speaker's thinking objectively about the situation should bring some relief. Since he has prepared the subject, he knows more about it than most of the people who are present. Most of his congregation is friendly towards and in sympathy with him as he speaks.

Helpful attitudes in controlling fear

Fear is normal and should be recognized as a common emotion of every speaker. Since it is normal, the speaker will be unable to avoid it, but he can discover ways to control it.

Fear not only should be expected, but the benefits from it should be recognized. Without fear preceding the speaking engagement, the speaker probably would neglect his preparation, do a poor job in speaking, and experience depression because of failure. Some tension serves the purpose of supplying the necessary energy and drive for delivering a forceful sermon. It helps the person to rise to the occasion and to be at his best. Nervousness helps to provide

After reading all of the topic "The Nature of Fear," complete the four causes of fear below:

1. Facing an _____ situation;
2. Insufficient _____;
3. Excessive _____ for _____;
4. Awareness that greater _____ are present.

(abnormal, preparation, concern, success, authorities)

Underline the correct word.

Fear (is, is not) a normal and common emotion of every speaker.

(Compare your answer with the text.)

Underline the correct word.

Fear (does, does not) provide benefits when it is controlled.

(does)

the energy, which the body of the minister needs, for the time he is before the group. The fact that he may feel physically fatigued after a speech indicates the amount of energy he has expended. Fear affects the endocrine glands which increase body metabolism, causing energy to be released more rapidly. The energy can be used by the brain for greater power of concentration and alertness while the speaker is presenting his message. If its effects are not controlled, however, it can cause the speaker to suffer mental lapses.

The speaker can gain some confidence and alleviate some of his fears by telling himself that he is better prepared on the subject than anyone in the room. If he makes a minor mistake, probably no one will know it. Adopting the attitude that he has something worthwhile to say and to share with the people also gives some confidence. Most of the congregation has come to hear what the preacher has to share. Their attitude will be friendly towards him. By reviewing previous experiences, the minister will discover that nothing too dreadful has happened to him previously; therefore, there is no reason to fear.

Every speaker wants the message to be successful. Probably his greatest fear is that it will be only mediocre or a failure. He needs to adopt the attitude that the message is God's, and its success depends on God's grace. He has made himself available to be God's servant in delivering the Word, but the results are beyond his control. Every time he stands up to preach, he should remind himself that the success of the message does not depend upon his ability but on God's power. Faith in God will relieve much of the anxiety before preaching and much of the depression afterwards. The servant enters the pulpit desiring to be the best vessel possible for God's use, but he recognizes that he is only a vessel. If visible results occur at the conclusion of his message, he can give God thanks for what He has done. If they do not, he can give God thanks for the invisible results, knowing that the Word of God does not return to Him void.

Controlling nervousness

Nervousness or stage fright is the result of the suppression of fear. A person's body becomes tense in attempting to conceal his fear. The more a person tries to control the external muscles which give evidence of fear, the more the internal or involuntary muscles react as the result of emotional disturbances. The internal commotion may become so bad that the speaker loses control of himself completely. He needs to know how to relieve nervous tension, or, at least, how to transfer it to parts of the body where it has no ill effects.

A speaker dispels some fear when he takes the attitude that he is better _____ in his subject than the listeners.

(prepared)

A preacher should remind himself that the success of his message does not depend on his _____ but on God's _____.

(ability, power)

Use the following words in the statement below to show the relation of nervousness to fear:

muscles fear emotional
 suppression result

Nervousness is the _____ of the _____ of _____ in which the involuntary _____ react to the _____ disturbance of fear.

(result, suppression, fear, muscles, emotional)

If the speaker is sufficiently prepared, there is no reason he should completely lose control of himself. There are several ways to release the tension. The speaker usually feels the nervousness most acutely in the region of the stomach. It may also affect his throat. Nervous tension can be released in private by breathing deeply, taking physical exercises, and doing vocal exercises. Swallowing or yawning may help to relax the throat. The following exercises will help to remove tension:

1. While in a sitting position, tense every muscle possible until the toes curl, the knees tire, and the hands tremble. Then relax until you feel limp.
2. Tense the right arm with the rest of the body relaxed, and then relax it. Do the same with the other arm, the legs, the hands, and the neck.
3. When standing, bend at the waist, letting the arms hang limply and dropping your chin to your chest. Relax all your body, then rise slowly to an erect position keeping arms and neck relaxed.
4. Roll the neck limply in a circle.
5. While standing, stretch out one arm, supporting it at the elbow with the hand of the other arm until it is completely relaxed. Then shake it gently so that the hand and fingers flop. Do the same with the other hand.
6. Press chin on the chest while the body is relaxed. Slowly raise the head and lift the arms straight out. Keep the jaw loose so that the mouth gapes open as you lift the head. With arms stretched over the head, which is back as far as you can get it, yawn.
7. Alternately clench the teeth and say "ah" with the mouth opened wide.

When the speaker is on the rostrum, obviously he cannot benefit by exercises for relaxing. He can, however, transfer tension from his stomach and throat to areas which do not affect his speaking. This can be accomplished by the unobserved tight clenching of his fists. Also, he can tense the muscles in his legs.

Nervous tension can be released in private by _____ deeply, taking _____ exercises, and doing _____ exercises.

(breathing, physical, vocal)

When the speaker is on the rostrum, relaxation can be achieved by _____ the fists and _____ the leg muscles.

(Compare your answer with the text.)

The speaker should have his introduction well prepared and notes available for reading the first few statements in the event that fear affects his thinking. Usually his throat begins to relax and his brain begins to clear after he has said a few words.

The Effective Use of Bodily Movements

Purposes of bodily action

Bodily actions can be used to clarify and qualify. The speed of an automobile can be given in miles per hour and the movement of the hands, head, and eyes help to express speed or lack of it. The size of an object can be given in linear dimensions, and it can be visualized also by using the hands. Feelings and attitudes are conveyed by a shrug of the shoulders, a smile, or a frown. An alarming situation can be indicated by the expression on one's face and the movement of the whole body. Too often preachers deliver all their sermons with a doleful countenance, regardless of the nature of the sermon subject.

Good bodily actions contribute to involving the audience in the subject being presented. They help keep the listeners alert. Inappropriate or no bodily actions result in the appearance of sluggishness, and the attention of the audience is lost. Random movements, such as aimless pacing and the frequent shifting of weight from one foot to the other, often result from nervous tension and call attention to themselves. The speaker must concentrate on purposeful bodily movements until they become natural with him.

Proper gestures

Gestures are bodily movements which involve the hands and the arms primarily. They help the audience understand a point. The movements of the hands and arms can have symbolical meanings and help convey impressions. Every speaker uses gestures although his bodily movement may be no more than a nod of his head or a change of facial expression. A bodily action which is meaningful and desirable is a gesture. One which is undesirable and distracting is a mannerism. Artificial gestures usually have the effect of mannerisms.

Many beginning speakers feel that gestures do not come naturally for them. Gestures must come from feelings and impulses, or they will appear unnatural; however, the fright and insecurity of the beginning speaker will hamper his natural use of them. He should study the basic principles of using gestures and employ them in practice sessions. Most speakers need to give attention to developing proper gestures and to avoiding meaningless and distracting movements.

The purpose of bodily actions during speaking is to help clarify _____ being expressed vocally.

(concepts)

Match the words with their meanings.

- | | |
|---------------------------|--|
| <u> </u> 1. Gestures | a. Bodily movements which are not desirable and detract from the message. |
| <u> </u> 2. Mannerisms | b. Bodily movements which have symbolical meanings and convey impressions. |

(b-1, a-2)

In preparing his speech, the speaker should give some thought to gestures. The beginning preacher should plan a few at various points in his sermon. He should not be bound to his planned gestures to the extent of recording cues in his notes, but he should think ahead of time about what movements would be proper and determine to use a few. After some experience, gestures will begin to come from natural impulses while the message is being delivered. The goal of the speaker should be to develop proper gestures and to avoid meaningless and distracting movements.

Some speakers use excessive gestures. If every word is stressed by a bodily action, then no word is truly stressed. Too many are likely to detract from the idea being presented. The person who uses them effectively does not have so many that attention is drawn to the gestures instead of the message. The number used will vary with each speaker and each message. Speakers should aim for moderation. Those who find gestures to be easy and natural for them should aim for moderation in their use.

Characteristics of good gestures

Good gestures appear to be natural, and the speaker seems to be at ease in the use of them. Awkward gestures, made by a stiff wrist, elbow, or shoulder, detract from what is being said.

Good gestures should be meaningful. It is easy to form the habit of using meaningless gestures. While a rather nervous preacher was speaking to a group of ministers, he constantly chopped the air with his right hand. Although the words of his message were relevant, the meaningless and drastic bodily movements attracted attention to themselves and away from the message. Often meaningless gestures become even ridiculous and a handicap to the communication of the message.

Good gestures are coordinated with the emphatic or descriptive point being made. A speaker's forcing himself to use gestures which are inappropriate and ill-timed is a comical sight. Usually the descriptive gesture will precede the thought by a fraction of a second. It is used in preparing the minds of the people to receive the spoken words which are to follow.

Good gestures are smooth; they are not abrupt. The message and subdued movements should build up to a forceful gesture. Usually there is some action which will reveal what gesture is to follow. The audience is prepared by the speaker for his bodily movements. Normally, gestures are not used with the beginning sentence of a speech because the audience is not prepared for them. Neither should an abrupt

The goal of the speaker should be--
to _____ proper gestures and
to _____ distracting movements.

(develop, avoid)

Read all of this page, and then underline four characteristics of good gestures in the list below.

coordinated with a point
awkward
meaningful
abrupt
drastic
meaningless
natural
smooth

(Compare your answers with the text.)

gesture be used at the close of the speech because the gesture will be left hanging in the air.

Good gestures are spontaneous and natural. They express the inward feeling of the person delivering the speech. They are most effective when the speaker overcomes his fear and has a strong desire to share his ideas.

Good gestures require coordinated use of the whole body. The movement of the hands should not be unrelated to the facial expression. The turning of the palm downward to show disapproval is inconsistent with an approving smile and will leave the audience perplexed.

Good gestures are definite and fully made. Hand and arm gestures have three stages: the beginning, the climax, and the return. The movement should come from the shoulders, not from the elbows or wrists. The climax should be reached in coordination with the word to be emphasized. The arms and hands are then returned to their original positions in an unobtrusive manner. Inhibitions cause some speakers to begin gestures which are not carried through to their climax. These give the effect of fidgety movements resulting from nervousness.

The vigour of the gesture should coincide with the idea expressed. To move the arms and hands slowly when describing a speeding vehicle appears humorous and absurd.

Good gestures should vary with the size and nature of the audience and the purpose of the gathering. The larger the audience, the more sweeping and vigorous the movements should be. If the audience is small, gestures should be more restricted. Generally, young people like more action than older adults. Fewer and less vigorous gestures would be used at funerals. On patriotic occasions, which are usually intended to be emotional, more vigorous actions are appropriate. During a seminar or workshop session, most of the gestures will be descriptive rather than emphatic.

Gestures should have variety. Repetition is monotonous. The most frequently over-used movement is a chopping action of the hand and arm. Some speakers develop the habit of lifting their hands from the lectern without carrying through to the climax in a gesture.

Types of gestures

There are five basic hand gestures: the pointed index finger, the clenched fist, and the open hand with the palm up, down, or vertical. All of these hand gestures, except the clenched fist, may be expressed

Read through the fourth paragraph on this page and you will find five additional characteristics of good gestures.

They are:

1. s _____
2. coordinated with t _____ b _____
movement
3. d _____ and f _____ made
4. v _____
5. have v _____

(spontaneous, total bodily, definite, fully, vigorous, variety)

How many basic hand gestures are there? _____

(Compare your answer with the text.)

Facial Expressions and Eye Contact

In the past, instructions in sermon delivery guided beginning speakers extensively in showing emotion through facial expressions. To express anger, the speaker was instructed to frown by knitting his eyebrows and closing his lips tightly. Fear was dramatized by drawing back, opening one's mouth and eyes wide. Artificiality resulted from these exaggerated facial expressions. The emphasis today is on natural expression.

Sometimes speakers fail to show their feelings by maintaining the same solemn countenance throughout a message. Without facial expressions revealing the emotions related to the message, the speaker's words and feelings do not coincide. Often a speaker fails to show his true feelings because of fear and self-consciousness or because he is not involved enough in his message to have genuine feelings to express. The solution for him is to become aware of his feelings instead of his fears and to become involved in the truth and significance of his message. The natural expression of true feelings produces appropriate facial expressions.

Eye contact is very important in oral communication. The purpose of preaching is not to deliver an impersonal address but to communicate divine truth to sinful individuals. The preacher cannot remain impervious to the message nor to the people. The lack of eye contact gives the impression that he is not personally involved in the message.

Sometimes a speaker develops the distracting habit of gazing out a window or at the ceiling while he speaks. Such a habit conveys a feeling of inferiority or insecurity. Since the preacher is delivering God's message to the people, he must develop the habit of looking into their eyes as he would if he were in a personal conversation with them.

A speaker can look in the general direction of a congregation without seeing anyone in particular and without making eye contact. An empty stare is as objectionable as looking in another direction. To avoid the empty stare, the speaker may select three or four people seated in various places in the congregation and make eye contact with them periodically during the sermon. In so doing, all of the people in each area feel that the preacher is looking specifically at them. Direct eye contact is very important in making the message personal.

The eyes communicate sincerity and friendliness. Congregations can tolerate sermons that lack depth of content so long as they feel that the preacher is sincere in his efforts to serve God. They can endure some of the defects of his delivery if he appears to be friendly and understanding.

Appropriate facial expressions result from the _____ expression of true _____.

(natural, feelings)

Lack of eye contact gives the impression of _____ or _____.

(inferiority, insecurity)

Is this statement true or false?

The speaker may make eye contact by selecting three or four people in the congregation to look at periodically. _____

(true)

The eyes and facial expressions convey many feelings to the audience. The speaker should not attempt to hide his emotions by remaining solemn. His speaking will be much more effective if he permits them to show. On the other hand, he should not try to develop artificial feelings or to exaggerate them. Some preachers have concluded that deep emotion should be expressed in every sermon; therefore, they have learned to shed a few tears every time they preach.

Effective Use of the Voice

The voice is closely related to the rest of the person. What one feels, thinks, and eats has a direct and positive effect on his voice quality. The pitch and force of his voice reflect what he thinks is important. If the speaker's mind is dull, the voice likely will be monotonous and ineffective in communicating thoughts. His emotions are reflected in his voice. However, it is possible for the voice of the nervous or self-conscious speaker to camouflage his deeper feelings.

Emotions affect significantly the quality of the voice. Good voice, which reflects emotions, is required for sermon delivery to be effective. Cicero, the greatest of the early Roman orators, said:

Nor is it possible for the hearer to grieve, or hate, or fear, or to be moved to commiseration and tears, unless the emotions which the speaker wishes to communicate are deeply impressed upon himself, and stamped on his own bosom with characters of fire... Never, I assure you, have I endeavoured to excite in the judges the emotions of grief, commiseration, envy, or hatred, without becoming sensibly touched myself with the passions I wish to communicate to them.

Most modern speech teachers would agree with Cicero that the effective voice of the speaker is related to the total man. The voice is the mirror of inner feelings. However, some speakers feel deeply their messages but have difficulty reflecting their feelings with their voices.

Rigid voices are monotonous; therefore, the speaker should seek to develop expressiveness and variety. A droning voice, like the ceaseless "click-clack, click-clack" of the wheels of a train, has the effect of putting people to sleep. Variety is required if the attention of the audience is to be held.

Underline the correct word or words.

The speaker (should, should not) attempt to hide his emotions by remaining solemn.

(Compare your answer with the text.)

Cicero said that the emotions which the speaker wishes to communicate in his message must be deeply impressed upon _____.

(himself)

Factors which provide for variety in speech are rate, pitch, and force. Monotony results in patterns which never change. The rate and pitch of the voice should vary naturally to reflect the changing moods and meanings in the sermon. The volume should fluctuate in relation to the emphasis placed upon words or thoughts.

Animated conversation is always characterized by variety in rate. Usually a sermon begins at a slow rate, but it increases as the message moves towards its climax. Subject matter which is exciting requires a rapid rate of utterance. Material which expresses sadness and sorrow calls for a slow rate.

Rate can be varied by the duration of the tones on different syllables and by the length of the intervals between tones. In conversation, the words of an exclamation illustrate the differences of rate: "What, why I never heard of such a thing!" The vowel in "what" is prolonged, and the interval between "what" and "why" is longer than that between any other two words. Likewise, the vowel sound in "heard" is prolonged. The variety in rate gives emphasis to the important words of the statement.

The pause is closely related to rate. In ordinary speech, the pause is comparable to the paragraph and chapter divisions in print, indicating changes of thought. Unfortunately, much modern speaking is void of word, sentence, or thought separations.

The pause has dramatic value. A long pause before an important idea will prepare the hearers for the thought or, after an idea is expressed, it will allow time for the thought to germinate. Pauses give the listener time to get the meaning. Especially are they significant when speeches are read. Pauses serve as marks of punctuation in speech.

Pitch provides an artistic means of emphasis. The normal voice constantly shifts from one level to another in response to the speaker's mood. A voice affected by fear may continue on one level. The expressive voice is flexible and avoids monotony and rigidity. Excitement produces a heightened pitch while sorrow produces a lower one. The change should fit the mood of the speaker; however, sometimes faulty pitch patterns develop. Droning is the result of keeping the pitch range too narrow. The opposite extreme is excessive pitch variation. Sometimes pitch patterns develop in which every sentence is started on a high note and is permitted to taper off to a lower and subdued ending. A common habit of speakers is to let the ends of words and even sentences fade out completely.

List three factors which provide variety in speech.

(Compare your answers with the text.)

With regard to rate, a sermon usually begins at a _____ rate; as the message moves towards the climax, the rate _____; exciting matter requires a _____ rate; expressions of sorrow and sadness require a _____ rate.

Compare your answers with the text.)

Pauses are comparable to _____ and _____ divisions in print.

(paragraph, chapter)

Pitch of voice varies with _____.

(mood)

The importance of pitch in the effective communication of ideas may be illustrated in a greeting given in various moods. Repeat "Good morning!" to express the following moods and note various differences of pitch:

1. A greeting expressing pleasure and joy.
2. A greeting expressing restrained dislike.
3. A greeting from habit and without feeling.
4. A greeting expressing surprise to see your friend.
5. A greeting from one whose mind is preoccupied with something else.

Force is related, but not equivalent, to loudness. It refers to the energetic delivery. The preacher should be heard in all areas of the auditorium; however, loudness does not necessarily mean that he is understood. Volume achieved by straining the pitch is offensive to the hearer and damaging to the voice of the speaker. Adequate loudness is achieved by projecting the voice rather than raising the pitch. Voice projection depends on the correct use of the diaphragm in breathing and will be discussed in the next lesson.

Attempting to gain force by straining the vocal cords and throat should be avoided because it results in the voice's sounding rigid and causes it to break and to "wear out." The strength of the voice is related to tone quality. Both volume and tone can be achieved only as a result of practice.

Force is used to emphasize important words. An abrupt increase in volume can stir a dozing audience to attention. Continuous loud tones can become monotonous and fail to add force to the delivery. Force is related to the energy with which the message is delivered. A person who does not show energy and vitality in preaching cannot be forceful even though he turns up the volume of the public address system.

Variety is very important in the effective delivery of sermons. Flexibility in rate, pitch, projection, and force prevents vocal monotony and is the key to animated speech.

Force in sermons means _____ delivery.

(energetic)

Unscramble the letters to make words for the blanks.

A person who does not show _____ and _____

_____ in preaching cannot be _____

_____ even though he turns up the _____

volume of the public address system.

(Compare your answers with the text.)

Home Study Exercise

Basic activity (Levels 1, 2, and 3). After reading the study guide text, answer the following questions.

1. List six characteristics of good delivery. _____

2. List the physical aspects of sermon delivery. _____

3. List four causes of fear. _____

4. List four attitudes that help control fear. _____

5. What is the relation of nervousness to fear? _____

6. How can nervous tension be released in private? _____
7. How can the speaker on the rostrum alleviate nervousness? _____

8. What is the purpose of bodily actions during speaking? _____
9. Distinguish between gestures and mannerisms. _____

10. How should a speaker develop good gestures? _____

11. List nine characteristics of good gestures. _____

12. Give the symbolic meanings of the lower, middle, and upper planes. _____

13. Describe in one statement each the symbolism of the five basic hand gestures. _____

14. What determines correct facial expressions? _____
15. Why is eye contact important? _____

16. What can a speaker do to assure eye contact? _____

17. What is required for emotions to be revealed through the voice? _____

18. What is the proper rate of speaking? _____

19. What causes pitch to vary? _____
20. What is meant by force? _____

Supplementary activity (Levels 2 and 3):

1. Read a sermon from a book or pamphlet. Indicate the kinds of gestures that should be used in delivering it and where they should be used.
2. Make a list of mannerisms which you have observed in other speakers. Add to the list those of your own which you have become aware of.

Advanced activity (Level 3):

Prepare a devotional thought (do not exceed five minutes) for the seminar. Give careful attention to the content and the use of proper gestures. The leader may call on you to present the devotional and ask the other students to evaluate your use of gestures. If he does, you will be contributing to the learning experience of other students as well as to yourself. Do not permit pride to rob you of the opportunity to become a more effective speaker. The teacher and other students will recognize that this kind of speaking situation creates additional tension.

Seminar Discussion

1. What aspects of a person are involved in public communication?
2. Name the causes of fear and suggest ways to control it.
3. Define mannerisms and list those which you have observed in yourself and others.
4. Have one or two students to bring five-minute devotionals to the seminar. Give the students time to point out the speaker's effective use of gestures as well as making suggestions for improvements. The spirit of helping one another to improve must prevail in this kind of activity.
5. Practise the exercises suggested in this lesson.