



## 3.4 Recorded Speeches

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*This activity builds and develops advanced public speaking skills. It involves recording a speech on tape, allowing the speaker to listen to and evaluate her own performance. This technique can be used repeatedly and in combination with a variety of other activities.*

### **Time Allotment**

The time required varies. Students may need to prepare a speech in advance and practice it in order to perform in a manner that makes recording fruitful. Audio or visual recording equipment must be acquired and tested to ensure it will work. Actually recording the speech will likely only take 1-10 minutes, depending on speech length. However, students may wish to record a speech several times, or to restart in the event of a serious mistake. Finally, depending on their skill level, students will take widely varying amounts of time evaluating the tape.

### **Objectives**

By the end of this activity, students will:

- use recording equipment to listen to and critique their own speeches.

### **Materials and Preparation**

- A prepared speech that the student is comfortable presenting.
- Video and/or audio recording and playback equipment.
- A set of evaluation guidelines (version 1).
- A set of guidelines for a paper assignment (version 3).

### **Method**

Version 1: Have each student deliver a 1-minute speech in class and video- or audiotape the speech. Create a set of evaluation questions that emphasize the aspects of delivery and/or persuasive speaking that you have recently discussed in class. Have each student watch their own tape and write a self-evaluation of their performance by identifying concrete areas that could be improved. Students can also listen to the tape while considering written instructor or peer feedback about the speech.

Version 2: Instead of doing this as a one-time activity, make a habit of periodically video or audio-taping speeches that students deliver in class as part of practice debates or other speaking exercises. Make sure that you record and offer written feedback for at least one speech by each student during the course of semester. Use the tapes in the evaluation and reflection process as described above.

Version 3: Have experienced debaters deliver more lengthy speeches. For instance, they could give a 2AC, 2NC, 1AR, etc. from a recent tournament. Once a student feels prepared and is ready to begin, have her give the entire speech while you record. Then, ask students to write an evaluation of their own performance. Let them take the tape home, and request that they return the next day with a report. The report could be a one page written evaluation, a list of areas for improvement, or personal reflection piece. It will be helpful to give students a clear set of standards regarding the nature of the paper.