

THE EFFECT OF AUDIENCE
FEEDBACK ON ENCODING BEHAVIOR OF SPEAKERS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY

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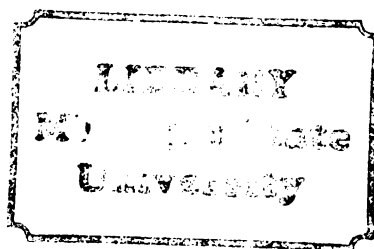
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ABSTRACT

THE EFFECT ON AUDIENCE FEEDBACK ON ENCODING BEHAVIOR OF SPEAKERS

by Walter H. Combs

Two experiments were conducted to study the effects of audience feedback on encoding behavior of public speakers. The explanation of the findings reported by Amato and Ostermeier (1967) and the procedures they employed formed the basis for the rationale of this thesis.

Amato and Ostermeier's procedures included using an audience to administer favorable, neutral, and unfavorable feedback to three speakers. Audience members were instructed to indicate their responses by holding up appropriate colored cards during each speaker's presentation. At the conclusion of each speech, the audience evaluated the speaker on six speaking characteristics. Results were reported to be supportive of the authors' hypothesis: that unfavorable audience feedback produces a deterioration in speaker delivery.

The purpose of Study I was to demonstrate that there is a more parsimonious explanation of Amato and Ostermeier's findings; namely, that the audience members rated the speakers consistent with the response-role they were asked to perform.

It was hypothesized in Study I that subjects administering positive feedback to a speaker will rate him more favorably than subjects administering neutral feedback; and conversely, that subjects administering negative feedback to a speaker will rate him more unfavorably than subjects administering neutral feedback.

Eighty-two students enrolled in classes of public speaking courses at Michigan State University were randomly assigned to one of three response-role conditions: Favorable, Neutral or Unfavorable. In each class every member of the audience was given a set of IBM cards to indicate their response-role. GREEN cards indicated a favorable response; RED--an unfavorable response; and WHITE--a neutral one. Approximately one-third of the audience members in each class was assigned to each feedback condition.

During the delivery of a 10 minute speech given by a confederate, the audience held up their cards once each minute for approximately 10 seconds. Immediately following the speech the audience was asked to rate the speaker along four evaluation dimensions: Content and Analysis, Delivery, Language and Overall Effectiveness.

The results of Study I indicated that Amato and Ostermeier's findings lend themselves to a response-role, rather than a speaking performance interpretation. The data suggested that the response-role instructions influenced the audience's evaluations of the speaker. Subjects administering positive feedback rated the speaker significantly higher than those in the Neutral condition. Subjects administering negative feedback rated the speaker significantly lower than those in the Neutral condition.

The purpose of Study II was to replicate the Amato and Ostermeier study using more defensible procedures. Study II differed from Study I in two ways: 1) speakers were used as subjects; and 2) encoding rate and nonfluencies were used as dependent variables. Encoding rate was defined

as the total number of utterances per minute. Nonfluencies were operationally defined as the total number of repetitions, vocalized pauses, or revisions which interfered with the fluency of utterance.

Sixty-one students enrolled in an introductory course in communication at Michigan State University were randomly assigned to one of three feedback conditions: Favorable, Neutral, or Unfavorable. Subjects reported individually to a preparation room where they received instructions to prepare a 10 minute speech on: "What factors should be considered in the choice of a college or university?"

At the end of 25 minutes, the experimenter escorted the subject to another room where he delivered his speech to three male and three female confederates. The confederates administered favorable, neutral or unfavorable feedback by holding up GREEN, WHITE, and RED colored cards respectively. No feedback was administered during the first minute of each speech. At the end of the first minute and every 20 seconds thereafter, the confederates held up their cards for 10 seconds. This feedback procedure was repeated fifteen times, three times a minute for a total of 5 minutes for each subject. Following the speech, each subject filled out a questionnaire concerning their reactions to the audience and experimental task.

In general, the results were supportive of the two major hypotheses of Study II. Subjects receiving favorable feedback exhibited somewhat higher utterance rates and significantly fewer nonfluencies than subjects

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receiving neutral feedback. Conversely, subjects receiving unfavorable feedback exhibited somewhat lower utterance rates and significantly greater nonfluencies than subjects receiving neutral feedback.

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A THESIS

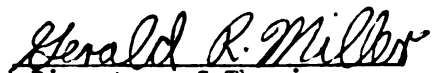
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CHAPTER I

STUDY I

Introduction

Feedback is an important element in interpersonal communication. Given at least one source and one receiver, feedback may be defined as: "those overt responses of a listener that serve to shape and to modify the succeeding communication behavior of a speaker," (Miller, 1966).

The effects of feedback have been studied in a variety of settings. Leavitt and Mueller (1951) found that mean accuracy scores were higher when an instructor had orally communicated a series of geometric forms to subjects who were allowed free feedback and lower when subjects were allowed zero feedback. Accuracy scores for intermediate conditions increased as feedback increased. Verplank (1955) studied the effects of positive and negative feedback in situations involving conversation between two persons. In his study one person reacted to personal opinion statements of another by either agreement or disagreement, paraphrasing or remaining silent. Personal opinion statements from subjects in the agreement and paraphrasing conditions were significantly higher than in the conditions of disagreement and silence.

Data from another experiment suggest that verbal approval of a prior speaker produces disruptive effects on certain speech patterns of a second speaker (Miller, Zavos, Vlandis and Rosenbaum, 1961). Subjects in a condition where the second speaker received no verbal approval and

in a condition where the second speaker received verbal approval had significantly higher nonfluencies than did subjects in a condition where the prior speaker had not received verbal approval.

Stolz and Tannenbaum (1963) studied the effects of knowledge of performance on encoding behavior in an oral examination setting. Subjects were presented with results of their answers to an item before proceeding to the following item. Positive feedback produced little difference in the number of words per minute, while negative feedback produced a significantly lower mean value. Subjects receiving negative feedback also had significantly higher ratios of unfilled pauses to number of words than did subjects in a control group. Similarly, Miller (1964) demonstrated that speakers receiving the same kind of responses as their predecessors had fewer nonfluencies and higher utterance rates than did subjects receiving feedback that was more or less favorable than their predecessors.

More recently, Amato and Ostermeier (1967) have reported results concerning the effect of audience feedback on beginning public speakers. The explanation of their findings and the procedures they employed form the basis for the rationale of this thesis. Specifically, the purpose of this thesis is twofold: 1) to demonstrate that there is a more parsimonious explanation of the findings reported by Amato and Ostermeier; and 2) to replicate the Amato-Ostermeier study using more defensible procedures. A detailed description of their study will reveal the weakness of central concern.

These investigators hypothesized that unfavorable audience feedback produces a deterioration in speaker delivery; specifically eye contact, nervousness, bodily movement and fluency. Twenty-two students enrolled in a fundamentals public speaking course formed the audience. Three other students, unknown to the audience, served as speakers.

Each audience member was given three 4" x 6" index cards to use in presenting feedback during the oral presentation of each speaker. The audience was instructed to assume a predetermined response-role for each speaker. In one condition the audience was instructed to respond favorably to the speaker by holding up a WHITE index card. In the other conditions they were instructed to indicate an unfavorable or neutral response by holding up either a RED or GREEN card respectively. These audience response-role procedures were followed for each of the three speakers during the first speaking session. The speakers were given the same instructions concerning the meaning of the colored cards.

At the conclusion of each speech, the audience filled out a questionnaire in which they were asked to evaluate the speaker on six speaking characteristics: bodily movement, eye contact, facial expression, fluency, friendliness, and nervousness. A seven interval "good-bad" scale was used to measure each of the speaking characteristics.

A second set of instructions was given to the audience prior to the second round of speeches. In this set only two response-roles were permitted, either unfavorable or neutral but not favorable. Again the questionnaires were administered following each speech.

Results of a three dimensional analysis of variance indicated a significant between treatments effect on four of the six delivery characteristics measured: eye contact, nervousness, bodily movement, and fluency. The authors concluded that negative feedback not only leads to a disruption of encoding behavior but also produces a deterioration in delivery.

Amato and Ostermeier's results are open to an alternative interpretation. Assume that an individual is asked to respond "unfavorably" to a speaker's presentation. After the presentation, the individual fills out a questionnaire which requires him to evaluate the speaker on certain delivery characteristics. Obviously, the act of responding unfavorably might influence that individual's perception of the speaker. Also, repeated "unfavorable" responses from an individual while attending to the speech should predispose that individual to rate that speaker more unfavorably than if he had been instructed to respond in a "neutral" manner. Moreover, when a subject is instructed by an experimenter to repeatedly respond "favorably" to a source's presentation, it could be expected that the subject would evaluate the source's presentation more favorably than if he had been instructed to assume a "neutral" response-role. Such an expectation is consistent with Orne's (1962) research concerning subjects' perceptions of the demand characteristics of the psychological experiment.

These considerations cast doubt on Amato and Ostermeier's interpretation of their results. They attribute their obtained differences in audience ratings of the speakers to the effects of the feedback on the

speaker's delivery. Their differences can just as well be attributed to the nature of the procedures employed; that is, the instructions given to the audience prior to obtaining their ratings of the speaker. Also, it would seem that the repeated act of assuming a particular response-role would strengthen the sensitizing effect of these instructions.

Therefore, a more parsimonious explanation of the Amato and Ostermeier results would be that the response-role instructions influenced the audiences' rating of the speakers: that audience members rated the speakers consistent with the response-role they were asked to perform. If the feedback manipulations had an effect on the speakers' delivery, this effect was not measured unequivocally because the same individuals who administered feedback also rated the speakers' delivery.

Study I

To implement the initial purpose of this thesis, an experiment was conducted using a modification of the procedures employed by Amato and Ostermeier. It was hypothesized that subjects administering positive feedback to a speaker will rate him more favorably than subjects administering neutral feedback; and conversely, that subjects administering negative feedback to a speaker will rate him more unfavorably than subjects administering neutral feedback.

Method

Eighty-two students enrolled in four classes of public speaking courses at Michigan State University were randomly assigned to one of

three response-role conditions: Favorable, Neutral or Unfavorable.

In each class every member of the audience was given a set of ten

3 1/2" x 7 3/8" IBM cards to indicate their particular response-role.

This procedure resulted in a total of twenty-eight subjects being

assigned to the Favorable condition and twenty-seven in both the Neutral and Unfavorable conditions. In each class approximately one-third of the audience was assigned to each feedback condition. This means that any differences in ratings had to result from differences in response-role assignments and not from differences in speaking performance.

Before the speaker was introduced, the experimenter furnished the audience with the following instructions:

Students who have completed courses in public speaking are aware of the responses a speaker receives from his audience. In this particular speaking situation we are asking you to assume the role of an individual audience member and provide the speaker with non-verbal feedback according to an assigned role...

You have before you a set of 10 cards. These cards will assist you in performing your response-role. Each card represents a different kind of response; GREEN-- a favorable response; RED-- an unfavorable response; and WHITE-- a neutral one. These cards are arranged in the order in which you are to present them to the speaker as he is delivering his speech. The speaker is aware of the kinds of feedback you will be administering.

Your particular response role is (favorable, unfavorable, neutral); therefore all the cards you have are (GREEN, RED, WHITE).

The speech you will hear is 10 minutes long. At the end of the first minute you will hold up the first card in your deck for about 10 seconds. At the end of the second minute, the second card; at the end of the third minute, the third; and continue with the fourth, fifth, sixth, etc. until the speech is completed...¹

The speaker, a male confederate of the experimenter, was introduced in each class as an undergraduate volunteer taking a "special problems" course in the Department of Communication. He was unknown to the audience prior to the completion of his speech.

The speech was prepared by the experimenter in collaboration with the speaker and delivered from a typed manuscript.² During its delivery, the speaker maintained eye contact with the audience, since he had participated in several practice sessions prior to the presentation and was familiar with the content of the speech.

Immediately following the speech the audience was asked to react to the speaker along four evaluation dimensions: Content and Analysis, Delivery, Language, and Overall Effectiveness. Each dimension was accompanied by a brief statement listing some of the criteria to be used in reacting to it. A seven interval rating scale appeared below each dimension.³ Prior research on commonly used speech rating scales had indicated that the Content and Analysis, Delivery, and

¹A copy of the instructions appears in Appendix A.

²A copy of the text appears in Appendix B.

³A copy of the questionnaire appears in Appendix C.

Language dimensions were somewhat independent (Becker, 1962). The Overall Effectiveness dimension was included to obtain general audience reactions to the total speech.

Results

For all statistical tests the .05 level of significance was required. The mean ratings and standard deviations for each feedback condition within the four rating dimensions appear in Table 1.

Table 1. Mean ratings and standard deviations for subjects in Favorable, Neutral and Unfavorable response-role conditions; n=28, 27, 27 respectively.*

Rating Dimension	Response Role	Mean	Standard Deviation
DELIVERY	Favorable	4.57	1.07
	Neutral	3.44	.75
	Unfavorable	2.81	.88
CONTENT AND ANALYSIS	Favorable	5.71	.53
	Neutral	5.33	.83
	Unfavorable	4.30	1.23
LANGUAGE	Favorable	5.17	.94
	Neutral	4.03	.75
	Unfavorable	3.55	1.36
OVERALL EFFECTIVENESS	Favorable	5.11	.31
	Neutral	4.15	.75
	Unfavorable	3.07	1.36

*7 = most favorable; 1 = least favorable; therefore, the higher the rating, the more favorable the reaction.

Simple analyses of variance were performed on data for the four rated dimensions of speaking effectiveness. Significant F ratios were obtained from these analyses for the Delivery, Content and Analysis, Language, and Overall-Effectiveness dimensions (Tables 2,3,4,5).

Table 2. Summary table of simple analysis of variance of Delivery ratings for subjects in Favorable, Neutral and Unfavorable response-role conditions.

Source	df	ss	ms	F
Between Groups	2	43.68	21.84	26.31*
Within Groups	79	65.61	.83	
Total	81	109.29		

Table 3. Summary table of simple analysis of variance of Content and Analysis ratings for subjects in Favorable, Neutral and Unfavorable response-role conditions.

Source	df	ss	ms	F
Between Groups	2	29.43	14.71	17.78*
Within Groups	79	65.35	.82	
Total	81	94.78		

*Critical value = 3.11, $p < .05$

Table 4. Summary table of simple analysis of variance of Language ratings for subjects in Favorable, Neutral and Unfavorable response-role conditions.

Source	df	ss	ms	F
Between Groups	2	38.36	19.18	17.27*
Within Groups	79	87.74	1.11	
Total	81	126.10		

Table 5. Summary table of simple analysis of variance of Overall Effectiveness ratings for subjects in Favorable, Neutral and Unfavorable response-role conditions.

Source	df	ss	ms	F
Between Groups	2	56.84	28.42	35.11*
Within Groups	79	63.94	.81	
Total	81	120.78		

*Critical value = 3.11, $p < .05$

Table 6. Summary of four Newman-Keuls Tests for the significance of differences in ratings of Delivery, Content and Analysis, Language, and Overall Effectiveness for subjects in Favorable, Neutral and Unfavorable response-role conditions.

DELIVERY	<u>Favorable</u>	<u>Neutral</u>	<u>Unfavorable</u>
<u>Favorable</u>		35.00 ^a	52.00 ^a
<u>Neutral</u>			17.00 ^a
CONTENT & ANALYSIS	<u>Favorable</u>	<u>Neutral</u>	<u>Unfavorable</u>
<u>Favorable</u>		16.00 ^b	44.00 ^b
<u>Neutral</u>			28.00 ^b
LANGUAGE	<u>Favorable</u>	<u>Neutral</u>	<u>Unfavorable</u>
<u>Favorable</u>		36.00 ^c	49.00 ^c
<u>Neutral</u>			13.00
OVERALL EFFECTIVENESS	<u>Favorable</u>	<u>Neutral</u>	<u>Unfavorable</u>
<u>Favorable</u>		31.00 ^d	60.00 ^d
<u>Neutral</u>			29.00 ^d

^aSignificant at $< .05$. q for the .05 level for two steps apart is 13.64; for three steps apart, 16.38.

^bSignificant at $< .05$. q for the .05 level for two steps apart is 13.35; for three steps apart, 16.04.

^cSignificant at $< .05$. q for the .05 level for two steps apart is 15.48; for three steps apart, 18.59.

^dSignificant at $< .05$. q for the .05 level for two steps apart is 13.47; and for three steps apart, 16.18.

The Newman-Keuls technique for tests of all ordered pairs of means⁴ was used to investigate the nature of the differences obtained through analysis of variance. This procedure is most useful when attempting to draw inferences from data in which the order and magnitude of differences are being considered. The farther apart two means or treatment totals are on a scale, the larger the difference between them must be before this difference exceeds its critical value.

The obtained q values for all possible mean comparisons on each rating dimension appear in Table 6. All Favorable-Unfavorable, Neutral-Favorable and Neutral-Unfavorable mean comparisons were significantly different on each of the four rating dimensions. These significant q values indicate that the direction of the differences obtained was consistent with what was predicted. Favorable mean ratings were significantly higher than neutral mean ratings and unfavorable mean ratings were significantly lower than neutral mean ratings.

Discussion

The results of Study I demonstrate that Amato and Ostermeier's findings lend themselves to a response-role, rather than a speaking performance interpretation. The data suggest that the response-role instructions influenced the audience's evaluations of the speaker. Consistently, the Favorable, Neutral and Unfavorable groups differed as predicted. Subjects administering negative feedback rated the speaker significantly lower than those in the Neutral condition. Subjects

⁴In: B.J. Winer, Statistical Principles in Experimental Design. New York: McGraw-Hill Company, 1962, pp. 80-85.

administering positive feedback rated the speaker significantly higher than those in the Neutral condition. In only one case did the results show a departure from this consistent rating pattern.

Whether or not the feedback had an effect on the delivery of the speakers cannot be determined from the procedures employed by Amato and Ostermeier. A basic design modification would have to be made before the question of the effect of audience feedback on encoding behavior could be studied meaningfully. The manipulation of the independent variable of feedback must be separated from the subsequent dependent variable measures.

One way to accomplish this would be to use the speakers as subjects and actually record their delivery while under the influence of audience feedback. This design modification was incorporated into a second experiment which is reported in the following chapter.

CHAPTER II

STUDY II

To implement the second purpose of this thesis, Study II was conducted, using the modification in procedures suggested in Chapter I. Study II differed from Study I in two major ways: speakers were used as subjects rather than audience members; and measurements of the dependent variable, encoding behavior, were based on the speakers' actual verbal behavior, not the audience's ratings of speaker behaviors.

Both of these design modifications were employed to maximize the effect of the feedback manipulation and to minimize the effects of extraneous variables on measurements of the dependent variable. These modifications enabled the present investigator to study the effects of audience feedback on encoding behavior while eliminating the contaminating factors of the Amato and Ostermeier study.

Study II

Introduction

Results of studies concerned with the effects of audience feedback on oral encoding behavior (e.g., Miller, 1964; Stolz and Tannenbaum, 1963; and Miller et al., 1961) indicate that positive feedback facilitates encoding behavior; that is, positive feedback produces increases in the number of words per minute, decreases in the number of nonfluencies, and decreases in the ratio of unfilled pauses to number of words. Conversely, negative feedback inhibits encoding behavior; that is, it produces increases

in the number of nonfluencies, increases in the ratio of unfilled pauses to number of words, and decreases in the number of words per minute.

The major hypotheses investigated in Study II were:

- H₁: Speakers receiving positive feedback from an audience will exhibit higher encoding rates than speakers receiving neutral feedback; and conversely, speakers receiving negative feedback will exhibit lower encoding rates than speakers receiving neutral feedback.
- H₂: Speakers receiving negative feedback from an audience will exhibit a greater number of nonfluencies than speakers receiving neutral feedback; and conversely, speakers receiving positive feedback will exhibit fewer nonfluencies than speakers receiving neutral feedback.

The following predictions were made about subjects' reactions to the experimental situation as a function of the kind of feedback they received.

- H₃: Speakers receiving positive feedback from an audience will make shorter estimates of their actual speaking time than speakers receiving neutral feedback, and speakers receiving negative feedback will make longer estimates of their actual speaking time than speakers receiving neutral feedback.
- H₄: Speakers receiving positive feedback from an audience will rate themselves as less nervous while delivering their speech than speakers receiving neutral feedback, and speakers receiving negative feedback will rate themselves as more nervous while delivering their speech than speakers receiving neutral feedback.
- H₅: Speakers receiving positive feedback from an audience will rate the assistant recording their presentation more favorable than speakers receiving neutral feedback, and speakers receiving negative feedback will rate the assistant recording their presentation more unfavorably than speakers receiving neutral feedback.

- H₆: Speakers receiving positive feedback from an audience will rate that audience more favorably than speakers receiving neutral feedback, and speakers receiving negative feedback will rate that audience more unfavorably than speakers receiving neutral feedback.
- H₇: Speakers receiving positive feedback from an audience will rate the experimental task higher on enjoyment and satisfaction scales than speakers receiving neutral feedback, and speakers receiving negative feedback will rate the experimental task lower on enjoyment and satisfaction scales than speakers receiving neutral feedback.

Of secondary importance to Study II was a hypothesis concerning how subjects would respond to a questionnaire item designed to elicit their attitude toward their performance on the experimental task. This task included preparing and delivering a 10 minute speech before a group of confederates who administered favorable, neutral or unfavorable feedback to the speaker. The experimental setting seemed appropriate to test a proposition concerning how individuals would respond to feedback that was either consistent or inconsistent with their prior attitude toward performance on the experimental task.

Balance or consistency theories (e.g., Festinger, 1957; Osgood and Tannenbaum, 1955) would predict maximum attitude change toward the experimental task in conditions where subjects received feedback that was inconsistent with their prior attitudes concerning their speaking abilities. Somewhat less attitude change would be predicted in conditions where feedback from an audience was consistent with their prior attitudes toward performance on the experimental task.

The hypothesis derived from the balance or consistency notions was:

- H₈: Speakers receiving feedback inconsistent with their prior attitudes toward their performance on the experimental task will change their attitudes concerning this performance more than speakers receiving feedback consistent with prior attitudes of speaking performance.

Independent Variables

In this study, type of feedback was operationally determined by the color of cards presented by the audience members. Three types of nonverbal feedback were used: favorable, neutral and unfavorable. In order to present the feedback 3 1/2" x 7 3/8" IBM cards were used. A GREEN card represented a favorable response; a WHITE card, a neutral response; and a RED card, an unfavorable response. Six paid confederates served as the audience, and administered the appropriate feedback treatment to speakers during the delivery of a speech.

Dependent Variables

Two aspects of encoding behavior of speakers were measured; encoding rate and nonfluencies. Encoding rate was defined as the total number of utterances per minute. Nonfluencies were operationally defined as the total number of repetitions, vocalized pauses, or revisions which interfered with the fluency of utterance.

Method

Subjects

Thirty-seven male and twenty-four female students enrolled in an introductory course in communication at Michigan State University served as subjects. Subjects were randomly assigned to one of three feedback

conditions: Favorable, Neutral or Unfavorable. Each feedback condition contained subjects with approximately equal amounts of prior speaking experience: (Favorable, $n = 20$: 5 with a minimum of one college course in public speaking, 4 with high school experience and 11 with none; Neutral, $n = 21$: 9 with one college course, 5 with high school experience and 7 with none; Unfavorable, $n = 20$: 6 with one college course, 4 with high school experience and 10 with none).

Procedure

Subjects were asked to participate in an oral communication study as part of their regular course assignments. No subject knew the nature of the experiment prior to reporting to the testing situation. Subjects reported individually to a preparation room where they received initial instructions concerning the experimental task.¹

The experimental task consisted of preparing a 10 minute speech on the topic "What factors should be considered in the choice of a college or university?" When subjects entered the preparation room, they were assigned a number for identification purposes and assured that they would not be given a performance grade on the experimental task. Each subject was furnished with scratch paper, a copy of the topic, and a list of suggestive points to consider in his outline.²

Subjects were given approximately twenty-five minutes to prepare their speeches for delivery. At the end of each subject's preparation

¹Appendix D contains the complete preparation instructions.

²The preparation sheet appears in Appendix E.

time, the experimenter escorted the subject to another room where he subsequently delivered his speech to three male and three female confederates. Upon his arrival, the subject was greeted by an assistant who read the following instructions:

The speech you are about to deliver will be recorded in order to reduce the amount of time each student must spend here this evening.

A panel of judges will serve as your audience. They will listen to what you have to say and provide you with some nonverbal feedback while you are delivering your speech. As you are speaking, the judges will hold up a GREEN card if they agree with a point you are making in your speech; a RED card if they disagree; and a WHITE card if they neither agree or disagree with you. At the end of your allotted time, one of the judges will stand and ask you to stop.

Remember, a GREEN card indicates a favorable response, a RED card an unfavorable one, and a WHITE card a neutral response. Are there any questions before we begin?³

The subject, assistant, and confederates were arranged in the testing room as illustrated in Figure 1. The subject stood directly behind the podium. To help the subjects remember the meaning of the cards, a set of three cards was situated in the upper half of the podium with "agree", "neutral" and "disagree" labels appearing on the appropriate color cards.

The confederates were located approximately 12 to 15 feet from the podium. They were seated in a semi-circle so that the speaker could easily observe their responses. One of the confederates served as a timer for the speeches. The assistant recorded the speeches, using a monophonic tape recorder and a lavalier microphone. This recording equipment was located behind the speaker.

³Appendix F contains these instructions.

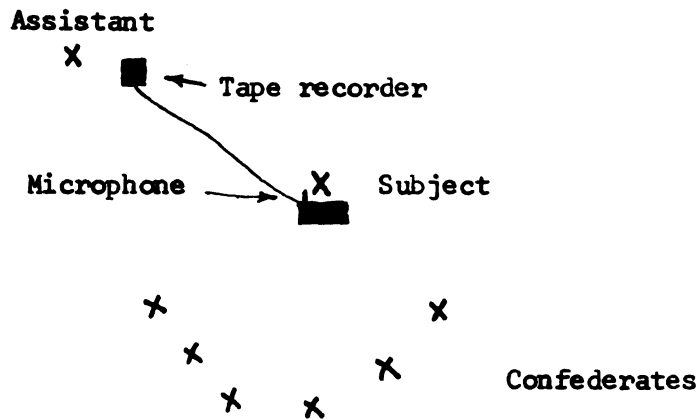


Figure 1. Arrangement of subject, assistant, and confederates in the testing room.

Prior to the beginning of a testing session, the experimenter furnished the confederates with packets of fifteen green, white, and red IBM cards along with a list of the kinds of feedback each speaker was to receive. In order to obtain baseline measures of rate and nonfluency, no feedback was administered during the first minute of each speech. At the end of the first minute and approximately every 20 seconds thereafter, the confederates held up the appropriate colored card for approximately 10 seconds. This feedback administration procedure was repeated fifteen times, three times a minute for a total of 5 minutes for each subject. The timer cued the other confederates by holding up the appropriate card.

At the end of 6 minutes and 20 seconds, the timer asked the speaker to stop. The assistant explained to the subject that his allotted

time was up and thanked him for his presentation.⁴ The subjects were then instructed to go to another room and fill out a questionnaire. This questionnaire contained items concerning reactions to the audience and experimental task and was designed to provide data relevant to Hypotheses 3 through 8.⁵

Finally, all subjects read and signed a statement requesting them not to disclose their participation in the experiment to anyone, since the success of the project depended upon students coming into the test situation without prior knowledge of the procedures.⁶

Total utterance and nonfluency measures

Each subject's speech was transcribed from the tapes to a typed manuscript. The total number of utterances was determined by counting the total verbal output of a subject from the manuscript. The total utterance included both fluencies and nonfluencies for four minutes of delivery time. The four minute unit of analysis was chosen, since this interval contained the maximum number of subjects speaking the maximum number of minutes for each of the feedback conditions. Fifty-seven subjects met the four minute criterion, but two subjects in the Favorable feedback condition and one in each of the other two conditions did not speak longer than 2 minutes each. These subjects were therefore eliminated from the analysis.

⁴The complete explanation appears in Appendix F.

⁵Appendix G contains a copy of the questionnaire and method of scoring.

⁶A copy of this statement appears in Appendix H.

Nonfluency totals were obtained from the manuscript in a similar manner. It was stipulated that a nonfluency included "any repetition, vocalized pause, or revision which interfered with the fluency of utterance." Continuous sequences of nonfluencies were counted as one nonfluency, while a nonfluent sequence separated by a fluent sequence was counted as two nonfluencies. Therefore a phrase such as: "I uh... uh...uh...could" was counted as one nonfluency. On the other hand, a phrase such as: "I uh...think that uh..." was counted as two nonfluencies. In those instances where doubt existed, the taped speeches were used in conjunction with the typed manuscripts to determine the total number of nonfluencies.

The accuracy of the total utterance and nonfluency counts was dependent upon the accuracy of the transcription of the taped speeches to manuscript form. Three typists, working independently, transcribed a random sample of ten speeches. A total of 8,679 utterances were noted in the ten speeches. The manuscripts used in the experiment deviated from the manuscripts of the other typists in nine instances. In those instances where deviations occurred, the experimental manuscripts differed from the others by no more than four utterances in one case and no more than one utterance per speech in the other eight. Within the 120 portions of the manuscripts containing nonfluencies, the experimental manuscripts never differed from the manuscripts of the other typists.

Use of Ebel's method for estimating reliability⁷ resulted in individual coefficients of greater than .99 for both total utterance and

⁷Robert L. Ebel "Estimation of the Reliability of Ratings," Psychometrika, XVI, 1951, pp. 407-424.

nonfluencies. Therefore, the experimenter felt confident of the accuracy of the manuscripts used to obtain measures of the dependent variables.

Reliability checks were also conducted on the experimenter's count of total nonfluencies. To determine the total nonfluencies, separate counts were made for total repetitions and total vocalized pauses from the manuscripts. Three judges, working independently, counted the number of repetitions and vocalized pauses from a random sample of ten manuscripts. Application of Ebel's method for estimating reliability resulted in individual reliability coefficients of greater than .97 and .99 for repetitions and vocalized pauses respectively.

Results

For all statistical tests, the .05 level of significance was required. Analysis of the dependent variables yielded the following results.

Total Utterance

Total utterance was broken down into twelve 20 second intervals for four minutes of delivery time. The means and standard deviations for subjects in the Favorable, Neutral, and Unfavorable conditions appear in Table 7. The first three 20 second intervals provided baseline measures for the total utterance, since no feedback was administered to subjects during these intervals. A simple analysis of variance indicated that the groups' baseline total utterance measures were not significantly different ($F = 1.17$, $df = 2/54$); thus, any subsequent differences between group

measures of total utterance would not be due to differences present before the administration of feedback.

Table 7. Total utterance means and standard deviations by 20 second intervals for subjects in Favorable, Neutral, and Unfavorable feedback conditions; $n = 18, 20, 19$ respectively.

Interval	Feedback Condition					
	Favorable		Neutral		Unfavorable	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	59.22	11.56	57.35	9.18	53.16	10.64
2	54.33	9.18	51.35	6.35	47.26	9.39
3	49.50	7.71	53.20	9.12	53.68	9.11
1-3	163.22	9.48	161.90	8.21	152.26	9.72
4	48.17	11.89	48.95	10.61	48.26	16.93
5	51.00	11.40	52.05	11.96	43.37	12.15
6	49.83	7.03	48.85	10.09	45.58	10.88
7	54.17	11.89	48.90	11.22	47.31	11.15
8	52.39	9.42	44.45	9.77	45.16	14.10
9	50.28	11.89	45.50	15.31	45.58	14.08
10	53.33	12.73	51.85	11.16	49.84	9.61
11	50.50	11.14	47.90	9.36	47.00	11.74
12	49.89	14.47	49.65	9.93	42.10	11.05
4-12	460.11	10.50	438.10	10.28	416.31	10.93

Intervals 4 through 12 consist of measures obtained while subjects were being administered feedback. The means and standard deviations for subjects in the Favorable, Neutral, and Unfavorable conditions appear in Table 7. A simple analysis of variance of the total utterance data for the entire eight feedback intervals was not significant ($F = 1.42$, $df = 2/54$); however, the means differed in the predicted direction.

A type I mixed analysis of variance⁸ was performed on the data from intervals 4 through 12 in an effort to account for more of the variability within groups. This particular analysis is useful when controlling for individual differences over a series of trials. Basically, the analysis consists of a mixture of simple-randomized and treatment-by-subjects analyses for each time interval. The total components of variance are divided into two types: those due to between-subjects variation and those due to within-subjects variation. The respective error terms are also separated. Table 8 indicates the results of this analysis.

The F tests of the feedback and time intervals alone were not significant. However, the feedback-by-time intervals interaction was significant ($F = 10.07$, $df = 16/432$). This significant interaction suggests that both the kind of feedback and the time interval was important in determining differences in total utterance between groups.

⁸ E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education. Boston: Houghton Mifflin Company, 1953, pp. 266-273.

Table 8. Analysis of variance of total utterance for subjects in the Favorable, Neutral, and Unfavorable feedback conditions.

Source	df	ss	ms	F
Between Subjects	(56)	(27216.01)		
Feedback (A)	2	2116.56	1058.28	2.27
Error Between	54	25099.45	464.96	
Within Subjects	(456)	(44553.17)		
Time Intervals (B)	8	1029.91	128.74	1.75
A x B	16	11816.74	738.55	10.07*
Error Within	432	31696.52	73.37	
Total	512	71769.18		

*critical value = 1.64, $p < .05$

Figure 2 illustrates how both time intervals and feedback operated to produce the significant interaction. In general, the mean total utterance for the Favorable group increased with increases in time, while the mean total utterance for the Unfavorable group decreased. Also, these differences appear to be consistent for the Favorable and Unfavorable groups over time. During about one-half of the time intervals, the Neutral group's performance paralleled that of the Favorable group. For the remaining time segments, the Neutral group's mean total utterance was similar to the Unfavorable group. The somewhat inconsistent performance

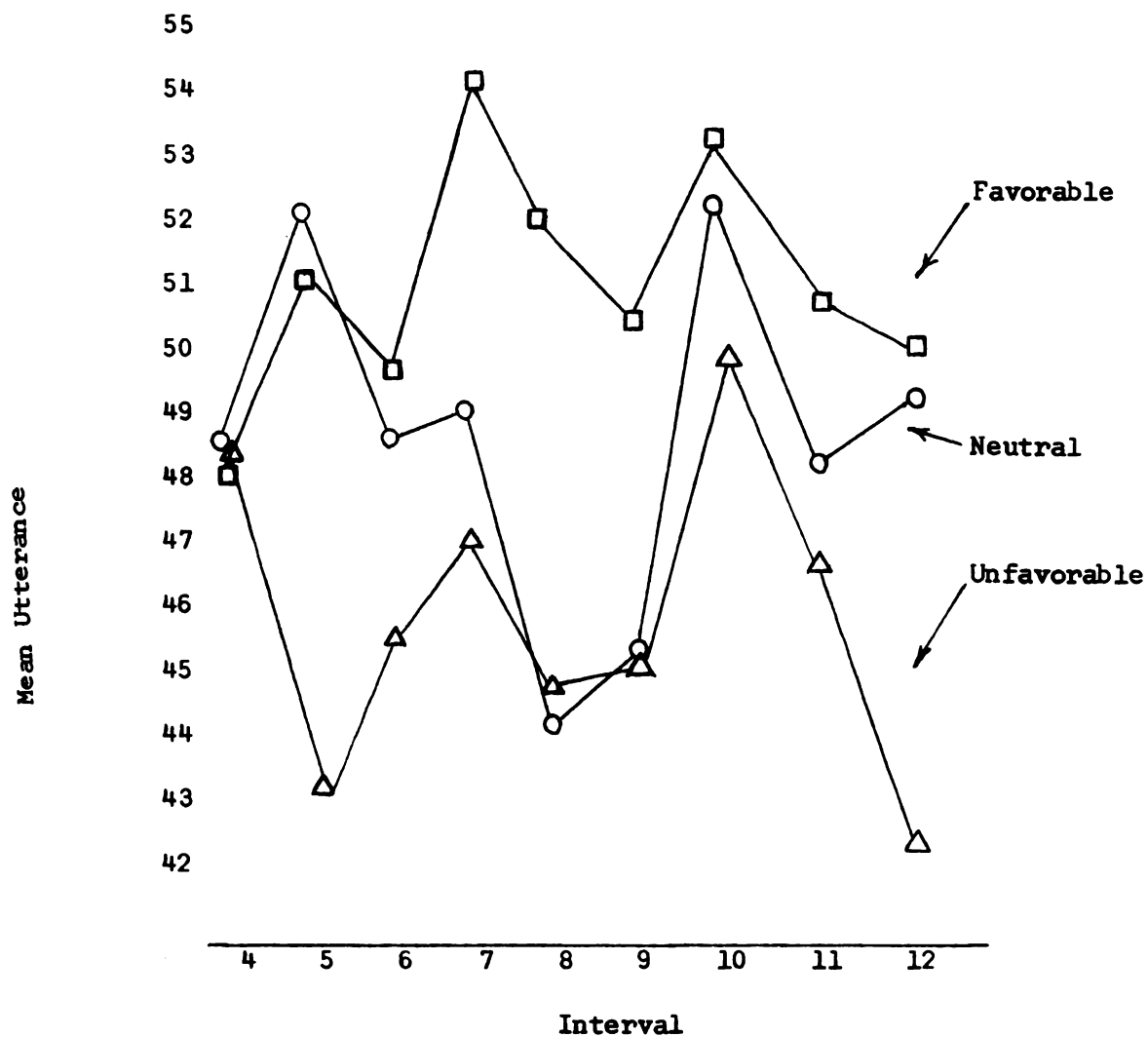


Figure 2. Mean utterance by 20 second intervals for subjects in Favorable, Neutral, and Unfavorable feedback conditions.

of the Neutral group over time suggests a possible reason for not obtaining significance on the simple analysis of variance of total utterance.

Therefore the results of the analyses of total utterance provide only qualified support for Hypothesis 1: that speakers receiving positive feedback from an audience will exhibit higher encoding rates than speakers receiving neutral feedback, and that speakers receiving negative feedback will exhibit lower encoding rates than speakers receiving neutral feedback. In this particular experiment, feedback in conjunction with time intervals was important in producing differences in the total utterance between groups. While the differences obtained in mean total utterance between groups were consistent with predictions, they were not significant. Subjects receiving favorable feedback had somewhat higher total utterance scores than subjects receiving neutral feedback, and subjects receiving unfavorable feedback had somewhat lower total utterance scores than subjects receiving neutral feedback.

Nonfluencies

The vocalized pause and repetition measures were combined to analyze the total number of nonfluencies. In order to control for the possibility that the nonfluencies might be due in part to the rate of speaking, a ratio of total nonfluencies to fluencies was computed for each subject. The means and standard deviations of these ratios for subjects in the Favorable, Neutral, and Unfavorable groups appear in Table 9.

Table 9. Means and standard deviations of nonfluency-fluency ratios by 20 second intervals for subjects in Favorable, Neutral, and Unfavorable feedback conditions; $n = 18, 20, 19$ respectively.

Interval	Feedback Condition					
	Favorable		Neutral		Unfavorable	
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
1	.01	.01	.04	.01	.04	.02
2	.03	.02	.05	.03	.05	.03
3	.05	.01	.06	.02	.06	.03
1-3	.10	.01	.14	.02	.12	.03
4	.05	.01	.06	.05	.06	.06
5	.02	.01	.05	.04	.10	.07
6	.03	.01	.06	.05	.09	.05
7	.03	.03	.06	.06	.10	.06
8	.02	.06	.06	.06	.09	.04
9	.04	.02	.04	.05	.09	.06
10	.02	.03	.05	.04	.06	.04
11	.02	.07	.04	.05	.07	.05
12	.03	.08	.05	.04	.08	.05
4-12	.25	.06	.48	.05	.78	.05

Intervals 1 through 3 contain measures of nonfluencies during the time in which no feedback was administered to subjects. These measures served as a baseline for comparison with subsequent measures of nonfluencies made during intervals 4 through 12, when feedback was being administered to subjects.

A simple analysis of variance of the baseline data indicated that the nonfluency-fluency ratios did not differ significantly for the Favorable, Neutral, and Unfavorable groups ($F = 1.92$, $df = 2/54$). Therefore, the experimenter assumed that any subsequent differences between groups could not be attributed to initial differences present before the administration of feedback.

Intervals 4 through 12 consist of measures obtained while subjects were under the influence of feedback. Table 9 contains the means and standard deviations for these nonfluency measures. A simple analysis of variance of the nonfluency data for the entire eight feedback intervals was significant ($F = 4.57$, $df = 2/54$). The Newman-Keuls technique⁹ was applied to the data in order to determine whether Hypothesis 2 could be substantiated. The results of this analysis appear in Table 10. The obtained q values for all mean comparisons exceeded the critical value in every comparison, indicating that the direction of the differences obtained was consistent with predictions.

9

In: B. J. Winer, Statistical Principles in Experimental Design. New York: McGraw-Hill Company, 1962, pp. 80-85.

Table 10. Summary of Newman-Keuls Tests of all possible mean comparisons of nonfluency-fluency ratios for subjects in Favorable, Neutral, and Unfavorable feedback conditions.

	<u>Favorable</u>	<u>Neutral</u>	<u>Unfavorable</u>
<u>Favorable</u>		5.10*	10.40*
<u>Neutral</u>			5.30*

*Significant at $< .05$. q for the .05 level for two steps apart is 1.64; for three steps apart, 1.97.

A Type I mixed analysis of variance was again used to break the data into 20 second intervals. The results of this analysis appear in Table 11. F tests for the feedback and time effects were significant. The feedback-by-time intervals interaction was also significant.

Figure 3 illustrates the pattern of these differences in mean nonfluency-fluency ratios during the time when subjects were under the influence of feedback. Notice that the pattern of differences is more consistent and clearer than was the pattern for total utterance measures. Mean ratios of nonfluencies to fluencies for the Unfavorable group are consistently higher than the ratios for the Neutral group. Mean ratios of nonfluencies to fluencies for the Favorable group are consistently lower than the Neutral group's ratios. The significant main effects for both feedback and time further support this clear pattern.

Table 11. Analysis of variance of nonfluency to fluency ratios for subjects in the Favorable, Neutral, and Unfavorable feedback conditions.

Source	df	ss	ms	F
Between Subjects	(56)	(.5224)		
Feedback (A)	2	.1618	.0809	12.12*
Error Between	54	.3606	.0066	
Within Subjects	(456)	(.5976)		
Time Intervals (B)	8	.0366	.0046	5.19*
A x B	16	.1807	.0113	12.83*
Error Within	432	.3803	.0009	
Total	512	1.1200		

*Indicates significance, $p < .05$

Two factors seem to be contributing to the significant feedback-by-time intervals interaction: (1) the progressive increases in mean ratios of nonfluencies to fluencies for the Unfavorable group between intervals 4 and 7, and the corresponding decreases in mean ratios for the Favorable group; and (2) the increases in mean ratios of nonfluencies to fluencies for the Favorable group between intervals 8 and 9, and the decreases in mean ratios for the Unfavorable group between intervals 8 and 10.

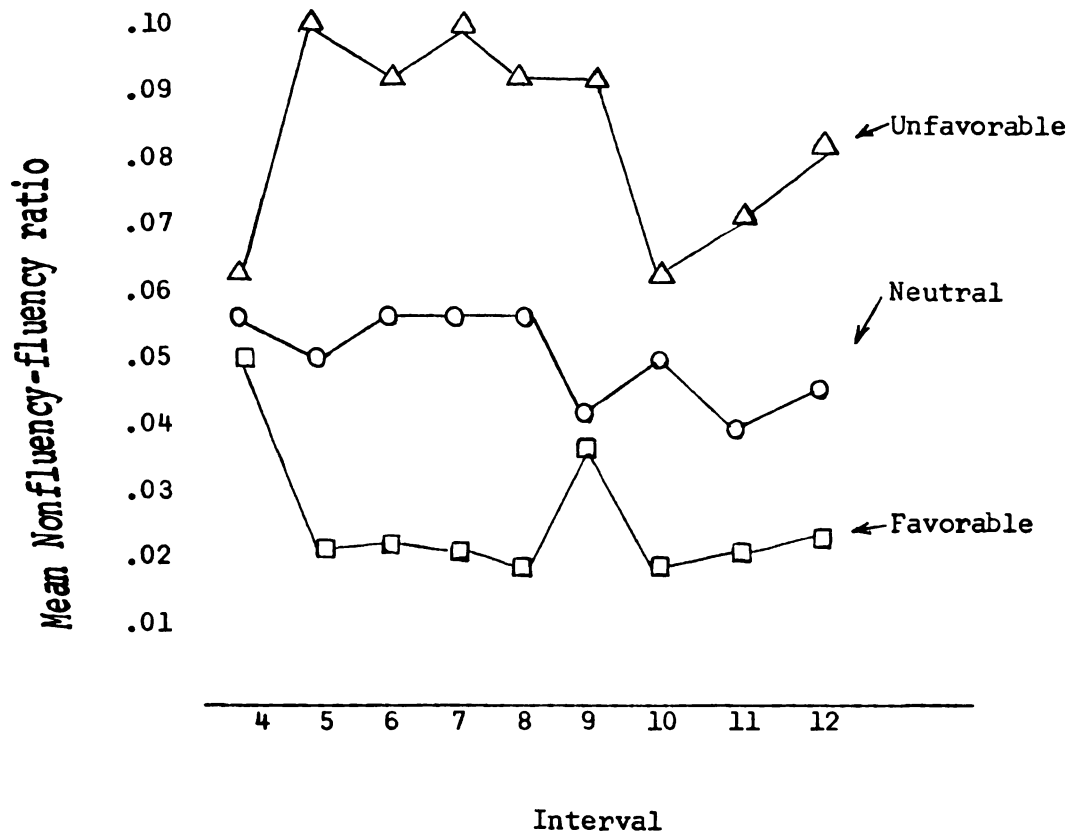


Figure 3. Mean nonfluency-fluency ratios by 20 second intervals for subjects in Favorable, Neutral, and Unfavorable feedback conditions.

Therefore, the results for the nonfluency data support Hypothesis 2: that subjects receiving negative feedback from an audience will exhibit a greater number of nonfluencies than speakers receiving neutral feedback, and that speakers receiving positive feedback will exhibit fewer nonfluencies than speakers receiving neutral feedback.

Responses to Questionnaire Items¹⁰

The results reported in this section were used to test Hypotheses 3 through 8. Data relevant to each hypothesis are reported chronologically. The means and standard deviations for responses to all questionnaire items appear in Table 12. Only one of the analyses for these items yielded significant differences.

Hypothesis 3: that speakers receiving positive feedback from an audience will make shorter estimates of their actual speaking time than speakers receiving neutral feedback, and that speakers receiving negative feedback will make longer estimates of their actual speaking time than speakers receiving neutral feedback was not supported. A simple analysis of variance indicated that the differences obtained were not significant ($F = < 1$, $df = 2/58$).

Data obtained from Questionnaire Item 9 were consistent with Hypothesis 4: that speakers receiving positive feedback from an audience will rate themselves as less nervous while delivering their speech than speakers receiving neutral feedback, and that speakers receiving negative

¹⁰ A copy of the questionnaire and method of scoring appears in Appendix G.

Table 12. Means and standard deviations of responses of subjects in Favorable, Neutral, and Unfavorable feedback conditions to Questionnaire Items: 2,3,4,5,6,7,8, and 9.

Questionnaire Item		Feedback Condition					
		<u>Favorable</u>		<u>Neutral</u>		<u>Unfavorable</u>	
		<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
2*:	(estimate of actual speaking time)	7.70	2.15	7.85	2.17	7.45	2.45
3 :	(attitude toward experimental task)						
	pre-test	3.70	1.72	4.41	.92	3.25	1.35
	posttest	4.15	1.65	3.57	1.38	3.12	2.13
4*:	(personal reaction to recorder)	2.05	.93	2.09	.88	2.10	.74
5*:	(personal reaction to audience)	1.90	.30	2.90	.25	3.70	1.20
6*:	(reaction before delivering speech)	3.35	1.18	3.14	1.01	3.23	1.54
7*:	(reaction while delivering speech)	2.60	1.09	3.00	.30	3.35	1.66
8*:	(reaction after delivering speech)	3.30	1.03	3.09	1.04	3.60	1.46
9*:	(nervousness while speaking)	3.05	1.27	3.50	1.03	3.75	1.23

* A lower value indicates a more favorable reaction; except number 3 where a higher value indicates a more favorable reaction.

feedback will rate themselves as more nervous while delivering their speech than speakers receiving neutral feedback. Subjects in the Favorable feedback condition rated themselves somewhat less nervous than subjects in the Neutral feedback condition, while subjects in the Unfavorable feedback condition rated themselves somewhat more nervous than subjects in the Neutral feedback condition. Though the differences obtained were in the predicted direction, they were not significant ($F = 1.81$, $df = 2/58$). Therefore, Hypothesis 4 was not supported.

Hypothesis 5: that speakers receiving positive feedback from an audience will rate the assistant recording their presentation more favorably than speakers receiving neutral feedback, and that speakers receiving negative feedback will rate the assistant more unfavorably than speakers receiving neutral feedback was not supported. Simple analysis of variance of the data from Questionnaire Item 4 indicated that the differences obtained were not significant ($F = < 1$, $df = 2/58$).

Data from Questionnaire Item 5 were consistent with Hypothesis 6: that speakers receiving positive feedback from an audience will rate that audience more favorably than speakers receiving neutral feedback, and that speakers receiving negative feedback will rate that audience more unfavorably than speakers receiving neutral feedback. Table 13 summarizes a simple analysis of variance of these data. Subjects receiving positive feedback rated the audience more favorably than subjects receiving neutral feedback. Subjects receiving unfavorable feedback rated the audience more unfavorably than subjects receiving neutral feedback. Therefore, the results of this analysis support Hypothesis 6

Table 13. Simple analysis of variance of responses to Questionnaire Item 5: ("What was your personal reaction to the audience?") for subjects in the Favorable, Neutral, and Unfavorable feedback conditions.

Source	df	ss	ms	F
Between Groups	2	32.55	16.27	16.91*
Within Groups	58	55.81	.96	
Total	60	88.36		

*Critical value = 3.15, $p < .05$

and illustrate the effectiveness of the feedback manipulation.

Data obtained from responses to Questionnaire Items 6, 7 and 8 indicated that Hypothesis 7: that speakers receiving positive feedback from an audience will rate the experimental task higher on enjoyment and satisfaction scales than speakers receiving neutral feedback, and that speakers receiving negative feedback will rate the experimental task lower on enjoyment and satisfaction scales than speakers receiving neutral feedback was not supported. Subjects receiving neutral feedback indicated somewhat more favorable reactions toward making their speeches on Questionnaire Items 6 and 8 than did subjects in the Favorable and Unfavorable feedback conditions. Simple analyses of variance revealed that these differences were not significant ($F_s = < 1$, $df = 2/58$ for both analyses). Though the differences obtained in responses to

Questionnaire Item 7 were consistent with predictions, they were not significant ($F = 1.75$, $df = 2/58$). Ratings for subjects in the Favorable condition were somewhat more favorable than ratings for subjects in the Neutral condition while ratings for subjects in the Unfavorable condition were somewhat more unfavorable than ratings of subjects in the Neutral condition.

Hypothesis 8: that speakers receiving feedback inconsistent with their prior attitudes toward their performance on the experimental task will change their attitudes concerning this performance more than speakers receiving feedback consistent with prior attitudes of speaking performance could not be tested in this study. The data obtained from the pre-post measures of attitudes toward the experimental task (Questionnaire Item 3) indicated that only eleven out of a total of sixty-one subjects received feedback which was inconsistent with their prior attitudes; eight in the Favorable condition, and three in the Unfavorable condition. A majority of the total number of subjects ($n = 32$) received feedback that was consistent with their prior attitudes concerning their performance on the experimental task, while eighteen subjects checked "Don't-Know" as a response to the pre-test item. Therefore, the data obtained from Questionnaire Item 3 were used as a manipulation check on the feedback.

Table 14 indicates the pre-post mean ratings of subjects' responses to Questionnaire Item 3. Those subjects receiving favorable feedback shifted to a somewhat more favorable position, while subjects in the Neutral and Unfavorable conditions shifted to a somewhat less favorable position. A simple analysis of variance on the difference scores for the pre-post ratings indicated that the shift in attitude toward the experimental

task was not significant ($F = < 1$, $df = 2/58$). However, since the changes were in the appropriate direction, the experimenter felt that the subjects understood the meaning of the feedback they received. This interpretation was also supported by the findings from Questionnaire Item 5; subjects receiving positive feedback rated the audience more favorably than subjects receiving neutral feedback, and subjects receiving negative feedback rated the audience more unfavorably than subjects receiving neutral feedback.

Table 14. Pre and post mean ratings of responses of subjects in Favorable, Neutral, and Unfavorable feedback conditions to Questionnaire Item 3: ("How well do you think (feel) you will do (did) on this speaking task?")*

	Feedback Condition		
	<u>Favorable</u>	<u>Neutral</u>	<u>Unfavorable</u>
<u>Pre-test</u>	3.70	4.41	3.25
<u>Posttest</u>	4.15	3.57	3.10

*7 = Very well; 1 = Very poor; therefore the higher the rating, the more favorable the reaction.

Discussion

In general, the results support the two major hypotheses of Study II. Subjects receiving favorable feedback exhibited somewhat higher utterance rates and significantly fewer nonfluencies than subjects receiving neutral feedback. Conversely, subjects receiving unfavorable feedback exhibited somewhat lower utterance rates and significantly greater nonfluencies than subjects receiving neutral feedback.

Feedback alone was sufficient to produce significant group differences in ratios of nonfluencies to fluencies, but not in total utterance. In this particular experiment, both feedback and time intervals were necessary to produce significant group differences in total utterance.

One explanation of these findings would be that negative feedback induces stress or anxiety within subjects while positive feedback does not. This anxiety, in turn, produces a disruption in the normal encoding behavior; that is, it results in a decrease in the rate of verbal output and an increase in the number of nonfluencies. This interpretation of the effects of negative feedback is consistent with a number of prior studies (Miller, Zavos, Vlandis, and Rosenbaum, 1961; Miller, 1964; Vlandis, 1964; Davis, 1967).

On the other hand, positive feedback should minimize the arousal of stress or anxiety within subjects. Therefore, no disruption of encoding behavior would normally be expected. Instead, positive feedback should facilitate encoding performance; that is, it should lead to a slightly increased rate of verbal output and a decrease in number of nonfluencies. This interpretation is consistent with a previous

explanation offered by Stolz and Tannenbaum (1963).

This overall position is partially supported by the results of earlier studies of the relationship between anxiety and verbal output (e.g., Benton, Hartman and Sarason, 1955; Kanfer, 1959). Findings of these studies have indicated a positive relationship between anxiety and encoding disruption. The results of the analyses of the nonfluency data in Study II are consistent with these studies. Subjects in the Negative feedback condition exhibited greater nonfluencies than did subjects in the Neutral or Favorable feedback conditions. If one assumes that this negative feedback was anxiety producing, then this interpretation of the findings is appropriate.

The results of the analyses of total utterance data are somewhat similar to the findings of Miller (1964); who demonstrated that speakers receiving the same kind of responses as their predecessors had higher utterance rates than did speakers receiving feedback that was different from their predecessors. The findings on total utterance are also similar to those of Stolz and Tannenbaum (1963). In their study, negative feedback produced significantly fewer numbers of words per minute while positive feedback resulted in a higher, though nonsignificant, mean value. In the present investigator's Study II, positive feedback generally increased total utterance while negative feedback decreased total utterance. However, this effect was significant only when time intervals were included in the analysis.

Further support for an explanation based on induced stress or anxiety comes from studies of the effects of stress on written encoding

behavior (e.g., Greenberg and Tannenbaum, 1962; Barrow, 1960). In general, these studies have found that induced anxiety or stress increases encoding errors while decreasing verbal output. Since no measures of anxiety were included in Study II, the stress or anxiety explanation is not unequivocal. However, one can conclude that the results of the nonfluency data lend themselves to such an explanation. Future studies should include some measure of anxiety in order to determine its role in producing variations in encoding behavior.

The results of the analyses of data obtained from the questionnaire indicated that the effects of feedback did not influence subjects' responses to most items. The only exception to these findings was in subjects' evaluations of the audience. On this particular item, subjects who received positive feedback rated the audience more favorably than subjects who received neutral feedback and subjects who received negative feedback rated the audience more unfavorably than subjects who received neutral feedback. These results would indicate that the manipulation of feedback in Study II was successful.

Comparison of the analyses of responses to the other questionnaire items suggest that removing the subjects to another room in order to fill out the questionnaire also removed them from the effects of the feedback. Data obtained from questionnaire items referring to the source of the feedback or to how subjects felt while receiving feedback revealed differences as predicted; that is, subjects receiving positive feedback rated the audience (Questionnaire Item 5) more favorably, indicated somewhat more favorable reactions toward the experimental

task while delivering their speech (Questionnaire Item 7), and indicated somewhat less nervousness (Questionnaire Item 9) than did subjects receiving neutral feedback. Conversely, subjects receiving negative feedback rated the audience more unfavorably, indicated somewhat more unfavorable reactions toward the experimental task while delivering their speeches, and indicated somewhat more nervousness than did subjects receiving neutral feedback. Data obtained from the remaining questionnaire items revealed no such trends.

The notion of secondary reinforcement is relevant to this interpretation. As a result of repeated feedback exposure, subjects not only became conditioned to the feedback per se, but also to other cues present in the testing room situation. For example, the audience, speaker's podium, and recording equipment should have acquired certain drive-producing characteristics because of their association with the feedback in the testing room situation. When subjects were removed from these cues they no longer responded in a manner consistent with the kind of feedback they had formerly been conditioned to receive. Therefore, questionnaire items not referring to the source of the feedback or to cues associated with this feedback elicited responses contrary to what had been hypothesized. Consequently no differences were obtained on most of the questionnaire items.

These results lead to the suggestion that future studies should look at the effects of secondary reinforcement on encoding behavior. Perhaps a comparison of subjects who filled out a questionnaire while in the presence of feedback conditioned cues with subjects who filled out a

questionnaire in the absence of such cues would help explain the role of secondary reinforcement in public speaking settings. The findings from the questionnaire used in Study II would lead one to hypothesize the existence of secondary reinforcers.

Conclusions and Suggested Research

The results of the analyses of the dependent variables suggest the following conclusions concerning the effects of feedback on speakers' oral encoding behavior.

- 1) Feedback from an audience does influence a speaker's oral encoding behavior.
- 2) The most observable effect of this feedback is in the production of encoding errors; namely nonfluencies: for example, vocalized pauses and repetitions.
- 3) Over time, total utterance may also be a distinguishable effect of feedback.
- 4) In general, positive feedback facilitates future encoding performance; that is, it maintains or increases rate of verbal output and decreases the production of nonfluencies. Negative feedback disrupts future encoding performance; that is, it decreases rate of verbal output and increases the production of nonfluencies.

Future studies of the role of feedback in the communication process should consider the problem of determining what kind of nonverbal cues are representative of positive and negative feedback. For example, one might attempt to replicate Study II with another kind of feedback manipulation. In one condition, colored cards could be used to index feedback. Speakers would be instructed about the meaning of the feedback in this condition. In another condition, feedback would be indexed via nonverbal gestures from the audience. Speakers would not be instructed

about the meaning of the feedback in this condition. Head nodding, smiling, and eye contact might define audience approval, while head shaking, frowning and no eye contact might define audience disapproval.

Secondly, it would seem useful to determine what kinds of changes in source credibility are associated with variations in the kind of audience feedback. One might replicate Study II and compare source credibility ratings of speakers following exposure to positive, neutral, or negative feedback. One might also have receivers other than those who administer feedback rate sources on credibility scales in order to determine what differences, if any, appear as a function of audience feedback.

Thirdly, the experimental procedures employed in Study II would enable one to test certain predictions concerning speaker attitude change as a function of receiving feedback which is consistent or inconsistent with one's prior attitudes toward an experimental topic. For example, if speakers are assigned to give speeches advocating a position generally opposed to their initial attitudes toward a topic, will more attitude change result from exposure to feedback which is favorable or unfavorable? According to incentive theorists, participation in belief-discrepant communication under conditions of audience approval would result in greater attitude change, while proponents of dissonance theory would argue for greater attitude change under conditions of minimal approval; that is, when justification is low.

Finally, more research is needed to check the procedures and findings of former studies of the effects of feedback on encoding behaviors. Such replication would enable the social scientist to specify the conditions under which his generalizations may or may not hold. As the communication theorist becomes more sophisticated in research techniques, we can expect modifications in these generalizations.

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APPENDIX A

Copy of Instructions for Research Participants in Study I

Students who have completed courses in public speaking are aware of the responses a speaker receives from his audience. In this particular speaking situation we are asking you to assume the role of an individual audience member and provide the speaker with non-verbal feedback according to an assigned role. Do not worry about the other members of the audience; they have their own roles. Listen closely to the speech and remember, your own responses are most important to the speaker.

You have before you a set of 10 cards. These cards will assist you in performing your response role. Each card represents a different kind of response: GREEN-- a favorable response; RED-- an unfavorable one; and WHITE-- a neutral one. These cards are arranged in the order in which you are to present them to the speaker as he is delivering his speech. The speaker is aware of the kinds of feedback you will be administering.

Your particular response role is (favorable, unfavorable, neutral); therefore all the cards you have are (GREEN, RED, WHITE).

The speech you will hear is 10 minutes long. At the end of the first minute you will hold up the first card in your deck for about 10 seconds. At the end of the second minute; the second card; at the end of the third minute, the third; and continue with the fourth, fifth, sixth, etc. until the speech is completed.

Remember, your own deck of cards represents the response role which you are to assume. The cards are numbered and arranged in the order in which you are to hold them up.

Are there any questions concerning this procedure before I introduce the speaker?

APPENDIX B

Copy of Manuscript of Confederate's Speech
used in Study I

Rockwell: To Listen or Not To Listen

According to a protest pamphlet distributed by Students for a Democratic Society, you and I are in close agreement with George Lincoln Rockwell's philosophy: (I quote)

Whether you are wearing a star of David or not, the fact that many are seems to indicate that you are up tight about something. That's probably because you are horrified by the madness of George Lincoln Rockwell. That's nice. George Lincoln Rockwell is an easy man to hate. But let's look at what we profess to hate. What's with George Lincoln Rockwell? He claims Negroes are racially inferior to the Anglo-Saxon Master Race. But aren't most of us involved in just treating them as though they were? He advocates the use of any means to stamp out the Communist Conspiracy. But don't most of us agree with the CIA reflected, no-holds-barred, rabid, firmly entrenched American way of it?

Internationally, he is a fervent advocate of the Vietnam War. In fact, he believes in bombing Hanoi and obliterating the People's Republic of China. But how many of us feel the same way? After all, Premier Ky has proclaimed: "I have only one hero: Hitler." Rockwell is a proponent of the ovens of extermination camps. But how many of us are involved in transporting the napalm-ovens to the people of Vietnam? What's the difference?

And what about us? Aren't we like the good Germans; too afraid to become involved and far too much in agreement with the man we profess to hate? Is it really Rockwell we hate, or a reflection of ourselves?

The protestors' purpose would seem to indicate that the appearance of Mr. Rockwell on our campus constitutes support of his position on several issues. Mr. Rockwell on the other hand states that one reason he wanted to speak to students was to clear up the false impression we might have had about his position on several issues. For example, perhaps some of the things I quoted to you from SDS.

Several letters to the editor of the State News have indicated that no one really accepted much of what Rockwell said on any issue; except

perhaps his right to speak here. Someone in the audience that day asked him about the extermination camps; and Rockwell's reply was something to the effect that he was against them. In short, Mr. Rockwell tried to establish common ground with his audience before presenting his main points. What were these points?

1) That there are certain unpleasant facts of history which need to be made public. Facts made available to us should help understand this man; not necessarily initiate our agreement with them. I see little equivalence between support of his beliefs and our understanding of them.

2) That all of us have been taught to hate certain groups of individuals depending on our past experience with them and the place in history we find ourselves. For Rockwell, these groups are well known. He learned to hate them during World War II.

That there seems to be some consistent patterns in the way our government responds to other countries just before and after they proclaim themselves to be Communists. One must agree that the Batista-Castro example in Mr. Rockwell's speech is hard to argue with. Most of us are familiar with the way our government embraced Dr. Castro after he announced his goal to save Cuba from a dictatorship. Subsequent to his successful attempt, the American people were disappointed to find out that our government had failed to perceive this man's real motives.

Mr. Rockwell further proposed that Martin Luther King is a man like Castro in this country. Whether or not this assumption receives support depends on time. To date, one would say that the existing evidence does not support this statement.

From this brief analysis, one must agree that some of Rockwell's arguments represent a class of opinions in our country that has substantial support. Those who would deny his appearance on campuses fail to see exactly what Rockwell can teach us. On the one side we have the extreme leftists. On the other, the America first groups. Naturally both profess to have answers to the world's political and social problems. To refuse to allow the appearance of persons representing either end of this spectrum is to deny ourselves an aspect of understanding how people like Rockwell become attractive. Therefore, it would seem that our best safeguard in preserving a sense of justice and acceptance of reasonable men would be to continue to let these individuals present their cases.

The messages of the protest group and Mr. Rockwell are clear and in agreement on one point: You and I do not hate the appropriate people. Oh... it's not our fault. Information has been hidden from our eyes. I contend that the very fact most of us have never been exposed to either end of extremism makes it difficult to rationally evaluate their respective points of view. When we do meet such extremists, the only reaction available to us is conflict and its inevitable by-product: hate.

Rockwell's answer to such problems is to divide and separate. I believe he used the divorce rate in this country as an example in his speech. Now if we were to listen to the protest groups; they would advocate our practicing one of Mr. Rockwell's principles: divide, separate, do not listen to that man. An article appearing in last Sunday's Free Press is relevant here. Discussing the critical periods of marriage, the authors noted that the leading cause of divorce was an individual's

inability to handle conflict arising from the conditions in which each couple find themselves. The conclusion made an analogy to our country's present international conflict in Asia. In essence the article was saying: How can any country expect to get along with another when its citizens cannot solve much smaller conflicts?

Our basic inability to handle conflict is due to our antiseptic environment we have been raised in. For example, the success of much medical research against diseases was founded on evidence that exposure to a small dosage of a virus increased an individual's resistance to it. It is my contention that this same kind of immunization process occurs with respect to the handling of conflicting ideas. I'm not suggesting that we all go around purposely exposing ourselves to conflict in order to help us deal with it better. I am proposing however, that we will become less susceptible to an extremist's arguments given we've been exposed to their ideas in relatively small amounts.

For instance, if I tell you another student is going to speak to you next class period on a topic detrimental to your welfare as students, you are going to be more suspicious of his motives than if you didn't know this information beforehand. The same reasoning applies to exposing students to people like Mr. Rockwell. This is why none of us really accepted much of what Rockwell said. We had been warned, more or less; and therefore were on guard. Our best defense for insuring rational thought is continual exposure to extremists, not less. The understanding these speakers convey not only increases freedom of thought but our ability to deal with conflicting attitudes in a rational way. This

process should decrease the importance of the hate such speakers seem to advocate.

APPENDIX C

Copy of Questionnaire and Method of Scoring Used in Study I

Now that you have heard the speech, we would like you to react to it along several dimensions. Below you will find four categories: CONTENT-ANALYSIS, DELIVERY, LANGUAGE and OVERALL EFFECTIVENESS.

There is a seven point scale that you are to use in reacting to each of these aspects of the speech. In general, your ratings should reflect the following reactions.

If you thought that the speaker's content and his analysis of the topic were definitely Superior, you would place a check in the space marked "7". The other positions on the scale may be thought of as follows:

6 = Excellent

5 = Good

4 = Average

3 = Fair

2 = Poor

1 = Very Poor

Remember that you should make an independent reaction to each of the four dimensions. Each dimension is accompanied by a brief statement illustrating the considerations you should weigh in reacting to it. Think of the overall effectiveness dimension as your general reaction to the total speech.

If you have any questions about these procedures, feel free to ask the person in charge of obtaining your reactions.

Role number _____

CONTENT-ANALYSIS: refers to the topic, its treatment by the speaker, the arrangement of ideas and adaptation to audience.

7 6 5 4 3 2 1

DELIVERY: refers to the poise of the speaker, his awareness of the audience, his voice, articulation, pronunciation and fluency.

7 6 5 4 3 2 1

LANGUAGE: refers to clear and vivid, accurate but varied standard of usage in a conversational manner.

7 6 5 4 3 2 1

OVERALL EFFECTIVENESS: refers to your general reaction to the total speech.

7 6 5 4 3 2 1

APPENDIX D

Copy of Preparation Room Instructions for
Research Participants in Study II

Respondent Number: _____

Preparation Room Instructions

The project in which you have been asked to participate in is concerned with studying oral communication in a public speaking setting. NO GRADES ARE GIVEN FOR YOUR PERFORMANCE HERE NOR ARE ANY EVALUATIONS MADE OF YOU AS AN INDIVIDUAL.

To insure that you will remain anonymous, each student is assigned a number at random. Your number appears in the upper right-hand corner of this page. Please use it tonight for identification. Remember, the success of this project depends upon your fullest cooperation. The experience should be valuable to you since you will be contributing information designed to increase our understanding of man's communicative behavior.

Your task this evening is to deliver a 10 minute speech on the topic: "What factors should be considered in the choice of a college or university?" You will have approximately 25 minutes to prepare your speech for delivery. We have provided you with some possible suggestions you might use in your outline along with scratch paper and a copy of the topic. These suggestions are not prescriptive but only aids to formulating your own individual ideas. You will not have time to write out your speech; therefore, your preparation time should be used in formulating some brief notes to serve as a general outline for your speech.

If there are any questions, please ask the person in charge. If not, begin preparing your speech. In 25 minutes we will call you to go to Room _____ Kedzie Hall where you will deliver your speech.

How well do you feel you will do on this speaking task? (CHECK ONE)

7 Very well.

6 Somewhat well.

5 Slightly well.

4 Don't know.

3 Slightly poor.

2 Somewhat poor.

1 Very poor.

APPENDIX E

Copy of Preparation Sheet for Research Participants in Study II

Preparation Sheet for Research Participants

TOPIC: "What factors should be considered in the choice of a college or a university?"

Some possible points to consider:

SIZE OF SCHOOL:	facilities, faculty, curriculum, teacher-pupil ratio, extra-curricular activities, familiarity with fellow students.
LOCATION OF SCHOOL:	distance from home, social opportunities of surrounding areas, surrounding atmosphere (city, college town)
CHARACTER OF SCHOOL:	private or state supported, liberal arts, technical, or both.
COST OF SCHOOL:	opportunities of student employment, number of scholarships available, resources to help students.

THESE POINTS ARE ONLY SUGGESTIVE. Add any others you believe to be pertinent. You may use the remainder of this sheet for your notes.

APPENDIX F

Copy of Speech Delivery Instructions for Research Participants in Study II

SPEECH DELIVERY INSTRUCTIONS: to be read by assistant
(before speech)

The speech you are about to deliver will be recorded in order to reduce the amount of time each student must spend here this evening.

A panel of judges will serve as your audience. They will listen to what you have to say and provide you with some nonverbal feedback while you are delivering your speech. As you are speaking, the judges will hold up a GREEN card if they agree with a point you are making in your speech; a RED card if they disagree, and a WHITE card if they neither agree or disagree with you. At the end of your allotted time, one of the judges will stand and ask you to stop.

Remember a GREEN card indicates a favorable response; a RED card an unfavorable one and a WHITE card, a neutral response. Are there any questions before we begin?

SPEECH DELIVERY INSTRUCTIONS: to be read by assistant
(after speech)

Thank you very much. The number of speakers scheduled for this evening exceeds the amount of time available. Please go to room ____ Kedzie Hall to see the person in charge for further instructions. Be sure to fill out the questionnaire and sign-out sheet so that your instructor will have a record of your participation.

APPENDIX G

Copy of Questionnaire and Method of Scoring Used in Study II

Respondent number: _____

Male _____ Female _____

Now we would like you to complete the following questionnaire.

PLEASE ANSWER ALL THE ITEMS. When you are finished, return the questionnaire to the person in charge and sign your name to the "sign-out" sheet in order that you receive credit for participating in this project. If you have questions, please ask the person in charge.

1. I have completed the following courses in public speaking:

0 = none

1 = equivalent to SPC 101

2 = high school experience

2. The speech I delivered was approximately: _____ minutes in length. (PLEASE ESTIMATE YOUR ACTUAL SPEAKING TIME).

3. How well do you feel you did on this speaking task?

7 Very well.
6 Somewhat well.
5 Slightly well.
4 Don't know.
3 Slightly poor.
2 Somewhat poor.
1 Very poor.

4. What was your personal reaction to the individual who was recording your speech? (CHECK ONE)

1 Very favorable
2 Somewhat favorable.
3 Neutral.
4 Somewhat unfavorable.
5 Very unfavorable.

5. What was your personal reaction to the audience? (CHECK ONE)

- 1 Very favorable.
- 2 Somewhat favorable.
- 3 Neutral
- 4 Somewhat unfavorable.
- 5 Very unfavorable.

6. Before you started speaking, how did you feel about making this speech? (CHECK ONE)

- 1 I felt I would enjoy it very much.
- 2 I felt I would somewhat enjoy it.
- 3 I neither enjoyed or disliked the idea.
- 4 I somewhat disliked it.
- 5 I disliked it very much.

7. While speaking, how did you feel about making this speech? (CHECK ONE)

- 1 I enjoyed it very much.
- 2 I somewhat enjoyed it.
- 3 I neither enjoyed or disliked it.
- 4 I somewhat disliked it.
- 5 I disliked it very much.

8. After you finished speaking, how satisfied were you with your speech?
(CHECK ONE)

- 1 I was very satisfied.
- 2 I was somewhat satisfied.
- 3 I was neither satisfied or dissatisfied.
- 4 I was somewhat dissatisfied.
- 5 I was very dissatisfied.

9. During the delivery of my speech, I was: (CHECK ONE)

- 1 very relaxed.
- 2 somewhat relaxed.
- 3 neither relaxed or nervous.
- 4 somewhat nervous
- 5 very nervous.

APPENDIX H

Copy of Sign-out Sheet for Research Participants in Study II

SIGN-OUT SHEET

Your time and cooperation in this project is deeply appreciated. We ask that you tell no one about your participation in this research since the success of this project depends upon each student coming into the situation without prior knowledge of what has taken place.

THANK YOU,
Department of Communication

I have read the above statements and have participated in the oral communication study.

Signature: _____

Date: _____

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