



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

04 Speech



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Elements of Communication	18%
Interpersonal Communication	14%
Group Communication	14%
Public Communication	17%
Mass Communication	17%
Performance Arts	20%

ELEMENTS OF COMMUNICATION

Understand the characteristics and functions of the human communication process.

Includes recognizing the functions and purposes of communication among people; analyzing the elements of communication (e.g., source, encoding/decoding, channel, feedback); recognizing the roles and characteristics of senders, receivers, and messages in various contexts; adjusting message elements to achieve specific goals; analyzing the use of denotation and connotation in the communication of messages; recognizing the characteristics and influences of internal and external variables on messages; and recognizing the contextual importance of cultural, social, economic, and historical factors.

Understand the principles of listening for, comprehending, and interpreting messages.

Includes differentiating between hearing and listening; recognizing characteristics of listening skills for different purposes; identifying and analyzing appropriate listening strategies for comprehension and interpretation of messages; recognizing the characteristics of listening barriers and their effects on message comprehension and interpretation; developing strategies for overcoming listening barriers; and analyzing the relationship between listening and factors that influence personal point of view (e.g., gender, culture, socioeconomic background, education).

Understand the similarities and differences between speech communication and the other language arts.

Includes comparing and contrasting the language arts of speaking, listening, viewing, reading, and writing; recognizing ways in which the language arts influence one another; and integrating speech into reading, writing, viewing, and listening activities.

Understand the elements, functions, and relationships of verbal and nonverbal communication.

Includes identifying types, characteristics, and functions of verbal cues (e.g., word choice, vividness of expression, clarity); identifying types, characteristics, and functions of nonverbal cues (e.g., space, body language, gestures, vocal tone and emphasis); recognizing cultural factors that may affect message delivery and comprehension; recognizing and interpreting discrepancies between verbal and nonverbal cues during message delivery; and analyzing how interpretations of verbal and nonverbal messages may vary.

Analyze principles of ethical communication.

Includes understanding the importance of ethical communication in diverse communication contexts; applying ethical standards to evaluate public communication (e.g., advertisement analysis, response to political speakers, the decision-making process in business meetings); applying ethical standards in the selection of evidence and in reasoning for personal communication; applying questioning principles or other devices of communication inquiry to help discover fallacies; recognizing factors that may reveal potential bias in the presentation of information; and recognizing that people should be responsible users of language (e.g., citing sources accurately, using noninflammatory language, not plagiarizing, accepting cultural differences).

INTERPERSONAL COMMUNICATION**Understand theories and principles of interpersonal communication.**

Includes defining intrapersonal communication and its relationship to interpersonal communication; identifying elements of interpersonal communication (e.g., similarity, open-mindedness, self-concept, sensitivity) and evaluating their effects on the communication process; employing strategies for establishing and sustaining interpersonal communication (e.g., receptivity, empathic listening); recognizing various forms of feedback (e.g., understanding, supportive, probing); analyzing methods of expressing feelings and ideas; and recognizing methods of conflict resolution (e.g., considering point of view, using confirming techniques, delaying response, reaching compromise).

Understand the characteristics and processes of one-to-one communication.

Includes identifying elements and purposes of one-to-one communication (e.g., relationship-building, companionship, persuasion); using strategies for the expression of agreement and disagreement in various situations; analyzing the role of self-disclosure; adapting listening style (e.g., critical, appreciative, discriminative, comprehensive, therapeutic) according to the situation; analyzing the effectiveness of messages delivered in different styles; and recognizing and responding to contextual cues for appropriate language choice.

Analyze factors that influence interpersonal communication, including culture and environment.

Includes analyzing how socioeconomic, cultural, religious, racial, and gender factors may affect interpersonal communication and the interpretation of messages; evaluating ways in which nonverbal cues in communication (e.g., distance, eye contact, touch) may be affected by these factors; contrasting agreement and non-disagreement in various conversational situations; and interpreting the influence of culture on messages.

Understand interviewing strategies and skills.

Includes identifying types and characteristics of interviews (e.g., employment, research, media); analyzing the interpersonal relationship between the interviewer and interviewee in various contexts; and applying strategies for participating in interviews as interviewer and interviewee (e.g., role playing, preparing questions in advance, directing conversation, controlling nervousness, using appropriate listening skills).

GROUP COMMUNICATION

Understand the principles of group communication.

Includes identifying the types, characteristics, and purposes of group communication; recognizing positive and negative factors that affect group discussion (e.g., cohesiveness, subgroups, individual agendas); and evaluating the effects of physical environments on group discussions.

Understand the roles and functions of the individual in group communication.

Includes identifying the roles and functions of the individual in group discussions of various types; recognizing positive and negative behaviors of individuals in groups (e.g., active listening, paraphrasing for comprehension, forcing false consensus, creating distractions) and applying strategies for responding to these behaviors; and analyzing the effects of individual behaviors on group discussions.

Understand the roles and responsibilities of leadership in group communication.

Includes recognizing the importance of leadership roles in various settings (e.g., informal social group, formal service organization); identifying the responsibilities of group leaders; recognizing types and characteristics of leadership styles; and analyzing the effects of various leadership approaches on group discussions.

Understand the processes of group decision making, consensus building, conflict resolution, and complementary techniques of group discussion.

Includes recognizing the process of decision making; identifying developmental stages of groups; identifying and using communication strategies (e.g., empathic listening, objective feedback) that promote consensus building and group decision making; applying methods of conflict resolution within groups; and identifying complementary group decision-making techniques (e.g., brainstorming, role playing, visualizing nominal method).

PUBLIC COMMUNICATION

Apply audience analysis to public communication.

Includes applying principles of demographic analysis to specific audiences; applying principles of situational analysis to specific audiences; understanding the use of audience analysis in speech criticism; and understanding strategies to adapt language, structure, and evidence to hostile or critical audiences.

Understand the planning, preparation, and organization of speeches.

Includes identifying characteristics of speech types (e.g., informative, persuasive, entertaining); choosing speech strategies and topics based on the intended audience; researching and gathering relevant subject information and supporting evidence (e.g., statistics, examples, testimony); selecting and developing appropriate visual aids (e.g., charts, slides, multimedia); applying the principles of logical outlining; applying effective techniques for developing introductions and conclusions; and evaluating different types of organizational patterns (e.g., chronological order, compare and contrast, problem-solution).

Apply skills in speech delivery and critique.

Includes identifying characteristics of speech delivery methods (e.g., manuscript, memorized, impromptu, extemporaneous); recognizing the effects of verbal and nonverbal cues on speech delivery (e.g., gestures, vocal variety); recognizing various strategies for overcoming speech anxiety; identifying elements of constructive feedback (e.g., citing specific examples, using objective language, offering concrete suggestions for improvement); developing standards for objective self-evaluation; and adapting delivery styles based on feedback.

Understand the principles of argument and the formats of debate, including effective reasoning and use of evidence.

Includes recognizing the characteristics of different debate formats (e.g., traditional, cross-examination, Lincoln-Douglas); identifying elements of debate (e.g., proposition, burden of proof, issues, presumption); recognizing the importance of ethics; applying effective reasoning; using strategies for constructing a logical argument (e.g., induction, deduction); evaluating the effectiveness of various types of evidence in supporting a proposition; and identifying fallacies in an argument.

Understand application of communication in business and professional contexts.

Includes selecting and applying the principles of parliamentary procedure to diverse business and professional contexts; demonstrating operational knowledge of diverse audiovisual components (e.g., transparencies, projectors, video equipment, computer-generated visuals); understanding principles of agenda development and coordination of meetings; and understanding the effects of organizational structures on communication behaviors.

MASS COMMUNICATION**Understand the elements of mass communication, including audience, method, feedback, and regulation.**

Includes identifying the characteristics of mass communication (e.g., intended audience, method of message delivery, feedback process) and their functions; comparing the uses of various types of mass media (e.g., Internet, print media, radio, television/film); recognizing the role of government in regulating mass media; and identifying laws that affect mass media (e.g., the First Amendment, libel and slander, truth in advertising) and their implications.

Understand strategies for evaluating mass media messages.

Includes identifying purposes of mass media messages (e.g., entertain, persuade, inform); recognizing various types of appeals used in advertising (e.g., testimonial, bandwagon, glittering generality); recognizing strategies for analyzing media messages based on various factors (e.g., content, nonverbal cues, objectivity); and evaluating standards and ethics related to mass media.

Understand the uses of mass communication, including the influence of mass media on society.

Includes recognizing the role of mass media in the shaping of cultural norms; identifying the influences of mass media on politics; analyzing the effects of mass communication on public attitudes and expectations; and identifying the influences of the mass media on the social and educational development of children and adolescents.

Understand the elements of radio and television broadcasting.

Includes identifying the types and characteristics of radio and television broadcasts (e.g., drama, news, advertising); recognizing the effects of presentation style on the message; selecting appropriate methods of presenting information on radio or television; and identifying strategies for effective verbal and nonverbal communication via radio and television broadcasting.

Understand the principles of radio and television production.

Includes identifying types and characteristics of radio and television programming (e.g., public, independent, network); identifying characteristics of the creative stages of radio and television program production (e.g., concept, script, casting); and identifying the technical aspects of production (e.g., sound, camera angles, staging) and evaluating their effects on the audience.

PERFORMANCE ARTS**Understand the principles of vocal production.**

Includes identifying the anatomical structures used in the production of speech and their functions; recognizing vocal characteristics (e.g., volume, pitch, rate, vocal tone and emphasis) and their effects on messages; evaluating the effects of pronunciation and articulation on messages; and identifying strategies for improving vocal style.

Understand elements of oral interpretation.

Includes identifying the purposes of oral interpretation; identifying types of materials suitable for oral interpretation (e.g., prose, poetry, drama); recognizing methods of preparing materials for oral interpretation; comparing oral interpretation with other forms of performance; and recognizing the relationships of the oral interpreter to the literature and to the audience.

Understand techniques of oral interpretation.

Includes recognizing the differences between the interpreter and the actor; recognizing the demands of characterization, narration, visualization, suggested movement, and vocal performance; and recognizing the role of critical listening in the evaluation of oral interpretation presentations by oneself and others.

Understand the principles of theatre and drama.

Includes recognizing the relationship between theatre and art; identifying the basic elements of theatre performance (e.g., acting, directing, producing, designing); and analyzing basic characteristics of various dramatic forms (e.g., comedy, tragedy).

Understand the principles of acting.

Includes recognizing characteristics of various acting methods; identifying methods of characterization; applying strategies for the development of acting performance (e.g., concentration, voice production, movement, memory); and analyzing the relationship between movement and characterization.

Understand the principles of theatrical production.

Includes identifying the principles and steps of theatrical production; recognizing the importance of appropriate stage direction; and recognizing the effects of stage design, lighting, and sound on a production.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which statement most accurately describes a relationship between spoken language and written language?
 - A. Spoken language changes very little when converted to written language.
 - B. Mastering spoken language before written language ensures that individuals will communicate more effectively in writing.
 - C. The complexity of ideas in written language generally contrasts with the straightforward presentation of ideas in spoken language.
 - D. New words are generally used in written language before they become part of the spoken language.
2. Which of the following is a major benefit for an elected official who adheres to a code of ethics for public speaking?
 - A. The official's speeches are more likely to be reproduced in the mass media.
 - B. Other officials will be encouraged to adopt the same code of ethics.
 - C. Over time, the official will establish credibility with audiences.
 - D. Audiences will gradually find the official's messages more appealing.
3. Cultural stereotypes are most likely to influence interpersonal communication between people of different cultures by:
 - A. increasing the level of individual self-disclosure.
 - B. limiting the effectiveness of nonverbal communication.
 - C. enhancing understanding by increasing cultural awareness.
 - D. introducing confusion because of misconceptions about individuals.
4. Which of the following statements best illustrates the appropriate presentation of information by an individual in a semi-formal group discussion among city leaders?
 - A. "I learned that traffic volume has increased 40 percent in the past five years. This problem is a lot more serious than I initially imagined."
 - B. "A knowledgeable observer told me that traffic volume has risen 40 percent in the last five years. That sounds just about right to me."
 - C. "Law-enforcement authorities contend that traffic volume has gone up 40 percent in the last five years. They must be kidding. Those figures can't be right."
 - D. "According to Department of Transportation statistics, traffic volume has increased 40 percent in the past five years. Did anyone else find data that support or contradict those figures?"

5. At which of the following points in a problem-solving discussion would it be most appropriate for the discussion leader to make a summary statement?
- A. when interpersonal conflict develops during discussion of a problem's causes
 - B. when trying to induce group members to question the validity of a statement about the problem
 - C. when discussion about a problem's causes has been sufficient for the group to reach consensus
 - D. when the introduction of irrelevant issues disrupts discussion of solutions to a problem
6. Which of the following statements is the best example of argument by analogy?
- A. The housing market is stagnant, unemployment is increasing, and most workers are earning less today than they did a year ago. Can anyone doubt that we are headed for a recession?
 - B. If the Federal Reserve Board adopted policies that encouraged banks to lower interest rates, everyone would benefit from the resulting increase in home and auto sales.
 - C. Nearly half of all people surveyed in recent opinion polls report that they feel less economically secure than they did two years ago. This is clear evidence that current economic policies are not working.
 - D. The U.S. economy today shows many of the same signs of instability that it exhibited during the late 1920s. We can expect another Great Depression if current trends continue.

7. The courts are most likely to restrict the media's rights under the free speech clause of the First Amendment when:
- A. the main sources for a story are disreputable individuals with criminal backgrounds.
 - B. different media outlets provide widely divergent treatment of an event that has national significance.
 - C. a case involves a legal dispute between two competing media organizations.
 - D. the exercise of media rights conflicts with the constitutionally guaranteed rights of individuals.
8. Tallchief and Jennings, an established securities firm with a reputation for prudent investment practices, has hired a radio station to air a series of its commercials. The station could best create the proper mood for the commercials by adopting a pace that is:
- A. varied and lively.
 - B. vigorous.
 - C. slow and deliberate.
 - D. easygoing.
9. The performance of oral interpretation has the primary purpose of:
- A. allowing an audience to view a historical figure in a contemporary setting.
 - B. providing a revelatory experience with literature for both the performer and the audience.
 - C. illustrating the commonalities of human nature across time and place.
 - D. enabling a performer to internalize the characteristics of many types of individuals.
10. Which of the following is a primary function of the production concept for a play?
- A. to document the ways in which the acting elements and staging elements will be integrated
 - B. to outline the financial steps necessary for the company to ensure a successful run
 - C. to summarize the production staff's agreements on the scheduling of staging and technical rehearsals
 - D. to record the production staff's instructions to the cast and crew during each rehearsal

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand the similarities and differences between speech communication and the other language arts.
2.	C	Analyze principles of ethical communication.
3.	D	Analyze factors that influence interpersonal communication, including culture and environment.
4.	D	Understand the roles and functions of the individual in group communication.
5.	C	Understand the roles and responsibilities of leadership in group communication.
6.	D	Understand the principles of argument and the formats of debate, including effective reasoning and use of evidence.
7.	D	Understand the elements of mass communication, including audience, method, feedback, and regulation.
8.	C	Understand the elements of radio and television broadcasting.
9.	B	Understand elements of oral interpretation.
10.	A	Understand the principles of theatrical production.