

Effective Speaking Techniques

Unit. Employability in Family and Consumer Science

Problem Area. Developing Communication Skills

Lesson. Effective Speaking Techniques

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1** Define oral communication.
- 2** Identify techniques for effective speaking.
- 3** Identify the three categories of speeches.
- 4** Describe how to organize and prepare a speech.
- 5** Describe how to properly present a speech.

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication



■ **Terms.** The following terms are presented in the lesson (shown in bold italics):

- body
- chronological order
- conclusion
- entertaining speech
- eye contact
- gesture
- informative speech
- introduction
- monotone
- one-way communication
- oral communication
- oral technical report
- outline
- persuasive speech
- priority
- public speaking
- realia
- transition
- two-way communication

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. Two possible approaches are included here.

Show a videotape of students presenting a lesson demonstrating food preparation or explaining a sewing technique. Speeches from the state or National FCCLA Conventions can also be used. Have the students list techniques the speakers used that were effective. Discuss why those various techniques were effective.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define oral communication.

Anticipated Problem: What is oral communication?

- I. **Oral communication** is the process of people sending and receiving information verbally.
 - A. Oral communication is not only the process of sending and receiving oral messages but also the process of creating a meaning through speech. There are two basic types of oral communication.
 1. **One-way communication**—the simplest and most basic approach to the communication process.
 - a. It includes three components: sender, message, and receiver.
 - b. This model does not ascribe receiver participation at all.
 2. **Two-way communication**—communication that involves the receiver's reaction or feedback to the sender's message.
 - B. **Public speaking** is a method of communication that uses oral methods of exchanging information.
 1. Spoken words are enhanced with nonverbal symbols, such as gestures and visuals.
 2. A good speech is focused on the audience—the listeners.

Many techniques can be used to help students understand this objective. Use VM-A to demonstrate one-way communication. Use VM-B to explain two-way communication. Use FCCLA activities to reinforce examples of one-way and two-way communications.

Objective 2: Identify techniques for effective speaking.

Anticipated Problem: What are the proper techniques for effective speaking?

- II. A speaker should follow a set of guidelines and techniques for effective speaking.
 - A. There are 11 guidelines of effective speaking.
 1. Be prepared well ahead of time.
 2. Be organized, with all details well planned and thought through.
 3. Stay within the allotted time limit.
 4. Use an attention-getting introduction.

5. Present yourself in an enthusiastic manner.
 6. Use facial expressions to influence your speech.
 7. Use notes in outline form.
 8. Maintain **eye contact** by looking into the eyes of your audience. This conveys the message, “I am talking with you, not at you.”
 9. Do not be **monotone**, or use the same tone of voice. Vary your pitch to emphasize points.
 10. Learn good techniques by watching and listening to other speakers.
 11. Spend time reading and becoming knowledgeable on your subject.
- B. Techniques of effective speaking can be divided into three areas—selecting the message, organizing the message, and presenting the message.
1. Select the message.
 - a. Decide what you want to say.
 - b. Match the message to the receiver.
 2. Organize the message.
 - a. Put the information in a pattern that the receiver will recognize.
 - (1) **Chronological order** is presenting information starting with the beginning and moving through to the end of a situation.
 - (2) **Priority** is discussing issues beginning with the most important and ending with the least important.
 - (3) Comparison and contrast
 - (4) Cause and effect
 - b. Use appropriate phrases to make the pattern clear to the listener.
 - c. Use visuals to clarify and illustrate your message.
 - d. Prepare by thinking through what you want to say.
 3. Present the message.
 - a. Use natural facial expressions, gestures, and appropriate posture.
 - b. Deliver the message with enthusiasm and sincerity.
 - c. Maintain eye contact with the receiver.
 - d. Speak loudly and clearly and slow enough to be understood.
 - e. Avoid slang and fillers such as “um,” “ya know,” and “like.”

Use VM–C to explain the guidelines of an effective speaker. Show a video of speeches at the National FCCLA Convention and have students find examples of speeches demonstrating these techniques. Use LS–A to assist students in developing good speaking skills.

Objective 3: Identify the three categories of speeches.

Anticipated Problem: What are the three categories of speeches?

III. Public speaking is used to motivate or persuade, inform, or entertain.

- A. A **persuasive speech** is one in which the speaker's general purpose is to convince or persuade.
 - 1. It is used to arouse or excite the audience.
 - 2. Persuasive speakers tailor their messages to change listener's attitudes and behaviors.
 - 3. In persuasive presentations the speaker implies that the listener should accept a particular viewpoint and then act accordingly.
- B. An **informative speech** is one where the speaker assists the audience in learning or understanding something new. It is sometimes called an **oral technical report**.
 - 1. It is intended primarily to provide knowledge or to illuminate a subject.
 - 2. The information the speaker uses is basic to various topics.
 - 3. The listener is the learner with knowledge being the result of teaching.
- C. An **entertaining speech** is one where the speaker's general purpose is to provide entertainment.
 - 1. This type of speech is designed for telling jokes, stories, or clever comments.
 - 2. Sometimes it is used as an "attention getter" prior to accomplishing some other task.
 - 3. An example would be an "after dinner speech" at a meeting or a "humorous tribute" at a banquet.

Several techniques can be used to help students understand the various categories of speeches. Have the students cite examples of speaking engagements that illustrate the three categories of speeches.

Objective 4: Describe how to organize and prepare a speech.

Anticipated Problem: How should a speech be properly prepared?

IV. Effective speakers organize their material so that it develops a specific purpose and stimulates interest in the speech.

- A. Selecting a topic is the first step in preparing a speech.
 - 1. It is important to select a topic appropriate to the audience.
 - 2. Don't try to cover the entire topic area, but take one phrase and expand upon it.
 - 3. Pinpoint your topic using accurate facts and information.

- B. Once the topic is decided upon, collect information.
 - 1. Use current materials as resources for information.
 - 2. Go to your local library or bookstore to get current books and magazines.
 - 3. Search databases on the Internet for information.
 - 4. Obtain pamphlets and research reports from universities or research stations.
 - 5. Use note cards or a computer to record information.
- C. Develop an **outline** as the framework of your speech. Most outlines are organized into three major parts—introduction, body, and conclusion.
 - 1. The **introduction** is the first part of your speech. It should be used to get the audience's attention and explain the purpose of your speech.
 - a. The introduction sets the stage for the rest of your presentation.
 - b. Seven techniques that can be used to create interest include references to a common place or occasion, compliments, dramatic statements, questions, stories, personal experiences, or quotations.
 - 2. The **body** of a speech provides the main information that you want to convey.
 - a. The body is usually limited to two to four main points.
 - b. The points are major topics in the outline. Supporting information is included under each topic area.
 - c. Most speeches use chronological order, motivational order, general-to-specific order, special order, or topical order as the format for the order of presentation of main points.
 - d. The most common errors with the body of the speech include too many major parts, not enough supporting material, rambling, and failure to use proper transitions.
 - (1) **Transitions** are words or phrases that connect various parts of the body of a speech.
 - (2) Transitions are used to help your speech flow better.
 - 3. The **conclusion** summarizes and reviews the content of your speech.
 - a. One important function of the conclusion is to remind your audience of the specific purpose of your speech.
 - b. The conclusion should leave the audience in the proper frame of mind and provide closure to your speech.
- D. Use supporting materials to make speeches more effective.
 - 1. **Realia** are real things or likenesses of real things.
 - 2. Commonly used supporting materials are models, specimens, audiovisuals, and hands-on activities.

Several techniques can be used to reinforce this objective. Use VM–D to illustrate an example of a note card that could be used for collecting information for a speech. Use VM–E to show an example of how students should set up an outline for their speech. Have students select a topic and begin to prepare a speech to be given at a later date.

Objective 5: Describe how to properly present a speech.

Anticipated Problem: What are the proper techniques in presenting a speech?

- V. There are many ways to develop and add meaning to your speech.
- A. Avoid nervousness or repetitive mannerisms.
 - 1. If you are organized and prepared, you will appear confident.
 - 2. Some nervous energy is normal, but it should be controlled energy.
 - B. Maintain good posture when presenting your speech.
 - 1. Do not lean on podiums or sit on furniture.
 - 2. Stand erect and tall. Give the image of confidence.
 - C. Speak distinctly and clearly and with a strong voice.
 - 1. If you arrive ahead of time, become familiar with the environment.
 - 2. Practice pronouncing unfamiliar words with distinctions and accuracy.
 - D. As you speak, do not forget to use eye contact. If you cannot look in the audience's eyes, focus just above their heads.
 - E. If you move around, do it smoothly and with significance to parts of your speech.
 - F. When presenting your speech, use pauses.
 - 1. Pauses will help to emphasize your message.
 - 2. Pauses also allow time for your audience to think about what you are saying.
 - G. Memorize your speech so you do not have to rely totally on your manuscript.
 - H. Gestures should be used naturally. A **gesture** is a body movement that can emphasize certain points.
 - I. Dress and groom appropriately for your speaking occasion. It is better to be overdressed than underdressed.
 - J. Be sure to smile and act as though you are enjoying the opportunity to speak. You should project an image of confidence and happiness.
 - K. If appropriate, allow time for questions. Have answers ready for anticipated questions.

Have students review videotapes of speeches from the National FCCLA Convention and discuss the techniques that were demonstrated by the speeches.

■ **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be retaught. The anticipated problems can be used as student review questions.

■ **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.

■ **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test provided can also be used.

■ **Answers to Sample Test:**

Part One: Matching

1. f
2. d
3. a
4. b
5. g
6. c
7. e

Part Two: Completion

1. Oral communication
2. Two
3. persuasive
4. informative
5. introduction, body, and conclusion

Part Three: Short Answer

Answers will vary but should include five of the following guidelines:

1. Be prepared.
2. Be organized.
3. Stay within the allotted time limit.
4. Use an attention-getting introduction.
5. Present yourself in an enthusiastic manner.
6. Use facial expressions to influence your speech.
7. Use notes in outline form.
8. Maintain eye contact.
9. Do not be monotone.
10. Learn good techniques by watching and listening to other speakers.
11. Know your subject.

Effective Speaking Techniques

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|----------------|--------------------|
| a. transitions | e. public speaking |
| b. conclusion | f. outline |
| c. realia | g. monotone |
| d. gesture | |

- _____ 1. General framework of a speech.
- _____ 2. A body movement that can emphasize certain points in a speech.
- _____ 3. Words or phrases that connect various parts of the body of a speech.
- _____ 4. Ending of a speech.
- _____ 5. Speaking in one pitch throughout a speech.
- _____ 6. Examples or likenesses of real things.
- _____ 7. Method of communication that uses oral methods of exchanging information.

► Part Two: Completion

Instructions: Complete the following statements.

1. _____ is the process of people sending and receiving information verbally.
2. _____-way communication involves the receiver's reaction or feedback.
3. A _____ speech is one where the speaker's general purpose is to convince the audience to believe or to do something.



4. An oral technical report is an example of an _____ speech.
5. The basic parts of an outline are the _____, _____, and _____.

► **Part Three: Short Answer**

List five guidelines to follow in public speaking.

Effective Speaking Techniques

Overview

Each student will listen to a three- to five-minute speech given by another student and will fill out an evaluation sheet based on the content and purpose of the speech. The student will evaluate speaking style, nonverbal clues, purpose for speaking, and effectiveness of communication accordingly:

- ◆ *Assessing delivery*—(Refer to speech evaluation page): Assess delivery.
- ◆ *Outlining content*—(Refer to outline at bottom of evaluation page): Outline major points of the delivery; record points in chronological order.
- ◆ *Assessing overall effect*—(Refer to total point score): Assess the speech's overall effect.

Procedures

Prior Student Learning Opportunities

1. In order to listen effectively in formal and informal situations, students should experience sufficient learning opportunities to develop the following skills:
 - ◆ Demonstrate understanding of materials, concepts, and ideas.
 - ◆ Analyze, synthesize, and evaluate information.
 - ◆ Paraphrase and/or summarize information with appropriate editorial comment.
 - ◆ Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).

Student Task

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with the characteristics of a good speech as shown on the student worksheet provided.
4. The students will have practiced evaluations of speeches in preparation for the assessment.
5. Provide copies of the Effective Speaking Techniques speech evaluation guide for each student.

6. Review the components of a good speech as they are described in the student worksheet.
7. Each student will assess the content, purpose, style and delivery of another student's speech. (six-column rubric)
8. The teacher will then compare the student's evaluation to the teacher's evaluation to see how effectively the student listened to evaluate the speech and understand the message. (three-column rubric)

Evaluation

9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Time Requirements

- ◆ One to two class periods

Resources

- ◆ Effective Speaking Techniques speech evaluation guide (six-column rubric)
- ◆ Sample speeches, either given by the teacher or recorded on videotape, for practice
- ◆ Effective Speaking Techniques student task sheet
- ◆ Effective Speaking Techniques scoring rubric (three-column rubric)

Effective Speaking Techniques

The assessment of a speech covers 10 major categories of good public speaking. Each of the categories will be evaluated on a six-point scale, with one to three points being weak and four to six points being strong. Listen carefully to the speech and evaluate it in each of the 10 categories. While listening, develop a rough outline of the major points the speaker covers in the organization of the speech. Space has been provided at the bottom of the evaluation page for the outline.

SIX-POINT SCALE:

1. Poor—Inferior in quality. The item is not present or is barely detectable.
2. Weak—The item is deficient of required criteria. Some attempt is made to use the criteria in the speech, but that attempt does not impact the audience.
3. Fair—The item meets most criteria but is lacking at least one. The effect on the audience is detectable but minimal.
4. Adequate—The item meets minimum acceptable standards for the speaking assignment. All criteria are present but may not be well developed.
5. Good—The criteria for the assignment are fulfilled with greater detail and a level of development in places above the required minimum. Development of criteria may not be consistent throughout the speech.
6. Excellent—Consistent development of the criteria for an item throughout the speech. The attention to development of the item is clearly planned and carefully executed.

EVALUATION CRITERIA FOR THE 10 CATEGORIES:

- ◆ INTRODUCTION—The speaker should identify clearly the subject of the speech and purpose for speaking (i.e., persuade, inform, demonstrate, etc.). The introduction should be developed using one of the accepted patterns discussed in class (e.g., tell a story, unusual fact, anecdote, personal experience). The speaker should establish credibility (give proof that the speaker knows the topic well enough to speak about it as an authority of sorts).



- ◆ **CLARITY OF PURPOSE**—The identified purpose for speaking should be evident throughout the body of the speech. The speaker should not deviate from the intended purpose for speaking. Transition devices and word choice should be selected with the purpose in mind and should link the elements of the speech together to achieve the purpose. Any comments which detract from the purpose should be absent; such comments will result in a lower score in this category of the evaluation.
- ◆ **LANGUAGE**—The choice of words and structure of sentences should be appropriate to the audience and occasion. An occasional slang term is OK, but the recurring use of inappropriate slang will lower the score in this category. Excessive use of slang without the proper motivation (necessary to achieve the particular purpose for speaking and appropriate to the audience) will result in an unsatisfactory rating (1–3).
- ◆ **BODILY ACTION, POSTURE**—The speaker stands erect and comfortable with both feet a comfortable distance apart for good support. Speaker should appear alert but at ease with confidence. Distracting movements should not be present. At no time should the speaker slouch, lean on furniture, move unnecessarily, or fidget.
- ◆ **EYE CONTACT, GESTURES**—Eye contact should be nearly constant with the audience and should move frequently across all parts of the audience. No “locking on” to note cards or one particular part of the audience. Gestures should be smooth and integrated with the points being made in the speech. Gestures should not detract attention from the message or communicate excessive nervousness to the audience. Note cards should be read only momentarily to gain information and keep track of the speaker’s next point. More frequent references to note cards will detract from the link to the audience and lower the score in this category.
- ◆ **USE OF VOICE**—Voice should accent the points being made. Inflection, volume, speaking rate, accents, etc., should be chosen carefully to reinforce the message and blend smoothly with the speaker’s appearance and gestures. Any elements of voice which detract from the effective communication of ideas (monotone, unvarying speaking rate, weak volume, etc.) will lower the evaluation in this category.
- ◆ **ENTHUSIASM, VIGOR**—The speaker should demonstrate interest in the topic through the use of gestures, posture, voice, and word choice. A high degree of perceived interest and enthusiasm for the topic will result in a 6 evaluation. Very brief speeches lacking in detail and delivered in a monotone will indicate a lack of enthusiasm and will be rated 1 or 2 accordingly.
- ◆ **CONFIDENCE, SELF-CONTROL**—The speech continues smoothly and without noticeable breaks from beginning to end. The speaker’s use of eye contact, gestures, and posture indicate clear command of the situation. Nervousness that appears uncontrolled, stuttering pauses, and other signs of lack of preparation will result in a lower score in this category.
- ◆ **ORGANIZATION**—The speaker should utilize clearly developed introduction, body, and conclusion sections of the speech. Visual aids should be integrated smoothly into the presentation. If the evaluator cannot construct a clear outline of the speech by listening to the transitions and pauses, by watching movements, and by picking up the verbal cues to shifts

in emphasis that signal new sections of the outline, the score will be lowered according to the degree of difficulty experienced in the attempt to outline the content of the speech.

- ◆ **CONCLUSION**—The speech should be summarized clearly. All main points covered in the organization of the speech should be touched upon one final time to remind the audience of the main ideas. The speech should make a smooth exit with no sense that we have been “dropped” by the speaker at the last moment. Clear evidence of a planned conclusion should be observed here.

Effective Speaking Techniques

(To be filled in by a student evaluator)

STUDENT EVALUATOR: _____

SPEAKER: _____

- ◆ Exceeds standard (55–60 total points)
- ◆ Meets standard (40–54 total points)
- ◆ Approaches standard (26–39 total points)
- ◆ Begins standard (10–25 total points)

POINT VALUES	1	2	3	4	5	6	TOTALS
Introduction							
Clarity of Purpose							
Language							
Bodily Action, Posture							
Eye Contact, Gestures							
Use of Voice							
Enthusiasm, Vigor							
Confidence, Self-Control							
Organization of Material							
Conclusion							

Adapted from Washington Community High School, District 308, Speaking and Listening In-House Assessment.

TOTAL POINTS:

SPEECH OUTLINE:

(Outline main points as you listen to the speech.)

Effective Speaking Techniques

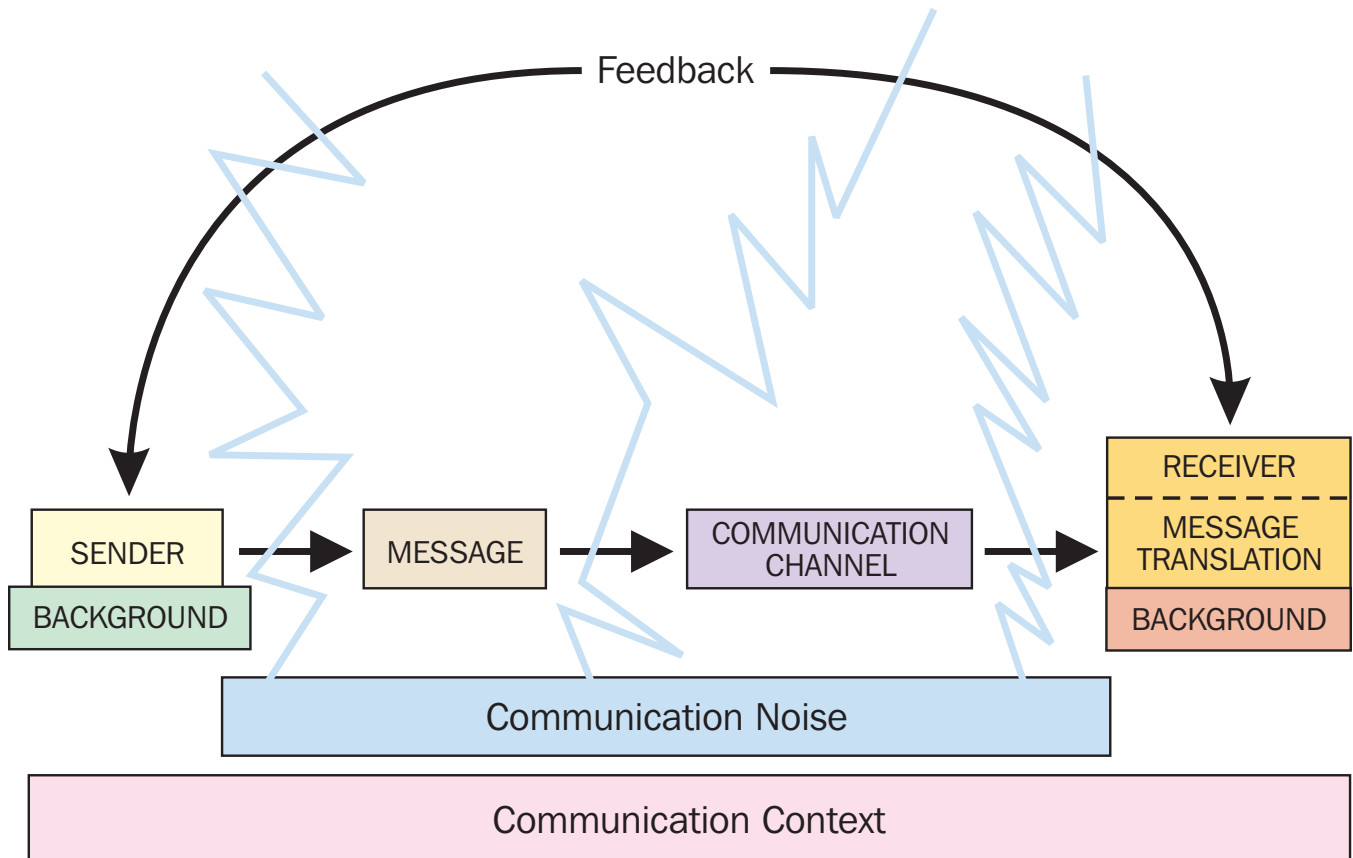
- ◆ Exceeds standard (11–12 total points)
- ◆ Meets standard (8–10 total points)
- ◆ Approaches standard (5–7 total points)
- ◆ Begins standard or absent (3–4 total points)

	DELIVERY—refer to speech evaluation page	CONTENT—refer to outline at bottom of evaluation page	OVERALL EFFECT—refer to total point score
4	- The student's assessment of delivery agrees in eight or more of ten points with the teacher's. - The points of disagreement are only one number off from the teacher's assessment.	- The student's outline of the speech agrees in all major points with the teacher's outline. - The points are recorded in proper chronological order.	The student's assessment of the speech's overall effect differs within two points of the teacher's assessment.
3	- The student's assessment of delivery agrees in six or seven of ten points with the teacher's. - The points of disagreement are only one number off from the teacher's assessment.	- The student's outline of the speech agrees in most major points with the teacher's outline. - One point may be recorded out of chronological order.	The student's assessment of the speech's overall effect differs within four points of the teacher's assessment.
2	- The student's assessment of delivery agrees in three to five of ten points with the teacher's. - The points of disagreement may be two numbers off from the teacher's assessment.	- The student's outline of the speech agrees in some major points with the teacher's outline. - Several points may be recorded out of chronological order.	The student's assessment of the speech's overall effect differs within twelve points of the teacher's assessment.
1	- The student's assessment of delivery agrees in no to two points with the teacher's. - The points of disagreement vary by two or more numbers from the teacher's assessment.	- The student's outline of the speech agrees in few or no points with the teacher's outline. - Points are generally recorded out of chronological order.	The student's assessment of the speech's overall effect differs more than twelve points from the teacher's assessment.
Score			

ONE-WAY (ARISTOTELIAN) COMMUNICATION MODEL



TWO-WAY COMMUNICATION MODEL



ELEVEN GUIDELINES OF AN EFFECTIVE SPEAKER

1. Be prepared.
2. Be organized.
3. Stay within the time limit.
4. Use an attention-getting introduction.
5. Be enthusiastic.
6. Use facial expressions.
7. Use notes.
8. Maintain eye contact.
9. Vary your voice.
10. Learn from other speakers.
11. Know your subject.



EXAMPLE OF A NOTE CARD USED FOR COLLECTING INFORMATION FOR A SPEECH

Resource Title: _____

Author: _____

Copyright: _____

Source/Publisher: _____

Information Summary: _____

EXAMPLE OF A BEGINNING OUTLINE FOR A SPEECH ON RECYCLING

Title: Recycling

Purpose: To convey the importance of recycling and encourage people to recycle

- I. Introduction (importance of recycling)
- II. Body
 - A. First Main Point (everyone can recycle)
 - 1. Subpoint number one (at home)
 - 2. Subpoint number two (at business)
 - B. Second Main Point (items to recycle)
 - 1. Subpoint number one (when)
 - 2. Subpoint number two (where)
 - 3. Subpoint number three (how)
- III. Conclusion (recycling needs to be done...)
 - A. Summary of main points
 - B. Action to take

Speaking Activity

Purpose

1. To improve speaking skills.
2. To improve the pronunciation of various words.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil

Procedure

Read and follow the directions in each of the following sections.

Section I

Take turns listening to one another as the following lists are read aloud. Note on a sheet of paper any words the reader does not pronounce correctly.

Be careful not to put any unnecessary sounds in these words.

- | | | | |
|------------|--------------|----------------|------------------|
| 1. credit | 6. resume | 11. accumulate | 16. Washington |
| 2. assets | 7. sad | 12. card | 17. debt |
| 3. across | 8. contra | 13. facsimile | 18. alphanumeric |
| 4. wash | 9. elm | 14. discount | 19. customer |
| 5. receipt | 10. deferred | 15. country | 20. daughter |



Be careful not to omit any necessary vowel or consonant sounds in these words.

- | | | | |
|---------------|-----------------|-----------------|--------------|
| 1. equation | 7. numeric | 13. cycle | 19. friendly |
| 2. accounting | 8. accrued | 14. products | 20. width |
| 3. didn't | 9. debit | 15. promptly | 21. revenue |
| 4. length | 10. liabilities | 16. calculating | 22. running |
| 5. creditors | 11. recognize | 17. capital | 23. fifths |
| 6. library | 12. quantity | 18. claims | 24. integral |

Section II

Read each of the following sentences aloud twice—first in a monotone and then changing the pitch to emphasize the words you think deserve emphasis.

1. Would you believe the boss asked me for advice?
2. Only five more minutes until quitting time.
3. Mr. Johnson has insisted that we greet the public with a smile both on and off the telephone.
4. With today's sales we are over our month's goal with three days yet to go.
5. I just can't believe you could forget to run the payroll on payday.

Section III

Check your pronunciation of the simple, everyday words listed below. Practice your problem words daily until you have mastered the correct pronunciation.

Word	Right Rhyme	Wrong Rhyme
again	men	tin
any	penny	tinny
attract	act	tack
because	clause	buzz
beg	keg	vague
bury	berry	hurry
can	ban	bin
catch	latch	ketch
chair	wear	cheer
corps	core	corpse

Word	Right Rhyme	Wrong Rhyme
figure	your	err
for	core	fur
get	set	sit
guess	less	miss
if	tiff	clef
instead	head	hid
just	must	mist
leg	keg	vague
library	prairie	berry
maybe	baby	webby