

求新 研究生英语系列教材
GRADUATE ENGLISH SERIES

总主编 余渭深 刘海波 王秀珍

English for International Academic Conferences

国际学术会议英语

曾 蕾 林泽铨 编 著
傅晓玲 Herbert Pierson

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内 容 提 要

本教材通过大量的实例,围绕国际学术会议的组织与主持,学术论文及演讲稿的写作,论文演讲的开场、展开与结束,即席提问与答辩等方面,为我国硕士、博士研究生参加国际学术会议进行系统的指导与训练。它一方面教授学生国际学术会议交流的基本知识,另一方面致力于提高他们的学术英语表达能力。本教材不仅供研究生课堂使用,同时也可供有一定英语基础的、各个学科领域的学者参考、使用。

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总 序

进入 21 世纪以来,我国研究生教育蓬勃发展,规模空前。随着我国改革开放步伐的加快,国际学术交流活动的日益频繁,社会对研究生的英语实用能力提出了更新、更高的要求。为了适应这一形势,重庆大学出版社组织重庆大学、四川大学、西南交通大学、西安交通大学、华南理工大学、武汉大学、华中科技大学、中山大学等几所全国重点高校长期从事研究生英语教学的骨干教师,编写了这套《求新研究生英语系列教材》。

《求新研究生英语系列教材》是我们在总结过去多年教材编写和课堂教学经验的基础上,依据国家教育部(原国家教委)1992 年颁布的《非英语专业研究生英语(第一外语)教学大纲》,并结合我国研究生教学的实际情况编写的。在编写过程中,我们贯彻以下基本原则:

1. 既依托大纲,又不拘泥于大纲,紧扣目前研究生教育的特点;
2. 指导学生的学习方法,提高学生的学习能力;
3. 打好学生语言基础,着重培养其语言运用能力;
4. 听、说、读、写、译等多种技能融会贯通;
5. 把握时代对研究生的要求,突出对外学术交流的需要。

我们之所以将这套教材命名为“求新研究生英语系列教材”,是因为它向广大师生传递着这样几层“新”意:

一、**理念新**。主要体现在以下几个方面:

- 注重表达技能的培养。教材重新审视了听、说、读、写、译等语言技能之间的关系,试图改变传统教材重接受技能培养,轻表达技能培养的倾向,将表达技能的培养摆到了同接受技能培养同等重要的位置。

- 注重语言应用能力的培养。教材在注重语言能力和语言技能培养的同时,更加注重语言交际的实用性,力求满足研究生涉外活动和学术研究中的语言交际需求。

- 强调基础语言学习与学术语言学习的结合,注重挖掘 EAP 和 ESP 的教学特



点,引导研究生逐渐适应“双语”教学和使用英语进行学术交流的需求。

- 教材编写设计了许多鼓励学生参与学习的活动,注意发挥学生学习的自主性。

二、**材料新**。好的教材应紧跟时代步伐,体现时代精神。本系列教材所选取的材料从一定程度上体现了当前社会、经济、文化、科技、政治、教育等方面的最新动态和发展。但仅有新颖的材料是不够的,还必须保证语言的规范性,因为学生不仅要从中获取信息、启迪思维,更要从中学习语言。总的说来,本系列教材的选材具有以下特点:时代性、规范性、广泛性、知识性、启迪性。

三、**体例新**。本系列教材的各个分册在体例安排上别具一格,令人耳目一新。这种新体例以新理念为基础,因此它是科学的;以提高学生学习兴趣、进而提高英语运用能力为目标,因此它是有效的;以方便课堂教学和课后自学为出发点,因此它是实用的。

本系列教材由以下各分册组成:

《**研究生英语综合教程**》(共2册):通过各种活动全面培养非英语专业硕士研究生的英语听、说、读、写、译等综合技能。每单元以主题(如家庭、科技、网络、人际交往、社会名流等)为线索将各项技能的训练有机地结合起来。全书设计思路新颖,配以精美的图片启迪学生思维。全书各单元由 Quick Flash, Chatroom, Sound Lab, Word Bank, Bookshelf, Word Processing, Reading for Fun 等板块组成。本教程摒弃了传统教材以阅读为中心的编写模式,强调各种语言技能的综合和平衡发展。

《**研究生英语听说教程**》(共2册):遵循以学生为中心的主题教学模式,以话题(如教育、工作、婚姻、健康等)或体裁(如新闻、广告、小说、诗歌等)为主线开展听说教学活动,旨在训练和提高学生的听力能力及口头表达能力。每单元包括三个教学和学习阶段:引导活动、听力活动、口语活动。听力部分的练习题型多样,力求从多方面训练和提高学生在语篇水平上的听力理解能力和熟练程度。口语部分是听力部分的自然延伸和发展,突出实用性,具有多样性、启发性、指导性和趣味性的特点。

《**研究生英语阅读教程**》(共2册):为学生提供题材多样、话题新颖、语言规范的英语文章,着重培养其阅读理解能力,同时扩充词汇量,发展写作能力。每单元安排两篇主题接近的文章,一篇为课堂阅读,文后安排理解练习和词汇扩展练习;一篇为补充阅读,后面安排理解练习。每单元最后安排与本单元主题相关的写作练习。本





书最大的特点是语言素材地道、有趣,信息含量高,练习编排合理、巧妙,有的放矢。

《研究生英语写作教程》:将英语读、写紧密结合,以常见的几种写作风格(描写、叙述、因果、对比、论述、例证)为主线,针对每一种风格安排几篇优秀、地道的范文,引导学生对其进行理解、分析和模仿,并最终进行独立的写作实践。本教程同时配以大量的插图,以便帮助学生理解,并启迪学生思维。

《国际学术会议英语》:通过大量的实例,围绕国际学术会议的组织和主持,学术论文及演讲稿的写作,论文演讲的开场、展开与结束,即席提问与答辩等方面,为我国硕士、博士研究生参加国际学术会议进行系统的指导与训练。它一方面教授学生国际学术会议交流的基本知识,另一方面致力于提高他们的学术英语表达能力。

本系列教材从策划、构思到编写得到了全国知名专家秦秀白教授和韩其顺教授的悉心指导。秦秀白教授还对《研究生英语综合教程》、《研究生英语阅读教程》、《研究生英语听说教程》等分册的编写大纲和样章进行了审定,提出了宝贵的意见。这套教材的成功出版,是与二位专家的关心和指导分不开的。在此,我们向他们表示深深的谢意!同时,向所有关心和支持本系列教材编写和出版的领导、同仁表示感谢!

总主编

2003年7月



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This book is not just the product of the authors. It is the result of years of learning from people who are our teachers, our colleagues, our students, and our friends. Every conference, seminar, or lesson we have attended or conducted has taught us invaluable lessons that encouraged us to work on this book. We give special thanks to our colleagues Lai Peng, Du Ming, and Feng Wei for their helpful ideas and suggestions for this book. We also give thanks to our students, who offered us many of the samples in this book.

FOREWORD

When I first learned of the plans for the writing of a book on the use of English at international academic conferences, I was delighted. In recent years, international conferences in many academic fields have seen a dramatic increase in the number of non-native speakers of English attending and presenting papers at such gatherings. And in my own work with international graduate students, I have been struck by how many requests I received to help them prepare conference abstracts, to review drafts of their conference papers, and to comment on the visual aids they have created. Many students have also mentioned how much they would like to enroll in courses which provide such information. I know from comments made by many colleagues that I am hardly alone in receiving such requests or hearing of the desire for access to materials which would help both graduate students and newer faculty members participate meaningfully and effectively in the challenging experience of presenting conference papers.

Now that I have seen *English for International Academic Conferences* by Professors Zeng Lei, Lin Zequan, Fu Xiaoling, and Herbert Pierson, I know that the kind of resource I and many, many others have long hoped for is available. This volume is a wonderfully timely and truly comprehensive contribution to our understanding of the unique and important genre known as conference presentations, one that is long overdue and that should more than fulfill the wishes of non-native speakers of English seeking the kinds of assistance I mentioned earlier.

This book impresses in so many ways, from the wide range of important topics covered in its thirteen units and supporting chapters to the wealth of information contained inside each unit. The authors provide every type of information imaginable and relevant to conference presentations, including (but not limited to) learned insights into



the expectations and nuances of international conferences, valuable tips and suggestions on how to prepare various conference materials, highly illustrative samples of conference documents and the organizational and linguistic devices used in them, and helpful exercises on the preparation of such materials.

This richly endowed and highly readable volume fills a major hole in the professional literature and should be of inestimable value to its future readers. It is difficult to imagine a more useful or all-compassing book on conference presentations than this one. The wishes of many, many graduate students and faculty members have been answered with the arrival of this book, and it will be a pleasure to see, at future conferences, how its readers apply the extraordinary range and depth of the lessons it teaches.

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Introduction

English for International Academic Conferences has been conceived and produced to fill an important linguistic and educational need in China. Students in many different academic disciplines all over the nation are participating in an increasing number of international conferences where English is the medium of communication. The book is also a contribution to the list of practical academic books in the growing field of English for Specific Purposes (ESP).

The intended audience of this book is postgraduate students, and it expressly guides them in international conference organizing, paper writing, and speech presenting. The book has four underlying global themes: conference information, academic paper writing, academic speech writing, and presentation skills. It is laid out in 13 instructional units and addresses both principles and skills, taking learners systematically through the key stages of organizing a conference: asking for information; preparing an academic paper, an abstract, and a speech manuscript; rehearsing, starting, developing, and ending a conference speech presentation; handling and raising questions after a presentation; and evaluating a presentation. The last part of the book simulates an actual international academic conference during a class period, in which every student participates in some significant ways.

More specifically, the book touches, in analytical detail, on the essential components of planning, running, and joining in an international conference, both from the viewpoints of an organizer and a participant. The authors of this book take a comprehensive approach in the 13 instructional units. Unit One covers globally the preliminary elements of organizing a conference, touching upon essential but often overlooked practical details of initiating a successful conference. Unit Two deals with the basic communication issues of conference organization. Learners are introduced to information sources such as academic journals and periodicals, and the whole new area of information searches on the Internet. In this unit learners are required to do a hands-on Internet search for an international conference in their own academic field.



Unit Three focuses on developing and drafting a conference paper, covering the essential elements of writing a good paper — title, abstract, keywords, first draft, references and bibliography. The steps in writing a conference paper are worked out with the advice that, in the first draft, the learner should concentrate on the content and not be overly concerned about the form — grammar, usage, and vocabulary — until the proofreading stage of the final draft.

Unit Four deals with the practical task of preparing a conference speech script. The distinction between spoken language and written language is clarified so that the learners realize that it is best not to present a paper in the wordy language of a book.

Unit Five focuses on the introductory parts of the conference presentation. The “hook” and other ways to catch an audience’s attention are mentioned. Unit Six is concerned with drafting the speech itself, while Unit Seven discusses the conclusion of the conference speech and covers such details as the discourse signals and what is called “finishing off” the speech.

Unit Eight provides insight into the ways of asking and answering questions. The art of handling questions is analyzed in depth, covering such topics as choosing questioners, listening to questions, welcoming questions, repeating or paraphrasing questions, and an exhortation to reply clearly, briefly, and courteously to questioners.

Unit Nine deals with the task of chairing a conference, using a sophisticated but accessible discourse analysis approach.

Unit Ten brings the learner back to the hard work of practicing and perfecting the presentation. This unit differentiates an effective delivery from an ineffective one. This is followed by a section on how to produce effective audio-visual aids and handouts. There is also some helpful advice on how to overcome stage fright, something that many speakers experience.

Unit Eleven deals with evaluating the effectiveness of a presentation. A very detailed evaluation form is provided.

Unit Twelve gives some advice on how to be a good listener at a conference,





and passes on guidance on how to engage in small talk or informal conversations during the coffee or tea break.

Finally, Unit Thirteen is a practical synthesis of the preceding twelve units. A conference planning schedule is presented along with a very detailed sample Call for Papers. This is followed by a mock conference agenda, including such items as a venue map and the schedule for the conference sessions. There is an example of opening remarks as well as a sample closing address.

The end of the book covers the assessment for those students using this book. The assessment could be based on the following factors: weekly class assignments, attendance and classroom performance, evaluation of draft presentation papers, and participation in the simulated conference at the end of the term.

The topics in this book are organized to ensure discussion and practice of the essential steps in conference organization, paper drafting, preparation, speech presentation, and evaluation. Although the units are integrated to match the sequence of an actual conference procedure, each unit stands as a self-contained entity. Thus, instructors can reorder the units for the immediate needs and according to the capabilities of their students.

The authors believe that students who diligently study with this book will benefit substantially in their English competence and grow in confidence. Not only will they be exposed to a substantial amount of English, but they will acquire the principles of organizing, running, and participating in an international conference, something that students and academics in China are doing more and more.





Organizing an International Academic Conference

Warm-up Questions

- Have you ever organized an academic conference? If yes, what experience did you have in organizing an academic conference?
- What events are involved in organizing an academic conference?
- What things does an organizing committee do to prepare an international academic conference?

Learning Objectives

- To learn skills in organizing an international academic conference.
- To learn to design a Call for Papers and a conference program.
- To learn to write invitation letters.