

21世纪

非母语对外传播暨英语播音主持与国际化新闻传播系列

英语辩论基础

林海春 著



The Rudiments of
Debating in English
as A Foreign
Language

中国广播影视出版社

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图书在版编目（C I P）数据

英语辩论基础 / 林海春著. — 北京：中国广播影视出版社，2016.12

（21世纪非母语对外传播暨英语播音主持与国际化新闻传播系列）

ISBN 978-7-5043-7797-5

I. ①英… II. ①林… III. ①英语—辩论 IV. ①H311.9

中国版本图书馆CIP数据核字(2016)第280887号

英语辩论基础

林海春 著

责任编辑 任逸超

装帧设计 成晟视觉

责任校对 虹 雨

出版发行 中国广播影视出版社

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经 销 全国各地新华书店

印 刷 河北鑫宏源印刷包装有限责任公司

开 本 710毫米 × 1000毫米 1/16

字 数 215 (千)字

印 张 32

版 次 2016年12月第1版 2016年12月第1次印刷

书 号 ISBN 978-7-5043-7797-5

定 价 72.00元

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带队与“川外”“广外”代表队赴吉隆坡参加
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运用非母语英语展开辩论
培养国际化对外传播新闻人的职业思维素质：
旗帜鲜明 立场坚定

**Debating in English can generate the effective
critical-thinking approaches for those who are
in the occupational field of Internationalised
Journalism & Communication in
Foreign Languages**

Debate is a powerful means of thought-fighting & provoking

- ☆ It leads you to fight your own logic out
- ☆ It pushes you to fight together with your team-mates
- ☆ It demands you to fight against yourself rather than others

Preface 前言

Time flies away and never comes back. It has been more than 12 years since the first class of Debating in English for the major of Broadcast Anchoring & Presenting in English at Communication University of China. Those who were trained in the classes have entered the society for more than 10 years since the first edition of the book was published. Why should the Chinese college students pay attention to the Debating styles in English, how should they get the correct understanding of the field, especially the whole theory is constructed by the way of thinking in English, which seems far way and very different from the Chinese one. With these questions, as their Coach (in fact, this title brings a quite new direction of linking the one as Teacher in China.), I have tried to conduct them with the idea of pointing out the way instead of giving the fixed rhetorical utilization. Time has proven that it works very well. For the third publication this time, there are some reasons for the readers to clarify the purpose. As an academic field, Debating in English covers too wide scale of reasoning, arguing and persuading approaches. So, it must provide a holistic picture of the field to the trainees with a systematic exploration. Keeping this basic starting-point in mind, I have designed the teaching syllabus with the aim of enlightening up the trainees' mental ranges and lightening up their critical horizons. By practice within all these years with those who have various personalities and growing backgrounds, the final effects have shown me that it is worthwhile. With this unique occupational privilege as a Coach in the field, I would like to sort out importance and necessity the essence, of offering this course in the Chinese colleges, in particular, its significance of leading the Chinese people to realize how the Western way of thinking and the logical clue have been

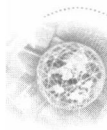
constructed and practiced in the reality.

Its essence is to nurturing the critical thinking rather than quarrelling.

Every one is shaped and educated by his/her indigenous cultural values and moral standards, so each individual adult's mind, as a social person, has been programmed by the systematic codes. Obviously, those who are accepted by their societal value can only be functional based on the relevant demanded rules. The rules are passed over by the educational orientation. Therefore, each individual social person is a socialized mental state.

However, today's world is defined as a global village, these seemed individual social mental states cannot be functional without connection to the non-indigenous factors. This kind of so-called internationalized external cultural values and social norms rush to those independent cultural sets directly and indirectly by many kinds of cultural products. For example, the transmitted ones by movies, TV programmes, books, dramas, and so forth. Under this globalised condition, a social person's mental state will be reconstructed by these non-indigenous factors. Facing these foreign cultural elements directly in people's daily life, how to make a correct or worthwhile choice to enrich their own lives or mental sets has become a crucial reality, especially if their indigenous cultural values as the habitual way of thinking and living basis will be kept and still functional has been the must-answer question.

With these challenges, Debating in English as one of the non-indigenous ways of thinking might take the critical thinking principle and approaching practice into the current situation. There is one relevant explanation for the point, i.e., its dichotomy as the essence can lead the people's mental sets to the Black or White splittingly, yes, it is the Western way of thinking Either...Or philosophy. Admittedly, the social affairs and issues are not simply categorised into two absolute opposite groups, but this way can make the mental sets stimulate the people's horizontal visions, that is it can force people put themselves in sb. else's shoes. It does not guarantee it is effective for everything but it can make people rethink. Is it enough for carrying out the training sessions? Based on what I have



been doing in this field as a Coach, my answer is: Yes!

Its importance is to bringing up the questioning capabilities instead of confusing.

Every cultural factor is meaning carrier and motivation driver. It is often pictured as a symbol or model for people to observe, accept and understand for the part of mentality and behavior. So, to comprehend one individual social person is to make a clarification of convergence of his/her mental rules and behavioural norms, because they are the practical elements designed and inserted into people's mind by the cultural value systems.

However, an independent cultural value oriented social people's judgements will be shocked to the confusing even the crashing condition when they are struck by the non-indigenous cultural value factors. So, the direct choice for them is to adopt by the simple imitation or confused with doubting their own value sets. It is even worse for them to adapt to their foreign ones step-by-step at the same time to distort their own cultural elements. Facing this current condition triggered by the so-called globalization, each societal cultural system in the world is trying to protect their own traditions and habits by selecting the so-called positive elements among the foreign ones. This kind of effort of combing the external to the internal value system seems functional, but it still show the have-to forced passive reactionary attitude. Clearly, it is important to make the indigenous social system think, i.e., to make people think with the judgements first.

For realizing this goal, to promote the Debating in English learning and practicing is one of the effective methods. From the organized training session perspective, the trainees are divided into two opposite stance teams. Within the arranged team, each team member must fulfill his/her role duty by the given position no matter if the position is the personal preference or not. During this process the team members' minds must be led to the self-challenging condition. Because of this purpose-fixed phrases, each trainee must readjust his/her habitual ways of thinking, in particular he/she must try to re-observe the so-called taken-for-granted mental sets and behavioural standards. It is the same principle to the

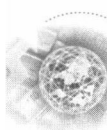
opposite team.

With this arranged training sessions for the teams in turn, the team members as the trainees can get the chances to question the opposite team's stance, meanwhile to themselves. In fact, it is like a mirror to lead them to see themselves, especially the taken-for-granted reflections to their own mental sets. Hence, the importance of grasping the principle of Debating in English can build up the trainees' capabilities of raising questions to the non-indigenous cultural elements meanwhile to observe their own value factors. It will lead them to sort out their own judgements rather than the efforts of imitation.

Its necessity is to practicing the practiced policy-making other than pondering.

This book covers the basic three main styles of Debating in English, i.e., the Value Debating, Parliamentary Debating, and Cross-examination Debating. These three kinds of categories are designed and established by the World Debating Institute. So, it is clear that they are the academic explanation and practice norms and rules produced by the Western way of thinking and judging lines. Especially the Western policy-making processes are judged by the designed standards in the reality. Put its decisive effects direct here, even the voters' ballot rates can be decided by the principles of the argumentation in the carrying out the debating processes. So, Debating in English is not only the theoretical one, it is also the practical one. Its usage as a guide tool for the policy-makers can be shown directly by the Parliamentary Debating styles in all the Western countries. For the non-Western cultural system as the Chinese one, the only way of getting the correct understanding of the Western culture, value and social practice system is to comprehend the Debating in English categories and the relevant principles supporting the arguing processes. Obviously, it demands the trainees to carry out the concrete practical steps instead of pondering upon the Debating process itself.

As a Coach for the three category training sessions covered in this book, the necessities of organizing the effective training sessions are so crucial. There are three reasons to emphasize here:



Firstly, for practicing *the Value Debating style* it can lead the trainees to get the two absolute opposite understanding of one single value orientation. More importantly, it can make the trainees observe the extreme different effects generated by the Either/Or mental sets. Following this thought-line, the trainees can tease out the Western policy-making original starting-points and the relevant philosophical logic. It would be much easier for the trainees as the non-Western social persons to make their adjudgements to uphold or abandon their own cultural and value factors. About this point, it has become the necessary steps for those who are in charge of the occupational responsibilities with the Cross-cultural encounters. In this kind of working field, the practitioners are demanded to deal with the globalised intercultural affairs and cooperative activities. In fact, their cross-cultural competence can be related to the diplomatic scales. Therefore, to practice the Value Debating style, in fact, it is to explore the different ways of thinking philosophies and their values systems.

Secondly, for practicing the Parliamentary Debating style it can make the trainees get the sense of role-playing directly and deeply. The essence of this style is shown by the meaning of the word Parliament. This word refers to the special building in the Western political system. Yes, it is just a house indeed, but it has been given the specific significance of the systematic orientation in the Western culture for centuries.

In particular, the same word Parliament has gotten the same meaning for all the Westerners, but to organize the practical sessions it holds the different procedures. To some extent it shows two main practices, i.e., the American Parliamentary Debating Style and the British Parliamentary Debating Style. Personally speaking, these two styles are almost the same even they hold the different procedures slightly, but as a Coach for the concrete practical training sessions, the two styles will make the trainees face the different levels of digging out the personal knowledge-accumulations.

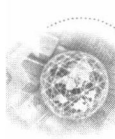
Most importantly, owing to the trainees are the non-native English speaking social persons with the different social norms in the minds, their sensitivities to

the social policy-making processes and the effects of the policy-utilisation in the different social systems cannot be compared with the English native speakers. Especially touching upon the societal practice ranges, the trainees' minds cannot be transferred into the Western realities, so it is almost impossible for me as the Coach to make them understand why their propositions are not relevant to the social realities even though their English language expressions are wonderful. One point here must be emphasized seriously, Debating in English training sessions are not for language-learning, it is actually the training on the ways of thinking and logic construction. Because of the importance of the logic for the policy-making, the two Parliamentary Debating styles hold the same principle-LOGIC suiting to the reality.

Therefore, the training purpose for understanding of *the Parliamentary Debating styles* is to push the trainees to sort out their logical clues with the respective roles as the politicians. The societal realities must be in their minds, the causal-effects of policy-feasibilities must be foreseen by the political sensitivities. In a word, it seems it is role-playing, but it is not drama-acting. It is to sense one qualified policy-maker's competence and responsibilities.

Thirdly, for practicing *the Cross-examination Debating style* it can make the trainees realize its pragmatic values. Especially this style can reflect the debating in the Court Rooms, the debating for the College students' thesis defense processes, the journalistic interviewing procedures, and so on. In order to lead the trainees to get the inspiration of organizing the argumentation, as the Coach the only way to conduct the trainees is to push them to ponder upon the given topics. These topics are designed by combining the Value Debating and Parliamentary Debating issue-scales. That means the topics can cover both the philosophical ideas and the policy-making practical considerations. In fact, this debating style is comprehensive for the trainees to dig their knowledge wholly.

For grasping and understanding of this debating style, one must be more sensitive in the whole process because each individual debater not only offer the statements once as the Parliamentary Debating style, they must provide the



relevant statements at the same time they must design the reasonable questions to the appointed debaters on the opposite side. More important, these questions can only be designed by relying on what the appointed answer-provider has just stated. Obviously, this style not only demands the trainees are in the extreme concentrated process but also extreme tensed attention catching steps. So, their minds must be more realistic and abstract meanwhile maintaining the language expression more concise and accurate.

Hence, for the college students' learning level, this debating style is more relevant to their logical competence cultivating and utilization practicing, especially it is suitable for their biological ages and knowledge accumulation levels.

All in all, this latest edition has supplemented all the three main styles of the Debating in English both in theories and practical sessions. Hopefully, it can offer more effective inspiration, training & learning methods for those who are interested in the field.

林海春

Haichun Lin

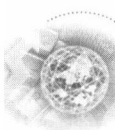
梅兰书屋 北京

Plum & Orchid Study • Beijing

2016-08-06

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