



英语演讲系列

英语演讲 实训指南

◎ Connie Gibson (美) 著



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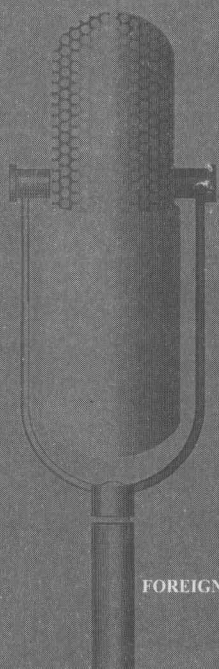


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出版说明

外语教学与研究出版社与中国中央电视台联手打造的“CCTV杯”全国英语演讲大赛，是一项高质量、具有国际影响力的权威英语演讲赛事。自2002年至今，这项赛事已经成功地连续举办了六届。就是在这项高手如云的比赛中，江西师范大学的Connie Gibson教授每年都带领她的学生杀入了全国半决赛和决赛，并曾有两名学生进入最后的总决赛，分别获得冠军和亚军的好成绩。

这样骄人的战绩是许多全国重点大学都望尘莫及的。是什么样的“独门秘诀”让Gibson教授和她的学生如此笑傲赛场？这是许多“CCTV杯”参赛指导老师和选手都急切希望了解的。为此，我社特别邀请Gibson教授将自己的经验和感受写下来，以飨读者。书稿送來后，我们惊喜地发现，在这本《英语演讲实训指南》中，Gibson教授不仅对她的所有训练方法毫无保留，更把她的豁达、幽默和无时不在的爱心，全部倾注于其中。

本书介绍了很多演讲技巧和训练学生演讲的好方法——从遴选演讲学生，到帮助他们撰写演讲稿和作演讲发言，再到准备即兴演讲和回答问题——基本包括了演讲训练的所有环节，同时书中还配有大量的实例对技巧与方法进行更直观的描述。这些介绍和实例都使得本书具有很高的实用价值。但是，Gibson教授希望通过本书表达的绝非仅仅是这些技巧和方法，她更希望传达出一些超越技巧和方法的东西——即对演讲的态度、对教学的态度、对人生的态度。

为什么这样说呢？

Gibson教授认为对于学生而言，参加演讲比赛的经历和从中获得的经验，要远比取得名次更有益处。要参加演讲比赛，学生就必须反复练习，做好在众人面前讲话的准备，由此开始学会去做自己该做的事情，学会去展示自己，与他人分享各种观点和看法，这些都是学习。更重要的是，不管将来从事什么样的工作，每个人都或多或少需要公开演讲，而掌握演讲技巧能给学生带来自信，让他们稳定发挥，以滔滔雄辩征服听众。

对于指导学生演讲的教师们，Gibson教授则提出了这样的忠告：在演讲训练中，激情是最重要的品质，它会激励学生寻找人生的意义，最终成功地实现每个目标与梦想。因此，如何激发学生的激情，就成为指

导教师的重要任务，也是本书贯穿始终的话题。同时，Gibson教授还建议教师要为学生付出超常的关爱，为他们换胎加油，为他们擦拭人生的火花塞，点燃他们对美好生活的热情，让他们在人生旅程中充满自信和动力。从这个意义上讲，指导教师应该成为一位“引领人生的导师”，并且“努力铺好道路，为学生扫清一切障碍”。

这是否就是Gibson教授的“独门秘诀”呢？

本书的读者并不局限于参加演讲比赛的指导教师和学生，所有热爱演讲，并且愿意以积极的态度看待人生的教师、学生和演讲爱好者，都能够从本书中汲取到对自己有益的内容，体会到一个“老外”对学生、对演讲、对教育以及对中国的热情与关爱。

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Foreword

Who Am I? Coming to China and Before

Growing up. As far back as I can remember I've always loved public speaking and being in front of audiences. In kindergarten and first grade I became excited when it was my turn to go to the front of the classroom and share what I brought for "Show and Tell." As a primary student I performed on stage and loved it. In junior high, directors started asking me to sing solos, and that led to me speaking about what the songs meant to me. Later in high school I became active in drama and musical productions.

Taking part in student government and becoming a leader became very important to me. I directed and helped plan many youth events. Everything I did seemed to involve speaking in public one way or another. You could say that public speaking became a passion for me a long time ago and has continued.

Adulthood. It was almost impossible for a single parent to raise two children on a teacher's salary in Silicon Valley, California where I lived, but this is what I managed to do after my divorce. How thankful I am that I loved teaching so much that when I first became an independent contractor as a mortgage broker, I offered my teaching services for free to real estate brokers and the people who worked for them.

Over time I became an expert in the fields of mortgage lending, real estate finance and credit issues affecting mortgages. In the process I gained a reputation for teaching in excellence and making a difficult subject more understandable and practical.

I spoke at numerous conferences and seminars and taught at two local colleges, Ohlone College and Contra Costa College, for 18 years out of 23 years as a mortgage broker. I served on the real estate advisory boards of these two colleges as well as at California State Hayward for many years. At one point I also served on the Mortgage Lending Curriculum Task Force for the State of California's Real Estate Department. Even though I did all these things, teaching remained one of my major passions.

My love and passion for both teaching and public speaking took me from being a stay-at-home mom (my favorite task in life) to being highly respected as one of the best in my field.

In my personal life I have a love and passion for people. I've worked mostly with youth since I was one myself. I love young people so much that early on I became like a second mother to many, even before I had children of my own. I was called "Mom II," meaning the second mother, NEVER to take the place of one's "real" mother, but to help fill in when the "real" mother is not around. Basically I'm just there to love them.

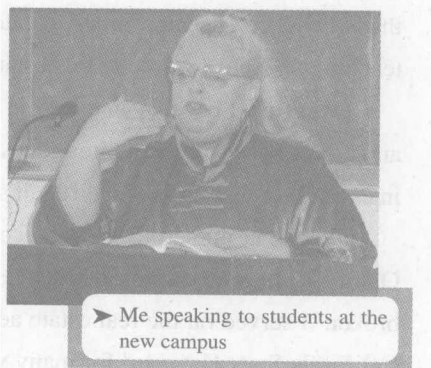
You will see in my book I refer to my "adopted kids" many times. To clarify that, they are not legally adopted but "heart adopted," meaning I love them so much that they feel like my own Children. We've invested time in each other and have grown close as a result of it.

My Life Changed Dramatically. On February 25, 2000 when I was called to serve the people of China, I gave away my business, contacted the two colleges where I had been teaching and told them I was leaving. They would have to find someone to take my place. By August of that year I arrived at Jiangxi Normal University, where I have joyfully fulfilled my love of teaching and speaking ever since.

Giving Speeches in China

In the beginning I started giving lectures requested by various foreign teachers from different campuses about a methodology that I created and started using in the United States back in 1985 for my real estate classes. It is called Project- or Task-Based Education. Everywhere I spoke I received excellent responses and the audiences seemed to want more. As time went by, I started working with my very first speech student in China, Li Jiayu, and she began to win the contests

we were entering and word got out that I was her coach. Suddenly when I would give speeches the audience seemed more interested in knowing how to improve their English and how we were winning the contests than in learning about Project-Based



Education. Eventually, all my lectures seemed to end up having something to do with speeches.

I found that one of the biggest advantages of my speeches was that they helped the students to actually see and observe how to give speeches. My speeches turned out to be a very effective tool in teaching my students. Foreign Language Teaching and Research Press (FLTRP) asked me to write this book about how I teach my speech classes and prepare my students to compete in both National and Provincial English Speaking Competitions.

Why? I guess it's because of the success of my students during the last five years. Appendix IV is a list of these students and their wins.

I want everyone to understand that I don't believe success is in the "win," although that is an important part. I believe success is in the completed process, the journey. In this book you will read over and over again how it is the process that is important. I've used repetition to show and accentuate this point.

It's Not for Everyone

I've had students who won and I've had students who didn't make it to the top. (You notice I didn't use the word "lose.") I've even had students who quit. But this book isn't about winning and losing; it's about making it clear to us as trainers, and to our students as well, that "Real Success" in English public speaking comes from consistent, often unsuccessful efforts, persevering through the daily defeats, and picking ourselves up afterwards. We need to carry on with determination to create sustainable learning habits. Only with the consistency of daily practice and great effort can one's ability rise to the expectations and success truly be realized. There is no short-cut or special pill that will give English learners a quick fix to immediate success or instant gratification!!!

As teachers and trainers we can't make this any clearer. I believe that we need to give our students regular praise for their consistent daily efforts, rather than just for the "win," the "test," or being "number one." We need to remind ourselves and our students that it is the consistent daily effort that counts and not the day's performance. Besides, any given day's contest results are subjective, and you never know who the judges are going to be, or what kind of day they are having.

It's not fair to judge yourself or your students on one or two days of competition. Just because our students didn't win this one doesn't necessarily mean that they won't win the next one. I provide examples of how many of today's finalists were past contestants who were sent home as "failures"; and the reverse, those who once won "big" in one contest didn't make the finals in the next one. It happens all the time.

Hopefully this book will give you ideas on how to motivate your students to work in excellence through the process, rather than focusing on either the fear of failure or the fear of success. Excellence is gained through hard work and commitment. Many times excellent students miss out on many of the activities their friends get to participate in. The other thing that happens quite often is that the successful ones are alienated from the rest of the group, or pushed out, making them outsiders as they move to the front of the pack¹. It hurts! But to be excellent, sometimes that is part of the cost.

In this book I want to show how I have successfully tried to help create a "culture of excellence," where students within the university are brought together in a "family" to grow and learn, finding friendship and closeness with those who care about the same things. In the process they build self-confidence and learn to overcome both the fear of failure and the fear of success.

As you teach your students English competition speaking, share this saying with them: "Never give up. Don't ever give up!" BUT, DO HELP THEM KNOW HOW TO COUNT THE COST! Competing is not for everyone. It is for those who are willing to pay the price for being the best they can be. I hope this book might give you some helpful hints that could increase your students' chances to be all they can be, and maybe even win a contest along the journey!

1 move to the front of the pack: advance to a higher level of achievement

Acknowledgments

Every book or work has more than one person who is responsible for all that is behind it. A guidebook is no different. First, I'd like to thank Li Jiayu, my very first speech student, who started the whole competition thing. I love her SO much. I'm blessed to consider her one of my "adopted kids." She's also been a great inspiration to help with my speech students, sharing her rich experience in preparing for and winning competitions. She's even provided excellent information included in this book. She was my first provincial and national winner and will always be a winner in my heart. Next, I want to thank Ai Lisha, whose diligence and determination to be all she can be has never let her down. She is a shining example for others to watch and emulate. And I wouldn't want to leave out Huang Lihua, whose unwavering ability to never give up has played a great part in her ability to succeed where others might not have thought possible. Her smiles, positive attitude and success help remind me why I get such joy out of teaching and why I'm willing to work so hard day after day. Now for all of the rest of my amazing speech students through the years, you are a joy to me and I love each and every one of you more than I can express in human words. You know what I mean.

No speech teacher or coach can take the credit for his or her students; it is a process of many. I'd like to thank ALL of my Chinese and foreign co-teachers who have worked with these students to train and help them along the way and who have spent numerous hours in judging competitions! Without you we certainly couldn't have gotten this far, especially Don & Sandra Gill, Melody Rainwater, and Tony Theofanis, who have worked hard with our students, especially while I was back in the States for eight months, from January until August of 2006.

Great thanks go to ALL those who have spent numerous hours reading, reviewing and making suggestions for improvements, especially Duan Changcheng, Liu Qirong, Liu Xiangdong, Zhang Heng, Steve Ray, Dr. Marge Goody, Shannon Dick and Sandra Gill. Without their input, their discovering a multitude of errors and their constant encouragement this guidebook would not have been published.

It would be remiss of me if I didn't thank ALL of the directors, planners and sponsors of various English Speaking Contests across this land, who have made it possible for these competitions to take place. Their preparations and support have

provided many opportunities for all of the students of China to improve their English.
THANK YOU!

I especially want to thank my dear friends at CCTV 9 and Foreign Language Teaching and Research Press for all of their hard work, friendliness and support for the students as well as us coaches. From the camera crews to the food preparation teams, from the “top brass”¹ to the “stars” walking by, they have all made our time in Beijing an amazing, unforgettable experience! They have provided activities and opportunities for some of the most prestigious and rewarding contests in the country. Their training activities, research and published books have given added support for everyone. THANK YOU ALL!

Most of all I want to thank my leaders and dear friends, Sui Yifan, Liu Shulin, Zhang Shaoquan, and Wang Songlin, for their constant support for me to teach and train my students in a very different and unique way, and for their encouragement and belief in me! Added to that is my previous student, co-teacher, Zhou Fang for the great work she has done using my Project-Task Based Methodology in her classes and for being my very competent assistant in the past, as Cheng Li also had done. YOU ARE ALL GREAT!!!

To ALL my dear students of Jiangxi Normal University, I love you. Thank you for being the reason that I return year after year. Thanks also go to the precious people and leaders in my province, Jiangxi, for their constant support and belief in my students and me, and doing all they can to push us forward, allowing us to “shine.”

Connie “Mom II” Gibson

1 top brass: important people

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Chapter 1

How to Choose Speech Students



I. Teaching in Excellence

1. Praise and Criticism
2. Respect for Individual Differences
3. Inspiration of Life and Thoughts

II. Choosing the Students for Speech Class

1. Concept of “Polishing Jewels”
2. Procedure of Choosing
3. Some Difficulties

内容提要

作者从讨论中西方不同的表扬与批评方式入手，将她训练中国大学生进行英语演讲的独特见解娓娓道来。作者指出，学生是“未经雕琢的璞玉”，教师应尊重他们的个体差异，观察、倾听他们的内心感受，并力

争做一名“人生的导师”。作者分享了她在遴选演讲学生（speech student）方面的实践经验，包括如何为演讲课程做广告，如何从众多报名的学生中缩小范围，找到适合参赛的选手等。



I. Teaching in Excellence



This part gives clues to the reader why I train speech students the way I do, and how I train them.

1. Praise and Criticism



Personal experience of praise and cultural observations of praise and criticism in China.

Experience of Praise

Writing a book about how to train speech students, or any students for that matter, causes one to recall which of their own teachers were really good, and which were just average and why they were different. The definition of a “good” teacher probably has similar characteristics all over the world. Each of them has their students’ welfare and learning at heart. Each teacher has a certain degree of strictness, when necessary, to help reiterate the things they have previously taught, making sure the students get the important information. Good teachers usually find creative ways to help their students really “learn” and better understand difficult material while they make it personal. Good teachers know how to properly praise their students when they do a good job, and how to give a stern push when it is needed to move them out of a funk or plateau that is hindering their continued learning. Those same teachers know how to help and encourage their students to show their strengths and to find ways to work with their students to overcome their weaknesses.

Cultural Observations of Praise and Criticism in China

Although various cultures may have similar definitions of a “good” teacher, still at times they have different ways of showing or expressing those qualities that make a good teacher. The use of praise and criticism as a catalyst to learning is one of those differences.

I’m going to share with you a personal experience that allowed me to observe what the difference might look like in the lives of my students in China. Keep in mind that this is my personal experience and NOT from any extensive reading I have done on the subject.

One cultural observation of praise and criticism



One of my closest students (like a son to me) had come over to my home bringing his mother who was visiting for a few days. We had a lovely time exchanging presents and sharing experiences while my student did all of the translation for us.

At one point I complimented his mother on what a wonderful son she had raised and how proud I was of him. At first he was very embarrassed to translate such a compliment due to the tradition of modesty in China, but I told him that he had to tell her what I said. I expected HIS response, but what I didn't expect was HERS. She said, "No, he's not now. He will be, and I will be proud of him when he completes his education, has a good job and is meeting his responsibilities."

I was shocked! In the English speaking culture and way of thinking, criticism would be tantamount to slapping him in the face in public and telling his teacher that he wasn't any good.

At first I thought that she was kidding, but she was serious. Then I looked at my poor student, waiting for him to break out in tears any second, but he didn't. He just looked at me and smiled, telling me that it was just their way, her way, of pushing him further ahead to success, encouraging him and letting him know that he could do better. This was her way of encouraging him!? I couldn't believe it! If that had been me, while my mother was saying that to my teacher in front of me, I'd have died on the spot of embarrassment. I probably would have run out of the room, believing that my mother had a very low opinion of me. I would have thought that my mother had just told my teacher I was basically worthless where I was right now in my life and status. My student? He just let it "roll off his back" as if it was something that was very expected and normal. That's just one example I observed of seeing a mother using a form of criticism to reinforce the success of her son's future, and the son understood it perfectly. I didn't.



This situation was not with a teacher but a parent, but the concept is the same. It was not a big deal but it helped me in a small way to realize that I didn't understand what was really happening underneath, nor between them. We (the mother and the son from their culture and I from mine) were viewing what was happening and being said from two different vantage points and we each made assumptions based on our own cultural background and understanding. We each had preconceived ideas and varying views that affected how we reacted and what we did and thought about what was happening.

There are many cultural differences that I have learned or run into since living and teaching in China. Giving and responding to praise and criticism is just one of them.

The quote, "The sweetest of all sounds is praise," comes from a man named Xenophon who was a student of Socrates. Both of our countries and cultures believe that statement to be true; but when it comes to understanding what we each mean, we need to negotiate the meaning of the word "praise." We also need to realize that there are different kinds of "triggers"¹ or types of incentives, encouragements and praise in different cultures, and in different families as well. Finding out what will cause an individual or a class to get excited about doing their best, excelling and moving forward in a particular task or event, takes careful observation on the part of the teacher. The better we know and understand our students' "triggers," the better teachers we can be. That's all part of learning to teach in excellence!

Although this is not a book about cultural differences, there are certain things to which I have had to adjust my teaching methods in order that my students might both understand and learn from me. That means that I have had to try to become more sensitive to what and how my students in China have already been taught, and how they learn, so that I can make changes from there. I'm learning, but it takes time, and I've experienced mistakes along the way and have tried to learn from them. My learning isn't over yet. As long as I'm living there will constantly be things I have to learn.

1 triggers: things that cause other things to happen; catalyst

2. Respect for Individual Differences

Individual Differences Play a Big Part

Although we deal with cultural differences I don't believe that is the most important issue of this book or my teaching. What is most important for us as teachers, coaches and even students is to watch, listen and communicate with each other what is really happening in our hearts, and share what each of us needs to do to accomplish a particular outcome. If we can do that, we can break down the walls that so often creep up between us and learn how to both benefit from our differences.

Individual differences and uniqueness of both the teacher and the students play a big part in the process of learning and of their relationship! Many of the things we experience in and out of the classroom have to do with individual personalities and differences within our various cultures. If there is an issue, open dialogue about the issue should be utilized. We need to be able to talk about our ideas and differences openly. The longer I am here, the more I'm starting to believe that it is because of our ability to discuss and appreciate our distinct differences that a large part of success is found.

I Am Different and So Is My Teaching

What I teach and how I teach is so different from what my students have been used to; it causes my students to start thinking deeply about what that difference is. They'll ask questions of themselves and others like: Why is this class so different? Why is she so different? Is it because Connie Mom is a Westerner, an American, a foreigner, a mother, a grandparent, a woman, or what?

As both a teacher and a person I am often told that I am VERY different from the norm, whatever that means. Since it is me that they are speaking of, I usually don't understand what they are talking about, or how I am that different. But what I do know is that I am a passionate person, and I am passionate about the things I believe in and am committed to. I believe that passion is a critical part of following your life purpose or succeeding in reaching your goals and your dreams, but it is not everything. It takes a lot more than just passion, but that is for a later discussion.

The way that I teach is not better than the way the Chinese teachers teach; it is just different and many of the students are intrigued and enamored by it. But then