

外研社 高等英语教育学术会议文集

全球化中的英语演讲：挑战与创新

——首届全国英语演讲教学与研究 学术研讨会论文集

English Public Speaking in Global Context: Challenges and Innovations
—— Proceedings of the First National Symposium on English Public Speaking

主 编：王立非 副主编：李 平



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前 言

自 2002 年起，外语教学与研究出版社与中央电视台联合举办“CCTV 杯”全国英语演讲大赛，全国高校的广大师生对英语演讲表现出了极大的关注与热情，持续的英语演讲热引发了我们对英语教学改革再思考。在这种形势下，2007 年 11 月，“首届全国英语演讲教学与研究学术研讨会”在北京召开。本次研讨会邀请了美国威斯康星大学的 Stephen Lucas 教授等国内外演讲教学与研究的专家与全国高校的师生共同探讨英语演讲。从全国性演讲比赛到全国性演讲研讨会，英语演讲在我国进入一个新的发展时期。21 世纪是表达的时代，全球化浪潮对英语教学提出了前所未有的挑战。英语表达能力（说、写、译）已越来越成为英语的核心竞争力，而英语演讲就是这些核心竞争力之一。从小组发言到大班汇报，再到商务演讲和公众演说，演讲已成为我们能否成功的重要个人能力。

我国高等英语教学的改革方向和重点应紧紧围绕培养学生的表达能力，将“说、写、译”技能培训作为今后提高学生外语水平、发展思维能力、提高交际能力和未来就业竞争力的有效途径。这里，我们要区分“教学演讲”和“演讲教学”。前者是为提高学生的口头交际能力和语言正确性而进行的语言技能教学和操练，教学的重心是关注语音语调、用词、语法等，是演讲课的基础阶段；而后者则重点培养学生的演讲艺术，包括演说文体（如说服）、演讲策略与技巧、仪表与动作表情、语气与修辞等，是演讲课的高级阶段。当前英语演讲课面临的困境是：学生需求强烈，但只能作为选修课或第二课堂活动，英语专业的教学大纲对演讲课没有作明确的规定；各学校的学生英语水平不平衡，水平较低的学生难以适应演讲课的要求，合格的演讲师资短缺。

因此，我们的对策是：现有的英语口语教学要逐步过渡到英语演讲教学，充分考虑学生学习演讲的兴趣和需求，增设演讲课程，制定英语演讲教学课程标准，将演讲课写进大纲，编写适合不同层次的演讲教材，研讨英语演讲教学方法，培训演讲师资，提高学生的演讲能力和技巧。

英语演讲研究在我国还刚刚起步，我们收录了部分有代表性的会议论文

和已发表的论文共 22 篇，汇编成集，献给广大读者。正如有些老师指出的那样，这本文集是“a book of the public speakers, by the public speakers, for the public speakers”，这些研究成果反映出我国演讲教学与研究的进展，希望以此推动英语演讲教学与研究在我国不断发展，让更多的学生喜爱演讲，学会演讲。

对外经济贸易大学英语学院

王立非

2009 年 1 月

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一、主旨发言



The Role of Public Speaking in China's English Language Curriculum

Stephen E. Lucas
University of Wisconsin, USA

Abstract: Courses in English public speaking continue to grow in colleges and universities throughout China. After explaining why there is a permanent place for public speaking instruction in China's English language curriculum, this paper explores the relationship between instruction in public speaking and courses in oral English, the function of public speaking in the English language curriculum, the major topics to be covered in a public speaking course, and the most effective methods of instruction in public speaking. It also reflects on additional courses related to public speaking that, in the long run, might contribute to China's English language curriculum.

Key words: public speaking; English language instruction; intercultural communicative competence; communication anxiety; rhetoric

The role of public speaking in China's English language curriculum is a topic of special importance as the popularity of public speaking continues to grow and as more and more courses spring up in schools throughout China (Yin 2005). In addressing this topic, I will blend theory, research, and practical pedagogy as I explore six questions: (1) Is there a permanent place for public speaking instruction in China's English language curriculum? (2) What is the relationship between instruction in public speaking and courses in oral English? (3) Where does a course in public speaking fit in the English language curriculum? (4) What are the major topics to be covered in a public speaking course? (5) What are the most effective methods of instruction in public speaking? (6) Are there other courses related to public speaking that, in the long run, would contribute to China's English language curriculum?

The Need for English Public Speaking

We live in an age of globalization in which public speaking is a vital skill that Chinese college students will need throughout their lives and careers. Indeed, it was the government's recognition, in the late 1970s, of the importance of English language

competence to China's economic modernization and national development that led to the dramatic expansion of English instruction in secondary schools during the 1980s and especially during the 1990s (Adamson & Morris 1997; Hu 2002; Hu 2005). In January 2001, the Ministry of Education issued a directive requiring that English classes commence in third grade in all elementary schools with suitably qualified teachers, rather than in the first year of junior secondary school (Hu 2008). Today, there are an estimated 200 million to 350 million English learners in China, and the number will surely continue to grow, not only because of government policy, but also because of the personal prestige and career benefits associated with learning English¹ (Hu 2005; Hu 2007; Kyriacou & Zhu 2008). A recent survey by the firm GlobalEnglish found that 91 percent of employees at multinational companies in Asia, Europe, and Latin America believe the use of English is "critical" or "important" to their positions (Adams & Hirsch 2007).

Many observers have pointed out that the expansion of English instruction into the primary grades was prompted in part by China's emergence as a frontrunner to host the 2008 Olympic Games and was solidified when China received the bid in July 2001 (Jiang 2003; Nunan 2003; Lam 2007). The Olympic bid was not just a catalyst for English instruction in China, however. Winning the bid was an event that *demonstrated* the importance of English language learning in general and of English public speaking in particular. To receive the bid, China had to make a series of persuasive speeches in English to the International Olympic Committee at its meeting in Moscow on July 13, 2001. This took a great deal of planning, a great deal of work, and a perfect presentation when it was China's turn to speak. Speeches were made by eight delegates from China: He Zhenliang, Li Lanqing, Liu Qi, Yuan Weimin, Lou Dapeng, Wang Wei, Deng Yaping, and Yang Lan. No matter how strong China's case was in fact, the Games would not have come to China without the ability of the Chinese delegation to speak effectively in English when presenting their case to the IOC.

Five months after China won the bid to host the Olympic Games, it was approved for entrance to the World Trade Organization. This resulted from many years of discussion and negotiation, and it has had a profound impact on Chinese life. The most obvious impact has been economic, but along with this have come many other

1. Yang (2006) argues that the number of learners is closer to 160 million and that the number of regular users of English in China may not be higher than 10 million.

changes. As more and more international businesses have established offices in China, and as more and more Chinese businesses have established offices in other parts of the world, there has been, and will continue to be, need for businesspeople in China to master the art of public speaking as it is practiced in the West—just as there is need for businesspeople in the West to understand and adapt to the communication patterns and business practices of people in China (Pang, Zhou & Fu 2002; Zinzius 2004; Schmidt, Conaway, Easton & Wardrope 2007; Street & Matelski 2008; Ambler, Witzel & Xi 2009). Today's college students will live the rest of their lives in a world profoundly influenced by the WTO and a thousand other forces of globalization. Whether these students go into business, law, politics, education, or government service, they will need English public speaking skills at some stage in their careers.

Nor has the growth of the Internet and other new technologies reduced the need for public speaking. There are more ways to reach people than ever before, but there is still no substitute for face-to-face communication. In one frequently cited survey of 480 Western business companies, communication skills—including public speaking—were ranked first among the skills that employers wanted in the college graduates they hired for their company (Karr 1998). In another survey, college graduates were asked to rank the skills most essential to their career development. Oral communication, including public speaking, was at the top of their list (Zekeri 2004). Similar results were obtained in a survey of nearly 500 business administrative personnel and business professionals in China. They ranked speaking and listening as the most important English skills required in their jobs, above reading, writing, and translating (Pang, Zhou & Fu 2002).² Study after study has shown that even in highly specialized fields such as civil and mechanical engineering, employers consistently rank the ability to communicate above technical knowledge when deciding whom to hire (Lucas 2009). In a market filled with job candidates that are more or less equal in their technical qualifications, companies often turn to communication skills as a deciding criterion in making hiring decisions. The ability to speak effectively is so prized that college graduates are increasingly being asked to give a presentation as part of the job interview, in China as well as in the United States.

In short, the need for Chinese university graduates to have effective skills of English

2. While the respondents ranked speaking and listening as most valuable, they reported that they used reading most often in their jobs.

public speaking will only grow in future years. Not only will these skills be crucial to the personal success of today's students as they work and live in a world shaped by the forces of globalization, they will be vital to China's success as it competes with other nations of the world in the twenty-first century. As Chang (2006: 516) has noted, "The dominance of English as the first preferred foreign language in China has proved beneficial. Its communicative and instrumental function, sometimes its role as a lingua franca, and its global reach has accelerated China's foreign trade and helped China's economic growth in the past two decades. It has also promoted China's exchanges with the outside world". Given all this, one can imagine a permanent place for public speaking in the English language curriculum of Chinese universities. The vital role played by public speaking in international business, diplomacy, and education is yet another way in which English language learning can "produce maximally favourable outcomes for China" (ibid.).

Public Speaking and Oral English

Public speaking and oral English are closely related, but they are not identical. Oral English is concerned primarily with gaining technical competence in such areas as vocabulary, grammar, syntax, usage, pronunciation, and accent. All these are important for anyone who wants to be an effective English public speaker, and they are all central to English instruction at schools from one end of China to another. Teachers have spent many years learning how to teach these subjects, there is a wealth of research on EFL pedagogy, and methods of instruction continue to evolve in response to new challenges and situations (Adamson 2004; Lam 2005; Folse 2006; McKay & Bokhorst-Heng 2008; Wang & Gao 2008).

Public speaking, however, involves more than technical proficiency in a language. Technical proficiency is a necessary skill for English public speaking, but it is not a sufficient skill. Above all, public speaking is an act of communication, not a performance or a recital. The best speakers are those who communicate most effectively with listeners. When practicing oral English, students focus on their technical command of vocabulary, pronunciation, syntax, and the like. When presenting a public speech, they need to focus on *communicating* their ideas clearly and convincingly. Public speaking is strategic in nature. It is speaking with a purpose. Public speakers can't just stand up and start talking. They have to think strategically in light of two major factors: first, the resources

of content, language, organization, and delivery available to every speaker; second, the time limits of the speech. Public speakers have to decide what to include and how best to organize it for the length of the speech.

Because public speaking is an act of strategic communication, it requires the use of English as a working language—the kind of language employed everyday by people in business, law, government, and education. Having command of a language at this level is not just a matter of mastering vocabulary tests, going through pronunciation drills, or memorizing the rules of grammar. It is, rather, a matter of using the language effortlessly and effectively in a full range of real-life situations that include everything from highly formal speeches in front of large audiences to one-on-one negotiations and interpersonal exchanges. All these situations require the ability to think on one's feet and to present ideas clearly, systematically, and persuasively.

They also require critical thinking, analytical dexterity, and applied mental agility (Browne & Keeley 2007). Research shows that the skills learned in a public speaking class help students become more effective critical thinkers in other contexts (Allen, Berkowitz, Hunt & Loudon 1999; O'Keefe 2000). As students plan the structure of their speeches, they learn how to organize their thoughts logically and cohesively. As they work on expressing ideas in clear, accurate language, they enhance their ability to think clearly and accurately. As they study the role of evidence and reasoning in speechmaking, they see how evidence and reasoning can also be used in other forms of communication. As they listen carefully to speeches in class, they are better able to assess the ideas of speakers (and writers) in a variety of situations. These are all critical thinking skills that go beyond technical competence in oral English, and they are all vital to the use of English as a working language.

These elements of a public speaking class also make it an excellent vehicle for helping students develop intercultural communicative competence. As defined by Byram (1997, 2008) and Corbett (2003), intercultural communicative competence includes understanding the complex relations between language and culture, avoiding ethnocentrism, encouraging reflection on the functions of one's own language and community, and equipping learners to analyze and interpret culture in general. It entails the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, cultural, and linguistic diversity in multiethnic or cross-cultural situations (Le Roux 2002). Language development and improvement remain vital, but

in intercultural communicative competence they are wedded to the assumption that all language education is inherently intercultural and that a central aim of language education is intercultural understanding and mediation (Sercu 2002; Corbett 2003). Intercultural communicative competence builds on and expands the traditional goals of communicative competence and task-based instruction to help students make their way in an interdependent, culturally diverse world. The optimal outcome is not just linguistic fluency, but cultural fluency.

Because public speaking requires critical thinking and the use of English as a working language, it inevitably brings students to the intersection of communication and culture. Regardless of the language in which they are delivered, effective speeches are audience-centered. Speakers need to keep three questions in mind as they prepare their speeches: First, to whom am I speaking? Second, what do I want them to know, believe, or do as a result of my speech? Third, what is the most effective way of composing and presenting my speech to accomplish that aim? (Lucas 2009). None of these questions can be answered in full without attention to cultural considerations. As students in a public speaking class learn to be audience-centered, they expand their intercultural dexterity and enhance their ability to use English effectively when addressing listeners of different cultural backgrounds. They also develop command of the genres of English public speaking. Because genres evolve to meet the needs of particular cultures and discourse communities, as students work in different genres, they broaden their sociocultural horizons and are better able to communicate in cross-cultural situations that require familiarity with those genres.³

This does not mean that English public speaking requires students to devalue their own culture. Quite the contrary. If students are to understand others, they must first be aware of their own group's cultural values and traditions (Le Roux 2002; Yin 2009). Helping students develop intercultural communicative competence requires attention to and respect for the home language and home culture as well as for the target language and target culture (Corbett 2003; McKay & Bokhorst-Heng 2008). The objective is for students acquire the skills and sensibilities needed to communicate in English while keeping firm their Chinese identity. As Feng (2007: 276) explains, intercultural communicative competence "includes linguistic competence in a desired foreign language,

3. Corbett (2003) stresses the role of written genres in developing intercultural communicative competence, but the point applies equally well to spoken genres.

as well as the mother tongue language, and sociolinguistic and intercultural competence that enable the learners to view the world from different perspectives and bring cultures into relationships productively". Yin (2009) identifies several methods that teachers of English public speaking can utilize to help students achieve these objectives: incorporating current events into class instruction, stressing the importance of general knowledge, raising awareness of China's historical events, and enhancing appreciation of China's literary heritage. Such methods help students understand that English public speaking in a global context involves both adaptation to the target culture and appropriate use of resources from one's native culture.

Public Speaking and the English Language Curriculum

Where does a course in public speaking fit in the English language curriculum? The answer to this question pivots on the relationship between public speaking and technical competence in oral English. Students are more likely to receive full benefit from training in public speaking after they have acquired sufficient technical competence in oral English to focus on the higher-order skills required for public speaking. In the United States, public speaking is taught most often to first- and second-year students. But they are speaking in their mother tongue. There is no doubt that the subject is exponentially more difficult for students who are speaking in a second language.

When I first visited China in 2001, most professors I spoke with said that English majors would not be ready for a public speaking course until their senior year. Today, most think their majors can be ready by their junior year, and in some cases there are sophomores who have the necessary technical proficiency in oral English to be ready for the challenges of a course in public speaking. All of this will vary, of course, from school to school and student to student. And it will change with time. As the level of proficiency in English continues to rise among Chinese students in general, more and more English majors will doubtless be ready for a public speaking course early in their college career.

The course will also be suitable for more and more non-English majors. For a point of comparison, we can turn to events such as the "CCTV Cup" and the "21st Century Cup". When these national public speaking competitions first began, the vast majority of participants were English majors. Today, this is no longer the case. Nor have recent winners come exclusively from the ranks of English majors. Given these facts,

it makes sense to expect that more and more non-English majors will be interested in taking public speaking—and to expect that they will do well in the course. Indeed, demand from non-majors is already driving up enrollments in English departments that have opened public speaking classes. This is a subject about which students are eager to learn. Given the importance of English public speaking in today's globalized world, there is no reason to believe that their interest will wane in the near future.

But regardless of whether the subject is taught to English majors or to students from other majors, the question inevitably arises: What are the primary topics to be covered in a public speaking course?

Elements of a Public Speaking Course

Because public speaking is a form of communication, students should receive introductory instruction in the processes of communication and how public speaking relates to those processes. The main focus of the course, however, should be on the skills of preparing and presenting effective speeches. Those skills have been taught systematically in Western society for some 2,500 years, since the days of ancient Greece. There is a well-developed pedagogy for teaching public speaking, a pedagogy that has continued to evolve over the centuries with changes in society, politics, and technology (Lucas 1998). In *The Art of Public Speaking* (Lucas 2009), I present a comprehensive program for public speaking instruction in our age of globalization and rapid technological change. That program revolves around four major elements: content, structure, language, and delivery.

The most important part of any speech is its content. The best kind of speech is one that gets the audience to think differently about the subject from how it had thought before the speech. No matter who the speaker, no matter what the occasion, the first requirement for a successful speech is having strong, well-developed content—a message the speaker cares about and can get the audience to care about as well.

Of course, it is not the teacher's job to instruct students in the content of all the specialized topics on which they might give a speech. The list of potential speech topics is limitless, like the stars in the sky. It is the student's job to develop the content of his or her speech. The teacher's job is to emphasize the importance of content—to let students know that effective public speaking is not just a matter of good delivery, a charming smile, and an engaging manner. Teachers need to make clear their expectations with