

英语演讲

教学目标、理念、教学环节

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Think 大学思辨 英语教程

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口语
3
SPEAKING
CRITICALLY

演讲之法
Public Speeches

教学目标

- 演讲技能
- 思辨能力
- 跨文化能力



Unit	Public speaking skills	Theme	Critical thinking	Intercultural competence
1	Understanding public speaking and critical thinking	Different cultures, different food	<ul style="list-style-type: none"> ✧ Analyzing elements of thoughts; ✧ Clarifying a concept and explaining a point; ✧ Evaluating arguments with specific criteria. 	<ul style="list-style-type: none"> ✧ Raising awareness of the needs of audiences from different cultures; ✧ Learning about cultural traditions behind different cuisines; ✧ Understanding causes of differences in cuisines across cultures
2	Preparing for a speech	Phobia	<ul style="list-style-type: none"> ✧ Identifying causes of phobias; ✧ Analyzing audience needs; ✧ Evaluating speech topics 	<ul style="list-style-type: none"> ✧ Understanding if phobias are culture-related or not; ✧ Cultivating empathy for people with phobias
3	Supporting your ideas	Adolescence	<ul style="list-style-type: none"> ✧ Evaluating the credibility of sources of information ✧ Evaluating the quality of evidence 	<ul style="list-style-type: none"> ✧ Identifying similarities and differences between the problems of adolescents in different cultures and solutions to those problems ✧ Reflecting on cultural differences in argument construction.

演讲与思辨的自然结合



演讲活动阶段	核心任务	思辨技能	思辨分技能
选题	分析听众需求、确定选题	分析、推理	分析听众的构成特点、知识背景、态度和需求；推断话题与听众的相关性
准备	查找、筛选信息	分析、评价	探寻对话题进行讨论的多种角度、检验信息的相关性、准确性、区分客观事实与主观观点等
写稿	组织结构、推理逻辑	推理	对演讲要点进行逻辑性组织、阐述要点、呈现推理过程、论证要点
发表	按计划呈现演讲内容	分析、推理	根据观众反应随时调整呈现内容和方式
评价	自我反思评价	评价	检验中心论点是否准确、凝练；评价分论点与要点的逻辑关系；检验概念的一致性；识别、防范逻辑错误

演讲与跨文化能力

设置主题---引导思考---增强跨文化意识

例如：

主题---中国文化遗产（unit 9）

课前活动：查找相关信息（‘文化遗产’定义、评定标准等）、准备提案

课中活动：小组讨论

课后作业：向世界文化遗产委员会展示提案

课程整体安排

- 前五周：General skills (e.g. selecting topics, supporting your ideas, organizing a speech, beginning and ending a speech)
- 第六周：课堂讨论 Informative speech
- 第七、八周：Informative speech 展示
- 第九周、第十周：讲解 Persuasive speech
- 第十一周、第十二周：Persuasive speech 展示
- 第十三至十五周：Impromptu speech, speaking on special occasions + final exam

评估

● Informative speech	20%
● Persuasive speech	25%
● Final exam (impromptu speech)	25%
● Speech critique presentation	10%
● Class participation	10%
● Self reflection	10%

教学环节

- Pre-class Work
- Starting Point
- Understanding Public Speaking
- Practicing Public Speaking
- Assignment

教学设计理念

- 以学情为出发点制定每次课的目标
 - 已知和未知
 - 困难点
- 教师角色定位为活动组织者，学习引导和帮助者
 - 讲解还是不讲解
 - 时间如何分配
 - 如何引导、帮助
- 以学生自主总结发现演讲方法为主（知识理解层面）
 - 学生经验+课前阅读课本+演讲范例
 - 不断反思、总结
- 学生练习为主要手段来达到课程目标（知识应用层面）

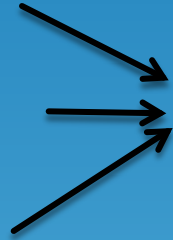
Teaching approach

Teaching approach : Inductive

Own experience

Sample speeches

Textbook



Criteria and techniques ----- Practice

Teaching Activities : special attention is given to cultivate students' **critical thinking and cross-cultural awareness**.

Pre-class work (以信息性演讲为例)

1. 阅读课本关于信息性演讲技巧的介绍
2. 准备在一个国际夏令营介绍一个能反映你家乡文化的东西（如，一件宝物、建筑、食物、传统活动等）。你准备的材料带到班上

课堂活动

- Understanding Informative Speech Making
 - Purpose and types of informative speeches
 - Selecting a topic
 - Features of a good informative speech
- Practicing informative speeches
 - Explaining the relevance of your topic
 - Avoiding abstraction
 - Evaluating an informative speech



Understanding Informative Speech

Making-purpose and type

Activity 1 : Share ideas about informative speech making.

- 1) When do we need to make an informative speech? Think of specific situations.
- 2) Can you think of any informative speech that impressed you the most? What was it about? Why were you impressed?
- 3) **Summarize** the purposes of these speeches

Understanding Informative Speech Making- Selecting a topic1

Activity 1: **Classify** the sample topics into no more than 8 categories

Acupuncture; breast cancer; cloisonné; Du fu; environment; free trade; genetic engineering; Hainan Island; Internet fraud; jade; kites; Leonardo da Vinci; Mount Tai; Neo-Confucianism; Olympic Math; Peking Opera; Qiu Jin; robots; study abroad; Temple of Heaven; United Nations; volunteering; women's gymnastics; Xuankong Si; yoga; zoos

Understanding Informative Speech Making-

Selecting a topic 2

Step 1:

Individually think of three possible topics for the theme 'phobia'.

Step 2:

Get into small groups and share your topics with your classmates. The group decides on three good topics to report to class.

Step 3:

The whole class votes for the best three topics. Explain why you like the topics.

Step 4:

Summarize the features of good topics.

Understanding Informative Speech Making- features of good informative speeches

Activity: Analyze a sample informative speech.

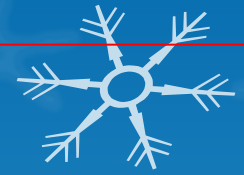
- 1) What is the purpose of the speech?
- 2) What are the main points?
- 3) How did the speaker start the speech?
- 4) How did the speaker organize his/her main points?
- 5) What evidence did the speaker use to support each main point?
- 6) Did you like the speech? Why? Why not?

Understanding the Basics of Informative Speech Making -features of good informative speeches

Activity: **Summarize** the features of effective informative speeches.

Work in groups of four or five and discuss the features of good informative speeches. Share your group's tips with the whole class. The **compare the tips collected by the whole class with the tips given in the textbook.**

Doing research



Work in small groups and discuss the value of your research materials on the basis of the guiding questions for doing high-quality research.

1. Do I have enough material from various sources for my speech (e.g. personal experience and knowledge, library sources, interview, non-print media)?
2. Is my material consistent with itself and with other material?
3. Are the grounds of my research relevant to my specific purpose?
4. Have I included the **most recent** grounds?
5. Have I included sources that my audience will find believable?

(adapted from Brydon and Scott, 1994)

Practicing informative speeches

Activity 1: Explaining the relevance of your topic

Activity 2: Avoiding abstraction

- Finger counting
- Delicious Technology: Molecular Gastronomy
- The language of Shuixiu in Peking Opera

Evaluating the Speech



Involve every student:

1/3 of class are judges who score the speech.

1/3 give oral comments right after the speech.

1/3 give written comments on slips of paper.

Evaluate from different perspectives:

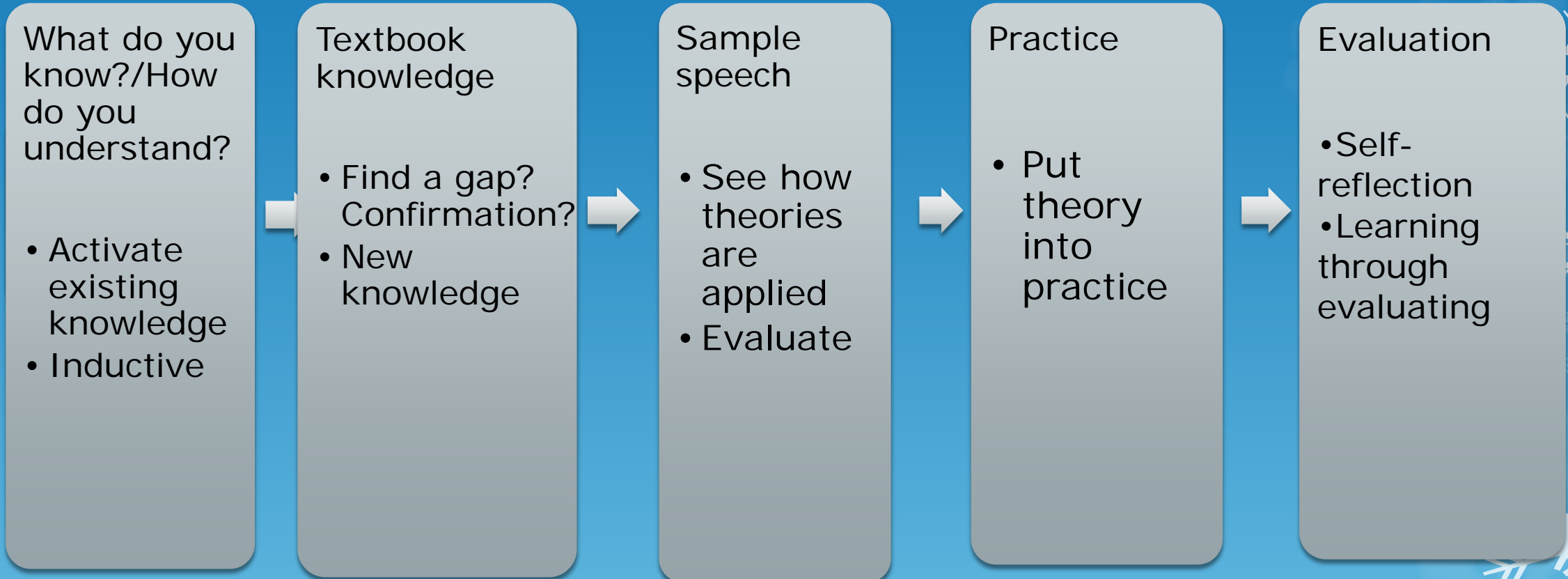
Self-reflection

Peer evaluation

Instructor's feedback



Teaching approach



Thank You !

