

Toastmasters Clubs in Taiwanese Universities

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Abstract

Toastmasters International is the largest non-profit international organization dedicated to enhancing communication and leadership skills. Taiwan's first university Toastmasters Club (TMC) was chartered at National Taiwan University in 1997. Since then, about 20 university Toastmasters Clubs have been chartered in Taiwan, 16 of which are still up and running. The main reason university students join such clubs is to improve their English speaking; teachers of English may therefore be interested in knowing more about this type of club. Many Toastmasters Clubs have used approaches and methods taken from foreign language teaching, such as the communicative approach and learner-centered learning. The aim of this paper is to describe how university TMCs are run in Taiwan, and discuss the best ways for teachers to support campus TMCs.

Keywords: toastmasters, university, communication skills, leadership skills

臺灣的大學校園內的國際演講會

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摘要

國際演講會致力於提升會員的溝通與領導技巧，它是在這方面的全球最大的非營利組織。臺灣的大學內的第一個國際演講會，是由國立臺灣大學於一九九七年設立。至今全臺各大學內已陸續設立了約二十個以英語為語言的國際演講會，其中十六個尚在正常營運中。由於多數學生加入此社團的主要目的是為了加強英語的表達能力，相信英語老師們會有興趣深入瞭解此社團的運作情形。國際演講會能有效的讓學生增進英語能力的原因之一，是採用了一些素被讚揚的語言學習理論，如「溝通學習」和「以學習者為中心」等。本研究旨在瞭解臺灣的大學校園內的國際演講會的實際運作情形，透過問卷整理出營運成功的要訣和遭遇的一些困難等。希望供英語老師們參考，並希望英語老師們盡力給予此社團最大的支持。

關鍵字：英語演講會、大學、溝通技巧、領導技巧

1.INTRODUCTION

English is important because it is the most widely spoken international language; therefore, it is understandable that almost all Taiwanese university students want to learn it well. They may practice reading, listening, or even writing by themselves; however, in order to speak frequently and naturally, it is better to have a real oral communication environment. Toastmasters International (TI), the biggest non-profit organization in the world dedicated to enhancing communication and leadership skills, offers them a supportive environment where students can practice English speaking.

The Toastmasters in Taiwan homepage (Toastmasters International, District 67) states, “In Taiwan, the first Toastmasters club (Taipei Toastmasters club) was established in 1958. The governing body of Toastmasters on Taiwan is the D67 of Toastmasters International located in Taipei. Over the last 52 years, we have [sic] 146 clubs island-wide.” Among these 146 clubs, 19 are university clubs, 16 of which are still running, while the other three stopped running not long ago. The first university TMC in Taiwan was the National Taiwan University Toastmasters Club (NTU TMC), chartered in 1997.

Although it is difficult to run a university TMC (and that’s why some university TMCs stopped running), two to five new university TMCs were established each year from 2004 to 2009. University TMCs become more and more popular because many students find that such clubs are good places to improve their English. The success of such clubs may be partly attributed to the fact that they employ several effective language teaching/learning approaches.

2.LANGUAGE TEACHING/LEARNING APPROACHES

An example of a typical TMC meeting agenda is provided in Appendix One. At least two important language teaching approaches are applied in the meeting.

2.1 Learner-centered Language Teaching

The learner-centered approach puts the main focus of learning on the learner,

not on the teacher. McCombs and Whisler (1997, p. 9) define “learner-centred” language teaching as putting focus on both individual learners and learning:

The perspective that couples a focus on individual learners (their heredity, experience, perspectives, backgrounds, talents, interests, capacities and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners).

After reviewing some literature about student-centered learning, O’Naill & McMahon (2005, p.3) conclude:

In summary, it appears from the literature that some view student-centred learning as: the concept of the student’s **choice** in their education; others see it as the being about the student **doing** more than the lecturer (active versus passive learning); while others have a much broader definition which includes both of these concepts but, in addition, describes the shift in the power relationship between the student and the teacher.

A TMC provides a learner-centered learning environment. The content of most speeches is relevant to the speaker’s own experiences, backgrounds, interests, needs, etc. Moreover, a learner learns by “doing” (i.e., by speaking in every meeting) and s/he makes choices of her/his own regarding what s/he wants to learn, when to learn, etc. When s/he has finished the basic ten speeches, s/he can choose two out of the 16 advanced manuals to prepare for her/his next ten speeches. These advanced manuals cover Persuasive Speaking, The Entertaining Speaker, Technical Presentation, Speaking to Inform, Humorously Speaking, The Discussion Leader, and so on. The speaker can choose whatever s/he likes to improve the skills s/he most needs to develop. For example, if s/he wants to speak to inform, then s/he has complete freedom to select a topic and research it. In addition, a toastmaster (TM) may set her/his own pace of learning. Some toastmasters finish their first ten speeches in three months, others in three years.

2.2 Communicative Language Teaching (CLT)

Communicative Language Teaching is based on the communicative nature of language. The primary function of language, as pointed out by Richards and Rodgers (1986, p.71), “is for interaction and communication.” Therefore, CLT focuses on providing learners with abundant opportunities to use the target language for their communicative purposes.

Wikipedia defines Communicative language teaching as “an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.”

In a typical TMC meeting, language is used for real communication and there are a lot of interactions. For example, the Toastmaster of the Meeting introduces his aides and the speakers; then the Variety Session Master tells jokes or introduces a game to entertain the members. Next, the prepared speakers deliver speeches to inform, entertain, persuade, or inspire the audience, often illustrating their points with personal anecdotes. During the Table Topics Session, the master asks questions that members are interested in, and the speakers immediately respond with their own opinions or ideas. Afterwards, the individual evaluators and the general evaluator comment on the speakers’ performance and give constructive suggestions. Finally, the language evaluator suggests how the speakers might improve the accuracy of their English.

3.METHODOLOGY

This paper seeks to answer the following question:

How are TMCs run in Taiwanese universities? (The information may give an English teacher insight to know how to help a university TMC.)

A questionnaire (see Appendix Two) was designed to survey the members from several university TMCs. The questionnaire was deployed at two gatherings: the 8th Taiwan TM Campus Union on July 3, 2010 at National Cheng Kung University, and the club officers attending the Officer Training on July 10, 2010 at National Taiwan University. The questionnaire was also emailed to presidents of several other TMCs

and telephone interviews were used to gather more information. In total, 27 people from 18 campus clubs answered the questionnaire. The author also interviewed the District Governor and three other leaders of District 67.

4.RESULTS AND DISCUSSION

4.1University TMCs in Taiwan

Club Founding Years. The website for the TI District 67 lists the founding dates of the TMCs in Taiwan. The following relate to university clubs. Clubs listed in parentheses are not currently running.

Table 1. Club Founding Years

1997	1998	2004	2005
NTU 台大	(NTOU 海大) NTOU-P 海大專業	YMU 陽明大學 FJU 輔仁 Yun Tech 雲林科大 Cheng-Kung 成功	NCCU 政大 NCU 中央大學
2006	2007	2008	2009
(NTUST 台科大) SCU 東吳	Asia 亞洲大學 (Shhi Chien 實踐) (Tamkang 淡江)	(KMU 高醫) (I-Shou 義守) Nan Kai 南開 TTU 大同 Lung Hwa 龍華	T3 台中技術 NTPU 北大 NTUT 北科大

In addition to the above, Wenzao Ursuline College of Languages has started TMC meeting and hopes to charter when their membership reaches the required size (20 members). It is no exaggeration to say that, since 2004, TMCs have been proliferating in Taiwanese campuses. One reason for this may be that the trend towards internationalization has motivated universities to provide better support for English activities. While some TMCs were established by students (e.g. NTU and Cheng Kung), several others were set up by English teachers with the help of senior members from other clubs (e.g. YMU, Taichung Tech, YTTC, Asia, Lung Hwa and TTU).

Membership Numbers in Spring 2010. Some officers do not know the exact

membership number of their club. Therefore, club officers who answered the survey might have given approximate numbers, which nevertheless are still helpful in showing the rough size of a club. According to the answers to the survey, membership numbers in the spring semester of 2010 were as follows.

Table 2. Membership Numbers

Univ.	New	Old	Total	Univ.	New	Old	Total
NTU	26	35	61	TTU	7	13+	20+
NCU	21	32	53	Nan Kai	5	15	20
NCCU	20	25	45	YMU	12	8	20
Cheng-Kung	20+	10+	30+	NTPU	8	11	19
NTUT	21	5	26	Lung Hwa	5	13	18
FJU	15	10	25	Yun Tech	2	14	16
NTOU-P	4	20	24	SCU	4	11	15
Asia	6	17	23	T3	7	2	9

Clubs with more than 30 members are popular and successful. However, members of such clubs do not have adequate opportunities to deliver speeches. Club members may have to attend other TMCs to have the opportunity to deliver speeches. Clubs with fewer than 20 members have to work harder to recruit.

Most clubs are composed of students (both undergraduate and graduate ones); however, many members of NTOU-P are members of staff. It is notable that several clubs have quite a few international students. For example, Lung Hwa TMC has students from the United States, the Philippines and Belize; the members of NTUT TMC come from six different countries.

Reasons why Students Do or Do Not Join a TMC. According to the answers to the questionnaire, students become toastmasters for the following three reasons:

1. They want to master English public speaking. Almost all respondents rank the enhancing of their English speaking skills as the first reason for their joining the TMC. They love English. They want to improve their public speaking skills to increase their confidence when speaking on stage,

and to become proficient in English.

2. They want to learn communication and leadership skills. For example, Peter Chu (Cheng-Kung TMC) said that his main reason for attending was to learn how to lead an organization. He speaks English like a native speaker because he lived in the United States between the ages eight and 18. What really attracted him to the club was not the prospect of learning English, but learning leadership skills. He sees value in the programs provided by Toastmasters International.
3. They like the convivial atmosphere. Many respondents said that they first joined TMC and continued to attend because of the fun, friendly and warm atmosphere. The meetings are full of laughter, and they make good friends at the club.

The reasons why many students do not want to become toastmasters are:

1. They lack confidence in their English speaking ability. They are shy. They are daunted by the proficiency of existing members.
2. They think the membership fee is too expensive. (In most university TMCs, a continuing member pays NTD1000 semiannually, but a new member may have to pay NTD600-700 extra to buy the two basic manuals.) According to Grace Shi, the Lt. Governor Education and Training of District 67, this is a problem for many students and may be the reason that some university TMCs closed after running only one or two years.
3. They don't have time. For example, the members of Tamkang TMC, which closed, were students with part-time jobs; many were married and had children. Their friends were in similar circumstances and were too busy to join the club.

Discussion: On the basis of the six reasons given above, university TMCs can devise more effective strategies for recruiting new members. They might emphasize the importance of learning public speaking in English, communication and leadership skills. They could also highlight their friendly, supportive, and encouraging environment. Moreover, they may try to get their universities to subsidize the membership fee.

Reasons Why Members Do or Do Not Renew Their Subscription. A healthy TMC needs not only new members, but also a steady pool of senior members who will continue to learn communication and leadership skills, and can also guide new members. The respondents to the questionnaire are continuing members; they stay in the club for two main reasons:

1. They have rewarding relationships with other members. They love their clubs, which are warm, lively, friendly and positive. One said, “My club is like a family. We care about one another.” Another said that he wanted to pass his experience on to his mentees.
2. They feel they have learned something, and want to learn more. Some have been invited to act as officers, and want to learn more leadership skills.

Why do many members stay for only one semester and not continue? For example, YMU TMC usually has fewer than eight continuing members each semester, although the total number of members is often over 20. Respondents to the questionnaire listed the following reasons that they have observed:

1. They are too busy. Some are enrolled in time-intensive academic courses or need time to prepare for important exams. Others belong to several other clubs or are under pressure to find a job.
2. They lose interest. The novelty fades, or they do not learn much at the club.
3. Some graduated.

Discussion: If clubs want to keep more members, they should make the meetings as interesting, creative and supportive as possible. In addition, they might use a sound mentor system (or other methods) to guide each new member and ensure s/he learns a lot and enjoys the club. Eating together after a meeting and outings may also enhance relationship among members.

Semiannual Membership Fees. The following table shows that most university TMCs charge continuing members around NTD1000 semiannually. New members have to buy manuals, so they need to pay an additional NTD400-700.

Table 3. Semiannual Membership Fees

Univ.	Old member	New member	Univ.	Old member	New member
NTU	1000	+700	Asia	200 (+1000)	+600
NCU	1800	+0	Nan Kai	(+1000)	+500

Univ.	Old member	New member	Univ.	Old member	New member
NCCU	1100	+600	YMU	300	(+700 for 3 manuals)
Cheng-Kung	100 (+1000 for HQs)	300 (+1000 for HQs) (+700 for manuals)	NTPU	1000	+500
NTUT	1000	+500	Lung Hwa	400	+0
FJU	1000	+700	SCU	1000	+700
NTOU-P	1200	+400	Yun Tech	750	+1000
TTU	0	+0	T3	1000	+ buying manuals

Cheng-Kung TMC has both regular and international members. The former do not pay any fee to the TI headquarters (HQs), but cannot deliver speeches or act as evaluators. Asia and Nan Kai TMCs have systems similar to that of Cheng-Kung. In fact, NTD1000-NTD1200 is a very reasonable price for continuing members, because this includes the semiannual fee of USD27 paid to the international headquarters, which is the equivalent of around NTD900. The remainder, which is used to run the club, is not much. However, NTD1000 (plus the cost of the manuals for new members) can still be a barrier for many students who might wish to be toastmasters (as mentioned by respondents from NTUT, FJU, NCCU, SCU, T3 and Asia), maybe because university English courses are available for free. Why should they PAY extra money to learn English at school? To encourage students to join and benefit from TMC, some universities do give financial support. For example, the membership fee at NCU is NTD1800, but if a member delivers two speeches and takes three other meeting assignments, s/he can take a rebate of NTD1500 from the university. TTU, Lung Hwa and YMU toastmasters pay less in membership fees than is paid to the HQs, because of the subsidies from their universities. At the YMU TMC, members can borrow the three manuals (*Competent Communication*, *Competent Leadership*, and *YMU TMC Member Orientation Book*) if they do not want to buy them.

How Does the University Support the TMC? University support of TMCs falls into four categories:

1. Teachers (especially English teachers) help establish a club and attend the meetings to give language support (e.g. YMU, FJU, TTU, Lung Hwa, T3, etc.)
2. Members get academic credits by attending the club because by delivering speeches, etc. members fulfill the requirements of an English language course. YMU tried this way from 2003 to 2010.
3. Almost all universities allow TMCs to use classrooms for free.
4. Universities financially support special activities. Some universities offer greater subsidies than others. For example, NCU gives its TMC more than NTD200,000 a year.

Sometimes, teachers or toastmasters from other clubs also make donations. For instance, if a TTU toastmaster receives a Competent Communicator award (i.e., after delivering ten speeches), s/he may get NTD1000 from a supporter as a form of encouragement. YMU TMC has received donations from senior toastmasters. University TMCs do need support from their universities, teachers and other clubs to help them succeed.

Good Ways to Promote Clubs and Recruit New Members. Recruiting new members is the most important thing for any university TMC at the beginning of a semester. The respondents to the questionnaire reported the following strategies:

1. Promote the club at the clubs exhibition. Showcase magazines, manuals, etc.
2. Existing members bring friends along.
3. Use the Internet, including websites, Facebook, Wretch, Yam, and BBS. Set up a website with an introduction to the club, club history, officer contact information, photos, minutes, agendas, etc. Update the news frequently.
4. Put posters and flyers in school restaurants and classrooms. Nan Kai TMC even put posters on members' bodies to promote the club wherever they went.
5. Drop in on classes (especially English classes) to promote the benefits of TMCs—using power point files as a visual aid. In addition, ask English

professors to help promote the club in their classes.

6. Promote the club to international students.
7. Give a demo meeting at the first TMC meeting of the new semester. Invite experienced members from other clubs to take a role in that meeting. Conduct interesting games and activities during the meeting. After the demo meeting, follow up by contacting guests who are potential new members.

Ways to Ensure the High Quality of a Meeting. The most popular question at every officer training and campus union is how to maintain the quality of TMC meetings. The following are some suggestions from respondents to the questionnaire:

1. Be well-prepared. The agenda must be well-organized and each meeting should have a unifying theme. All officers and people in meeting roles must know what they have to do and prepare best in advance (for instance, a timer must know when to raise the flag and must give a good time control).
2. Have fun. Be humorous. Create a fun atmosphere and inspire members to be creative. Encourage each member to show their talents. Use interesting activities to relax members. There can be dancing, singing or short films in the Variety Session. The meeting themes or table topics questions can relate to current events and common interests. Hold special meetings from time to time—like joint meetings, Uniform Day, Costume Day, Christmas, Halloween, birthday parties, dining parties, etc.
3. Learn effectively. Invite experienced and outstanding speakers from other clubs to be guest speakers or evaluators. A speaker's individual evaluator will talk to the speaker before and after the latter delivers his speech. Other members can also give comments to a speaker (e.g., by writing on the ballot).
4. Have a sound mentor system. For example, NCCU has a group system, which they call Family System. The “parents” of each family encourage their family members to attend meetings, deliver speeches, bring friends and join in other activities. The best “family” wins a prize of NTD500 at the

end of the semester.

5. Show appreciation to members and officers frequently.

To give their members a further opportunity to learn English, the TMCs at NTU and NCCU also run a weekly Study Group. In the Study Group, students first do warm-up activities and a table topics session, then they discuss special issues or themes like cuisine or idols. They may also debate some issues. Learning from other clubs is also a good way of enhancing the quality of meetings.

Good Ways to Encourage Members to Visit Other Clubs, Participate Contests and Undergo Trainings. The questionnaire respondents gave two tips:

1. Explain the benefits of doing those activities. Tell members about the benefits and valuable experiences they can have. Describe the merits of the club they will visit. Tell them, “The more clubs we visit, the more guests we can invite to visit our club.” As for attending contests, encourage better speakers to compete and remind them that their speech is counted as one credit towards their Competent Communicator award.
2. Going together to visit other clubs or attend other special activities. Announce in a meeting or on the web where and when to meet.

Good Ways to Build a Strong Officer Team. Toastmasters lead by serving. Responses to the questionnaire suggest the following tips:

1. Hold regular officer meetings. Before the term starts, hold an officer meeting and discuss what each officer must do and set a clear deadline for each task. Clearly state each officer’s sphere of responsibility. Read officer manuals. Draw up a schedule for the semester before the semester starts.
2. Be responsible and be cooperative. Each officer (and member) should try her/his best to help others. The president ought to check if every task is done appropriately.
3. Show gratitude to officers for their hard work.

Self-Evaluation: How Have Toastmasters Benefited from the Club?

Questionnaire participants were asked to evaluate their performance on a scale from 0

(having learned nothing) to 5 (having learned a great deal). Information was gathered from 24 respondents, who have been toastmasters for between three months and three and a half years. The average results were as follows:

Table 4. Self-Evaluation

Communication skills	Leadership skills	English fluency	English accuracy	Courage to speak in public	Friendship
3.7	3.7	3.7	3.5	4.7	4.3

The highest average scores were for “courage to speak in public” (4.7) and “friendship” (4.3). The results indicate that many continuing members (since the respondents are all continuing members) feel they have gained confidence in public speaking and enjoy the friendships they have cultivated at TMC meetings. In addition, they have learned communication, leadership and English-speaking skills, but there is still some room for improvement.

5.CONCLUSION

TMC is a place where students can learn public speaking in English, together with communication and leadership skills. These are clearly very important skills for all university students. Moreover, toastmasters can learn these skills while having fun! It is little wonder that in responding to the questionnaire, a NTUT toastmaster said, “I love TM,” a Cheng-Kung toastmaster said, “TMC is a wonderful organization, full of variety,” and a high school English teacher said, “Toastmasters activities have become an essential part of my life, and I will keep taking part for the rest of my life.”

English teachers can support their own university’s TMC; if none exists, they can encourage their students to attend one near the school, or they can even set one up. By understanding how university TMCs are run in Taiwan (as mentioned in this study), English teachers can have better ideas to help and support them. For instance, university TMCs need to recruit more members, get sufficient financial support, and understand how to promote and to hold high-quality meetings. Therefore, an English teacher may tell her/his students the benefits of TMC and encourage them to be toastmasters. S/He may apply to her/his university for a subsidy (or even make a

donation). S/He may also help out by giving speeches or making evaluations. (NYMU and TTU are examples that English teachers successfully helped establish TMCs in campus.)

The tips suggested by campus toastmasters in this study are not only useful to English teachers but to all the leaders (officers) of university TMCs. For example, a TMC can promote itself by using the Internet, hold high-quality meetings based on interesting and educational programs, build a strong officer team through delegation and cooperation, and cultivate good relationships by creating a friendly and convivial atmosphere. To do these things, one needs the two important qualities valued by District 67 Governor Mike Yang: passion and persistence. May more and more campus TMCs appear in universities in Taiwan.

APPENDICES

Appendix (1) An Example of a TMC Agenda

Time	Year 2010, Meeting 224	4/27(Give thanks)	5/3	5/11 (Mother's Day)
5:40-6:00	Reception/Registration 報到交誼	Sophia Chang	humorous	Hayden Kuo
6:00-6:01	Calling meeting to order 會議開始	SAA –Allan Peck	speech contest	SAA –Allan Peck
6:01-6:06	Welcoming & Introduction	Pres. - Mary Kuo	& evaluation	Pres. - Mary Kuo
6:06-6:15	Toastmaster of the Evening	Kate Yang	contest	Joe Liao
	Timer	D. H. Hsu		Sheng Chen
	Ah-Counter	Amy Chen		D. H. Hsu
	Minutes Writer	Jeff Wei		Woofy Wu
6:15-6:25	Variety Session	Sheng Chen		Andy / Kyle
6:25-7:00	Prepared Speeches			
5-7'	Rock	C2 Allan Peck		C2 Yo-yo Wang
5-7'	Pub Music	C6 Rennie Chen		C3 Andriano Chang
5-7'	Happiness	C9 Nina Chen		From NTU
7:00-7:10	Intermission			
7:10-7:25	Table Topics Session	Woofy Wu		-----
7:25-7:50	Evaluation Session			
2 '	General Evaluator	Link Lin		Jeff Wei
1'	Timer' s Report	D. H. Hsu		Sheng Chen
2-3'	IE – Vocal Variety	Alex Liu		From NTU
2-3'	IE – Organize Your Speech	Joe Liao		From NTU
2-3'	IE – Persuade with Power	Freda Chiang		Alex Liu
3-5'	Language Evaluator	Monica Wang		Freda Chiang
3-5'	General Evaluator	Link Lin		Jeff Wei
1 '	Ah-counter Report	Amy Chen		D. H. Hsu
7:50-8:00	Appreciation & Closing Remarks	Pres. Mary Kuo		Pres. Mary Kuo

Appendix (2) A Questionnaire

1. Name of your club: _____
2. Please briefly describe the history of your club. (When, why and how was it established?)
3. In the last semester (Feb.-June 2010), how many new members did you have? How many senior members? Was it similar in the other semesters?
4. Why did you attend the TMC? What are the reasons that a student of your university will or will not attend it?
5. How long have you been a toastmaster?
Why do you become a continuing member? What are the reasons that a new member of your club will or will not become a continuing member?
6. How much is the membership fee (for new members and for continuing members) each semester or each year? Can it cover the expense?
7. How much subsidy from your college (or donation from other people) can your TMC get in a year? If you do get some, do you think the sum is enough or more than enough? If you do not get any, how much do you wish to get?
8. What are strong points of your club that you would like to share with other TM clubs?
 - (1) How do you have more new members?
 - (2) How do you have meetings of high quality and fun?
 - (3) How do you use websites, manuals and other ways to let members and guests know your club well?
 - (4) How do you encourage members to visit other clubs and attend contests, trainings and conferences?
 - (5) How can officers be a strong leader team?
 - (6) Others
9. Which senior members from other clubs have you invited to support your clubs as GE, IE, guest speakers, etc.? Which members from your club often visit and support other clubs?
10. In the coming semester, how will your club do to improve—to be a better club? What is your vision for your club in the coming new semester? What help would you like to receive from school or other clubs (or area, division, district)?
11. In the past semester(s), how much did you learn or get from your TMC life? Please use a number to describe—5 (a great deal)~0 (none).
 - (1) Communication skills _____
 - (2) Leadership skills _____
 - (3) English fluency _____
 - (4) English accuracy _____

(5) Courage to speak in public _____

(6) Friendship _____

(7) Others (Please specify) _____

12. Others

Appendix (3) Educational Materials Developed by Toastmasters International

1. Competent Communication

2. Competent Leadership

3. Advanced Manuals:

The Entertaining Speaker	趣味演講	Persuasive Speaking	勸說演講
Speaking to Inform	報導演講	Communicating on Television	電視溝通
Public Relations	公關演講	Storytelling	故事講述
Facilitating Discussion	主持討論	Interpretive Reading	詮釋朗讀
Specialty Speeches	特殊演講	Interpersonal Communication	人際溝通
Speeches by Management	主管演講	Special Occasion Speeches	慶典演講
The Professional Speaker	職業演講	Humorously Speaking	幽默演講
Technical Presentations	技術簡報		

4. Training Programs Manuals:

The Successful Club Series	成功會務系列
The Leadership Excellence Series	傑出領導系列
The Better Speaker Series	演講精進系列
The Success/Leadership Programs	成功領導課程
The Success/Communication Programs	成功溝通課程
The High Performance Leadership Program	高成效領導課程

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