

# The Development of College Students' Critical Thinking Competence — TED Speeches in Oral English Teaching\*

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**Abstract**—This paper first reflects on the limitations of the traditional oral English teaching model, and then demonstrates the necessity of incorporating cross-cultural speculative competence into oral English teaching and the feasibility of applying TED speech to oral English teaching to cultivate cross-cultural speculative competence. On this basis, the paper also explores how to apply TED speech to oral English teaching to achieve the goal of improving students' critical thinking ability and cross-cultural ability, and puts forward some suggestions.

**Keywords**—oral English teaching; cross-cultural speculative competence; critical thinking ability; TED speech

## I. INTRODUCTION

### A. The Reflection on Traditional Oral English Teaching

Among the four foreign language abilities of listening, speaking, reading and writing, oral competence, as an important output link, is the premise and basis for English learners to communicate in foreign languages. It not only determines the fluency of foreign language communication, but also affects the overall development of English learners' language competence. For a long time, China has invested tremendous manpower, material resources and financial resources to improve the quality of foreign language teaching. However, traditional teaching methods are deeply rooted in universities, especially in applied universities, and the new oral teaching methods have higher requirements on teachers' language competence and cultural literacy, so traditional teaching methods will still play a leading role in oral English teaching. But traditional oral English teaching pays too much attention to the accumulation of conceptual knowledge such as vocabulary and grammar, ignoring the training of oral skills and the teaching model is usually panel discussion or imitating pronunciation. Most oral English teachers think that oral class is to teach students how to do situational exercises. So they emphasize the shallow mechanical imitation and training, while ignoring the creation. And the

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substitution and repetition dialogue is the main form of exercises, while teaching activities such as discussion, speech and debate which can develop students' thinking and innovation ability is rare carried out. Even when carry out some discussions, most teachers just let students discuss themselves but fail to give methodological guidance. This kind of teaching model is obviously inadvisable, for its ordinary teaching way cannot interest students and stimulate their desire to speak English, and the lopsided test mode is not enough comprehensive.

All in all, the traditional oral English is lack of meaningful language input. So the ordinary teaching model not only strikes student's learning initiative but also seriously hinders the overall improvement of students' oral English. And the harm are manifested in those follow problems in college students' oral expression, such as rigid expression, inappropriate use of words in actual communication context, lack of cross-cultural competence, language organization is lack of logic and accuracy. After graduation, some college students can only engage in daily conversations, and their deep-seated thinking competence is seriously inadequate. Hence, the revolution of traditional oral English teaching is very necessary. Education Informatization Decade Development Plan (2011-2020) points out that the integration of information technology and higher education should be promoted in a deep level. Teachers are required to actively co-ordinate high-quality educational information resources in teaching and to integrate multimedia technology with classroom teaching perfectly. And as a very practical language skills course, the oral English teaching can make full use of the advantages of multimedia to achieve oral English teaching, and to help students improve their oral English level. TED Talks are influential videos given by expert speakers on education, business, science, tech and creativity, with subtitles in 100+ languages. And it is full of novel ideas, entertaining interaction and highly emotional ideas which are limited to 18 minutes of short and capable speeches. Such a model is very suitable for students to express themselves, practice speculation and optimize their oral expression. Hence, to apply TED speech in oral English class no doubt will be very helpful.

### *B. The Integration of Critical Thinking Competence and Cross-cultural Competence in Oral English Teaching*

Outline of the National Medium-and Long-term Education Reform and Development Plan (2010-2020) proposes to "train a large number of internationalized talents with international vision, knowledge of international rules and competence to participate in international affairs and international competition". It is not only because of the wider and deeper exchanges between China and foreign countries, but also because, as a major developing country, China has to undertake more and more international obligations (Li Yuming, 2010: 3). In 2007, The Requirements for College English Teaching issued by the Ministry of Education also set three different levels for oral English proficiency, namely, general requirements, medium requirements and high requirements. The general requirement is that students' pronunciation and intonation should be basically correct and able to make concise statements in English on topics that occur in daily life. Medium requirement indicate that students should be able to use English for general difficulty sessions and be able to demonstrate their position on this basis. High requirement require students to be able to accurately discuss general or professional topics at a higher level. It even point out that students of higher requirement should be able to make speeches and exchanges in international occasions. Therefore, the talents cultivated in foreign language education should not only possess the general oral language competence, but also have a deeper cross-cultural competence and critical thinking competence, so as to be able to discuss the topic at a high level. On the other hand, the teaching objective of foreign language education is "to cultivate students' comprehensive English application competence, especially the competence of listening and speaking, so that they can communicate effectively in English in their future study, work and social interaction, to enhance their self- learning competence and at the same time to improve their comprehensive cultural literacy, so as to meet the needs of China's social development and international exchanges" (Department of Higher Education, Ministry of Education, 2007: 1). Hence, modern oral English teaching should not only be limited to training students' daily oral communication level, but also achieve higher level of humanistic education goals, say, cultivating student's deeper-level competence. And these high-level requirements and diversified objectives have posed new challenges to oral English teaching. So, to integrate cross-cultural critical thinking competence into oral English teaching has become a general trend.

Secondly, the importance of critical thinking competence and cross-cultural competence in language expressing also determines their indispensable status in oral English teaching. At first, with the cross-cultural language activities becoming more and more complex, it is particularly necessary for language users to have critical thinking competence in order to collate, analyze and evaluate the received information, and on this basis language users should go on to integrate the information of different cultures, so as to extend their horizon and enrich themselves. Only with critical thinking competence, can they correctly understand and evaluate cultural differences, and creatively use knowledge to

integrate ideas, so as to achieve the successful communication in the cross-cultural context. And the integration of critical thinking competence in oral English teaching can correct students' negative, conservative and inefficient thinking habits, enable them to grasp the ability of critical thinking. And during the cultivation of critical thinking ability, student's linguistic ability will be practiced too which can in turn promote the application of basic oral skills. Therefore, oral activities with the aim of critical thinking competence can at last promote the application of basic oral skills, which is of great benefit to the cultivation of students' comprehensive competence. Second, facing the increasingly integrated world, it is the responsibility of higher education to cultivate students' effective cross-cultural communication competence (Deardorff, 2011: 65). The National Standard for Undergraduate Teaching of Foreign Language Majors in Institutions of Higher Learning promulgated in China has already taken "cross-cultural competence" as one of the core competence indicators of foreign language majors (Sun Youzhong, 2016: 16). First of all, the level of intercultural competence determines the effectiveness of cross-cultural communication. And among all communication behaviors (including oral English), cultural factors are the most important determinants (Wolvin, Coakly, 1996: 124). Just like communication and culture are inseparable, so is spoken language and culture. Second, intercultural competence determines whether people can act the most appropriate communicative behavior in a particular social occasion. In intercultural communication situations, the speaker is faced with a complex cultural environment which means more uncertainties in communication must be taken into account. This is because that effective listening in one culture may be totally inappropriate or misinterpreted in another (Thomlison, 1997: 79-120). Therefore, in order to cultivate comprehensive foreign language talents, oral English teaching must attach importance to students' cross-cultural competence. Next, this paper will demonstrate the feasibility of using TED speech in oral teaching class to cultivate cross-cultural speculative competence, and further discuss how to apply TED speech in oral teaching to achieve the goal of improving students' critical thinking competence and cross-cultural competence.

## **II. THE FEASIBILITY OF APPLYING TED SPEECH TO ORAL ENGLISH TEACHING**

### *A. TED Speech and Oral Critical Thinking Competence*

In recent years, with the development of network globalization, the speed of information dissemination becomes faster and faster. The complex information tide has put forward higher requirements for modern people's ability of critical analysis and evaluation. As Boeckx (2010) said, in the era of knowledge explosion, if the education still focus on imparting and assessing knowledge, it is likely that the knowledge that students learn in school will be outdated before they graduate. If the analysis and problem-solving ability is regarded as the educational goal, this comprehensive, transferable and systematic ability can make students benefit for life (Wen Qiufang, 2012). However, the traditional oral English teaching materials are monotonous

and tedious, mostly consisting of situational dialogues. For example: at the post office, at the airport and so on. The teaching content lacks speculation, and most of the training methods are group dialogue. The students only practice dialogue according to the book, which can be called recitation exercise at best. It is not oral communication, nor can it exercise the students' critical thinking ability. Wen Qiufang and Zhou Yan once pointed out that "the input of foreign language majors ranges from humorous stories, daily news, popular science articles to literary works, and the topics of output is generally related to daily life, even if there are some complicate topics, they are not abstract enough" (Wen Qiufang, Zhou Yan, 2006: 77) As is known to all, the cultivation of critical thinking ability needs a basis and that basis is what can evoke student interest and exercise its ability to think. TED speeches cover a wide range of the most cutting-edge innovative topics. And the keynote speakers are professionals from different fields. Through their active speech, audience can learn those innovative ideas easily. And many of the topics are closely related to daily life. Students generally can have something to talk about during the learning of the speech. And compared with the tedious traditional way, TED speech with is more attractive to students. And when students have interest, their learning initiative will be aroused too. So, their emotion traits like curiosity and openness will be cultivated. And after apply TED speech in oral English class, students can learn not only the choice of words, the construction of sentences, the coherence of discourse at the linguistic level, but also the views of the speaker at the thinking level, the way in which the views are presented and the persuasive skills. This is conducive to training students' ability of how to analyze speech materials, to differentiate views, and how to think and persuade, so as to further develop their critical thinking ability.

#### *B. TED Speech and Cross-cultural Communicative Competence*

Cross-cultural competence, literally, can be simply understood as the ability to know well at least two cultures and can communicate effectively in cross-cultural situation. It can also be embodied in the ability to recognize the diversity of the world through language learning and to treat multicultural phenomena with an active and open attitude. It requires language learners to be keen in perceiving and analyzing the cultural differences reasonably, to be able to flexibly use strategies to complete cross-cultural communication, and to help people from different cultural backgrounds to communicate effectively across cultures. The ultimate goal of language teaching is communication. In communication, there are differences in people's communication background, social system, ideology, methods of thinking, concepts, psychology and life experience. It is impossible to communicate smoothly and effectively without understanding each other's culture and customs. Therefore, the cultivation of cross-cultural competence must be integrated into oral English teaching to avoid cultural conflicts and cultural shock (Shu Caixia, 2016:18). TED is a platform for people from the entire world to exchange ideas, which determines that TED is a

diversified stage with profound cultural connotations that is beneficial for students to understand multi-cultural background knowledge. And when students learn TED speech in class, teacher will not give explanation until the speech is over. Even when teacher is engaged, he is just put up some guiding questions, but not give the answer directly. Therefore, when students come across some cross-cultural problems during the learning of TED speech, they have to probe into the question themselves by obtain information actively and think independently. During this process, students begin to take on more and more responsibilities about their learning activities. Student's independent learning ability will get strengthened. And during the process of explain and analyze these cultural differences, students will gradually have a sensitivity to cultural differences as well as learn to treat multicultural phenomena with a positive and open attitude. One the other hand, the speakers of TED are elites from countries all around the world. And the audience is the same too, so their speech tricks must take into account things should be noticed during the cross-cultural communication. So by watching the TED speech, students can accumulate many skills needed for cross-cultural communication, which is beneficial to their cultivation of cross-cultural competence. Hence, apply TED speech to oral English is also very good for the cultivation of students' cross-cultural competence too.

#### *C. The Relationship Between Cross-cultural Competence and Critical Thinking Competence*

Scholars at home and abroad have established many theoretical models for the study of critical thinking ability, such as the two-dimensional structural model proposed by Delphi project team, the three-dimensional structural model of Paul and Elder, the three-edged structural model of Lin Chongde and Wen Qiufang's hierarchical theoretical model of critical thinking ability based on the above theory. According to Wen Qiufang's hierarchical theoretical model of critical thinking ability (Wen Qiufang, 2009:42), the critical thinking ability can be divided into two levels, namely meta-thinking ability (self-regulation ability) and critical thinking ability. And critical thinking ability includes cognitive skills (analysis, reasoning, and evaluation) and emotions (curiosity, openness, self-confidence, integrity, perseverance). Analytical skills include classification, identification, comparison, clarification, distinction, interpretation and other sub-skills; reasoning skills include questioning, hypothesis, inference, elaboration, argumentation and other sub-skills; evaluation skills refer to the evaluation skills of hypothesis, argumentation process, conclusion and so on. The emotional dimension in the hierarchical model can be summarized as five emotional traits: curiosity, openness, self-confidence, integrity and perseverance. First, curiosity means that the thinker is interested in new things, likes to get to the bottom of things, is good at asking new questions about common phenomena, second, openness means that the thinker is open-minded, broad-minded, respectful and tolerant of different opinions, and is willing to correct his own inappropriate views; third, self-confidence, the thinker with this trait is confident in his ability of analysis, reasoning and evaluation and dare to



challenge authority; fourth, integrity means that the starting point of the speculator's thinking is to pursue truth and justice rather than personal interests; fifth, perseverance means that the speculator has strong resilience and is not afraid of setbacks. Thus, as a comprehensive ability, critical thinking ability can be specifically divided into various small aspects. And these small aspects involves all aspects of human thinking (analysis, reasoning, and evaluation) which means that to a large extent it can directly affect people's various behaviors. And intercultural communication, as an important activity of human beings, will inevitably be influenced by the ability of critical thinking too. Hence, critical thinking ability and cross-cultural ability must have a close connection between them. (Shen Juming, Gao Yongchen, 2015: 152)

As for cross-cultural ability, there have been many discussions about its connotation. Sun Youzhong (Sun Youzhong, 2016:17) describes the core connotation of intercultural communicative competence from the perspective of foreign language education as "respecting world cultural diversity, having intercultural empathy and critical cultural awareness, being able to conduct intercultural communication appropriately and effectively, and can help people from different linguistic and cultural backgrounds to conduct effective intercultural communication". Among the connotations, "having intercultural empathy and critical culture consciousness", the intercultural empathy means that one should have understanding and tolerance toward other cultures, and the critical culture consciousness means that language learners should keep critical mind toward cultural differences. These respectively correspond to the analytical ability and some emotional traits in critical thinking, such as curiosity and openness to the world. However, in cross-cultural competence, besides emotional factors, there are cognitive factors and behavioral factors (Wang Huoyan, 2012). Cognitive factors refer to cross-cultural awareness, that is, the change of people's perception of the surrounding world formed on the basis of their understanding of their own culture and foreign culture. Behavioral factors refer to the various skills that people used to conduct effective and appropriate intercultural communication. However, neither of these two items can be covered by critical thinking competence. Meanwhile, other emotional traits, reasoning and evaluation skills involved in critical thinking competence can also not be fully covered by cross-cultural competence. Therefore, critical thinking competence and cross-cultural competence are intertwined. Furthermore, according to Sun Youzhong's (Sun Youzhong, 2016; 19) five principles of cross-cultural teaching, he pointed out that cross-cultural teaching should train students to use cognitive skills to solve cross-cultural problems. According to this principle, cross-cultural teaching should not be occupied by knowledge inculcation and teaching, but should guide students to think actively, which means that students should first master the method of thinking, and carefully design diverse cross-cultural tasks that require students to use their thinking ability to complete. When speculative behavior occurs, cross-cultural competence — and high-level cross-cultural competence — is naturally enhanced. It can be seen

that the improvement of intercultural competence depends on the exercise of speculative behavior. They are in a complementary state. Therefore, the cultivation of critical thinking ability and cross-cultural ability in the classroom cannot be separated. And the first thing needed is to sort out the respective sub-skills of speculative ability and cross-cultural ability, then find out the conjunction point between them. And integrate the cultivation of cross-cultural ability and speculative ability according to their sub-skills, which can get twice the result with half the effort in oral teaching.

### III. THE WAY TO IMPLEMENT TED SPEECH IN ORAL ENGLISH TEACHING

#### A. *The Screening of TED Speech*

In order to cultivate students' cross-cultural and critical thinking abilities in oral English teaching, suitable TED speech videos are required. There are constantly updated video resources on the official website of TED, which is very convenient for teachers to find out. As for the screening rules, teachers can first screen out some videos according to the length of time (the length of the speech is about 10 minutes, that is, 1000-1500 words' text). If the speech is too long, it will take up too much class time, resulting in the fact that the time for the next teaching task will be shortened. In terms of theme, there are three criteria. Firstly, it is better to be close to students' life, so as to arouse their interest more easily, and they can easily find something to talk about from their daily life. Secondly, the theme should be speculative. In other word, the speech must have a clear point of view which can arouse discussion easily. Thirdly, the speech should contain the cultural differences too. It should be noted that it is better to avoid choosing speeches with obvious regional accents as classroom teaching materials. For students, speeches with faster speech speed and too large vocabulary start too high. And it will stimulate the escapism of students, which will do harm to the classing teaching. Of course, these requirements place high demands on teachers, so teachers must take on responsibility at first.

#### B. *Suggestions on the Application of TED Speech in Oral English Teaching*

Wen Qiufang divides the critical thinking teaching mode into two dimensions according to the presentation form of time and teaching objectives: separation and integration, as well as dominance and recessiveness (Wen Qiufang, 2015:8). In separation teaching mode, critical thinking competence is separated from foreign language ability cultivation, while in integration teaching mode, critical thinking competence is integrated into foreign language ability training. "There is no obvious boundary between these two modes, just like we pour milk into black tea and get a new drink of 'milk tea'". From this point of view, separate courses need to be offered specially. Although this meets the systematic requirements of speculative ability training, it needs a large amount of teaching resources such as professional teachers. At present, many colleges and universities are facing the requirements of professional hours and credits, so it is difficult to achieve the separate training class in actual teaching. Relatively speaking,

it is more in line with the reality of teaching in our country to improve students' cross-cultural speculative ability by integrating the cultivation of speculative ability with oral teaching by taking subject knowledge as the carrier and designing teaching tasks. Secondly, the difference between explicit and implicit teaching modes is whether teachers explain to students what kind of sub-skills they are engaged in. Wen Qiufang suggested that the choice of explicit and implicit models should be based on the age of your learners. For pupils with low cognitive level, teachers should try not to use abstract terms related to critical thinking, because children is too small to understand these abstract words and these difficult words may on verse confuse them (Wen Qiufang, Sun Min, 2015). However, for College students, the effect of applying dominant teaching mode is usually better than applying recessive teaching mode. Because college students can study independently know, to directly tell them what sub-skills they are trained is conducive to cultivating students' self-reflecting and self-monitoring ability. Generally speaking, the integration of explicit teaching in college oral English teaching is more conducive to the cultivation of students' critical thinking ability. As the cross-cultural competence has to be cultivated with critical thinking competence, it will be cultivated in oral English class under the integrated explicit teaching mode too.

Next, under the guidance of the integrated explicit teaching mode, the author will put forward corresponding teaching suggestions for the cultivation of the sub-skills of cross-cultural speculative competence in oral English teaching according to the conjunction point between speculative competence and cross-cultural competence. At first, the application of TED speech in oral English teaching is divided into four steps: introduction, video learning, debate and final speech. A TED speech will be chose: New data on the rise of women as an example to illustrate. Speaker Hanna Rosin reviewed some remarkable new data showing that women surpass men in some important fields. More women graduate from university than men. Women's average salary is higher than men's. Women are becoming more and more independent economically and more influential in society. The reason behind this is the change of economic structure, the increasing proportion of service industry in Western countries, and women's congenital good attention and patience make them more advantageous than men in this field. Hence Hanna put forward a new point of view — this age is the age of women. This view itself is controversial, such as the accuracy of the data listed in it and the fact that the trend is not global. So it is very easy for students to debate since it is conducive to the divergence of students' critical thinking. And the problem about women status is a global question, students can know what foreign women's status is alike and they can compare it with women's status at home. This will no doubt practice their cross-cultural competence too.

1) *In the introduction stage:* The teacher can first design several questions related to the content of the speech, and let the students watch the video with questions, such as: What is the status of Chinese women in your eyes? What examples did the speaker use to prove her point? To analyze

the diversified social factors influencing women's social status. The main purpose of this step is to enable students to constantly think about the guiding issues in the process of watching videos, so as to improve the efficiency of video learning. And the other function of guiding question is to help students have a rough outline of the main goal of the class, so as to help them focus on class quickly.

2) *In the video learning stage:* Professor Stephen Lucas (Stephen Lucas, 2008:49-50) believes that "understanding listening" and "critical listening" are closely related to the development of critical thinking ability. the teacher distributes printed speeches to the students. At the same time, the students are asked to distinguish and record the keywords and main points in the speech while listening, they are supposed to clearly distinguish the facts and points of view, to think about which points they agree with, which ones they oppose, what are the reasons for their opposition, whether there are reasoning loopholes or logical fallacies in the speeches, and how the speakers conspire. This process of thinking, distinguishing, reasoning and judging is the process of cultivating the ability of analysis and reasoning. As for evaluation ability, teachers can guide students to analyze the presupposition, premise and conclusion in reasoning process, explain how to judge the reliability of motivation (examples, facts, introduction), how to guard against the abuse of emotional infection, and guide students to evaluate the author's argument objectively. The most essential feature of "speculation" is "reflective thinking", that is, rational questioning of all the arguments. "Only by taking this concept as a starting point can the cultivation of students' evaluation ability be conducted" (Wen Qiufang, Sun Min, 2015: 11). For example: the speaker's data is collected from the United Kingdom, and the conclusion is that the era of women's challenge to men has come. Is there any limitation in this practice itself? Is it inappropriate to quote incomplete data but draw a general view? After these reflective questions are proposed, students will start to think reflectively about other peoples' points. So student's evaluative ability can get strengthened. Secondly, according to Sun Youzhong's five principles of cross-cultural teaching, teachers should actively guide students to examine Chinese cultural traditions from a global multi-cultural perspective, and enhance their cultural self-confidence and critical cultural awareness (Sun Youzhong, 2016:19). Because the speaker's living environment and political and cultural background are different, teachers can guide students to compare the basic characteristics and similarities of the development of women's status in Chinese and foreign cultures in the process of video learning. And to find out the factors leading to the different development of women's status in China and foreign countries, and critically treat cultural differences, so that students can understand the diversity of world culture in this process, so as to cultivate students' inclusive and open cross-cultural attitude and cross-cultural awareness.

3) *In the debate stage:* The teacher first designs a topic about the theme of the speech, such as: Do you think that women's social status will surpass that of men in the future? Then the students are divided into groups with three or four in each one. Each group discuss whether choose the right or the wrong side, and prepare for five minutes, then start the debate. The purpose of this step is to enable students to view problems from multiple perspectives, so they can form arguments during the searching for factual evidence for demonstration. These activities can train students' ability to identify, define, distinguish, explain and demonstrate problems. And in the process of debating, students must show an open and confident attitude in order to successfully complete the process of debating. All these help to further improve students' reasoning ability and cultivate students' emotional characteristics of curiosity, openness and self-confidence. Secondly, critical language output in the process of debate is also conducive to students' spontaneous accumulation of words and sentences in speeches, thus practicing their logical oral expression. In addition, both sides can learn more cross-cultural knowledge through each other's arguments, which is also conducive to deepening students' understanding of cultural diversity.

4) *In the final speech stage:* Curriculum evaluation is an indispensable part of teaching, and also an important means to test the teaching effect of teachers and students. However, the oral test of traditional oral English teaching is a step-by-step (reciting pre-written dialogue or monologue). The test form is too single, the interaction between teachers and students is not tight, and the proportion of the total score is low (mostly 5%-10%). This leads to the students' insufficient attention to oral practice and the perfunctory examination which is not conducive to the development of oral English teaching (Gan Huiqiao, 2016:8). In the oral teaching of TED speeches, the teacher tells the students that the final exam content is speech at the beginning of school, which is conducive to correcting the students' learning attitude towards the course to take the class seriously in the next teaching. In the course of speech preparation, students first select the topics they want to talk about in the lecture they have learned this semester, then search for English materials, extract information and form opinions during the semester. After completing the speech outline, they submit it to the teacher for comment. After receiving feedback, they continue to revise until they finish the writing of the speech. In this process, students' cross-cultural thinking ability such as evaluating the speech environment, selecting topics and materials pertinently, and arranging speeches logically is an important guarantee for the speech to achieve effective communication, persuasion and guidance. In a speech, besides accumulated content knowledge, the critical thinking ability and cross-cultural knowledge should also be contained, so as to make a successful speech. It can be seen that speech is a cross-cultural practice with strong compatibility, which requires students' cross-cultural and

critical thinking abilities. It is very suitable to be the final evaluation method of oral English class whose goal is cultivating cross-cultural and critical thinking abilities.

#### IV. CONCLUSION

The cultivation of cross-cultural critical thinking ability is related to the overall development of students and the realization of the long-term development strategy of the country. There is no doubt about its importance. However, for a long time, college oral English teaching has not been paid enough attention to the cultivation of students' cross-cultural critical thinking ability, and the teaching mode is single. This paper summarizes the advantages of applying TED speech in oral English teaching, and through analyzing the relationship between speculative ability and cross-cultural ability, the paper puts forward that the practice of integrating cross-cultural ability and speculative ability should be integrated into oral TED speech teaching. And based on these points, several suggestions on the application of TED speeches in oral English teaching are put forward.

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