修订版

教师手册

高等学校教材（英语专业用）

交际英语教程
核心课程（三）

李筱菊　主编

COMMUNICATIVE ENGLISH
FOR CHINESE LEARNERS

CORE COURSE 3
TEACHER'S HANDBOOK
(REVISED EDITION)

CECL

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上海外语教育出版社

修 订 版 前 言

　　CECL 教程 1987 年初版以来，不断重印使用，至今已十二年。十二年后的今天审视 CECL 教程，可以得出两点结论：（一） 十二年前 CECL 的编写，以国际上先进、国内当时是超前的交际语言教学理论为依据。经过十二年的考验，证明 CECL 的教学理论体系至今仍不失其先进性，依然具有旺盛的生命力和发展潜力。这是 CECL 修订的价值所在。（二） 十二年来世界在不断地发展和变化。不断变化和发展的现实对英语教学自然有不断变化和发展的要求。从这个角度看，十二年前编的教材，内容和方式上都必然要有所更新，以赶上国内外形势的发展。这是 CECL 修订的必要性。

　　根据以上两点结论，我们作出 CECL 修订的决定。修订原则是：（1）保持原来的交际语言教学的编写体系。保持原来的单元高度灵活多变特点。（2）进一步发扬和落实交际语言教学思想，同时更强调语言教学中文化知识的渗透。这除了在教程内容和方法上贯彻之外，还特别在教师手册中作大量补充，就教学思想和方法以及文化背景知识方面给教师充分的辅导。（3）更新内容过时或受时间限制的材料，增添反映新世纪新时代的材料。（4）根据十二年课堂使用的经验，对教学中效果不理想部分加以改进或删减，薄弱部分加以补充或增强。

　　修订工作由前身为广州外国语学院英语系的现广东外语外贸大学英语语言文化学院教师负责。除了初版原主编李筱菊外，增加副主编两人：萧惠云、王虹。先后参加修订工作的教师还有以下八位：Rod Lawrence，Jon Fearon-Jones，王义，刘祥福，程岸，梁慧研，周学麟，谭智。谭智兼负责组织录音工作。参加录音的有本学院的教师和大学的外籍留学生。另外还特邀 CECL 的老朋友 Martin Wedell 和 Janet Beddison 参加。

　　梁简容负责电脑打字输入和排版。

　　修订版文字教材由上海外语教育出版社出版。录音磁带由广东外语外贸大学电教中心录制，上海外语音像出版社出版。修订工作前后虽经数年努力，但是必然还有不少错漏及需改进之处，恳望使用修订版 CECL 的教师、学生随时给我们提出意见，帮助我们不断改进。

　　在修订中我们参考了兄弟院校在使用 CECL 的过程中所提出的意见和提供的部分补充材料，在此表示感谢。

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修订版主编

2000 年 3 月 29 日

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初 版 前 言

　　CECL 的编写试用始于 1979 年。1980 年列入教育部高等学校外语专业教材编审委员会五年编审出版计划。1982年起列为广州外国语学院与英国文化委员会（The British Council）的教学科研合作项目。1985 年经国家教育委员会高等外语专业教材编审委员会审查，定为推荐教材出版，在国内发行使用。

　　CECL 是专为我国大专院校英语专业一、二年级学生设计编写的。但经若干年的试用，证明除了适用于综合大学、外语学院及师范大学英语专业学生外，也适用于大专院校非英语专业（包括文、理科）学生、业余大学英语专业学生、进修英语的教师、准备去英语国家的出国进修人员以及其他从事外事工作的英语进修人员。

　　CECL 的编写以我国英语工作者面临的文化交流任务为前提，在取材上注意了西方文化的介绍和中西文化的对比。在培养适应四化需要的英语工作人员这个目标指导下，CECL 结合我国实际，吸收国外新的英语教学法，针对我国英语工作者的实际需要设计了各种听、说、读、写、译的教学内容及教学活动，在选材、编排及方法上力求做到实用、科学、多样、生动。

　　CECL 整套教材以核心课程为主，按需要辅以语音、语法、词汇、听、说、读、写各科的辅助课程。CECL 核心课程共分四册，以每周八个学时计，每册可用一学期，四册可供学员使用两个学年。非英语专业学员可视需要以及时间多寡酌情选用。CECL 核心课程 1 — 4 册包括的主要内容有：衣食住行、社交礼节、文娱体育、医疗卫生、风俗习惯、经济贸易、政治、历史、少数民族、社会问题等。全书配有教师手册以及录音磁带。

　　CECL 从编写、试用直到出版，除了广州外国语学院 CECL 教材、教学组同仁的协作外，还得到校内外、国内外不少人士的支持。这些人士包括（按时间先后为序）：

　　正式全时参加教材编写的我院中外籍教师：Wendy Allen, Nina Spada, 林向荣，Tim Lockwood, Carol Pomeroy, Caroline Philcox, 杜锦江，王初明，朱林，陈昉生，黄小桦，邹纪平，Susan Maingay, Gail Langley, 黄国文，傅文燕，李海丽，Christopher Joslin, Richard Farmer, 杨世宏，吕鸿，羊芳菲，Martin Wedell, 汤晓春；

　　短时参与编写工作的我院外籍教师：Glen Allen, Fiona Weston, Moya Brennah, Christopher Tribble;

　　帮助看稿提意见、提供资料、参加及协助录音的人员：Mary-Ellen Belfore, Richard Young, Shaun MacNally, Danielle MacNally, 陈明初，孙熙，萧惠云，高喆，Alan Maley, Bob Fox, Robert

　　CECL 出版虽已经过试用修改，但难免还有许多有待改进之处。我们恳切希望使用本书的各界人士不吝赐教，以利今后修订。

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主编者

1986 年 5 月 17 日

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GENERAL INTRODUCTION TO CECL (for the teacher)

CECL is an attempt to apply the communicative approach in EFL in the Chinese context. Teachers of CECL need to have an understanding of the theory and application of the approach. This can best be gained by reading the literature on the subject* and actually teaching a communicative course. What we can say here serves only to give a basic idea of what CECL is in the hope that this will help teachers prepare themselves to teach it.

1.   UNDERLYING ASSUMPTION

1.1   Language and language learning

Underlying every language course there is a basic theoretical assumption as to what language and language learning are. Language courses that teach just phonology, grammar and vocabulary are in fact doing that on the assumption that language is no more than phonology, grammar and vocabulary, and that learning the phonology, grammar and vocabulary is equivalent to learning the language. That has been proven an inadequate view. CECL takes as its basis the view that language is communication, and learning a language is learning to communicate.

Phonology, grammar and vocabulary constitute the form of a language, which a person communicating in that language no doubt needs to know about. But a knowledge of the form (even when that knowledge is perfect) does not enable a person to communicate. Suppose we entered into a computer the complete English phonological, grammatical and lexical system. Would that enable the computer to communicate in English? Most probably not. The computer would not know what is the right thing to say to whom, how, when and why, nor would it be able to interpret the meaning, intention, attitude and mood of any sentence put to it, since the same sentence is very often capable of many different interpretations. Of course, a more basic problem with the computer is that although it can reproduce information and ideas that have been fed into it, it has no thoughts and feelings and, therefore, does not really have anything to communicate.

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*See recommended reading list at the end of this introduction.

1.2 Aim of the course

Thus, we see that competence for communication comprises a great deal more than a knowledge of the form of the language. Any language course, CECL being no exception, that aims to help the students acquire not just a knowledge of the form but communicative competence, does so with a full awareness of the complexity of such an objective. The following analysis of communicative competence makes no pretence to being comprehensive; it proposes only to identify those component parts which we can set down as visible goals and actually work towards in CECL.

Communicative competence in English, as we envisage it, is made up of three component parts: linguistic competence, pragmatic competence, and cognitive and affective capacity.

Linguistic competence consists of the knowledge of the formal system of English. This formal system is a synthesis of three subsystems: the phonological, the structural and the lexical. Linguistic competence is a common pedagogical goal we share with the traditional and structuralist English course. However, while the traditionalist and structuralist focus on the sentence as a self-contained unit of language, we focus on the discourse. In the sturctural subsystem of English we include not only the structure of the word and the sentence, but also the structure of discourse. In fact, when one gets to a level lower than discourse, it becomes impossible to deal with language form in unity with language use.

The second component of communicative competence, which accounts for the use of the language, may be called pragmatic competence. This is what enables one to know how different communicative functions are realized in English, and who can say what to whom, how, when, why, under what circumstances and in what context. Under this heading we subsume the different communicative abilities employed for interpreting, expressing and negotiating meaning, and the communicative strategies used for leading on or following a piece of discourse. Pragmatic competence, which has been deplorably neglected in traditional and structuralist language courses, may be said to occupy a primary position among the objectives of CECL. That, however, does not mean we attach little importance to linguistic competence. Linguistic competence is of necessity entailed wherever pragmatic competence is involved.

The third component — cognitive and affective capacity, is again something that most language courses would be wary of including in their list of

objectives. This is said to be beyond the responsibility of a language course. Yet language is not just words and grammar. There is always content when people communicate, whether this is cognitive or affective content. In fact, language is best learnt when it is a medium for learning some other subject or an exchange for affective or humanistic purposes. The two processes — that of acquiring a language and that of increasing and refining one's cognitive and affective capacity, are intrinsically concurrent and contribute to each other's development. Since CECL is a course for Chinese students whose future job is to bring together the English-speaking and the Chinese cultures, we believe it is part of the specific responsibility of CECL to help to extend the learner's knowledge of and develop his interest in the English-speaking culture, particularly in relation to the Chinese culture.

To conclude, the three component parts of communicative competence, which have to do respectively with the form, the use and the content of language, are not three separate entities but three dimensions of one entity. Thus communicative competence, as delineated as the aim of CECL, can be represented graphically in the shape of a cube like the following:

COMMUNICATIVE COMPETENCE

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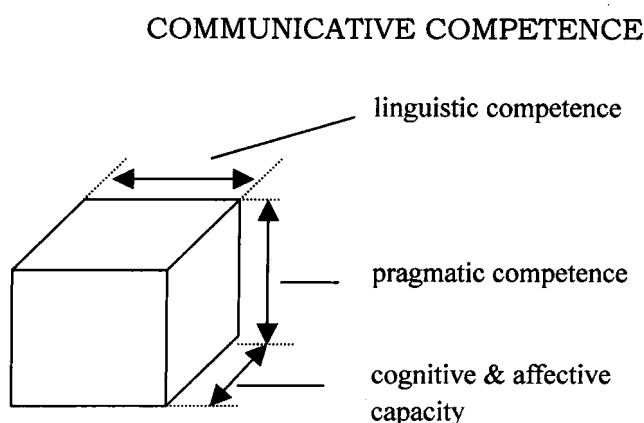
1.3 Means for attaining the aim

Let us recall the primary assumption stated at the beginning: language is communication, and learning a language is learning to communicate. To this we must now add: it is through communicating that one learns to communicate.

If all you want is a knowledge of the form of a language, you may learn it by reading about it, hearing about it, imitating, memorizing and drilling it. But if what you want is communicative competence in that language, which is dynamic, multidimensional and integrative, you can no longer rely on means that are static, monodimensional and atomistic. It is only through communicating in the target language that you can obtain the conditions and satisfy the requirements for the acquisition of this highly complex competence — communicative competence. That is, therefore, the major means adopted in CECL for attaining this aim.

However, EFL classroom is not a place that naturally affords much chance for genuine communication, at least not the kind that the learner is learning the language for. Activities have to be designed to simulate communication. Communicative activities in CECL are designed on the basis of the following understanding of the conditions of communication in the EFL classroom.

1) Communication is carried out by means of language for the purpose of giving or receiving a message. Listening and reading for the language not for the message, and speaking and writing to practice the language not to give a message, are strictly not communication.

2) Communication cannot be without context — context in its various senses: textual, topical, spatial, temporal, psychological, interpersonal, social, and particularly for our learners, intercultural. Taking the language out of context is tantamount to depriving the language of its value; keeping the language learner out of context can be compared to keeping a learner-swimmer out of water.

3) Communication entails freedom and unpredictability, that is, within the given context. So far as is allowed by the given context, the communicator has a choice of what to express and how to do his expressing, interpreting and negotiating, as does his co-communicator. Therefore he must also be ready to cope with unpredictability of his co-communicator's choice. Any constraint other than what the context naturally involves is artificial. The more artificial constraints you impose on an activity the less you can call it communication.

4) Communication presupposes authenticity of the context and of the language. In the EFL classroom the authenticity of the context is obtained in

relation to the learner and the authenticity of the language is obtained in relation to the context. Situations, roles and tasks not relevant to the learner's communicative needs are not authentic for him. Language not appropriate in the particular setting for the particular medium, topic and purpose is contextually inauthentic. Specifically, for the CECL learner an authentic context is one where a Chinese foreign language student in one of his predictable future roles (e.g. an official, a translator, a teacher or an academic) would have to use and process English in communication with English-speaking foreigners; and authentic language for him is the English he would have to use or process in such a context. For him, communication means communication in such a context using such language.

Naturally, the above four conditions cannot be fully satisfied at all times. In fact, activities in the classroom range along a continuum from pure communicative activities to pure linguistic activities, with all degrees of semi-or quasi-communicative activities in between. Some activities focus more on the use and the context; others more on the form. However, for the CECL course as a whole the focus is unequivocally on the use and the content. The linguistic activities are there only to serve the communicative ones. This subordination of the linguistic to the communicative we hope the teacher will always bear in mind, and always help the learner to appreciate and bear in mind.

2   METHODOLOGY

2.1 Process and result

Starting from the premise that language is communication, and that communication is a process rather than a result — a flexible, dynamic, ongoing process, it follows naturally that the emphasis of the communicative language lesson as well as the whole course is on the process rather than on the result.

We have known many an EFL teacher whose only concern in class is to get his students to produce the "correct" result of each activity — to give the correct answer to every question, to come up with the correct solution to every problem, and to get out the correct response to every prompt. However, what he should be more concerned with is the process his students go through to arrive at giving their answer, solution, or response — be it correct or incorrect. When having a listening or reading session with the students, the teacher should ask questions on the students' comprehending rather than just on their

comprehension. When setting the students a problem-solving task, he should show more interest in their solving rather than in their solution. When demanding some written or oral product from the students, he should make sure that they learn through working on it — reading up and researching, consulting and discussing, thinking and deciding, formulating, checking from feedback, and reformulating.

The whole learning process, too, should be allowed to develop at an appropriate pace. The course, naturally, has certain performance objectives, but these can only be reached efficiently if students go through the requisite stages of the learning process. The teacher should aim at guiding his students through these stages rather than merely getting them to give good results in exams, especially when exams are predominantly non-communicative.

2.2 Individuality and commonality

CECL is definitely not an ESP course, yet the learners we have can be considered as forming a fairly homogeneous group. They share nearly the same background, are being prepared for certain common types of jobs, and will need English in a number of situations which are more or less predictable. On the basis of this common ground we are able to design and produce a course which is an "English for General Purposes" course, and yet specific enough to serve the purposes of our particular learners.

However, even a teacher facing a completely homogeneous class has to take account of the individuality of each learner. Once we accept that language is a dynamic process rather than a static phenomenon, we have to allow for flexibility and differences in the learning of it. Strictly speaking, no two people given the same language task go about it in the same way, whether it is a minor thing like interpreting a sentence or a major thing like learning a whole language. Thus, it is only natural that in an EFL class we will sometimes get diverse answers, solutions and responses to the same question, problem and prompt. Even when the answers, solutions and responses are uniform, the ways of reaching them will very often be varied. Instead of demanding conformity from all students to one mode of learning the language and doing a language lesson, the CECL teacher should encourage individuality and allow for differences in choice, pace and method in carrying out the CECL activities — that is, as much as is technically feasible. Forced conformity to a single pattern would only curb the initiative and creativity which is essential in the learning as well as the use of a language.

2.3 Learner and teacher

A course which sets up as its objective the competence in an ongoing process rather than a closed system of knowledge must of necessity be learner-oriented, since competence is by definition something one can acquire or learn for oneself but not something that can be given or taught by a teacher. The CECL course claims to be learner-oriented in that the whole course is built on the communicative needs of the learners, and also in that the units are specifically designed to require the active performance of the students. However, when the coursebook goes into the teacher's hands, whether the course can in fact be called a learner-centred one depends almost entirely on what the teacher actually does in the classroom. Hence arises the question: What is the teacher's part in a learner-oriented class? What must he do or not do to ensure that the students do take the central role?

That is one problem teachers piloting CECL have been trying to solve. We have found that a teacher's success in letting his students take the central role is coincidental with his overall success in teaching CECL. Below is some advice drawn from these CECL teachers' experience which we find most pertinent to the issue.

First, the CECL teacher must try not to be merely a teacher, but a human being as well, and see his students not merely as students, but as human beings as well. The teacher should step down from his teacher's pedestal (both literally and figuratively), as well as take off his teacher's spectacles (figuratively only). Teachers tend to think of their students as mere students who have come to learn English, so when a student speaks or writes the teacher hears or reads only the English and not what the student is saying as a human being. That is unfortunate, because language cannot very well be learned but through communication, and genuine communication cannot occur except between human beings.

Secondly, the CECL teacher must try to refrain from taking over from the learners what they should do themselves. The learners should read, write, listen and speak for themselves. That means they should be allowed to try to get for themselves the meaning in reading and listening, instead of receiving it from the teacher. And they should be allowed to try to express what they want to express in writing and speaking, instead of being readily provided by the teacher at every turn the "required" word or pattern for expression. In other words, the teacher should curb his teacher's instinct of explaining too much, prompting too much and correcting too much. He should concede to the

learners the right to learn by actually doing the learning themselves.

Thirdly, the CECL teacher must try to give up the notion that the teacher is the provider of correct answers. The idea that to be a good teacher one must be ever ready with an answer to every question the student might ask is not only vain but also false. In traditional teaching, what the teacher teaches is always supposed to be the one correct interpretation of a text and the one correct form of expressing a particular meaning. The fact is, no text ever has only one correct interpretation and no meaning ever has only one correct form of expression. What a communicative teacher ought to teach his students is the different ways of interpreting, negotiating and expressing different meanings — not the single correct way nor the single correct meaning.

There is an argument that for a teacher to teach more than one interpretation for one text or more than one form for one meaning would only cause confusion in the learners' heads. However, there is another kind of confusion, or rather, delusion, namely the delusion that form and meaning (or, in particular with Chinese learners, English form and Chinese form) can be equated on a one-to-one basis, and inferrably learning a foreign language consists simply in finding out and memorizing all these equations. Such a delusion has been found to be so widely spread and so deeply imbedded in the learners' heads that many labour under its harmful effect throughout their lives. Granted that a teacher should take care to avoid causing confusions, should he not take even greater care not to implant delusions?

To make the point clearer, what the teacher ought to give up is in fact not just the notion of himself as the provider of correct answers, but, more basically, the notion that questions about language have simple "correct" answers all. From the above I hope the teacher has not got the impression that teaching a learner-centred course means just letting the students do everything and watching with folded arms. There are two extreme styles in language teaching — putting the students under total control or giving them complete freedom. Adopting either is easy. What is so difficult about a communicative teacher's job is that he has to relinquish control and yet maintain responsibility, that he has to refrain from explaining to make his students understand, that he has to let his students err to achieve accuracy, that he has to set his students free to help them realize constraints, — in a word, that he has to appear not to teach and yet see to it that his students learn. This is where the true art of communicative teaching lies, and this is where there is still much, much to be explored and created by the teacher — together with the learners.

2.4 Fluency and accuracy

Fluency and accuracy have always been looked upon as opposites. Although most language courses claim that they aim at both eventually, it is a fact that you cannot have both until almost the last stage. The traditional and structuralist course tries to cling to accuracy from the very beginning to the exclusion of fluency, while the functional / notional or communicative course, on the other hand, is accused of going after fluency at the expense of accuracy. Ever since people began to teach and learn foreign languages, there have been innumerable cases where people going through an accuracy-based course never attain fluency, that is, never attain the ability to communicate. On the other hand, more recently there have been cases where people going through a fluency-based course become quite capable of communicating effectively (e.g. see Allwright 1977), although by traditional standards their communication may not be "accurate" enough, and it is true that in some cases the learners' language might even be labelled as pidgin. So, the conclusion seems to be that fluency does not come naturally after accuracy, nor does accuracy naturally follow fluency. Yet, one point stands out quite clearly: fluency activities make for communicative competence, while accuracy activities only account for linguistic competence.

Since communicative competence, not just linguistic competence, is what CECL aims at, we would describe it as a fluency-based course, in which fluency is encouraged from the very beginning and will often take precedence over a concern for accuracy. We do not forego accuracy. That is not because our students have to take national accuracy tests (which our teachers understandably worry a lot about), but because we see accuracy as an essential attribute of effective communication. Accuracy is after all a relative concept. It is a known fact that accuracy-based courses which aim at total accuracy never produce candidates with total accuracy. On the contrary, they turn out no small number of very inaccurate candidates. "Total accuracy" is, of course, not a realistic concept. Rather, in different sociolinguistic contexts there are different standards of accuracy. The CECL standards for accuracy are set in the light of the requirements of the learners' eventual roles and jobs. These standards are brought to the learners' consciousness not all at once, but stage by stage. In some activities a specific degree of accuracy on specific linguistic point(s) is intentionally required, and in many others the purpose is to develop fluency. On the one hand, fluency is kept up all the time; on the other hand, requirements of accuracy are

introduced naturally and gradually at what we feel to be the appropriate place and time for the learners. Thus, it is believed we will be able to avoid the usual tragedy of letting the accuracy requirement strangle fluency and communication, and thus also the learner's chance to learn to communicate. Dealt with properly, the development of accuracy will follow and help to push ahead that of fluency, and eventually the learner will develop both. Neither is an end in itself, however. Together they make up effective communication, in which communicative competence is realized and by which it is judged and evaluated, and by which CECL will likewise be judged and evaluated.

Recommended preliminary readings for teachers of CECL

*From ALATIS, J.E., ALTMAN, H.B. & ALATIS, P.M. (eds) 1981
The second language classroom CUP
— KRASHEN, STEPHEN D. 1981 "Effective second language acquisition: insights from research"
— STERN, H.H. 1981 "Communicative language teaching and learning: toward a synthesis"

*From BERRY, V., ADAMSON, B., LITTLEWOOD, W. (eds) 1997
Apply linguistics EC Hongkong University
— Swain, M. 1997 "The output hyhothesis, focus on form and second language learning"

*From BRUMFIT, C.J. & JOHNSON, K. (eds) 1979
The communicative approach to language teaching CUP
— WIDDOWSON, H.G. 1972 "The teaching of English as communication"
— ALLRIGHT, RICHARD 1977 "Language learning through communication practice"
— BRUMFIT, C.J. 1979 "'Communicative' language teaching: an educational perspective"

*From BRIMFIT, C.J. 1980
Problems and principles in English teaching Pergamon
— BRUMFIT, C.J. 1977 "Teaching pupils how to acquire language"
— BRUMFIT, C.J. 1977 "Correcting written work"
— BRUMFIT, C.J. 1980 "A problem-solving approach to the development of

intensive reading"

*From GRELLET, FRANCOISE 1982
  Developing reading skills CUP
— Introduction: "Reading and reading comprehension"
*From JOHNSON, KEITH & MORROW, KEITH (eds) 1981
  Communication in the classroom Longman
— JOHNSON, K. 1981 "Some background, some key terms and some definitions"
— MORROW, KEITH 1981 "Principles of communicative methodology"

*LI, XIAOJU 1984
  "In defence of the communicative approach" *ELT Journal* 38/1:1—13 OUP

*LI, XIAOJU 1985
  "CECL: towards a more holistic view of language, language learning, and the language learner". Paper presented at the International Symposium on the Teaching of English in the Chinese Context, Guangzhou 1985

*From LITTLEWOOD, WILLIAM 1981
  Communicative language teaching: an introduction CUP
— 1 What is communicative ability?
— 2 Relating forms to meanings
— 3 Communicative activities: some general considerations
— 8 A communicative approach

*From NUNAN, DAVID 1991
  Language teaching methodology PHOENIX ELT
— Communicative approaches to listening comprehension
— Speaking in a second language
— Reading, a discourse perspective
— Developing writing skills