

高等学校教材

(英语专业用)

交际英语教程

核心课程(三)

教师手册

CECL

COMMUNICATIVE ENGLISH

FOR CHINESE LEARNERS

CORE COURSE 3

TEACHER'S HANDEOOK

上海外语教育出版社

高等学校教材

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Communicative English for Chinese Learners

CORE COURSE III

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广州外国语学院 李筱菊主编

上海外语教育出版社

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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学校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、文体体育、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, Martin Wedell, 汤晓春等;

短时参与编写工作的我院外籍教师: Glen Allen, Fiona Weston, Moya Brennan, 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 Belfiore, Richard Young, Shaun MacNally, Danielle MacNally, 陈明初, 孙熙, 肖惠云, Alan Maley, Bob Fox, Robert Neilson, Theodore S. Rodgers, L. G. Alexander, Bob Hodge, Brian Abbs, Christopher N. Candlin, W. Keith Mitchell, Michael Short, Tim Boswood, Mary Stansfield, Christopher J. Brumfit, John Simpson, Debbie Simpson, Roger Berry, Janet Beddison;

负责资料、打字、录音制作和编辑工作的人员: 马俊伟, 顾溶哲, 邓玉珊;
北京外国语学院许国璋教授为本书撰写了序言, 并给予了热情的支持;

北京外国语学院胡文仲教授担任了本书的主审，复旦大学陆国强教授，辽宁大学欧阳筱苏教授参加了本书的审稿；

上海外语教育出版社和广州外语音像教材出版社承担了本书的编辑出版和录音磁带的录制发行工作。

对于以上及其他人士和单位的支持帮助，我们一并在表示衷心的感谢。

CECL 出版前虽已经过试用修改，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。

主编者 1986 年 5 月 17 日

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.

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 compo-

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

nent 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.

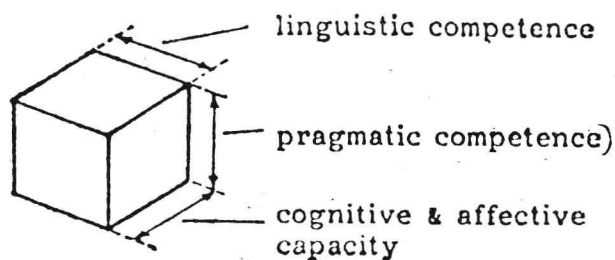
Linguistic competence consists of the knowledge of the formal system of English. This formal system is a synthesis of three subsystems: the phonological, the structural and the lexical. Linguistic competence is a common pedagogical goal we share with the traditional and structuralist English course. However, while the traditionalist and structuralist focus on the sentence as a self-contained unit of language, we focus on the discourse. In the structural 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



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, the 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 practise 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 content; 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 at 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 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"

*** 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 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 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 BRUMFIT, 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, FRANÇOISE 1982**

Developing Reading Skills CUP

— Introduction: "Reading and reading comprehension"

*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

NOTES ON THE USE OF CECL

1. The CECL core course is designed for use in the first two years of the 4-year English major programme at tertiary-level educational institutions in China. However, as its contents cover a great variety of practical subjects, it has also been found suitable for use in a variety of other tertiary-level English programmes such as those for science or economics students, for "spare-time" universities, for teacher training, for short-term professional training, or for preparation for further study abroad. In fact, the units each cover distinct subject areas and are more or less independent from one another, so that they can be used selectively according to the level and the needs of different programmes.
2. In addition to the CECL core course, there are supplementary CECL sub-course such as PHONETICS, GRAMMAR, VOCABULARY, SUPPLEMENTARY LISTENING, READING, WRITING, SPEAKING and VIEWING, which together take up 8 class hours per week throughout the two years of the course. In connection with these subcourses, a series of CECL supplementary coursebooks are being planned following the CECL core coursebooks.

It is suggested that, pending the publication of the CECL supplementary coursebooks, course coordinators using the CECL core course should try to make use of whatever suitable supplementary materials may be found to answer the needs of their own programmes.

3. The CECL core course consists of four coursebooks — CECL 1, CECL 2, CECL 3 and CECL 4, each covering one term of a two-year course. Each coursebook is composed of 10 units, including one midterm review unit and one end of term review unit. Each thematic unit provides activities for 2 weeks (8 class hours per week, plus the same number of outside-class activity hours). The reviews each cover approximately only one week's work. A midterm test paper and an end of term test paper are also supplied with each core coursebook.

Each CECL core coursebook comprises 2 component books: a Student's Book and a Teacher's Handbook, and tapes to go with them. The teacher works with both the Teacher's Handbook and the Student's Book, while the students work only with the Student's Book.

4. Each student will need a copy of the Student's Book. However, he ought not to be given the whole book at one time. The teacher should keep all the Student's Books and give them out

to the students on a loose-leaf system — sheet by sheet as required by the different activities. It is generally inadvisable to give the sheets out beforehand for the students to ‘prepare’ the lesson, except where it is specified that preparation is required. In some cases, letting the students look at the sheets beforehand will simply frustrate the purpose of the activity.

In the case of listening activities, the tapescripts should be given to the students only *after* they have done the listening task. Tapescripts of all the listening texts are printed at the end of each unit in the Student’s Book for the purpose of providing the students with a record of what they have heard. However, even with the scripts given only afterwards, care should be taken that students do not develop, even subconsciously, a dependence on seeing the words in print. Make it a point that when they listen, they always listen as in an authentic listening situation, where one never expects to be given the ‘script’ afterwards, and where one has only one’s own ears to rely on.

Thus, the sheets of the Student’s Books will generally be given to the students only when they come to do each activity or after they have done the activity. These sheets will then be left in their hands for review. At the end of each unit or each term the students can bind up their sheets and make a small book of a unit or a whole book of **CECL1**, **CECL2**, etc.

5. In each unit, the activities are arranged and numbered with Arabic numerals in the recommended order for doing them, although the teacher may change the order as he sees fit.

Two symbols that go with the numbering are:

- + which means to be done as homework
- * which means optional

Again, the teacher may decide to make other tasks homework or optional, or have a task marked as homework done in class.

Other symbols used are:

... which means replaceable

(e. g. \underline{A} = A is replaceable by any other element of equivalent value)

which means alternatives

(e. g. / A / B = either A or B)

6. Whenever possible, the purpose of each activity is stated explicitly (e. g. *reading for gist*, *listening for language*, etc.). Generally speaking, going beyond the specified purpose or requirements is not necessary, and may sometimes be positively undesirable. For instance, when the students are supposed to listen for gist, don’t let them listen for language. Doing the latter will in fact hamper them in getting the gist. It follows that it is vital to let the students have a clear idea what the purpose is and what the requirements are each time they are doing something. Above all, *make sure they understand the instructions*. In the beginning weeks, perhaps, you need to help them more in this respect. Sometimes giving them an explanation in Chinese may be necessary.
7. Quite intentionally, a great abundance of material is included for each unit. If teachers find there is more than can be used within the planned period of time, they are advised to make a

sensitive selection of a part and skip the rest rather than rush through everything disregarding effect, or drag the unit on beyond the students' span of interest.

8. In the classroom, the best seating plan would be one which enables all the students, or at least each group of students, to see one another face to face and to move about freely (e.g. walk up at any time to talk to any one in the class). The traditional classroom seating plan with the students sitting in rows, all facing the teacher, is considered too teacher-centred and not conducive to creating a communicative atmosphere.

NOTES ON ACTIVITY TYPES AND THEIR TREATMENT IN CECL

In this brief outline we concentrate on those activities that may appear new to teachers of other courses. For each activity proposed in the book we have tried to explain the purpose, the stages which the teacher may follow, and certain key points that should be borne in mind. The writers' suggestions are not exhaustive and should be taken as guidelines only.

WARM-UP ACTIVITIES

Purposes:

1. To make the theme of the lesson meaningful to the students and to stimulate their curiosity.
2. To give the teacher some idea of what the students are already capable of saying about the subject and where their shortcomings are.

Input:

The CECL units introduce class activities with pictures or diagrams, or questions, which may centre on an area of general knowledge, the students' personal experience, the associations of a word or phrase, or something from a previous lesson.

Teachers will usually want to supplement these from their own stock of pictures or realia, or by making use of the blackboard.

Stages:

1. Teacher engages the interest of the class by questions to selected individual students.
2. All students discuss the matter in pairs or "buzz groups".
3. Teacher brings the whole class together again to exchange ideas and clarify the nature of the main activity of the lesson.

Key points:

1. It is particularly important at this stage in the lesson to relax the students by an appropriately informal manner and genuine interest in what they have to say. Encourage and integrate diverse responses to the topic.
2. Timing is crucial. Give students enough time to express reactions to unfamiliar items, but do

not give them long enough to exhaust the interest of the topic. Arouse their curiosity and then keep them in suspense by moving on quickly to the next task.

LISTENING FOR GIST AND SPECIFIC INFORMATION

Purposes:

1. *For gist*: to enable students to listen to a conversation or talk at normal speed and to pick out and understand the main points without worrying about unfamiliar words.
2. *For specific information*: to enable students to listen to a conversation or talk and focus on specific information without worrying about unfamiliar words or irrelevant detail.

Stages:

1. Students listen
 - 1) to find answers to pre-set questions.
 - 2) to determine the information without the aid of questions.
2. Students make notes.
3. Students compare notes in pairs.
4. The teacher brings the whole class together for feedback.

Key Points:

1. Students will be unfamiliar with this kind of activity and may need to be given considerable help in the early stages of the course. For examples,
 - 1) as well as giving questions, give help with the answer in the form of cloze or multiple choice. This is already done in some units.
 - 2) allow multiple listenings of the recording.
2. Allow students time to read the questions before playing the recording.
3. In later stages, students should become accustomed to hearing the recording once only for this kind of activity.

LISTENING AND NOTE-TAKING

Purpose

To give students practice in making general notes from a talk or conversation.

Stages:

1. Students listen to the recording in its entirety without making notes.
2. Students listen again and make notes. This may be followed by a third and even a fourth listening.
3. Students compare notes in pairs.
4. Students hear the recording a final time.
5. Students very briefly discuss notes again.