英语专业
毕业论文选

● 黄震华　刘黛琳　主编

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说　明

自开展"中央广播电视大学人才培养模式改革和开放教育试点"以来，中央电大制定了《广播电视大学教学过程管理规范（试行）》、《"中央广播电视大学人才培养模式改革和开放教育试点"实践环节教学工作管理规定（暂行）》、《"中央广播电视大学人才培养模式改革和开放教育试点"实践环节教学工作规范》等文件，对本科（专科起点）专业毕业论文工作提出了明确的要求和规范。

中央电大要求，各级试点单位要把毕业论文写作作为学生综合运用所学理论知识分析和解决问题能力的研究性（设计性）活动，明确毕业论文教学环节旨在提升学生的专业综合素质、专业研究意识和素养，以及创新意识。

根据中央电大的规定，本科学生须修完本专业全部必修课程，课程已修学会达到全部课程总学分80%以上，方可参加毕业论文（设计）教学活动。毕业论文的选题应符合专业培养目标，应有一定的综合性，并对实际工作有一定的指导意义。学生原则上应参加毕业论文答辩。地市级电大组织答辩，省级电大对地市级电大论文答辩实施情况进行检查和验收，中央电大组织对省级电大验收结果的终审，中央电大终审后确定的成绩为最终成绩。

中央电大、合作开设本科专业的高校、省级电大和教学点在各专业毕业论文教学过程中共同进行了积极的探索。为了进一步加强试点各专业的实践教学工作，提高实践教学水平，保证人才培养质量，同时，也为了展示电大毕业论文教学工作的成果与特色，为学生写作毕业论文和教师开展指导工作提供借鉴，并为各级电大特别是基层电大教学点开展毕业论文工作及相关课题研究提供参考依据，中央广播电视大学决定组织编辑出版《中央广播电视大学开放教育本科毕业论文丛书（第一辑)》。

编辑出版毕业论文丛书，旨在进一步加强试点各专业实践教学工作，提高实践教学水平，保证人才培养质量；展示电大毕业论文教学工作的成果与特色，为学生写作毕业论文和教师开展指导工作提供借鉴，并作为各级电大特别是基层教学点开展毕业论文工作及相关课题研究的参考依据。需要说明的是，本套丛书的编选不同于通常意义上的优秀毕业论文评选，重在体现开放教育毕业论文从选题、写作到指导、评审的特色，因而要求入选论文具有一定的示范性、实用性和参考价值。论文选题要体现成人在职学习特点，符合《"中央广播电视大学人才培养模式改革和开放教育试点"实践环节教学工作规范》中关于中央广

播电视大学毕业作业（论文）教学工作规范的要求，独立完成，无抄袭现象；论文内容如实体现学生的学习收获和研究、写作水平，体现指导教师在学生写作过程中的指导作用，对提高毕业论文质量有一定借鉴意义，并能反映各专业的教学成果。

丛书第一辑共9个分册。会计学、金融学、工商管理、计算机科学与技术、法学、小学教育、教育管理、英语、汉语言文学9个专业，按专业各编成一个分册。各分册的编写体例基本一致，主要包括"论文原文"、"作者简介"、"写作过程（或论文指导过程)"和"点评"四部分内容。

在编辑过程中，我们尽可能地保持了论文的"原生态"，原则上不对论文原文进行修改（只对个别文字讹误作了修订)，而是在"点评"中对论文的优缺点加以说明。

在论文征集工作中，我们得到了各省级电大的积极配合与支持。编委会共收到44所省级电大及中央电大直属学院提交的770篇论文，入选270篇。在丛书编辑过程中，我们得到了合作高校的指导与支持。中央电大出版社对本书的编辑出版给予了大力协助。在此，一并表示衷心感谢。

《中央广播电视大学开放教育本科毕业论文丛书》
编辑委员会
2007年3月

前　言

在"中央电大人才培养模式改革和开放教育试点"项目中，英语专业本科（专科起点）是首批试点专业之一，设教育与商务两个专业方向。英语专业本科自1999年秋季启动，2001年开始春秋两季招生，至2006年底共招收学生76 210人，毕业学生32 219人。英语专业学生绝大部分为在职成人，教育方向以中小学教师为主，商务方向学生的职业呈多样化。

《中央广播电视大学开放教育本科英语专业毕业论文选（第一辑）》的出版是为了展示电大英语专业本科集中实践环节教学工作的成果与特色，同时也为学生写作毕业论文和教师的指导工作提供借鉴，以进一步提高英语专业的实践教学水平，保证人才培养质量。

英语专业本科集中实践环节是整个专业教学过程的重要组成部分，是实现专业培养目标非常重要的环节，也是检测学生是否达到专业毕业要求的重要手段。根据成人在职学习的特点，英语专业本科论文没有照搬普通高校要求学生写毕业论文的做法，而是要求教育方向的学生在集中实践环节进行教学实践设计，商务方向的学生进行实用商务项目设计。这两种设计均强调过程，要求学生理论联系实际，解决实际工作中可能遇到的问题。同时，加强实施过程中的指导，注重培养研究能力、掌握研究方法。

教育方向的集中实践环节为教学实践设计，内容含教学设计、实施、评价三个主要环节。通过教学实践，使学生具备初步的课堂教学研究能力，掌握课堂教学研究的方法，从而在工作中善于发现问题、分析问题并解决问题，不断改进教学方法，提高教学质量。主要有以下特点：第一，"授之以鱼，不若授之以渔"，注重培养能力与方法。第二，注重过程。在教学实践设计的过程中，加强阶段性指导与实施，总成绩由教学实践过程与研究报告共同构成。阶段任务完成了，项目的研究报告也就"水到渠成"。第三，强调真实的教学实践。要求学生选题紧密结合课堂教学实践，解决在教学实践中遇到的具体问题。第四，加强指导。集中实践环节配有文字教材与录像资源，按课程组织教学，教学模式为示范－模仿－实践。第五，重视可持续性发展。集中实践教学的成果具有延续性，学生能在本职工作中借鉴。

商务方向集中实践环节的任务为实用商务项目设计，旨在使学生初步了解选择与设计商务项目的全部过程，并能独立完成项目计划书。主要有以下特点：

第一，突出实用性。要求学生结合本职工作选择商务项目并撰写项目计划书。第二，注重过程，尤其是技术层面的过程。项目设计重在前期，因此，总成绩由过程中最能体现商务项目可行性的前期阶段性成果和项目计划书共同构成。第三，重视前期准备。在进入集中实践环节之前的相关课程设置中，在国际商务惯例上为学生和教师提供理论与实践的铺垫。第四，体现成人在职特点。成人在职学生丰富的实践经验在商务项目设计的过程中得到充分发挥。

经过几年的试点，英语专业本科集中实践环节的实施日趋完善，基本实现了最初的教学设计理念。为了进一步总结、提高，我们从24所地方电大选送的51名学生的毕业设计中选出28篇（教育方向12篇，商务方向16篇）比较有代表性的作品，并请普通高校和电大系统的专家进行了点评，收入本论文选。

入选的教育方向教学实践研究报告的总体特点是：选题恰当，能紧密结合本职工作的教学实践；结构合理，层次清楚；收集材料的方法得当、多样；分析较合情合理；结论恰如其分；语言基本流畅。存在问题有：有的分析不到位、欠合理；有的数据收集不够充分；有的语言上还有差错等。

入选的商务方向实用项目计划书的特点是：选题面广、新颖；突出了职业人的特点；摘要清晰；图表设计吸引人；语言基本正确、得当；数据比较齐全；结论有说服力；教师辅导和修改认真；档案材料齐全。存在问题有：某些程序不够规范；个别学生的计划书"借用"现成材料较多；语言质量和内容方面还有差错；各地教师指导力度不同等。

在编辑过程中，我们尽可能地保持研究报告和项目计划书的"原生态"，除某些病句、错别字和标点符号等"硬伤"外，原则上不对原文进行修改，由于篇幅的原因，对附录部分作了若干删节。

几年来的实践证明，英语专业本科根据成人在职学习的特点，要求教育方向的集中实践环节进行教学实践设计，商务方向进行实用商务项目设计是正确的，达到了英语专业本科实践教学的目的，有利于保证质量，同时在很大程度上杜绝了抄袭的现象。入选本论文选的研究报告和项目计划书充分证明了这一点。希望各有关方面继续关注英语专业本科集中实践环节的实施，并对本论文选的编辑提出批评和改进的意见，以便使我们今后的工作能做得更好、更扎实。我们也有这样的信心和决心，一步一个脚印，不断推进英语专业的实践教学工作，使英语专业的教学质量不断有所提高，成为电大远程开放教育的品牌专业。

本论文选从作品的征集、选送，到作品的评审、选取，均得到很多地方电大领导和教师的大力支持，全国电大英语教研中心组也做了很多工作，谨在此一并表示感谢。
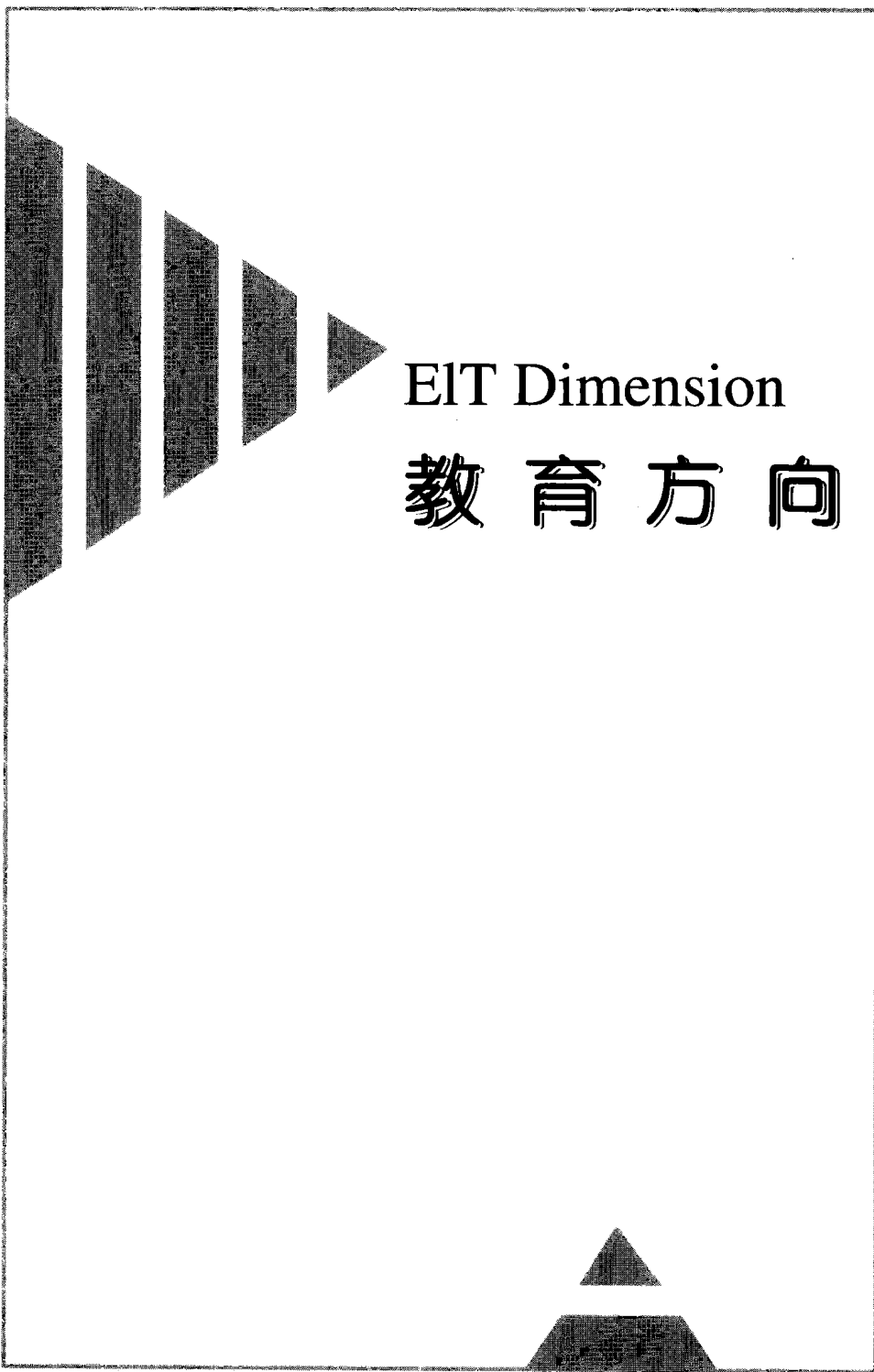
《英语专业毕业论文选》编辑委员会
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CONTENTS

ELT Dimension
教育方向

Business English Dimension
商务方向

ElT Dimension

教育方向

Reading Strategies Practice & Students' Reading Competence

Guo Qiang

1. Introduction

As is commonly accepted, reading is vital to acquiring knowledge. This principle also goes for foreign language learning. The requirement of fostering students' reading competence is highlighted in senior high school's English teaching. Having taught English in senior grade one for one year, I found that my students' reading ability progressed little although I assigned them to do plenty of reading exercises regularly. To my disappointment, the students often failed to finish reading comprehension tests in time. A considerable number of them were therefore gradually lacking confidence in learning English. Based on some approaches that I've learnt from *English Language Teaching Methodology* and considering the characteristics of my students, I'm determined to adopt the complex reading strategies program to help them improve reading competence.

2. Problem Identification and Analysis

Based on my teaching experience I identified a problem that is: after one semester, I found that the students felt confused about how to improve their reading ability though they had done a large number of reading exercises. After I discussed the problem with my tutor, I began to use several methods of problem analysis to analyze the problem.

2.1 The Analytic Method

After careful analysis, I found a series of problems, the most typical one of which is as follows:

The percentage of accuracy in practicing "reading comprehension" in my class fluctuates frequently — sometimes the index can reach about 70%–80%, while on pessimistic occasion it can drop to 30%–40%.

This made me think of this: Why sometimes the percentage is high, while sometimes it is low?

I exert myself to make a chain of reflections:

Compared with the counterparts collected from other high schools, the reading materials that I chose for my students are beyond their present knowledge system. It is no doubt that the "reading comprehension" has become an obstacle to getting high marks in the exam for most students. Probably the reading practices I will design later should avoid the following mistakes:

1. The materials assigned can't motivate students' interest.

2. Lacking necessary instruction on reading strategy in the process of practice.

2.2　Cause Analysis

Why aren't my students commonly confident about their reading ability? In order to find out more about this issue, I designed a cause exploration procedure like this.

The teacher's side — that's myself:

1. I still stuck to "Grammar–Translation" pattern in dealing with reading practice.

2. I failed to give instructions clearly to students on how to employ different reading skills in various articles.

3. I picked reading materials at random, ignoring students' present knowledge framework.

The students' side:

1. They are accustomed to traditional teaching procedures in reading class.

2. They passively accepted the reading tasks, without actively looking for measures to improve their reading skills.

3. When meeting with an article that is unfamiliar to them, most of students would rather browse it blindly than stimulate their previous background knowledge to cope with it.

2.3　Socratic Dialogue

Although I spent much time training students' reading ability, they improved very little.

— What do you mean by "train"?

Well, I often analyze sentence structures and translating skills in reading practice to make sure every student can understand the article.

— Would you like to pick the apples with the help of a ladder when you are permitted

to do so in the orchard?

Certainly, I would like to.

— Can you tell me why?

Because I prefer enjoying my reward from self-effort to obtaining direct help from others although those apples may smell sweeter than I pick.

— Why do you feel dull in reading class?

Maybe my design of reading practice is problematic. I deprive students of the opportunity of exploring an article, so they lose their interest in reading.

2.4　Questionnaire

It is necessary to investigate why this problem arose from my students; so I made a pilot survey in this respect to know more about the situation. For this purpose, I designed a questionnaire (See Appendix A) to make this research as scientific and effective as possible. In early April, I gave out my questionnaire to forty students, allowing them to tick it in 15 minutes. Then they returned their responses that were left anonymous.

When all data came in, I made some preliminary evaluations. The result showed that only 55%of the students could satisfy the requirements about reading skills laid down by Senior English Syllabus, namely, the speed of reading every minute is 60–100 words, and their accuracy percentage is 70%. As far as the factors affecting reading speed and accuracy are concerned, so-called New Words & Phrases and Writer's Tone & Implication occupied the first two places, reaching 75% and 65% separately. As for employing such strategies as skimming and scanning in dealing with different genres of article, less than 40% of informants claimed that they knew the strategies mentioned above and could find out the target information very flexibly by using them. In contrast, the others admitted that they had never heard of so many reading strategies before. They couldn't catch up with those who owned reading competence even if they made no effort to do as many exercises as they could. What's more, the number of students that expected their teacher to use various activities in reading practice was up to 83%.

Therefore, I thought most of the students were really anxious about their present performances in reading practice and in urgent need of their teacher's help. It prompted me to launch my project regarding reading practice.

3. Project Objective

My project is aimed to improve my students' reading ability in various

reading practice.

4. Project Hypothesis

It is hypothesized that learner's reading ability is increased by complex reading strategies practice.

5. Project Rationale

With this hypothesis in mind, I have correspondingly worked out three reasons on which my project will be based.

1. The role of reading class and its purpose: Reading is an active process, during which a reader tries to decode the meaning of a given text and respond to them in proper ways. The purpose of classroom reading practice is to turn a student into an efficient reader who possesses such qualities as good language skills, enough background knowledge, flexible reading strategies in correspondence with different styles of articles.

2. The role of teacher in three stages of reading teaching: Teaching reading in three stages can help students realize different goals in each stage, therefore, they will use different reading strategies accordingly. What a teacher does in the pre-reading stage is to arouse students' interest in the topic and prepare them for the contents of the text. The while-reading stage requires the teacher to instruct the students to understand the content and structure of the text as well as the author's purpose in writing by carrying out typical sorts of activities. The post-reading stage gives the students a chance to consolidate what they have learnt. The teacher may use a summary writing, role-play etc. to develop the students' other language skills rather than just reading.

3. The role of the students: A teacher would like the students to feel that learning is collaborative endeavor and not a competitive one. They should come to know that they could learn from each other especially dealing with rather complicated articles.

6. Project Design

I design an adequate amount of activities to test my hypothesis. If reading practices are better designed, then the students' ability in reading will be improved gradually. I designed three activities to be tried out in three weeks. All of these are reported as follows.

Week 1   Activity 1 — Task 1 Exploring secret of long-lived people

Purpose: to train awareness of text structure.

Procedures: The students work in groups after being given the jumbled text. They should help one another to use discourse marks, references to rearrange the text. The teacher monitors the activity and asks some groups to present their tasks before giving the original one to class for checking and ask them to sort out causes and reasons.

For students: You are going to work in a group of 4, allocated some pieces of paper with the jumbled text written on it. You should use discourse marks and references, such as "they, first" to put the sentences into a logical order text. When it is finished, each group will present their previous task and then fill in the blank for causes and effects. (See Appendix D)

Week 1   Activity 1 — Task 2 Description of New Zealand

For use with *Senior English for China Book 1B* Unit18 New Zealand

Purpose: to practice skimming, scanning skills and understand function of reference.

Instructions: students work individually and compare the answers in pairs.

Procedures: to begin with, students skim through the texts quickly and then match each paragraph with the best heading. Then read the text specifically to describe the locations of the several places in relation to New Zealand. At last, students work in pairs to find what the cohesive device printed in bold mean? (See Appendix D)

Week 2   Activity 2 — A Silent Film Star

For use with Senior *English for China Book 2A* Unit 5 Lesson18

Purpose: 1. Train students' skimming and scanning competence;

2. Foster students' inferring the meaning of lexical items from the article;

3. Develop students' ability of information transformation.

Procedures: The teacher asks students to skim the article quickly and choose the suitable heading for the passage. After the first reading, the students locate the specific information according to the questions on the Bb and then fill in the blank on the book. Then through careful reading, students are to paraphrase some sentences based on the article, which does good to their inferring ability. Finally, students will transfer the information to the blank and key phrases to a brief summary of a famous actor.

For students: You will skim the given article to find the proper title provided