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Prepared for China Central
Radio & Television University

A Guide to Success 2

中央广播电视大学“专升本”指定教材

成功指南 2

Help Yourself to a
BA Course Series

“专升本”高级英语自学系列教程

(6)

外语教学与研究出版社

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Learning Strategies.

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(Trial Version)

(试用本)

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顾曰国 主编

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Help Yourself to a BA Course **Series**

“专升本” 高级英语自学系列教程

Help Yourself to a BA Course is a series specially designed for those self-study learners who want to upgrade their English from intermediate to advanced levels. It is thematically structured and five skill integrated on activity/task basis. It consists of two modules: English Language Communication Module and Professional Training Module. Module 1 caters for general learners of English, and Module 2 provides up-to-date professional training for senior middle school teachers of English.

English Language Communication Module:

A Guide to Success 1: Orientation

English in Daily Life

English at Leisure

English at Work

English in Current Affairs

A Guide to Success 2: Learning Strategies

English for Studying

Cross-Cultural Communication

English in a Changing World

English Through Literature

Professional Training Module:

A Guide to Success 3: Professionalism

Language and Applied Linguistics

English Language Teaching Methodology (1)

English Language Teaching Methodology (2)

Practical Project Design

Print materials are supplemented with both audio and video cassettes.

Successful completion of the course leads to a *benke* certificate (equivalent to BA non-hons in Britain) validated by the State Education Commission via China Central Radio & Television University.

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The Second Year Pack

Checklist

Materials Provided:

(trial version available for Autumn Semester)

- ◆ A Guide to Success 2: Learning Strategies
- ◆ English for Studying
with an audio cassette
- ◆ Cross-cultural Communication
with an audio cassette

(trial version available for Spring Semester)

- ◆ English in a Changing World
with audio cassettes
- ◆ English through Literature
with an audio cassette

Materials Students Should Provide Themselves:

- ◆ 2 assignment notebooks (standard A4 size recommended)
- ◆ 1 rough notebook
- ◆ 1 self-assessment record notebook
- ◆ 2 blank cassettes for speaking practice
- ◆ a tape recorder



---How many weeks do I have to spend on this Guide?

---Two weeks, and at least 10 study hours per week.



---What can I do by the end of this *Guide*?

--- With our help you will be able to do the following:

- ◇ know what the second year courses are;
- ◇ know the general objectives of each course;
- ◇ update your study plan;
- ◇ answer the question of how good your English will be by the end of three years' study;
- ◇ know and use self-management strategies
- ◇ know and use learning habits strategies
- ◇ know and use task-based strategies
- ◇ know and use strategies of learning through social activities

---If I can do so many things, shall I earn any credit?

---Yes, 1 credit, provided that you can indeed do so many things!

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7. Learning Strategies Type III: Task-based Strategies
8. Learning Strategies: Task-based Strategies (Continued)
9. Learning Strategies Type IV: Social Activities

1

Introduction to the Second Year Courses

By the end of this section you will be able to know

- ◇ how many courses you have for your second year study
- ◇ the general content of the courses
- ◇ the objectives of the courses
- ◇ the general design of the courses



Hi, I'm *Professor Guide*. We are old friends now, aren't we? Congratulations on your excellent performance in your first year, and welcome to the second year courses. I'm sure you'll do an even better job this year than last.

I'm very grateful to you for the feedback many of you have given me on my performance in the first year. I have benefited a great deal from your comments. But I ask you for your forgiveness if I fail to give you the help you want. As you Chinese people have a saying that 众口难调 (it's difficult to cater for all tastes), I have found extremely difficult to predict the sort of help each of you would expect from me. But I'll do my best, as I did last year, to give you as much help as I can.

1. The second year courses: A survey

In your first year study I have worked with you on four subjects. Can you recall them? I'm sure you can. This year you also have four: *English for Studying*, *Cross-cultural Communication*, *English in a Changing World* and *English through Literature*.

English for Studying

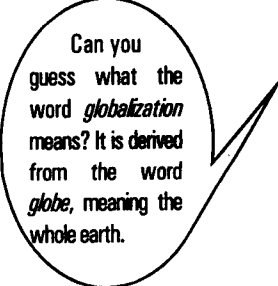
As you may be fully aware now, writing is an extremely important skill you should have. For it is a key medium through which you communicate with tutors and provide the university authorities with written evidence of your academic achievement. Although you have writing tasks in all your first year courses, they are random and far from being adequate. They can be regarded as warm-up exercises for this course, the chief objective of which is to offer you a systematic training in writing skills.

Cross-cultural communication

I'm sure you'll agree with me that the whole business of learning English is to acquire competence and skill in communicating in English with English-speaking people. Without this objective of communication there seems to be little point in learning a foreign language. This course introduces to you some fundamental concepts concerning the triple relation among communication, culture and language, offers you some basic training in handling delicate issues in cross-cultural communication, and enhances your awareness of potential pitfalls that you may have in your future contact with the outside world.

English in a Changing World

Any language, English or Chinese, was born with man, grows with man and will die with man. In other words language evolves as man and society progress. This course will show you the social and cultural dynamics that enable English to live up with the demands of the ever-changing world.



Can you guess what the word *globalization* means? It is derived from the word *globe*, meaning the whole earth.

Recently people start talking a lot about what is called "globalization of English". That is, English has become the language of the world. This course will also show you some of the global varieties of English, such as American English, Australian English, Canadian English, i.e. the Englishes of native-speaking countries. The Englishes of the formal British colonies such as India and South Africa are also touched upon.

English through Literature

Literature is an artistic use of language. In a sense it has no practical application, i.e. under normal circumstances, you are not expected to speak like a poet or write a piece of literary work such as a prose, a novel or a poem. However it has cultural and aesthetic values. Through it you can enrich your knowledge of English culture. Here I must remind you that this course is not a course on literature. No one can adequately introduce to you English literature within such a short space of 8 units. The objective of this course is to enhance your awareness of some unique qualities of a good piece of literature, and to help you develop some critical techniques in your future reading for pleasure.

2. Objectives of the second year courses

I have given you a brief description of each course. Now it is your turn to show me the course aims or objectives. Read the following two columns of descriptions carefully and sort the descriptions out by writing ES (=English for Studying), CC (=Cross-cultural Communication), ECW (=English in a Changing World) and EL (=English through Literature) in the brackets provided. The first one has been done for you as an example.

- | | |
|--|--------|
| (1) have confidence and interest in reading literature | (EL) |
| (2) appreciate the fact that English changes as the world progresses | () |
| (3) further their learning of English through literary appreciation | () |
| (4) be aware of the effects of gestures and other forms of body language on language communication | () |
| (5) communicate effectively through writing | () |
| (6) be acquainted with a variety of literary texts (different in styles, genre, subject matters, and cultural background, as well as in theme) | () |
| (7) anticipate and avoid misunderstandings stemming from differing cultural expectations | () |
| (8) be aware of regional varieties of English | () |
| (9) apply some of the basic concepts and procedures of stylistic analysis which are useful both in academic studies and for personal growth | () |

- (10) present academic writing such as essays and project reports in an appropriate format ()
- (11) appreciate literary texts by making use of linguistic knowledge ()
- (12) have a better understanding of what cross-cultural communication is and feel more confident than before in conducting such communication ()
- (13) communicate more effectively as the result of a better understanding of other cultures ()
- (14) adopt a more liberal attitude towards cultural adaptation and tolerance ()
- (15) read for pleasure ()
- (16) write narrative, descriptive, expository, and argumentative passages with the appropriate degree of formality and tone ()
- (17) be aware of the fact that English has become an international language ()
- (18) be efficient and effective in informal writing such as such as note-taking, outlining, summarizing, leaving memoes, and commenting ()
- (19) be aware of the social and cultural dynamics that make English change and at the same time remain stable ()

19 = ECW	18 = ES	17 = ECW	16 = ES	15 = EL	14 = CC
13 = CC	12 = CC	11 = EL	10 = ES	9 = EL	8 = ECW
7 = CC	6 = EL	5 = ES	4 = CC	3 = EL	2 = ECW



3. General design of year 2 courses

You may recall that the four courses of your first year study were designed with the primary goal of enhancing your language skills with a small proportion of cultural input. This year you will have more cultural input, although language skills enhancement remains the chief objective. Table 1.1 gives you a quick summary of the percentage of cultural input and language skills in the four courses.

Table 1.1

Courses	Five Skills %	Cultural Input %
English for Studying	80	20
Cross-cultural Communication	60	40
English in a Changing World	40	60
English through Literature	60	40

Table 1.2 shows you the emphasis the five skills are given in each course.

Table 1.2

	Listening	Speaking	Reading	Writing	Translating/ interpreting
English for Studying	*	*	**	*****	*
Cross-cultural Communication	**	***	**	**	**
English in a Changing World	**	**	*****	**	**
English through Literature	*	*	*****	***	**

Prof. Guide: Hi, my friends. Any questions so far?

Xiao Li: Yes, Professor. I notice that the number of stars in Table 1.2 vary from course to course, and from skill to skill. Does that mean that the more stars a skill receives in a course, the more important it is?

Prof. Guide: Precisely. Examination papers are also set according to the number of stars. So the more stars it has, the harder you work on it.

Xiao Li: Thanks, Professor.

Prof. Guide: Just give me a call if you have more questions.

2

Update Your Study Plan

By the end of this section you will be able to

- ◇ tell the functions a good planner has in your study
- ◇ draw an academic year planner 1997-98
- ◇ draw a daily planner

Now you know the aims and objectives of your second year courses. The next thing you should do without delay is to update your study plan. You may recall that in *A Guide to Success 1: Orientation*, we drew an academic year planner for 1996-97, as well as a daily planner. Have you found them helpful? In my experience, I cannot live an orderly life without a good planner. To me a good planner has five functions.

Tick those which you share with me. Tell me any other functions that are not listed.

- ◇ helps me manage my time more efficiently and effectively
- ◇ gives me a sense of direction
- ◇ relieves my memory of memorizing too many details
- ◇ gives my life an orderliness
- ◇ gives me a sense of achievement whenever I look back

As I did last year, I have drawn two planners for your reference.

Academic Year Planner (1997-1998)

Autumn Semester on page

Spring Semester on page

A weekly planner on page

Academic Year Planner (1997-1998)

Autumn Semester

Course	Credit	Study Week	Calendar Date	Unit	Designated Hours p.w.	Tutorial	Total Hours
A Guide to Success (2)	1	1 2			9		
English for Studying	4.5	3 4 5 6 7 8 9 10		U1 U2 U3 U4 U5 U6 U7 U8	10		
Course Examination							
Cross-cultural Communication	4.5	11 12 13 14 15 16 17 18		U1 U2 U3 U4 U5 U6 U7 U8	10		
Course Examination							
Total							

Professor Guide observes

Chinese culture urges people not to waste any time, because *yi cun guangyin yi cun jin* (一寸光阴一寸金). Hebrew culture urges its subjects to spend time properly. To quote Hebrew Bible:

To everything there is a season, and a time to every purpose under the heaven: a time to be born and a time to die; a time to plant, and a time to pluck up that which is planted; a time to kill, and a time to heal; a time to break down, and a time to build up; a time to weep, and a time to laugh; a time to mourn and a time to dance; a time to cast away stones, and a time to gather stones together; a time to embrace, and a time to refrain from embracing; a time to get, and a time to lose; a time to keep, and a time to cast away; a time to rend, and a time to sew; a time to keep silence, and a time to speak; a time to love, and a time to hate; a time of war, and a time of peace.

.Spring Semester

Course	Credit	Study Week	Calendar Date	Unit	Designed Hours p.w.	Tutorial	Total Hours
English in a Changing World	4.5	1		U1	10		
		2		U2			
		3		U3			
		4		U4			
		5		U5			
		6		U6			
		7		U7			
		8		U8			
Course Examination							
English through Literature	4.5	9		U1	10		
		10		U2			
		11		U3			
		12		U4			
		13		U5			
		14		U6			
		15		U7			
		16		U8			
Course Examination							
Total							



I often hear my students say: "Professor, I'm always running out of time for my assignments." Here I want to show you the view held by C. Northcote Parkinson (1909–93), British historian and political scientist. To quote:

Work expands so as to fill the time available for its completion. General recognition of this fact is shown in the proverbial phrase "It is the busiest man who has time to spare."

If I understand him correctly, according to him, the crux of the matter is not shortage of time, but shortage of work. The more you work, the more you achieve, and the more time you'll find yourself be able to spare. **Do you agree? Why not organize a debate in your tutorial?**

Monday

6:30 get up
7:00 - 7:30 breakfast
8:00 - 12:00
12:00 - 2:00 lunch break
2:00 - 6:00
6:00 - 7:30 dinner
7:30 - 10:00
10:30 bed time
An hour a day on distance learning

Thursday

6:30 get up
7:00 - 7:30 breakfast
8:00 - 12:00
12:00 - 2:00 lunch break
2:00 - 6:00
6:00 - 7:30 dinner
7:30 - 10:00
10:30 bed time
An hour a day on distance learning

Tuesday

6:30 get up
7:00 - 7:30 breakfast
8:00 - 12:00
12:00 - 2:00 lunch break
2:00 - 6:00
6:00 - 7:30 dinner
7:30 - 10:00
10:30 bed time
An hour a day on distance learning

Friday

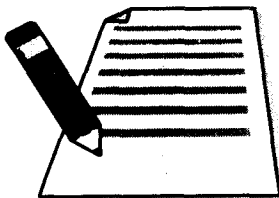
6:30 get up
7:00 - 7:30 breakfast
8:00 - 12:00
12:00 - 2:00 lunch break
2:00 - 6:00
6:00 - 7:30 dinner
7:30 - 10:00
10:30 bed time
An hour a day on distance learning

Wednesday

6:30 get up
7:00 - 7:30 breakfast
8:00 - 12:00
12:00 - 2:00 lunch break
2:00 - 6:00
6:00 - 7:30 dinner
7:30 - 10:00
10:30 bed time
An hour a day on distance learning

Saturday

6:30 get up
7:00 - 7:30 breakfast
8:00 - 12:00
12:00 - 2:00 lunch break
2:00 - 6:00
6:00 - 7:30 dinner
7:30 - 10:00
10:30 bed time
A distance learning day!!!



Sunday

6:30 get up
7:00 - 7:30 breakfast
8:00 - 12:00
12:00 - 2:00 lunch break
2:00 - 6:00
6:00 - 7:30 dinner
7:30 - 10:00
10:30 bed time
Half a day on distance learning