

Prepared for China Central
Radio & Television University

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Gu Yueguo

Practical Project Design

中央广播电视大学“专升本”指定教材

论文项目设计

Help Yourself to a
BA Course Series

“专升本”高级英语自学系列教程



(15)

外语教学与研究出版社

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(Trial Version)

(试用本)

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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 Linguistics: A Workbook
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 Ministry of Education jointly via China Central Radio & Television University and Beijing Foreign Studies University

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The Third Year Pack

Checklist

Materials Provided:

(trial version available for Autumn Semester)

- ◇ A Guide to Success 3: Professionalism
- ◇ Language and Linguistics: A Workbook
with 1 audio cassette
- ◇ English Language Teaching Methodology (1)
with audio and video cassettes

(trial version available for Spring Semester)

- ◇ English Language Teaching Methodology (2)
with audio and video cassettes
- ◇ Practical Project Design

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

Practical Project Design

论文项目设计

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Preface to Practical Project Design

All of you probably want to know what *Practical Project Design* is. First of all it is not a *course* in its normal sense. That is, it is definitely different from the courses you have studied so far, such as *English in Daily Life*, *English at Leisure*, etc. It involves a *design*, the design of a practical project, hence the title.

You may wonder why you are asked to design a practical project at all. Well, as you may very well know, for any degree or degree-related study, students are required, by the national curriculum, to write a dissertation, which is like writing a very long composition on an academic topic. From your perspective, you are engaged in a degree-related course, and therefore you too should, in principle, write a dissertation. One serious obstacle to your fulfillment of this requirement is the difficulty in offering you the supervision that the students in face-to-face teaching mode are given while writing their dissertation. *Practical Project Design* is intended to be a solution to this problem.

So *Practical Project Design* is in a sense your **dissertation-supervisor-in-print** (DSIP in short). It starts with a practical problem, that is, one of any problems you may have in your teaching practice, or with an issue, that is, one of any issues that you have in the content of your course of study and that you want to explore further. This DSIP will guide you all the way through the problem-solving or issue-exploring process until you write it up as the final project report. The problem-solving or issue-exploring process and your final report constitute your **dissertation**!

A note is in order here. The objectives of this final course are:

- ◇ to help you familiarize yourself with some research methods
- ◇ to help you learn to solve a specific problem or explore a specific issue, by using scientific methods of investigation
- ◇ to guide you through a research process
- ◇ to help you write a project report

Notice the wording “help you do such-and-such”, which is a thing totally different from “do such-and-such for you”. No one can do research for you. **You** are the one who actually does it. **And you cannot really learn anything without actually doing it yourself.**

Finally what matters is not whether you have reached the right conclusion or made a great discovery, but the research process you have gone through, and the methods you learn to use. You will be assessed not against the conclusion or the discovery you have made, but against the evidence you produce that shows your research process and the methods you use.

It is time to start! Good luck!

Gu Yueguo
Beijing

How to Use This Book

This book is structured on the flow of a three-line development. The first line follows Wing Ling, a distance learner like yourself, carrying out her own practical project. The second line presents to you skeleton frameworks showing you three other practical projects being implemented by Song Qin, Li Yue, and Wen Jing respectively. These three projects are half done, in comparison with Wing Ling's project, which is complete. The third line is your working line, that is, you carry out your own project, step by step, in very much the same way as Wing Ling and the others have done.

From your viewpoint, Wing Ling's project gives you a whole and complete demonstration of how to design and implement a practical project. The skeleton frameworks designed by Song Qin and her fellow learners, on the other hand, help you to practise designing and implementing your own project by means of their models.

Physically speaking, this book has six units representing the six stages of the whole project process. Each unit has two sections, namely *Demo Section*, and *Working Section*. As the titles show you, the Demo Section gives you a demonstration, while the Working Section gives you a place where you work on your own project. Units 2, 3, and 4, however, have an extra section, *Practice Section*, which gives you an opportunity to practice.

You may want to know, at this point: "Will I be given feedback for the practice I do?" My answer is "No". By now you may realize that the Practice Section has three skeleton project frameworks left incomplete by Song Qin, Li Yue, and Wen Jing. What you are going to do as a means to practise is to join one of them and practise with them. You will get supporting feedback from whichever one you are working with. Let me repeat that, you will only get supporting feedback, which is different from a complete answer to the questions you face.

It is worth noting, though, that you are allowed to choose as your own one of the projects those three learners are doing. This means that you can turn your practice with any of the three into part of your own project. It kills two birds with one stone, doesn't it?

An Important Message for the Tutor

Yes, this course is designed to act like a **dissertation-supervisor-in-print** (DSIP). Does this mean that you will be driven out of a job (下岗)? No! You have the following indispensable duties to fulfill:

- ◇ Meet your students at least twice in the twelve weeks, preferably at Week 2 and Week 9, that is, when your students are at Stage 2, and Stage 5 of their project.
- ◇ Act as an information provider, that is, help your students with their references if necessary.
- ◇ Act as a counsellor, that is, give your students your professional advice when they find themselves in difficulty.
- ◇ Act as a progress monitor, that is, you should make yourself constantly well-informed of your students' project progress. Make both your office phone and home phone accessible to them.
- ◇ Act as an assessor, that is, assess your students' progress stage by stage, to make sure their work lives up to the standards.

As a way to help you fulfill your last duty, we have prepared, for each stage of the project, an assessment checklist. You can use this checklist as a yardstick to mark your students' work.

Your Project Assessment (for both students and tutors)

Your final performance will be assessed consecutively in terms of stages. As you know now, you have to go through six stages in order to complete the project. The six stages will be proportionally assessed as follows:

Unit 1 Get off the Ground	5%
Unit 2 Problem Analysis	10%
Unit 3 Project Design	20%
Unit 4 Project Implementation	30%
Unit 5 Project Evaluation	5%
Unit 6 Project Report	30%

Important Note: You cannot choose to do some stages and skip others. Your project will be rejected and scored zero if some stages are left undone. So the best policy is to complete all the stages before you submit them for tutor evaluation.

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Unit 1

Get off the Ground



Unit 1 Get off the Ground

The Objectives of the Unit

By the end of this unit you should be able to

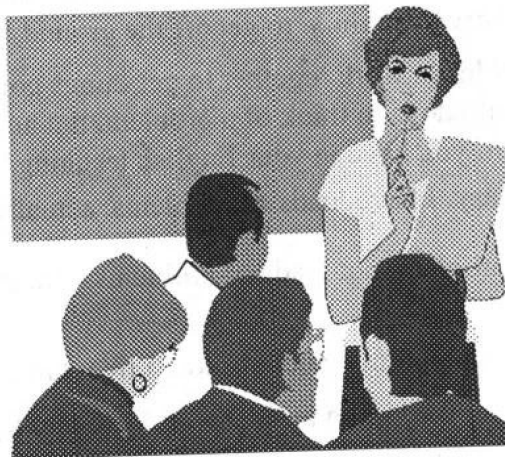
- ☐ **see how Wing Ling gets her project started**
- ☐ **understand what you are expected to do**
- ☐ **have a clear idea of the stages you should follow in implementing your own project**
- ☐ **work out a timetable for your own project**
- ☐ **get your project off the ground**

Unit 1

Demo Section

Wing Ling's Project

Stage 1



Wing Ling seeks advice from Professor Guide

Wing Ling is a third year student at Beijing TV University. She has done a good job in the last two years' courses. She is now ready for her last assault, that is, to launch her practical project design.

"How can I do it?" —"How can I do it?" —And "How can I do it?" She has been obsessed by this question since the day she finished her final examination of *English Language Teaching Methodology*. But it is no good to keep asking herself this question. Her mother shared her worries, and asked her to seek advice from Professor Guide. "Oh mum, what a fool I have been!" she said to her mother. "Indeed, talk to Professor Guide." Below is the transcript of the talk Wing Ling had with Professor Guide.

Prof. Guide Nice to see you, Wing Ling. Take a seat please.

Wing Ling Professor, I'm really worried about my project design. I don't know what to do.

Prof. Guide I'm not surprised to hear it. As your Chinese wisdom says, *wanshi kaitou nan*. Once you get your project off the ground, you'll find it not that difficult after all.

Wing Ling Yes, I know, but I am stuck on the ground, and have not the slightest idea of how to begin ... to get off the ground, you see.

Prof. Guide Why not let us work together to get things going! I think the first thing you should do is to think of a problem, not any problem of any kind, but a problem you have in your English teaching.

Wing Ling That's easy. I have loads of problems, actually.

Prof. Guide I said a problem, not loads of problems. One is more than enough. Give me one.

Wing Ling Er ...er...some of my students don't like doing pair work.

Prof. Guide Ah this is a very good problem, an ideal one for your project.

Wing Ling Professor, how do you know it is a good problem for my project.

Prof. Guide My hunches tell me so. But hunches are hunches. We should be more scientific. We should go a step further, that is, to do a **problem analysis**.