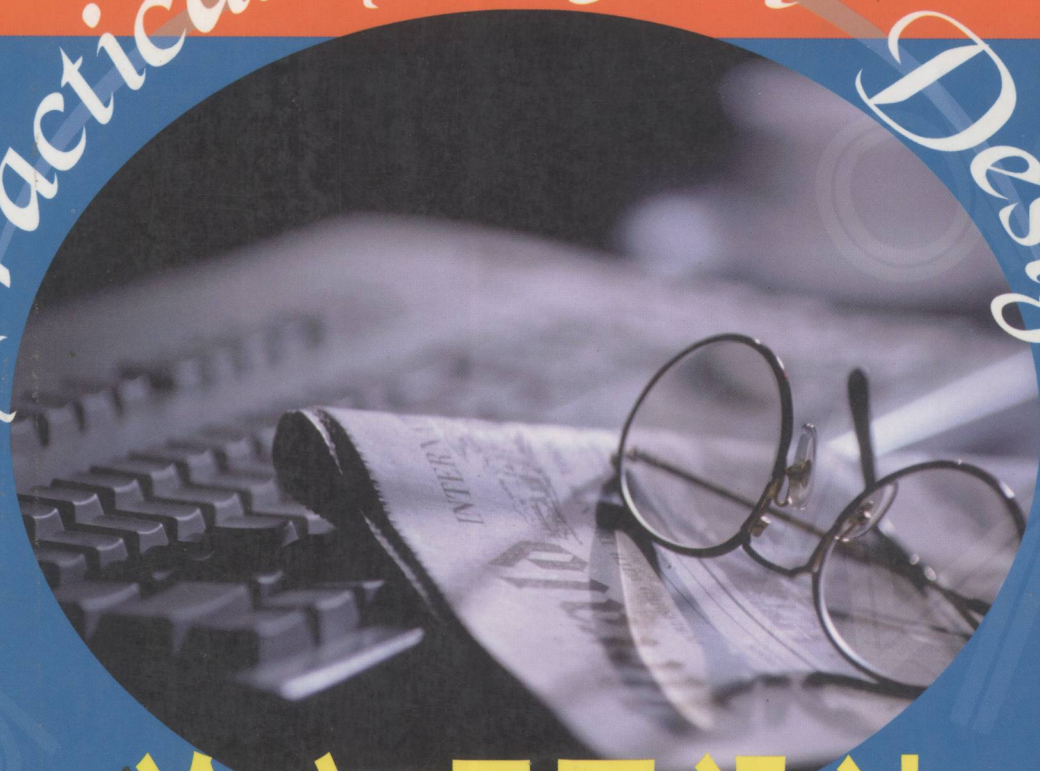


*Help Yourself to Advanced English*

高级英语自学系列教程

# Practical Project Design



## 论文项目设计

顾曰国 主编

Gu Yueguo (chief editor)

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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School of  
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# Practical Project Design

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\* \* \*

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# **Help Yourself to Advanced English**

## 高级英语自学系列教程

*Help Yourself to Advanced English* is a series specially designed for those self-study learners who want to upgrade their English from intermediate to advanced level. 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 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 Gateway to Literature*

*A Guide to Success 2: Learning Strategies*

*English for Studying*

*Cross-Cultural Communication*

*English in a Changing World*

*English Through Literature*

*English Through Translation*

### **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.

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The writing team wishes to express its uttermost gratitude to the BC/DFID, Foreign Language Teaching & Research Press, and China Central Radio & Television University for their generous support of the project.

# The Third Year Pack

## Checklist

### Materials Provided:

- ◇ 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
- ◇ 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

## Preface to Practical Project Design

## Guide to Part I (for Students)

### *What's Part I all about?*

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.**

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 substantiates the effectiveness of your research process and the methods you use.

Finally, learners, including you of course, are assumed to have successfully completed these courses: *Language and Linguistics: A Workbook*, and *English Language Teaching Methodology* (Part I and Part II). Moreover, they are also expected to have completed a course on academic writing such as *English for Studying*. This explains why the present book does not address such issues as how to do literature review, or how to write a project report.

### **How to Use Part I**

Part I 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 practise designing and implementing your own project by modelling them.

Physically speaking, Part I 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 space where you work on your own project. Units 2, 3, and 4, however, have an extra section, *Practice Section*, respectively, 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?” The

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?

It is time to start! Good luck!

## Guide to Part II (for tutors)

Yes, Part I of this course was designed to act as a **dissertation-supervisor-in-print** (DSIP). Does this mean that you, the tutor, will be driven out of a job (下岗)? No! On the contrary, you have new roles to play:

- ◇ Meet your students on individual basis, and as often as you can manage, preferably at each stage 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 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 that their work lives up to the standards.

Part II of this course is specially designed to help you execute the duties above as tutor/supervisor.

At this point it might be worthwhile refreshing our memory of the old saying that 要给学生一滴水，为师要有一桶水 (A drop of water to students commands a bucket of water on the teacher). If you have little experience in classroom-based research yourself, it will be very wise indeed that you do Part I of this course yourself before you supervise your students. Only in this way can you offer them the most needed help.

### Unit 5 Stage 5: Project Evaluation .....120

1. Demo section: Wing Ling's project
2. Practice section: Join Song Qin, Li Yue, or Wen Jing
3. Working section: Evaluate your own project

## 1. Demo section: (for both students and tutors)

2. Working section: Write up your project report

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.

## **Table of Contents for Part I** (primarily for students)

<b>Unit 1 Stage 1: Get off the Ground .....</b>	<b>1</b>
1. Demo section: Wing Ling's project	
2. Working section: Plan your own project	145
<b>Unit 2 Stage 2: Problem Analysis .....</b>	<b>19</b>
1. Demo section: Wing Ling's project	175
2. Practice section: Join Song Qin, Li Yue, or Wen Jing	
3. Working section: Do your own project	
Assessment checklist	
<b>Unit 3 Stage 3: Project Design .....</b>	<b>57</b>
1. Demo section: Wing Ling's project	
2. Practice section: Join Song Qin, Li Yue, or Wen Jing	
3. Working section: Do your own project	
Assessment checklist	
<b>Unit 4 Stage 4: Project Implementation .....</b>	<b>98</b>
1. Demo section: Wing Ling's project	
2. Practice section: Join Song Qin, Li Yue, or Wen Jing	
3. Working section: Do your own project	
Assessment checklist	
<b>Unit 5 Stage 5: Project Evaluation .....</b>	<b>120</b>
1. Demo section: Wing Ling's project	
2. Practice section: Join Song Qin, Li Yue, or Wen Jing	
3. Working section: Evaluate your own project	
Assessment checklist	

**Unit 6 Stage 6: Project Report .....132**

1. Demo section: Wing Ling's project
2. Working section: Write up your project report

Assessment checklist

## **Table of Contents for Part II**

(primarily for tutors)

<b>Unit 1 Introduction .....</b>	<b>143</b>
<b>Unit 2 What Counts as Research?</b>	
— Towards an Integration of Researching into Teaching .....	145
<b>Unit 3 Coping with Complexity and Statistics .....</b>	<b>153</b>
<b>Unit 4 From Data Collection to Data Interpretation .....</b>	<b>160</b>
<b>Unit 5 A Suggestive Procedure for the Supervision of Your Students' Project ...</b>	<b>168</b>
<b>Appendix: Two Samples of Students' Practical Projects .....</b>	<b>175</b>

**Primarily for Students**

## Wing Ling seeks advice from Professor Guide

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

### 1. Demo Section:

"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. She keeps asking herself this question. Her mother shared her worry and advised 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.

## Unit 1

### Stage 1:

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

Wing Ling: I don't know what to do.

Prof. Guide: I'm not surprised to hear it. As your Chinese wise man says, *wanshi wufou nan*. Once you get your project off the ground, you will 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 start.

Prof. Guide: Well, the first thing you should do is to identify the problem. It may seem like a problem, but a problem is a problem.

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

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.