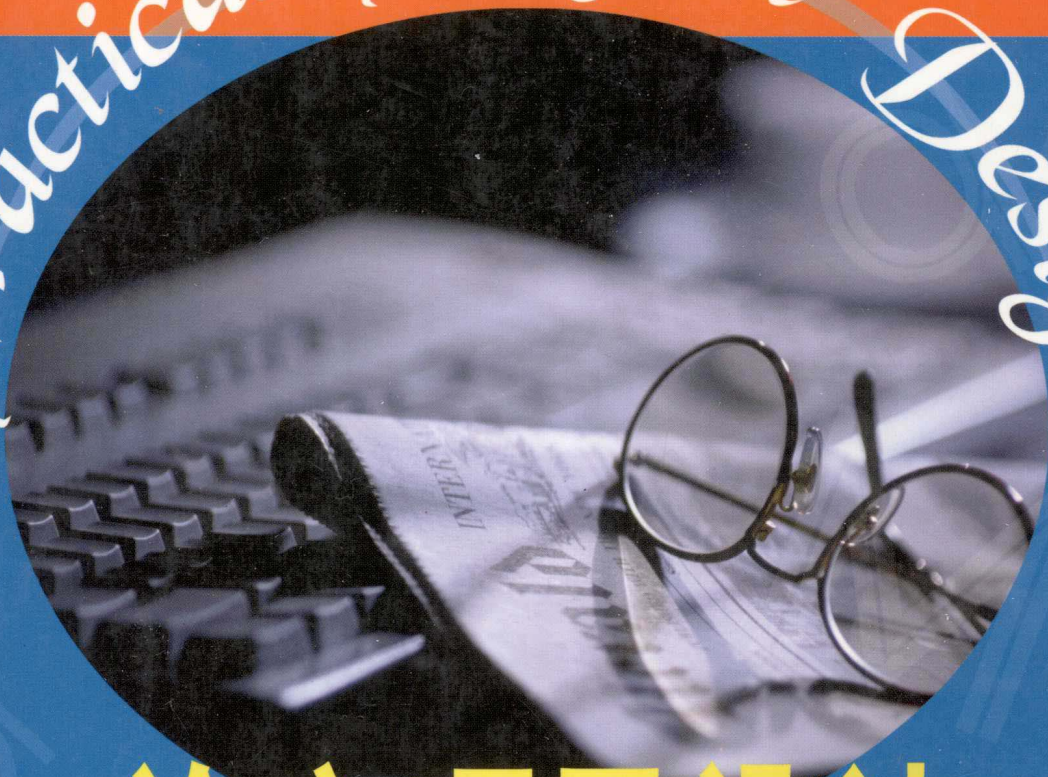


Help Yourself to Advanced English
高级英语自学系列教程

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

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(京)新登字 155 号

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责任编辑：徐 姘

出版发行：外语教学与研究出版社

社 址：北京市西三环北路 19 号(100089)

网 址：<http://www.fltrp.com.cn>

印 刷：北京大学印刷厂

开 本：787×1092 1/16

印 张：14

版 次：2002 年 10 月第 2 版 2002 年 10 月第 1 次印刷

印 数：1—8000 册

书 号：ISBN 7-5600-1615-4/G·675

定 价：16.90 元

* * *

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版权保护办公室举报电话：(010)68917519

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

Practical Project Design

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Preface to Practical Project Design

For the last four years the trial version of *Practical Project Design* has been used quite extensively by over twenty universities. The feedback from both students and tutors is very positive and encouraging. Its strength, which has been well-tested during the trial years, lies in its emphasis on helping students develop practical skills in designing and implementing classroom-based research in conformity with international academic standards. Although classroom-based research project is difficult to manage, it is rendered in a procedural fashion, with substantial checklists for each stage of the project. This feature is found extremely helpful to both students and tutors. The fact that several graduates' projects have won local research prizes gives the authors encouragement and comfort.

The feedback also points to some weaknesses found in the trial version. For instance, the trial version was exclusively designed for students, without at the same time offering tutors some assistance. Request for including sample projects was also being made. The present revised version has amended these two drawbacks. Five extra units were written for tutors. Two of the students' sample projects were included as the appendix. The original six units make up Part I, and the newly added five units make up Part II. Part I is primarily written for students, whereas Part II is primarily written for tutors. Of course it will be rewarding to both students and tutors to familiarize themselves with the other's part.

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.

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.

Part I

Primarily for Students

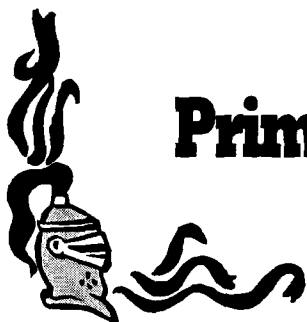


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