

## “Introductions”

The book has two **Introduction** sections (before Projects 1 and 5) which focus attention on student needs, learning goals and learning strategies. By asking the students to research these aspects themselves (rather than or in addition to the teacher performing a Needs Analysis of the class) it is hoped to raise student awareness of the factors involved in learning effectively and independently. These Introduction sections both lead into a consultation session with the teacher, in which goals, learning problems and study plans can be discussed.

## “Evaluation Sessions”

Interspersed between the Projects are four reflective Evaluation sessions, which are further opportunities for students to assess and talk about their language skills and study plans. They are therefore learning “landmarks”; places at which to stop and take stock of the present situation. As well as performing the required activities, students can also talk to the teacher about their learning goals and achievements, though this will probably be happening more informally during the lessons themselves.

## Projects – “Schedules”

There eight Projects in this book focus on different aspects of English (e.g. Job-applications, Interview English, Business English, Presentation English, Public Speaking, Conversational English, Reporting Events), and use either a performance-based or presentation-based format. Every Project has *two plans of action*, the first of which (“**Project Schedule**”) is a blueprint, suggesting stages that need to be gone through in the preparation and completion of the Project. Students who possess sufficient linguistic and organizational skills (as well as self-confidence), will be able to proceed with this plan from the start. The second plan (“**Alternative Schedule**”) is more controlled, gradually introducing the idea of Project-work, and providing activities which can be easily developed further and which thus promote the Project approach. These activities can be used in a number of ways: i) as a study-base; ii) to offer new ideas when students find themselves lost for direction; iii) to help students gain confidence in decision-making; iv) to lead into Project work.

### 1. “Project Schedule”

Independent Project work requires organizational skills, and students need to appreciate that there is a sequence of stages that they need to go through. The Project Schedules in this book follow a general plan, promoting the development of such skills:

- introduction;
- preparation (assignment of roles and responsibilities);
- data collection (surveys, interviews, questionnaires, research);
- data arrangement (editing, drafting);
- rehearsal;
- performance;
- assessment.