



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

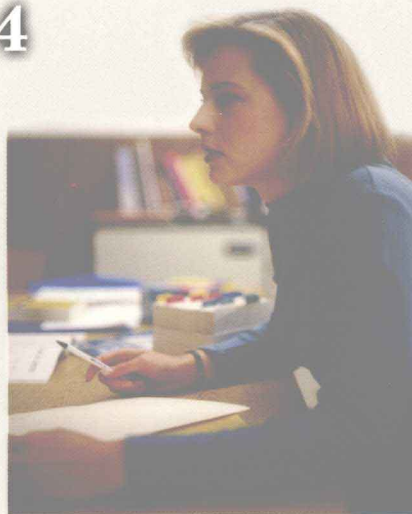
# 英语专业写作

## ENGLISH WRITING

主编 田贵森

### 第四册

Book 4



## 学生用书

Student's Book

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编者 田贵森 刘永权

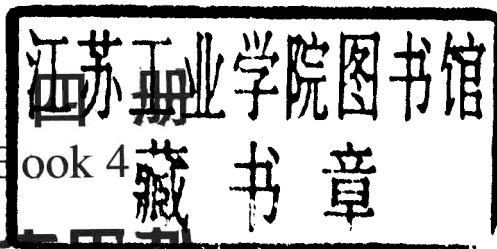
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Book 4

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# 总序

普通高等教育“十五”国家级规划教材  
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入，社会各界对外语人才的需求持续增长，我国英语专业的招生规模逐年扩大，教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩，先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准，同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织，社会需要的不是仅仅懂英语的毕业生，而是思维科学、心理健康、知识面广博、综合能力强，并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布，中学生英语水平逐年提升，英语专业本科生入学时的基础和综合素质也相应提高。此外，大学英语（公外）教育的迅猛发展，学生英语能力的提高，也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训，而是英语教育，是以英语为主体，全面培养高素质的复合型人才。教材的编写和出版也应顺应这种潮流。

为了迎接时代的挑战，作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社（外教社）理应成为外语教材出版的领头羊。在充分调研的基础上，外教社及时抓住机遇，于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家，在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性，并对编写思想、教材构建、编写程序等提出了建议和要求。而后，外教社又多次召开全国和上海地区的专家、学者会议，撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力，终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块，总数将超过 150 余种，可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出，反映了各个学科领域的最新研究成果；编写体例采用国家最新有关标准，力求科学、严谨，满足各门课程的具体要求；编写思想上，除了帮助学生打下扎实的语言基本功外，还着力培养学生分析问题、解决问题的能力，提高学生的人文、科学素养，培养健康向上的人生观，使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定，有的是从数名候选人中遴选，总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足21世纪英语人才的培养需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

## 前 言

《英语专业写作》第四册是为大学英语专业四年级学生编写的，也可供高校非英语专业的英语爱好者学习和参考。这本教材的重点是英语学术写作的介绍和训练，通过循序渐进的讲解和写作练习，使学生了解、熟悉、掌握英语学术写作的特点，为撰写毕业论文和以后进行学术写作奠定坚实的基础。

《英语专业写作》第四册共分为四个部分：(1) 英语学术写作简介；(2) 学术论文的写作；(3) 研究报告的写作；(4) 英语专业毕业论文的写作。每部分由五个单元组成。本书的基本框架是第一部分介绍英语学术写作与学术研究的关系，学术写作的基本特征和要求。第二部分介绍以图书资料为基础的学术论文的写作要素，以及写好既言之有物，又符合学术规范的研究性学期论文的方法和步骤。第三部分介绍以实证研究为基础的研究报告的写作，为今后从事英语教学，培养定性和定量研究打下良好基础。第四部分介绍英语专业学士学位论文的写作，从英语语言学、英语文学、翻译和教学法等方面，给以翔实的例证和分析，以期对英语专业学生做好毕业论文提供参考。贯穿全书的教学活动涉及：学术写作的选题，相关文献的检索和综述，论文探究问题的提炼和表述，论文提纲的编制和修改，论文各个部分的写作，如：引言、主体、结语、提要、参考文献及附录等。英语学术写作是在学生接受了英语写作基本功的训练后，学习了初步学术研究方法的基础上，达到用英语撰写论文的更高要求，也是培养大学生创新能力的重要环节。本书用简洁的语言对英语学术写作的各个环节和要求作了详细介绍，并尽量多地提供典型例文给学生作参考，同时设计了丰富多样的练习。我们强调教学内容介绍、典型例文示范和参与写作体验并重的教学方法，学生在阅读和课堂教学中学习知识，从典型例文中获得启发，在写作体验中逐步提高。正如英语谚语所说，“Knowing without doing is not knowing at all.”

本书共有 20 个单元，供英语专业四年级上下两个学期使用。为方便教学，教材采用教案式编排，每个单元为一周两个课时的教学内容。按照学习的先后顺序，首先总体介绍英语学术写作，然后先讲图书资料为基础的学术论文写作，再讲以实证研究为基础的研究报告的写作，最后讲学士学位论文的写作。当然，毕业班学生做毕业论文时，可以有更多的选择，既可写以图书资料为基础的学术论文，也可作以实证研究为基础的研究报告。各个学校的老师，在教学中可根据各个学校的具体情况灵活掌握。

另外需要说明的一点是,本书中提供的论文,大部分选自英语专业四年级学生的真实作业,一律称为“典型例文”,而不称为“范文”。这些“原汁原味”的习作与经过反复打磨的“范文”相比,可能有这样或那样的不足。我们的主要出发点是为读者和四年级的学生提供论文写作的参考,提供相当于他们写作水平、贴近他们经历和思想的素材,提供他们经过努力也可以做到,并能超越或做得更好的写作体验平台,而不是高不可攀的完美“范文”。因此,使用本书的教师和学生,可以对典型例文“评头论足”,重在参与体验,重在培养进行初步学术研究、撰写学术论文的能力。

感谢戎晓燕、石乐波、苏涵仙、王华玲、王冕、杨娜、张利娜、张晓丹、赵瑞丽等同学提供他们的作业,用作本教材的例文。感谢史耕山老师提供的英文实证研究报告。参加本书编写工作的教师有田贵森、刘永权和王震静。他们都从事英语专业高年级写作教学工作,有多年的教学经验,了解中国英语专业高年级学生写作中的困难和问题,了解英语写作教学理念的新发展。这些都对教材的编写有很大帮助。参加教材录入和校对工作的还有王冕、张利娜。本书编写过程中得到北京师范大学外文学院王星教授的大力支持和耐心指导,也得到上海外语教育出版社编辑和外籍审稿专家的支持和指导,在此表示衷心感谢。





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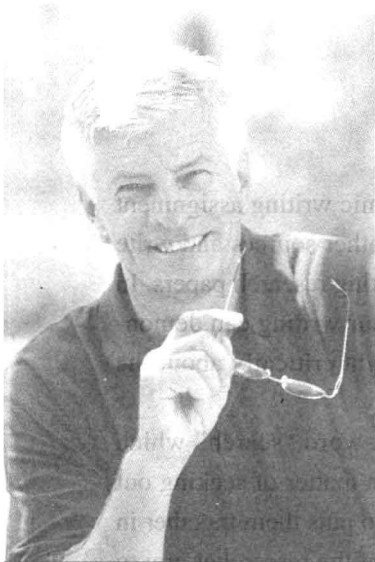
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# SECTION ONE

## *Introducing Academic Writing*







# Unit 1

## *Research and Writing*

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1. *Defining academic writing*
  2. *Major types of research*
  3. *Major features of academic writing*
- 

In recent years, writing has become more and more important in college education. Professor Li Funing from Peking University once made the remark, “Every course is a writing course” (1991). As an English major, in your first three years at college you have probably written many personal essays in English that presented your thoughts, feelings, and opinions. As you start your fourth year, you are facing a variety of writing tasks which become progressively more complex and demanding. Different from those types of writing you have learned, you are now going to learn how to write “academically”. Before we begin, it will be helpful to discuss what are the major types and features of academic writing.

### **1. Defining academic writing**

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In its broadest sense, the term “academic writing” means a scholarly lengthy written composition exploring an idea or seeking answers to particular research questions. Academic writings usually draw on original conclusions based on information derived from research and require much more than personal knowledge and experience. You may have heard the terms such as “research paper”, “term paper”, “library research paper”, “investigation report”, “empirical research paper”, and others.

These names are often used interchangeably. Whatever the name, the academic writing assignment requires you to locate information on a given subject from library or some other sources and write conclusions based on your findings. To put it simply, academic writing is writing research papers. In college education, it is a standard student and scholarly activity, because your writing can demonstrate that you have read widely on a certain subject, assimilated and thought critically about the reading, and, finally, written a fully documented exposition of the issues.

In English, the word “research” comes from a prefix “re-” and a root word “search” which means “to seek out again”. Most academic or scholarly research is, indeed, a matter of seeking out ideas and materials already found or developed by others. Now it is YOU who puts them together in perspective — and makes discoveries, and achieves new insights. The tasks of the researcher are: to ask good questions, to select the best way to find answers, and to interpret the findings in a way he or she can justify. The major research activities include identifying and choosing a research topic, locating and reviewing previous research, assimilating others’ findings and formulating your focus, and then developing and expressing your ideas clearly and convincingly with supporting materials. Research can be very academic, and it can also be very practical and useful in our work and life. Teachers do research to find out how their students can learn better. Students do research to find out about their careers. Whatever you plan to do after your graduation, knowing how to do research will be of great value. There is no better introduction to doing research than writing a research paper. This is just the very opportunity for you to develop your research ability. In this book, we are going to learn about three types of academic writing: (1) the research paper (library research), (2) the research report (field research), and (3) the graduation thesis.

## 2. Major types of research

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Research is the systematic application of scientific methods to the study of problems. It can be defined as disciplined inquiry, or a systematic approach to finding answers to questions.

There are two major kinds of research, primary research and secondary research. Primary research involves generating new ideas and information on your own. It is sometimes called “empirical research”, or “field research”. It is the study of a subject through firsthand investigation, such as conducting an English language teaching experiment and interpreting the results; interviewing someone about his or her personal experience of using Internet language; or analyzing a novel or a literary text.

Secondary research involves gathering together and analyzing the research findings from other people’s research. It is sometimes called “library research”, using resources of the library. Most graduation theses for a BA degree are secondary research or library research papers. As a student, you are expected to develop your abilities through planning and writing your graduation thesis to learn: (1) how to investigate, review, and productively use information, ideas, and opinions of other

researchers; and (2) how to use this information with your own ideas and present your thoughts, opinions, and conclusions convincingly.

### 3. Major features of academic writing

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Writing is a challenging task for many students. It is more challenging when they write in a foreign language. There are three different types of writing: (1) basic writing, (2) practical writing, and (3) academic writing. As an English major you have learned and experienced the first two types. For academic writing, there are some unique and different features. Knowing these features and the nature of academic writing will naturally be helpful in developing your own ability to write academically. The following is a description of the major features that academic writing in English usually has and should have:

#### (1) New in content or analysis

Research papers are usually expected to offer something new or original. This newness could be something new in content, method, data or analytical perspective. We should avoid simple repetitions when we write research papers. For research papers of college students or for a BA thesis, it is not required to give an original piece of work or an original contribution to a field of knowledge. It is rather an original compilation — a bringing together from many different sources, including your own analysis, into one coherent whole. It is a new creation, in which different parts are logically related and all focus on a research question.

#### (2) Well-focused topic

Research papers or a graduation thesis for a BA degree should focus on one limited aspect of a general subject. If it is designed to establish a thesis, it should concentrate on establishing one or two main points. Avoid subjects that would lead you to compile miscellaneous information. Many research papers are unsuccessful because they cover too much ground. They are too broad in scope, too shallow in treatment. Restrict your general subject area until you arrive at something that you can explore in detail. **Try to write more and more about less and less.** “Task-based Language Teaching” is a general subject area; “Using Task-based Teaching Approach in College English Writing Class” is a specific topic for research.

#### (3) Multiple sources

Academic papers or a graduation thesis for a BA degree should show that the author has made detailed use of several different sources. Avoid subjects that would tempt you to summarize pre-assembled information from one main source. Avoid subjects that are conclusively and satisfactorily treated in a textbook or in an encyclopedia. By definition, a research paper is more than a condensation of easily accessible materials. Whatever points you make should require careful sifting and comparing of evidence from different and possibly conflicting sources.



When you write research papers or your graduation thesis, you may use and are encouraged to use others' words or ideas, but are not permitted to take theirs as yours. You may quote, paraphrase, translate and summarize others' ideas. You need tell clearly in your paper where you take them from. Academic writing forbids any kind of plagiarism.

#### (4) Objective in tone

Research papers or a graduation thesis for a BA degree should be objective in tone. The conclusion elaborated in the paper should stay close to the evidence actually presented. In academic writing, your tone and attitude towards your subject should be serious, not ironic or flippant. Humorous, casual or conversational approaches are usually inappropriate for research papers. The research paper should be formal in style. **You should not make your own personality prominent** in a research paper. Avoid subjects whose discussion might bring into play a large measure of partisan allegiance, personal preference, or individual taste — or be prepared to make a special effort to be objective. **Avoid writing in the first-person** such as *I think, as I know, I believe, in my opinion ...* They imply uncertainty. The reader assumes that statements of your paper are your opinion and represent your point of view. **Avoid impersonal labels** such as *the researcher, the writer ...* to refer to the writer of the thesis. They tend to remove you entirely from your paper. Your admiration for a presidential candidate and your distaste for Western-style music are likely to hinge on psychological factors that are beyond the scope of the ordinary research paper.



### Writing Task

Read the following research papers first and then discuss in groups. Try to identify: 1) the major features of research papers and 2) the chief differences between these research papers and other types of writings you have done before.

#### Research Paper 1\*

### The Difficulty of Counting American Regional Dialects

Many of us who attend college away from home are surprised when others point out (often incorrectly)

\* To preserve the completeness and authenticity of the research papers or graduation theses cited, compilers of the present book do not make any revision in whatever form. This principle is applied in the entire book.