学术英语写作

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English Writing for
Academic Purposes

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前　言

《学术英语写作》是 2012 年度国家社科基金项目"内容依托教学理论指导下的英语专业整体课程体系的改革与实践研究"开发的系列教材之一，是大连外国语大学优秀教学成果一等奖、辽宁省优秀教学成果一等奖、第六届国家级优秀教学成果奖获奖成果的重要组成部分。

随着我国英语教育的快速发展，英语专业长期贯彻的"以技能为导向"的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育与大、中、小学英语教学脱节，语言、内容教学割裂，单纯语言技能训练过多，专业内容课程不足，学科内容课程系统性差，高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题，大连外国语大学以内容依托教学（CBI）理论为指导，确定了如下改革思路。

（一）**更新语言教学理念，改革英语专业教学的课程结构**。在不改变专业总体培养目标和教学时限的前提下，对课程结构进行革命性的变革，改变传统单一的语言技能课程模式，实现内容课程与语言课程的融合，扩展学生的知识面，提高学生的语言技能。

（二）**开发课程自身潜力，同步提高专业知识和语言技能**。内容依托课程本身也同时关注内容和语言，把内容教学和语言教学有机结合。以英语为媒介，系统教授专业内容；以专业内容为依托，在使用语言过程中提高语言技能，扩展学生的知识面。

（三）**改革教学方法手段，全面提高语言技能和综合素质**。依靠内容依托教学在方法上的灵活性，通过问题驱动、输出驱动等方法调动学生主动学习，把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合，提高学生的语言技能，激发学生的兴趣，培养学生的自主性和创造性，提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构，改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念，对英语课程及教学方法进行了创新性的改革。首创了英语专业基础阶段具有我国特色

的内容与语言融合教学的课程体系；率先开发了适合英语专业教学的内容依托课程；系统开发了文化、文学、语言学系列教材；以英语为媒介，系统教授专业内容；以内容为依托，全面发展学生的语言技能；扩展学生的知识面，提高学生的综合素质，以崭新的途径实现英语专业教育的总体培养目标。

经过八年的酝酿、准备、实验，内容依托教学改革取得了令人鼓舞的成果。

（一）构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。 新的课程体系改变了传统单一的听、说、读、写语言技能课程模式，综合英语依托美国文学作品、英国文学作品、世界文学作品；听力课程引入了美国社会文化经典电影、英国社会文化经典电影、环球资讯、专题资讯；口语课程改革为功能英语交际、情景英语交际、英语演讲、英语辩论；文化课程拓展为美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、希腊罗马神话；文学课程改革为英语短篇小说、英语长篇小说、英语诗歌、英语戏剧、英语散文；语言学课程改革为英语语言学、英语词汇学、语言与语用、语言与文化、语言与社会；写作课程改革为英语写作（记叙与描写）、英语写作（说明与议论）、创意英语写作、学术英语写作；英译汉、汉译英、连续传译、同声传译课程依托应用领域知识内容。语言技能课程密切关注听、说、读、写技能的发展，内容课程既关注系统的学科内容教学，也关注综合语言能力的培养。内容教学与语言教学结合，提高学生的语言能力，扩展学生的知识面，提升学生的综合素质和多元文化意识，从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

（二）系统开发了英语文学、语言学及相关国家文化课程资源。 在内容依托教学理论的指导下，围绕内容依托课程开发了系列教材。这些教材改变了传统的组织模式，系统组织了教学内容，设计了新颖的栏目板块，设计的活动也丰富多样，实践教学中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。在北京大学出版社、华中科技大学出版社、国防工业大学出版社、北京师范大学出版社的支持下，系列教材已经陆续出版。

（三）牵动了教学手段和教学方法的改革，取得了突出的教学效果。 在内容依托教学理论的指导下，教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习的积极性，把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合，激发学生的兴趣，培

养学生的自主性和创造性，提高学生的语言技能，提升思辨能力和综合素质。曾有专家教师担心取消专门的英语泛读课以及缩减基础英语精读课会对阅读技能发展产生消极影响。实验数据证明，内容依托教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响，而且还产生了多方面的积极影响；在取消专门英语阅读课的情况下，阅读能力发展迅速；内容依托教学对学科知识的学习产生了巨大的积极影响。

（四）提高了教师的科研意识和科研水平，取得了丰硕的教研成果。项目开展以来，团队对内容依托教学问题进行了系列研究，活跃了整个教学单位的科研气氛，科研意识和科研水平也得到很大提高。课题组已经撰写研究论文数十篇，不仅在国际、国内学术研讨会交流，而且在国际学术期刊*World Englishes*、国内外语类核心期刊《外语教学与研究》《外语与外语教学》《中国外语》《外语研究》《解放军外国语学院学报》等杂志发表。

教学改革开展以来，每次成果发布都引起强烈反响。外语教育专家戴炜栋教授、王守仁教授等对这项改革给予高度关注，博士生导师蔡基刚教授认为改革"具有导向性作用"，研究成果得到知名专家文秋芳教授、石坚教授、俞理明教授等人的高度评价。改革成果获得两个大连外国语大学教学研究成果一等奖、两个辽宁省优秀教学成果奖一等奖，一个国家级优秀教学成果奖。

目前，该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲，影响了课程建设的理念，引领了英语专业的教学改革，改善了教学实践，必将对未来英语专业教育的发展产生积极影响。

本项改革得到了全国各地专家教师的关注、支持和帮助。衷心感谢戴炜栋教授、王守仁教授、汪榕培教授、文秋芳教授、石坚教授、俞理明教授、蔡基刚教授、杨忠教授等前辈们给予的关注、鼓励、指导和帮助，衷心感谢大连外国语大学孙玉华教授、杨俊峰教授、刘宏教授等各级领导的大力支持，感谢大连外国语大学英语学院同事们的理解、帮助以及团队成员的共同努力。同时也特别感谢几家出版社富有远见的领导和编辑，没有他们对新教学理念的认同，没有他们对英语专业教育的关注和支持，系列教材不可能如此迅速地面世。

《学术英语写作》教材正是在这一背景下编写的，顺应了英语专业改革的时代要求。教材针对的群体主要是英语专业本科高年级学生，旨在帮助学生了解学术论文的结构及写作方法，熟悉学术研究过程，为撰写本科毕业论文及未来学习工作中撰写实证类论文及研究报告奠定基础。此外，本教材也适用于教育学、社会学等其他文科专业的高年级本科

生。总体来看，教材具备以下主要特色。

（一）**推动体验性学习方式**。教材把"在做中学"作为编写的基本理念，从任务入手着力培养学生的实际操作能力。教材的设计重点是从实践入手，精讲多练，每个单元都要求学生完成相应的任务。尤其是第十单元，这一单元主要为实践环节，引导学生进行实践活动以帮助他们学会设计、开展小规模的科研项目，并在此基础上撰写论文。学生通过完成精心设计的任务，将体验研究的全过程，从而提升学术研究和写作的能力。

（二）**贯彻引导型教学理念**。教材摒弃对知识的直接呈现方式，致力于引导学生发现知识。教材设计思路符合当前所倡导的"以学生为主体"的课堂教学模式，设计了形式多样的活动，促使学生积极思考、提问、探索、发现、批判，培养自主获取知识，发现问题和解决问题的能力。

（三）**契合读者的知识水平**。教材充分考虑读者（主要是英语专业高年级学生）的知识水平，避免过于理论化、专业化，旨在为学生提供"可理解性输入"。对理论的讲解深入浅出，设计的活动与学生的学习生活紧密联系。每单元的最后都有两个板块，What You Should Know 和 Language Focus，分别从内容和语言两个层面对该章节的核心内容进行了提纲挈领的总结，易于学生理解、接受。

（四）**具备使用的灵活性**。本书内容充实，自成体系，可作为"学术英语写作课"或"毕业论文写作课"的主打教材，也可作为其他专业课程（如"二语习得""研究方法""商务统计市场调查"等）的辅助教材。

由于编者知识水平有限，书中难免存在疏漏和不足，敬请读者提出修改意见和建议，以期不断改进完善，为提高英语专业的教育质量共同努力。

编者

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于大连外国语大学

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Unit 1

An Overview of Academic Writing

> It is not enough simply to have information in your essay; you must be able to express clearly and precisely what you want to say.
>
> —William Christian

In this unit you will:

- be familiar with the common types of academic writing
- grasp the differences between academic writing and other types of writing
- learn about the structure of an academic essay or report
- know the stages of producing an academic essay or report

Pre-class work

1. Work with your partner and discuss the following topics.
   (1) Can you give any examples of academic writing that students have to do at university?
   (2) Have you ever written any academic articles? If yes, please describe your writing process.
   (3) What is academic writing like? How is it different from other types of writing?
2. Take the following quiz to see how much you know about academic writing.
   (1) The best time to write an introduction is often _____.
       A. first   B. last   C. after writing the main body
   (2) An in-text citation looks like _____.
       A. (Ellis, 2002)   B. (Rod Ellis, 2002)   C. (Ellis, R. 2002)
   (3) Proof-reading means _____.
       A. re-writing   B. checking for minor errors   C. peer-editing
   (4) Phrasal verbs such as "*left out*" or "*picked up*" are not acceptable in academic writing. This statement is _____.
       A. True   B. False
   (5) Which sentence is better academic English?
       A. It has been shown that girls attain higher grades than boys in Geography and History.

  B. Jones (2003) and Smith (2004) have shown that girls attain higher grades than boys in Geography and History.

(6) The main difference between academic writing and normal writing is that academic writing _____.

  A. uses long and complicated words B. tries to be precise and unbiased

  C. always uses the passive voice

(7) _____ is an account that gives detailed information about a person, group or thing and their development over a period of time.

  A. Project   B. Case study C. Experimental research

⫶ Section 1: Common Types of Academic Writing ⫶

The ability to write clearly, correctly, and in an academic style is a fundamental academic tool and central to the learning objectives of higher education. Without this ability, students can not shape ideas and concepts, present an argument with coherence and clarity, or critically defend a position. Because of this, academic writing skills are identified as key to success at university.

University students are frequently required to submit a variety of academic written texts either individually or in groups. Below are the most common types of written work produced by students.

Activity 1-1: Identifying types of academic writing

Match the terms on the left with the definitions on the right.

1. Essay	a. The longest piece of writing normally done by a student often for a higher degree, on a topic chosen by the student.
2. Project	b. A general term for any academic essay, report, presentation or article.
3. Report	c. A piece of research, either individual or group work, with the topic chosen by the student(s).
4. Dissertation/Thesis	d. The most common type of written work, with title given by the teacher, normally not very long.
5. Paper	e. A description of something a student has done, e.g. conducting a survey.

┉ Section 2: Features of Academic Writing ┉

Academic writing is a particular style of writing that is characteristic of academic institutions. In other words, it is the style that is used by undergraduates, graduates and lecturers when they explore particular academic questions in essays, dissertations, and other academic papers. Although it shares many similarities with other styles of writing, it also has its own features.

Activity 2-1: Recognizing academic style

*Look at the following two sentences. Identify at least three features of sentence 1 that you think are **academic** and three features of sentence 2 that you think are **non-academic**.*

1． Linguists were and remain convinced by Noam Chomsky of the Massachusetts Institute of Technology, who discovered that however disparate human languages seem, all share a common, basic structure, seemingly hardwired into the brain.

2． The way you speak says a lot about you.

Activity 2-2: Recognizing levels of formality

Read the sentences and tick "√" either F (formal) or I (informal) after each sentence. Make notes that helped you reach your decision.

Sentences	F	I	Notes
I couldn't finish the essay on time.			
The initial tests were completed and the results analyzed by Jan., 2011.			
I'd like to start by drawing your attention to previous research in this area.			
In the 1990s, some researchers started to point out the problems with this theory.			
She agreed with me that this procedure didn't make much sense.			
We'll repeat the test sometime next year.			

Sentences	F	I	Notes
While it is still too early to draw firm conclusions from the data, preliminary analysis suggests the following trends are present.			
In addition, the research attempts to answer two further related questions.			

Activity 2-3: Rewriting for formality

The following text is written in an informal style. Work in pairs and rewrite it as a more formal text by making changes to the grammar and vocabulary.

The literature review means you have to look critically at all the research that is relevant to your research. Some people think that the review is just a summary but I don't agree. A summary is necessary, but you also need to judge the work, show how it holds together, and show how it relates to your work. What I mean is, you just can't describe a whole paper, you have to select which parts of the research you are going to talk about, show how it fits with other people's research, and how it fits with your work.

Activity 2-4: Recognizing objective style

Compare the following two paragraphs. Which is more objective and why?

1. The question of what constitutes "language proficiency" and the nature of its cross-lingual dimensions is also at the core of many hotly debated issues in the areas of bilingual education and second language pedagogy and testing. Researchers have suggested ways of making second language teaching and testing more "communicative" (e.g., Canale and Swain, 1980; Oller, 1979b) on the grounds that a communicative approach better reflects the nature of language proficiency than one which emphasizes the acquisition of discrete language skills.

2. We don't really know what language proficiency is, but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study and we remember that when we teach

and test it.

Although there is no fixed standard of academic writing, it is clearly from the style of other types of writing, for example, newspapers or novels. It is generally agreed that academic writing attempts to be formal and objective as we have just talked about. What are its other features?

Activity 2-5: Talking about other features of academic writing

Do you know any other feature of academic writing? Work alone or in a group, and list your ideas below.

- _____
- _____
- _____
- _____
- _____

‖ Section 3: Structure of Academic Writing ‖

In Section 2, we looked at some common features that might lead us to recognize a text as "academic". Another important aspect of academic writing is the use of a clear and fairly predictable structure.

Although writers vary in their level of formality, we do expect academic texts to have certain predictable structures. In many academic texts, it is easy to see the organizational structure because it is marked by headings and subheading.

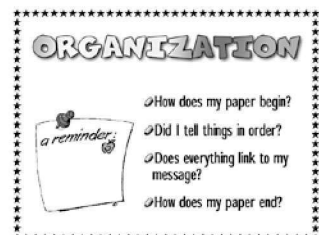Short essays (including exam answers) generally have this pattern:

Introduction _____

Main body _____

Conclusion_____

Longer essays, dissertations or journal articles may include:

(Some sections are optional and the order of sections may vary.) _____

Title page _____

 Abstract _____

Acknowledgements _____

List of abbreviations _____

List of tables, figures or illustrations_____

Contents _____

Introduction_____

Body (*This section can be further divided.*)

    e.g.   Literature review

          Methods

          Results

          Discussion

_____

Conclusion_____

References _____

Appendices _____

Reports should generally include the following sections:

(Some sections are optional and the order of sections may vary.) _____

Letter of transmittal _____

Title page _____

Abstract /Executive summary/ Synopsis _____

Acknowledgements _____

List of abbreviations _____

List of tables, figures or illustrations _____

Contents _____

Introduction _____

Body (*This section can be further divided.*)

    e.g.   Literature

          Methods

          Results

          Discussion

_____

Conclusion _____

Recommendations _____

References _____

Appendices _____

Activity 3-1: Knowing the essential parts of academic writing

Find the words in the lists above that match the following definitions.

1. A short summary of 100~300 words, which explains the purpose and main findings.

   _____

2. A list of all the sources the writer has mentioned in the text.

   _____

3. A short section where people who have helped the writer are thanked.

   _____

4. Part of the main body in which the writer discusses relevant research.

   _____

5. A separate document attached to the front of the report. It is a covering letter, memo or email to the person who requested it.

   _____

6. A section, at the end, where additional information is included.

   _____

Activity 3-2: Identifying the structure

*Skim over the academic article titled **A Study of the Effects of Content-Based Instruction for English Majors in the Chinese Context** (See Appendix 1). Study its structure and list its parts in the box below.*

Section 4: Stages of Academic Writing

There are three stages in producing an academic essay or report: planning, researching and writing up. In each of these stages there are a number of smaller steps.

Activity 4-1: Explaining the process of academic writing

The following passage explains the process of writing an essay. Read it carefully and complete the flow chart that follows.

The first step of essay writing is to decide on a topic, and prepare a schedule of work for the available time. Then the topic should be brainstormed and a draft outline prepared. Next, possible sources have to be evaluated critically and the most relevant selected, after which you can start making notes, using paraphrasing and summarizing skills. When you have collected enough material to answer the question, the first draft of the main body can be written from the notes, taking care to avoid plagiarism.

Subsequently you can write the first draft of the introduction and conclusion, ensuring that a logical approach to the title is developed. After this the whole draft must be critically re-read and revised for maximum clarity and accuracy. The penultimate stage is to prepare a final list of references, appendices and other items such as tables and figures. Finally the whole text should be thoroughly proofread before handing in the assignment on time.