



# 英语学术论文写作

ENGLISH ACADEMIC WRITING FOR RESEARCH PAPER

何康民 编



WUHAN UNIVERSITY PRESS

武汉大学出版社



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# 前 言

进入 21 世纪后,高等教育肩负着为我国社会主义经济建设和应对经济全球化培养大批后备人才的历史重任。邓小平同志关于“教育要面向现代化,面向世界,面向未来”这一重要指示,是指导我国高等教育办学方向的惟一依据,也是我国高等学校人才培养的主要目标。

在高等学校,学生不仅要学好本专业的基本理论、基本概念和基本知识,更要学好英语,具备与国际友人和对外贸易伙伴沟通和交流的能力和素养。众所周知,要学好一门语言,必须系统学习听、说、读、写、译技巧,全面提升功能语言表达技能,熟练自如地进行对外交流,成功应对世界经济一体化的挑战。

英语写作,特别是英语学术论文写作能力的提高,是衡量高等教育成功与否的重要标志。它要求学生在进行科学研究和创造活动中,不仅能科学地分析和解决本学科或本专业发展前沿问题,而且能够用英语予以全面阐述和表达,使自己的科研成果走出国门、走向世界,为世界所认识和知晓。



为了系统提高学生英语学术论文写作技能,我们在编写本书时,特别注重与国际接轨,使用规范英语语言表达,标准英语学术论文写作格式和示范范文。并注意选用有关学术论文写作的最新研究成果,力争语言使用原汁原味,同时注意语言表述的流畅性和可读性。本书不仅可以作为大学英语本科学生的必修教材,也可作为广大英语爱好者的重要读物,成为提高学术论文写作水平的好帮手。

由于英语学术论文写作内容的编写涉及面广,对语言表述要求高,在本书的编辑过程中,编者付出了艰辛的努力。但因编者能力所限,难免在编写过程中会出现一些问题,欢迎广大读者批评指正。

值得指出的是,在本书的编写过程中,正如参考文献中所列,我们参阅了大量参考书籍,并引用了相关作者的观点、著作和统计数据,在此一并致谢。

编 者

2007 年 7 月于武汉

## Preface

This guide is intended as an introduction to the research paper. It is designed to be relevant to students at all levels of higher education. The techniques discussed are such as must be employed in even the simplest research assignment, and in the more demanding tasks that students may have to face later in their careers. The terms of reference of this assignment may vary widely. It may be called a research paper, a thesis or even dissertation. Its objective may be a neutral compilation of fact, or the achievement of original conclusions. Its length may range from two to upwards of ten thousand words. But the central situation remains unchanged; the writer will be expected to demonstrate a mastery of the scholarly disciplines. These may be defined as the ability to draw on a reasonably wide range of recognized authorities; to learn something of the techniques of getting the most out of a library system, to sustain the labor of taking accurate notes over a long period; to digest them into a sharply and lucid whole; and to present them with due respect for the acknowledged conventions of documentation. At all levels these remain the major concerns of the researcher.

The acquisition of these scholarly skills is, for all of the first-year college students, the subject of a specific course, usually lasting half a session. The course is a formal requirement and is backed by a wide selection of excellent manuals. Yet the preparation of a research paper (let us say, in practice, a paper that goes distinctly beyond the limits of a normal essay) is increasingly a feature of the student scene in China. However, term paper writing has long been in the United States and other developed countries. Our aim in writing this guide for Chinese students is to provide the necessary guidance in a straight-ward and readable form.

In writing it, we have made certain assumptions that we should now make clear:

1. We are not concerned with basic composition, and have no intention of telling our readers how to write sentences. The development of a coherent argument, however, is, we feel, so much a part of the research paper that we



discuss it in some chapters. But otherwise we assume that our readers will turn to manuals of English composition for any guidance that they may need in that field.

2. We assume that the researcher needs, not simply a series of imperatives and recommendations, but the reasons for the recommendations. Working by notes can never lead to first-class research. Accordingly, we have tried, as far as seemed feasible, to justify the advice we give, and to consider the perfectly reasonable objections that a student might well make, if present to discuss the point with us.

3. Next, we are not concerned with purely scientific and technical areas of research. These require a specialized and formal type of report, which is outside the scope of this manual.

4. This guide was conceived as an introduction to the research paper; and we have sometimes been in some doubt as to what could be left to common sense. However, there may be at the risk of rightly offending some of our readers. We have on occasion included material that might well have been left unwritten. For example, it sounds banal to advise readers to keep a photocopy, or backup disk, of their work. We know and we apologize. But we have known students to whom the advice would have been useful. We do not see why experience has to be, as Bismarck termed it, “the name we give to our mistakes”. It can be passed on. We have applied one simple test on issues of superfluous advice, we have asked ourselves: “Would it have been useful to me, as a student?” If the answer is yes, it goes.

5. Finally, we assumed that all papers will be presented in typescript. This is now widely recognized as the only acceptable medium for presenting a paper, but we wish to draw attention to its symbolic importance. Handwriting belongs to the sphere of personal communication. To the argument that handwriting “shows character”, the short answer is that character should be revealed, if at all, by the choice of words, not the style of handwriting. Absence of handwriting implies the acceptance of an impersonal code of conventions. The conventions and techniques embodied in a research supervisor, chief executive editor—is interested primarily in the content; presented in a frictionless medium. Typescript admits implicitly this situation.

The matter of typing reveals in part the whole philosophy for the research paper. The key words in this philosophy are organization, discipline, and convention. These words may not be wholly welcome to all my readers, and we should perhaps offer a gloss on them. For most students; the English essay will have



been strongly associated in the past with imagination, creativity, self-expression, and a somewhat loose approach to form. These are perfectly proper concepts, which have excellent educational justification. We merely point out that they are irrelevant here, yet, in our experience, students tend to carry out into the realm of the research paper attitudes and aims, formed in the field of creative writing, that have no place in research. The kind of writing for which this guide is designed, on the contrary, is concerned with the critical assessment of existing authorities. The philosophy, then, can be defended thus. Organization is necessary for the efficient allocation of one's time and effort, and for the presentation of a paper whose internal structure is balanced and sound, and whose argument proceeds along logical lines. Discipline is central to the long labor of sifting authorities, and adding one's own critical comments are vital in a context where one writes not for oneself, but for a critical public—a public whose face may change ( professor, departmental head, director) but whose standards remain approximately the same. The student will address the paper to such people, and ultimately may join them. And this is the true justification of conventions, that they offer freedom of movement within a larger group. Students need not fear that these tedious conventions are cramping; ultimately they will serve to free the power of expression.

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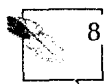
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