高等院校英语语言文学专业研究生系列教材

总主编　戴炜栋

英语科研论文写作概要

Essential Strategies for English Academic Writing

冯翠华　编著

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高等院校英语语言文学专业研究生系列教材

总　序

近年来，随着我国经济的飞速发展，社会对以研究生为主体的高层次人才的需求日益增长，我国英语语言文学专业的研究生教学规模也在不断扩大。各高校在研究生培养方面，形成了各自的特色，涌现出一批学科带头人，开设出自己的强项课程。但同时我们也认识到，要使研究生教育持续健康地发展，要培养学生创新思维能力和独立研究与应用能力，必须全面系统地加强基础理论与基本方法方面的训练。而要实现这一目标，就必须有一套符合我国国情的、系统正规的英语语言文学专业研究生主干教材。

基于这一认识，我们邀请了全国英语语言文学专业各研究领域中的知名专家学者，编写了这套《英语语言文学专业研究生系列教材》。旨在集各高校之所长，优势互补，形成合力，在教材建设方面，将我国英语语言文学专业的研究生培养工作，推上一个新的台阶。我们希望通过这套教材的出版，来规范我国的英语语言文学专业的研究生课程，培养出更多基础扎实、知识面广、富有开拓精神、符合社会需要的高质量研究生。

在内容上，本套系列教材覆盖了英语语言文学专业各学科的主要课程。我们总的编写指导思想是：**结合我国英语语言文学专业研究生教学的实际情况与需要，强调科学性、系统性、先进性和实用性。力求做到理论与应用相结合，介绍与研究相结合，中与外相结合，史与论相结合，广泛搜集资料，全面融会贯通，使每一本教材都能够反映出该研究领域的新理论、新方法和新成果。**本套教材的这些特点，使其有别于单纯引进的国外同类原版教材，是国外教材所不可取代

的,两者的作用是相辅相成的。也正是由于这些特点,本套教材不仅可以作为我国英语语言文学专业研究生的主干教材,也可作为中国语言文学专业的教师与学生的参考用书。

在编写体例上,我们参照了国家标准局的有关标准以及国际上的通行做法,制定了统一的规范。每章后面,都列出了思考题和深入阅读书目,以便启发学生思考和进一步深入研究。

教材建设是学科建设的一项重要基本建设,对学科发展有着深远的影响。我们相信,正如国外剑桥和牛津大学出版社出版的语言学和应用语言学教材和丛书,对推动国际语言学和应用语言学的发展起了巨大作用一样,在世纪之交推出的这套系列教材,也必将大大推动我国21世纪英语语言文学专业研究生教育事业的发展,促进我国英语语言文学研究水平的提高。

戴炜栋

2000年9月

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Preface

Rationale for Book

This textbook is for Chinese students who have majored in English, and who are now studying for their postgraduate degrees in the field of *English Language and Literature*. The rationale for the book is based on the assumption that though the students have reached a general level of proficiency in English usage (both oral and written), there is still a need for them to learn more advanced skills and strategies for thinking and writing in English of a more academic nature. Postgraduate students are required to write course papers and dissertations which have to meet certain internationally accepted academic standards, both in form and quality of language, not to mention content. Not all Chinese students are aware of such standards, and this book is an attempt to guide them to reach such standards in writing forms, and in the quality of their language.

"Quality of language" implies much more than a high degree of grammatical competence and idiomaticity. These two qualities are fundamental to all good English writing. "Quality of language" implies as well competence in the use of rhetorical devices, of conciseness and preciseness in expression, of cohesion and coherence between sentences and between paragraphs, and appropriateness in tone and diction.

Apart from these, the students need to learn systematically how to define, to serialize, to compare, to classify, to summarize and to analyse in their presentation and discussion of ideas. These strategies of writing involve thinking and writing on a higher cognitive and rhetorical plane, and guided practice in these strategies is needed before the students can use them flexibly and with confidence in writing their academic papers.

It may be pertinent here to mention another, and often overlooked, aspect of the thinking process involved in writing English academic papers. That is that, for non-native speakers of English,

writing in English requires them to *think according to Western logic* and *to use Western ways of presenting facts and ideas according to Western conventions*. In other words, *writing in English* involves *thinking in English*, and not thinking in Chinese and using Chinese conventions of presenting and expressing facts and ideas. There sould be a "switching" of language codes in the students' minds, in that, when writing in Chinese, they should think in Chinese, and when writing in English, they should "switch" to the English way. There are cultural and linguistic differences between the Chinese and English ways of thinking and of expression, and the use of one should not affect the use of the other.

What is the English way? If students study the models carefully, they will find that all the writers are very frank and direct in expressing their views, and are individually responsible for what they say. They quote authorities when necessary, but they do not rely on authorities for their opinions. Their opinions are based on their personal observations, experiences, and study. As such, their essays are interesting, and often thought-provoking. In addition, their *trend of thought* is tight and coherent. Every paragraph has its own topic or topic sentence, and each sentence in the paragraph adds something *new* to the topic. There is no repetition of facts or ideas. Sentences are linked together coherently, and so are paragraphs.

Above all, the *voice* of the writer is heard throughout the essay. Seldom are there vague statements like "As is known to all," "Everyone knows that ...," or "It is a well-known fact that ...." The writer is not afraid of speaking out his own opinion on an issue, even though it might be arbitrary, even wrong, and open to criticism. This attitude towards expressing one's own opinion is encouraged in academic writing and discussion.

This does not mean, however, that the learning of the correct skills and strategies, and the use of the right thinking process will provide a formula for successful academic writing. There is no formula for successful creative writing, academic or otherwise, only guidelines. The search for ideas, and the logical presentation of these ideas in clear, concise, coherent and effective language is a highly individual matter, depending on the individual's understanding of the topic, and his / her own level of competence in the use of the language. This textbook, therefore, offers instructions and guidelines for advanced academic writing, but the final writing of a

successful academic papar depends entirely on the individual student's intiative and motivation to learn, and diligence in practice.

Layout of Book

The book consists of three parts. PART I is a review of some usage concepts to do with options in Diction and Syntax, in the rhetorical use of punctuation, quotations and allusions, and in writing about imagery. PART II deals with the strategies of defining, serializing, comparing, classifying, analysis, summarizing and paraphrasing. Part III goes on to the writing of essays proper, with the main focus on the Informative, Comparative, Analytical / Critical, and the Argumentative essay, the types most often used in academic writing. The models of writing chosen for reading and analysis will be related to courses taken by students under the umbrella term of *English Language and Literature*. Assignments for writing practice will convey a range of options related to students' specialities, a change from the usual general-topic-type assignments. A number of Appendices then follow.

The different parts of the book may be taught one after the other, or separately. Strict linear adherence is not necessary. PART I, for example, may be skipped, in part or as a whole, depending on the proficiency level of the students. Likewise with the strategies in PART II, and so on. As such, the textbook might take a year to complete, or a semester, depending on the circumstances.

As designed, the book is suitable for self-study for those who can already use the English language with a fair degree of proficiency.

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I wish to thank all those who helped and encouraged me throughtout the writing of this textbook, especially when the "going was tough." In particular, I wish to express my gratitude to Professor Xue Han-rong of the PLA Foreign Languages University for going over the whole of the initial draft in detail, and for offering me valuable advice and suggestions; to my daughter Wang Yulan for providing me with books and information on American Studies; and above all to all the students who took the academic writing course under me, showed me what was really needed in such a course, complied with all my strict requirements with understanding, and rewarded my efforts by working hard and becoming quite adept at writing academic papers in English.

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Part I

Review of Some Basic Usage Concepts

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