

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

写作教程

Successful Writing

教师用书

第2版

主 编 / 邹 申



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新世纪高等院校英语专业本科生系列教材（修订版）旨在打造完整的英语专业学科体系，全面促进学生的语言技能、学科素养和创新能力的培养，必将为我国培养国际化、创新型、高素质的英语专业人才奠定坚实的基础！

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总 序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。



作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,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,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长



前 言

2000年出版的《高等学校英语专业英语教学大纲》指出,“在注意听、说、读、写、译各项技能全面发展的同时,更应该突出说、写、译能力的培养”。同时大纲又提出“注重培养跨文化交际能力”以及“加强学生思维能力和创新能力的培养。”

根据大纲的精神和要求,本系列教程旨在通过科学的教育方法,系统地教授写作知识,使学生在完成英语专业课程时掌握必要的写作知识及技巧,具备大纲所规定的写作能力。

本系列教程旨在编写上突出教学方法的科学性、教学内容的系统性、连贯性、时代性及趣味性,并做到三个相结合:写作知识的教授与写作能力的培养相结合,写作能力的培养与跨文化交际能力的培养相结合,写作能力的培养与学生思维能力和创新能力的培养相结合。

本系列教程在教学内容安排和教学活动设计上采用循序渐进、循环往复的方式,强调各分册之间的延续性和系统性,即各分册既有相对的教学重点和独立性,又与其他分册构成一个完整的写作教学体系。除学生用书外,本系列教程配备教师用书。

本系列教程包括以下四册:

第一册

使用阶段: 一年级第二学期

教学目标: 学生在学完第一册后,能正确理解和掌握英语句子成分与结构以及词汇用法,并能够按照不同的要求正确写出英语句子;能改写或缩写课文内容,并能正确写出150个单词左右的短文;能正确书写便条和通知等应用文。

教学安排: 本册共10个单元。每周2节课,每两周上一个单元。

第二册

使用阶段：二年级第一、二学期

教学目标：学生在学完第二册后，能正确理解和掌握英语段落的写作知识与技巧，并能够按照要求写出不同体裁的段落；能根据作文题目、提纲或图表、数据等写出各种类型的短文（200 单词左右）；能正确书写便条和通知等应用文。

教学安排：本册共 18 个单元。每周 2 节课，每两周上一个单元。

第三册

使用阶段：三年级第一、二学期

教学目标：学生在学完第三册后，能正确理解和掌握文章的写作知识与技巧，熟悉各种文体及其篇章结构，了解并能运用英语修辞知识，并能够按照要求写出不同文体的文章（500 单词左右）；同时能够写故事梗概、读书报告、课程论文以及正式的书信等。

教学安排：本册共 18 个单元。每周 2 节课，每两周上一个单元。

第四册

使用阶段：四年级第一学期

教学目标：学生在学完第四册后，能正确理解和掌握学术（毕业）论文写作知识及相关技巧，并能够写出合乎要求的毕业论文。

教学安排：本册共 9 个单元。每周 2 节课，每两周上一个单元。

第四册单元设计框架

单元设计宗旨

1. 融合国内外先进的写作教学模式，强调写作过程的教学，积极鼓励

学生参与课堂教学,培养学生获取知识的能力、运用知识的能力、分析问题的能力、独立提出见解的能力和创新能力。

2. 针对学术论文和毕业论文的要求和规范,结合中国英语专业大学生的学习特点及现状,重点介绍论文写作过程中的重要环节及步骤;提供范例并作讲解或点评,帮助学生掌握学术论文/毕业论文写作要领及技巧。
3. 课堂活动或练习的设计兼顾课堂教学规律和特点,采取循序渐进的方式和启发式教学方法,以提高教与学的效果。
4. 教师用书提供教学要点、教学建议以及范例点评等。第九单元专门点评范文,共四篇。一篇为实证性论文,三篇为理论性论文。

单元教学内容

● PART I INTRODUCTION

这部分主要通过各种课前预备活动,激发学生对本单元内容的兴趣,激活已有的经历或相关知识。课前活动采用多种形式:小组讨论、个人作业,既有课堂活动,也有课外任务。教师可以根据各自具体情况,采用单元内所提供的教学提示或材料开展教学。

● PART II EXPLANATION

这部分主要是通过教师课堂讲授和学生课堂活动,使学生掌握该单元的教学内容。教学中教师应运用启发式课堂教学法,让学生在教学过程中自己去发现、归纳、获取相关的知识。课堂教学形式亦可以多样化:教师讲解、个别练习、小组活动等。

● PART III FOLLOW-UP ACTIVITIES

课后练习均针对该单元的教学内容。练习形式多样:既有单元内容复习题,也有单元所授知识运用题。

本册在编写过程中得到了上海外国语大学有关学院学生和朱磊老师的大力支持和无私帮助,作者在此一并表示谢意。

新世纪高等院校英语专业本科生系列教材（修订版）

总主编：戴炜栋

课程类型	供选择书目	主编		
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CONTENTS

Understanding Research

Unit	Theme	Teaching Focus	Page
1	Understanding Research	Fundamentals of Research Types of Research Requirements of Research	1
2	Choosing a Research Topic	Criteria in Topic Selection Steps in Topic Selection	9
3	Conducting Preliminary Research (I) — Library Research	Using the Library Internet Research	15
4	Conducting Preliminary Research (II) — Field Research	Common Field Research Methods Getting Information from Field Research	27
5	Writing a Research Proposal	Importance of Writing a Proposal Major Components of a Proposal Writing of an Adequate Proposal	37
6	Writing a Working Outline	Purpose of Writing an Outline Formats of Outlines Types of Outlines Construction of an Outline	49
7	Composing the Draft	Purpose of Drafting Organizing Your Draft Integrating Information into Your Draft	59
8	Finalizing the Paper	How to Document Sources How to Revise and Edit a Paper How to Write the Supplementary Parts	69
9	Evaluating Sample Papers	4 papers with detailed comments	77

The Question-and-Answer activity designed for this unit aims at helping students identify some common features of research by providing them with some familiar situations. It is suggested that at this stage teachers encourage students (1) to find out what activity or activities is (are) you involved in each situation; (2) to summarise the common features of these activities. These features will be dealt with at length in EXPLANATION.

Unit 1

Understanding Research

As graduation thesis writing has a lot in common with research paper writing, we will start with a discussion on the concept of research and other related issues.

Students may think of research as something people do in either laboratories or libraries. But think for a minute. When someone looks for a job, he may study the want ads, check bulletin boards, and ask around among friends, etc. When someone is to write a book report on a certain book, he has to read the book carefully, analyzing such elements

as the theme, the messages, and the techniques of the book under review. All in all, choosing a college or academic major, deciding on a career, settling on a place, studying how children learn to speak — all these activities, in fact, require research.

This unit aims to help students gain a clear understanding of what research is by examining the fundamentals of research, the categories of research, and the general requirements of research.

PART I

Introduction

This part serves as unit orientation. The purpose is to reactivate students' existing knowledge and experience in the related area so as to get them actively involved in the process of teaching, which emphasizes learning through discovery.

Group Work

The Question-and-Answer activity designed for this unit aims at helping students identify some common features of research by providing them with some familiar situations. It is suggested that at this stage teachers encourage students (1) to find out what activity or activities is (are) usually involved in each situation; (2) to summarize the common features of these activities. These features will be dealt with at length in EXPLANATION.

Reference to Group Work

The teacher may ask groups to present to the whole class what they have come up with in Group Work. The following is provided for reference only.

	What does it involve?
Situation One	Making enquiries, telephoning the admissions office, visiting the college, reading the college prospectus, etc.
Situation Two	Studying the want ads, checking bulletin boards, asking around among friends, classmates, etc.
Situation Three	Asking questions about the book: What is the topic? What is the main theme? What is the author's argument? What is the evidence he has produced? What is the conclusion? Do I like the book? Analyzing the book in order to find answers to the questions, summarizing the answers, reaching a conclusion, etc.
Situation Four	Reviewing and summarizing studies done previously by other people, observing how a child learns to speak at one particular stage, recording and summarizing the findings, comparing the findings to those made by others, drawing a conclusion, etc.

Common features	
1	Having an interest in some phenomenon that is unknown; making a hypothesis, etc.
2	Investigating by means of observing, searching, making enquiries, etc.
3	Reading books, articles, etc. in the library; searching on the Internet; collecting necessary materials, data
4	Using collected information productively
5	Analyzing by means of comparing, reviewing, summarizing, etc.; considering several possible explanations
6	Deciding on the explanation that is most probably the answer to your enquiry; concluding by gaining insight into some previously unknown phenomenon

Additional Work

Here is a further example (Seliger & Shohamy 6 - 7) to show what research is. The example contains the following scene:

An infant is in a playpen, fenced in from the surrounding world, not yet in control of the language that will enable him to communicate with those around him. The child's parents are sitting in the same room and the child sees an object on the other side of the room. The child wants the object but cannot get out of the playpen. Nor is he able to say, "Mom, please hand me the ball." The child views the object and attempts to voice a sound he has come to associate with it. "Baa," he calls. No response. "Baa," he calls again. This time one of the parents notices the child. "What is he saying?" asks the parent. The mother suggests to the father that the child is hungry. "No, I don't think so," answers the father, "he has just eaten." "Maybe he needs to be changed," offers the mother. "Didn't you just change him after he ate?" asks the father.

After many guesses (or *hypotheses*) about what the child is trying to express and the rejection of these possibilities for various reasons, the parents guess that the child wants something. The child's word "Baa" resembles something in the room, a brightly coloured ball. The mother develops a new hypothesis. Perhaps the child wants the ball. She crosses the room, picks up the ball, holds it out to the child, and says with rising intonation, "Ball?" The child indicates that this is what he has been trying to say by responding with a smile and a squeal of excitement.

What can we learn from this everyday experience about research?

The scene contains the following components of research:

1. There is some form of behaviour that is not clearly understood; the child said something.
2. The behaviour is observed and found to be special for some reason. Questions are raised regarding the reasons for the behaviour: why did the child, who had previously been quiet, begin to say something?
3. Several possible explanations for the unusual behaviour are sought and related in some way to previous knowledge or past events; the baby's unique behaviour is related to experiences that he has just had, such as eating or being changed.
4. One of the possible explanations is considered to be the one that most probably explains the behaviour. This becomes the parents' "hypothesis" about the behaviour, based on both observed facts and previous knowledge. The other hypotheses are rejected.
5. To test this hypothesis or answer the research question, more data need to be collected about the baby's behaviour in other instances of vocalization. In this case, the parents' experiment seems to indicate that the child was indeed saying the word *ball*.

Suggestions for teaching

The questions are designed at the beginning of this part to reactivate students' existing knowledge so as to better prepare them for the following content. The activities can be done either in groups or individually.

The main purpose of this unit is to help students gain some general understanding of what constitutes research, what is required for graduation thesis writing, and prepare them for the following units. The teaching content in this unit is divided into three sections: *Fundamentals of Research*, which defines what research is; *Types of Research*, which introduces categories of research; and *Requirements of Research*, which lists the necessary conditions for carrying out research including graduation thesis writing.

Types of Research

1. Research intention

Two examples are provided for further explanation in class.

An example of theoretical research:

Researcher A holds the theoretical position that different languages share universal features. He is interested in understanding what the languages of the world have in common in terms of the position of *head* (mainly verbs) and *modifiers* (mainly objects). He examines many different languages and concludes that all language structures have one *head*, and *modifiers* can be placed either before or after the *head*.

An example of applied research:

Researcher B is interested in the theory put forward by Researcher A, and he would like to see if the description provided by Researcher A has any validity in predicting the order in which the rules for the position of *head* or *modifiers* in English are acquired by a speaker of another language, say Japanese or Turkish, in which *heads* are placed after *modifiers*. Do the rules that are described conform to what people actually do when they learn a language? Do the rules predict an order of acquisition or the difficulty experienced by learners from different first languages?

2. Source of information

Two examples are provided for further explanation in class.

An example of primary research:

In order to answer the question "Are animals in principle incapable of learning language?" A researcher called Pepperberg (1981, 1983, 1987) embarked on an elaborate formal programme of

training an African grey parrot called Alex. Pepperberg's findings were as follows: after 13 years Alex

- had a vocabulary about 80 words;
- could even produce and understand short sequences of words;
- could classify 40 objects according to their colour and what they were made of;
- could understand the concepts of *same* and *different*, and count up to six;
- knew few verbs and showed little evidence of being able to relate objects to verbs;
- knew few function words.

Conclusion: Alex's linguistic abilities were extremely limited.

In this study, Pepperberg mainly relied on firsthand information — that is, information obtained through training Alex and observing his linguistic behaviour.

An example of secondary research:

The course instructor has given students the following essay topic:

“Test usefulness and the appropriate balance among the different qualities cannot be prescribed in general, but must be determined for each specific testing situation.” (Bachman and Palmer, 1995:18) How far do you agree?

In order to write the essay, students have to read books or articles related to this topic. Then they have to identify, analyze, and review the opinions of other researchers before they formulate and develop their own argument. During the whole process, students depend mainly on library sources.

Requirements of Research

1. Learning to ask questions

In this part, the teacher may start by asking students to recall their experiences of reading books, writing book reports, or other term assignments. The teacher may ask some questions, such as “Do you usually ask questions on what you read before you set about doing your assignment?” or “What kind of questions do you usually raise to yourself?”

Then the teacher may compare the questions in the Student's Book with those suggested by the students in order to bring their attention to the importance of asking questions.

2. Knowing how to focus on a topic

This part can serve as an introduction to Unit Two, which deals with topic selection. The following are a few examples that the teacher may use in class.

Subject

Topic

- | | |
|---------------------------|--|
| English language teaching | Teacher attitude toward achievement may affect student self-perception. |
| English language learning | Extroverts tend to be more fluent in oral proficiency at the early stage of language learning. |