

任务驱动型研究生公共英语系列教材

# 任务型 学术写作

## Task-Based Academic Writing

总主编 刘文字 王慧莉 金启军  
主编 高桂珍 金敬红



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# *Task-based Academic Writing* 任务型学术写作

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# 任务驱动型教材丛书前言



《任务驱动型研究生公共英语系列教材》是大连理工大学研究生院2007年教改基金立项资助项目。

任务驱动型教材指在教学设计过程中,以具体的任务为主线,使学生在完成任务的过程中探索、发现有关的知识技能。任务驱动型改革教材基于建构主义的教育思想,把“任务驱动”教学法有机结合在教材编写过程中,实现教学内容和教学方法的统一;以技能培养为本位,“理实一体化”,利于英语技能型人才的培养。具体而言,本系列教材在编写过程中满足了以下几个条件:

(1) 正确把握“任务驱动”本质内涵,科学合理设计“任务”。关键是根据教学内容,把“任务”设计得科学合理。在学习情境设计时,关键是创设实施“任务”真实情境的体验环境。在学习组织设计时,关键是突出以在教师帮助指导下的学生自主学习和协作学习为重点。

(2) 更新教学观念,转变教学过程中的角色。“任务驱动”编写模式是一种新的教材编写模式,基于全新的教学观念。编写模式具有“以任务为主线,教师为主导,学生为主体”的基本特征,立足点是学生的“学”,而传统教材编写的基本特征是:“以知识为主线,教师为主体,学生为客体”,教师的“教”是立足点。而这一“任务驱动”的编写模式与现有的研究生公共英语教学模式的指导思想不谋而合。

(3) 注意了理论与实践的紧密结合,把教学内容中的理论知识应用于实践范例,巧妙地设计成“任务”,把在传统教材编写中以理论知识体系为主的“明线”,变为“暗线”的知识链,把任务链设计为“明线”,任务链与知识链有机结合,把知识链这一“暗线”,合理地包含在任务链这一“明线”之中,通过科学合理的“任务”体系,实现了教材中的理论知识与运用理论知识的实践进程的



紧密结合。

本系列教材主要包括:《任务型学术写作》、《口语交际任务》、《英美名著赏析》和《英美文化体验》等。每一本教材由若干个任务构成(相当于传统教材的单元),每一个任务下面由若干个活动构成(相当于传统教材的练习)。每一个任务由任务目标(task objective)、任务准备(task preparation)、任务实现(task realization)、任务扩展(task transfer)四个部分构成。

任务驱动型教材不仅可以使学生学到教学内容所要求的英语基础知识,还能够培养学生运用所学的基础知识用英语解决实际问题、完成实际“任务”的能力。“任务驱动型”改革教材在教学中的作用定位在“教”和“学”,更注重学生“学”的需要,把学生作为教学中的主体,注重教材与学习主体的内在关系,重视“学法”,把“教程”转变为“学程”。



# 前言



进入新世纪以来,不断深入的改革开放使我国的科学技术水平得到了长足的发展,科学成果不断涌现。无论对于科研工作者,还是对于各院校的研究生来说,掌握国际学术界通行的英语科技论文写作规范和语言表达技巧,把自己的科研成果向世界展示,实现国际交流,已成为迫切的要求和必需的责任与任务。有鉴于此,国内许多大学相继拓宽了课程设置,开设了研究方法和学术写作课程。《任务型学术写作》教材旨在适应这一课程设置的特点和要求,在有限的学时内,高效率地提高学生的英语学术写作水平,培养跨文化交际中学术规范意识和语用能力,其终极目标是培养学生“带得走”的学术写作能力,使其在以后的科研工作中终身获益。

在大量的实际调查和论证的基础上,我们根据研究生目前和将来学习与工作的实际需要,改变传统的以知识点为核心的教学模式,将任务型学术写作的编写设计与教学设计紧密结合,把“任务驱动”教学法有机结合在教材编写过程中,使学习者在完成任务的过程中探索、发现有关的知识技能,潜移默化地培养符合自身特点的学习模式。本书具有以下特点:

一、正确把握“任务驱动”的本质内涵,科学合理地设计“任务”。在学习情境设计时,力求创设实施学术“任务”真实情境的体验环境;在学习组织设计时,力求以在教师指导下的学生自主学习和协作学习为重点。每一单元都以具体任务为主线,没有大量的“应该如何”的说教型、灌输型的内容,而是以“研讨式”、“互动式”的形式,为学生提供最直接的启发,准备讨论问题的平台,从而开拓学生的学术视野,激发学生的创新意识。

二、运用“任务驱动”编写模式,具有“以任务为主线、教师为主导、学生为主体”的基本特征,立足点是学生的“学”,把教学内容中的理论知识的典

型应用和实践范例，巧妙地设计成“任务”，通过科学合理的“任务”体系，实现教材中的理论知识与实践进程的紧密结合。每一单元以“任务目的”为中心，起着“引导启发”的作用，为学生进入研究语境提供铺垫，接着在“任务准备”给出范例或典范性评论，直接引入学生分析思考，通过范文指导，延伸与拓宽研究思路，最后，在“任务实现和迁移”部分进行各种形式的训练。

三、突出教师的多种角色，使教师和学生结成相互依存、不可分割的双边关系，从而组织一个教与学的、互动的有机整体。由于学术写作是一门研究性质很强的课程，本教材立足于设计各种任务，使教师从知识的传授者转变为课堂活动的设计者、组织者、指导者，甚至是参与者。教师可以根据教学背景和内容，调整、变换教学角色，引导学生完成语言目标的任务或活动，使学生从被动的听众变为主动的参与者；指引学生迅速进入实践，模拟研究领域，探寻研究路径，领会研究方法和学术写作技巧。

全书共8个单元，分别是：研究计划 (Research Proposal)、论文导言 (Introduction)、文献综述 (Literature Review)、研究方法 (Research Method)、研究结果 (Research Results)、讨论 (Discussion)、论文结论 (Conclusion) 及论文摘要 (Abstract)。每一单元由任务目标 (task objective)、任务准备 (task preparation)、任务实现 (task realization)、任务迁移 (task transfer) 四大任务组成。

书后附有练习答案供学习者参考。

尽管本书的编写力求准确、新颖、实用，但限于编者的水平与经验，书中定有许多需进一步改进和完善之处，祈请各位同行和广大使用者批评指正。

编者

2008年7月

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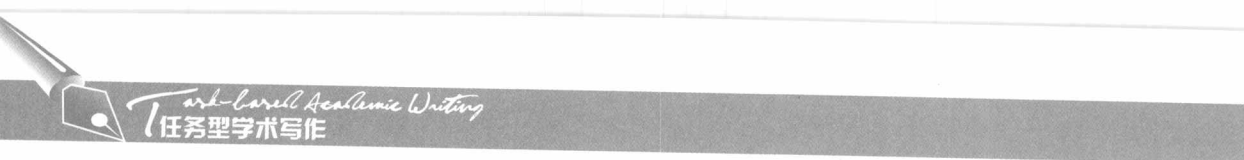
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# *Writing up a Research Proposal*



## Task Objective

In this unit you will learn how to produce a research proposal.

开题报告大致包括以下几方面的内容：

1. 论文题目 (research title)
2. 研究本论题的动机 (research motivation)
3. 论文拟解决的问题以及作者的假设 (statement of problem and hypotheses)
4. 研究本论题意义及价值 (significance of the research)
5. 国内外同行对该论题的研究现状 (literature review)
6. 论题研究步骤和手段 (research approach or methodology)
7. 研究中存在的局限性 (research limitations)
8. 撰写论文工作的计划与安排 (research planning)
9. 参考文献 (references)
10. 图表及附录 (tables and appendix)

注意：不是所有的开题报告都包括以上的各项内容。



## Task Preparation



### Samples



#### Sample 1

### High vs. Low Electrical Stimulation Frequencies for Motor Recovery in Hemiplegia

Stroke is the primary cause of serious, long-term disability in the United States and paralysis of the upper extremity can be the most debilitating of post-stroke sequelae, persisting for several weeks to months following onset.

Although exercise programs constitute an essential component of post-stroke rehabilitation, stroke survivors may not regain enough voluntary motor control in the upper extremity with traditional rehabilitation methods to fully and effectively grasp and manipulate objects. To address this shortcoming, newer and more technologically advanced rehabilitation methods have been investigated. In particular, the use of neuromuscular functional electrical stimulation (FES) has been shown to have positive effects in facilitating active movement and augmenting motor function following neurological impairment. FES is the application of a continuous current of electricity administered through a surface electrode at the nerve or motor point of a muscle to elicit a muscular contraction.

The application of FES as a therapeutic modality has the potential to increase voluntary movement, force production, strength, and functional skill abilities in the upper extremity; however, the specific stimulation protocol used can affect rehabilitation outcomes. Despite several clinical trials investigating FES, little work has been directed toward finding the optimal patterns of stimulation that could be effective in maximizing motor activity while simultaneously minimizing fatigue in the hemiplegic hand following stroke. If post-stroke individuals, assisted by electrical stimulation, could actively perform effective hand movements and additionally experience reduced fatigue in those muscles, exercise regimens could be more effective and functional gains in task performance and manual skill could be realized.

研究本论题的动机



The purpose of this research is to compare the use of a low-frequency (20Hz) electrical stimulation retraining program with a high-frequency (40Hz) electrical stimulation treatment program to improve motor control in the affected hand of stroke survivors.

The hypotheses are as follows:

Hypothesis #1: Post-stroke individuals trained with a high (40Hz) electrical stimulation frequency program will

a) exhibit a higher percentage change in grip strength in the hemiplegic hand following training when compared to post-stroke individuals trained with a low (20Hz) electrical stimulation frequency program.

.....

This study seeks to determine whether high or low electrical stimulation frequencies are more effective in maximizing motor return in hand function following stroke. This information will be extremely beneficial for the general public, for the participants directly involved in the study, and for other researchers investigating optimal methods of intervention for stroke survivors.

A therapeutic method or modality that will produce maximal rehabilitative benefits in a minimal amount of time is the consummate goal of most clinicians. Third party payers and insurers frequently limit the number of treatment sessions and their payment of therapy services such that treatment plans are now dictated by the reimbursement available rather than the needs of the patient. Electrical stimulation has been shown to be an effective modality to improve motor function following stroke. If gains in strength and function can be achieved quickly and effectively with electrical stimulation, patients would spend less time in an inpatient setting and reduce overall health care costs. In addition, if optimal function is restored, the need for caregivers or institutionalization is reduced, saving tax payer dollars and benefiting society as a whole.

The potential benefits to be gained by persons participating in this study are

1) to receive professional therapy services free of charge in treatment of upper extremity dysfunction as a result of stroke, .....

The information to be gained through this study has profound merit for academicians as well as basic and applied science researchers. This knowledge will be extremely useful in identifying effective treatment strategies, developing novel therapeutic devices, designing innovative rehabilitation instrumentation, electronics, or orthoses that assist paralyzed individuals in achieving active muscle contraction after neurological injury.

论文拟解决的问题

作者的假设

研究本论题意义及价值



While current research supports the effectiveness of using electrical stimulation to enhance function following stroke, further scientific investigation should focus on the specific patterns of electrical stimulation that maximize motor return in the hand. Knowledge of these optimal strategies can lead to direct implementation in the rehabilitation setting and have a profound impact on changing clinical practice.

.....

For several years, clinicians and researchers have used electrical stimulation to facilitate motor return following paralysis. The mechanisms behind this modality are straightforward: Through electrodes placed on the skin surface or percutaneously, electricity is conducted that stimulates the peripheral nervous system, causing a muscle or muscles to contract (Baker, Wederich, McNeal, Newsam, & Waters, 2000).

.....

FES has been shown to be a viable modality in the treatment of motor deficits and paralysis following cerebral vascular accident (CVA) or stroke. Popovic, Sinkjaer, Stefanovic, & Schwirtlich (2002) found that electrical stimulation combined with a voluntary exercise program was more effective in improving hand function in stroke survivors when compared to a group not receiving electrical stimulation.

.....

Early research indicated that paralyzed lower extremity muscles were also receptive to electrical stimulation intervention when improvements in strength, range of motion, and active muscle contraction were seen following FES intervention (Liberson, Holmquest, Scott, & Dow, 1961).

.....

*Subjects*—Persons who have sustained a stroke at least four months prior will be eligible to participate.

.....

*Recruitment of Participants*—Participants will be recruited for the study through three methods.

.....

*Experimental Design*—The design of the current study is quasi-experimental if no control group is used.

.....

*Analysis*—Descriptive statistics will be used to report measures of central tendency and variability for test scores of both groups.

文献综述

论题研究步骤和手段





This study has limitations. First, large numbers of participants may not be possible due to the numerous physical impairments present in the population being studied. Logistics of transportation and participation over several weeks may be difficult for these individuals.

.....

Despite these limitations and delimitations, there remain salient reasons why the study should still be performed. First, research studies of this design have been successfully conducted on this population even though large individual differences in motor presentation exist.

Differentiating factors will be clearly outlined and accounted for. These investigations continue to contribute new and usable information to the overall body of knowledge that ultimately impacts clinical practice.

Second, information that provides insight into effective strategies for motor recovery in the hand following stroke is limited. This area of study can provide a scientific basis for promising interventions that may yield positive outcomes and fill the currently existing gaps in knowledge.

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研究中存在的局限性

参考文献

 Source: <https://webspace.utexas.edu/cherwitz/www/ie/samples/doucet.pdf>



### Exercise I: Answer the questions as briefly as possible.

1. What's the purpose of the research?
2. What's the author's motivation in the research?
3. What's one of the hypotheses the researcher puts forward?
4. Who will benefit from the research?
5. What's one of the limitations the research has?



## Higher Education Faculty: Satisfaction with Online Teaching

### Purpose of the Study

The main purpose of this study is to conduct exploratory qualitative research to investigate online faculty members teaching philosophies and what contributes to or inhibits their satisfaction with online teaching.

To meet this purpose, this research will

- a) explore participant's teaching beliefs and perceptions of elements that contribute or inhibit to their online teaching job satisfaction;
- b) investigate the relationships among the elements that contribute to or inhibit the participant's perception of job satisfaction;
- c) provide a structure to better understand elements that contribute to or inhibit online faculty members' job satisfaction.

### Research Questions

The key questions guiding this inquiry are:

1. What elements contribute to or inhibit satisfaction with online teaching for faculty members?
2. What are the relationships among the elements that contribute to or inhibit online faculty member's satisfaction with online teaching?

The electronic Web-based background questionnaire will collect information about the study participants such as: contact information, discipline/degree program, gender, age, ethnic group, tenure status, teaching experience, computer use, instructional uses of technology, and teaching philosophy.

The interview protocol includes questions, in the first section, about the participant's teaching experience. The second section explores barriers to or facilitators of online teaching, and satisfaction with institutional support for faculty members involved in online learning including: developing the online course, technological aspects, professional development and social interactions, participant's satisfaction or dissatisfaction with teaching the online course including overall satisfaction, electronic communications, course activities, and time requirements. The survey concludes by asking what advice the participant would give a faculty member in their discipline or department who was thinking about developing an online course.

研究本论题的目的

论文拟解决的问题



### Significance of the Study

This study will contribute to an understanding of the factors that contribute to the job satisfaction of higher education faculty members pioneering as teachers in the rapidly expanding and changing Web-based educational environments. The bulk of research on faculty job satisfaction has been conducted among traditional faculty, i.e., those who teach face-to-face, but little is known about what contributes to the job satisfaction of faculty who are teaching their courses partially or totally online, because few research studies have been conducted to explore the needs, desires, hopes, dreams, and frustrations of online faculty to understand and explore what they think and feel about the factors that can, and do, make them satisfied with their work in Web-based learning environments.

This study, therefore, will seek to understand and expand the current knowledge base by utilizing a Constructivist Grounded-Theory approach (Charmaz, 2000) to identify elements and describe relationships among the elements that contribute to, or act as barriers, to the job satisfaction of higher-education faculty members that are teaching online courses.

Possible benefits of this research include contributing to a better understanding of online faculty members and the elements that contribute to or act as barriers to their job satisfaction with online teaching. A better understanding of the elements that contribute to or act as barriers to the job satisfaction of online faculty, could help institutions to identify, plan for, and provide support and services to increase online faculty member's job satisfaction. Additionally, this knowledge could help institutions, which are delivering or considering delivering Web-based courses, to attract, train, and retain talented online instructors so that they can more effectively work with faculty to "...move the power of the Internet for learning from promise to practice" (Web-based Education Commission, 2000, p.134).

### Limitations of the Study

This study seeks to explore elements that contribute to or act as barriers to the job satisfaction of online faculty and the relationships among these elements. Faculty satisfaction can be significantly influenced by the institutional setting in which it does or does not occur. For this reason, the phenomenon of faculty job satisfaction needs to be studied as it naturally occurs without manipulation or control of variables. Institutions are distinct and complex, as are the online learning environments within these settings. Hence, the data gathered in each setting are very dependent on these contexts. Therefore, the context of each case study will limit the

研究本论题意义及价值

研究中存在的局限性



generalizability of the findings. The qualitative researcher utilizes the case study format to provide a thick, rich description of the phenomena encountered in the process of research. This thick description allows the readers to judge the information and make their own decisions about whether or not the themes that emerge from the research can be transferred to their own situations.

#### Literature Review

Background literature related to job satisfaction and dynamics of faculty participation in Web-based distance education is examined, in this chapter, to provide grounding related to the research questions of this study. The review of literature is divided into three sections. The first section defines distance education and examines the use of the World Wide Web (WWW) for delivering Web-delivered distance education.

The second section examines the dynamics of pedagogy, attitudes and perceptions, motivation and resistance, institutional incentives and barriers related to faculty participation in Web-delivered distance education. The third section examines the theoretical basis of faculty job satisfaction research.

#### Distance Education

.....

#### Asynchronous and Synchronous Communications

.....

#### Online Teaching and Learning

.....

#### Dynamics of Faculty Participation in Post-Secondary Distance Education

.....

#### Methodology

Qualitative methods will be used in this exploratory study to explore interactions related to the common experiences of higher education faculty members that are teaching online courses to understand factors that contribute to the job satisfaction of these faculty members. This study is exploratory because little is known about what constitutes job satisfaction for higher education faculty members that are teaching online courses.

Qualitative methods are the best choice for this research because qualitative methods allow the researcher to listen to the views of the research participants, while focusing on the natural setting or context, such as the online program or classroom, in which participants express their views.

Qualitative research methods are unsurpassed for research problems where the variables are unknown and need to be

文献综述

论题研究方法