

“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

英语专业写作

English Writing

学生用书

主 编 / 田贵森



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总序

普通高等教育“十二五”国家规划教材

新世纪高等院校英语专业本科生系列教材

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、六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”、“十二五”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、专业知识和相关专业三大板块，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”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。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

《英语专业写作》第四册是为大学英语专业四年级学生编写的，也可供高校非英语专业的英语爱好者学习和参考。这本教材的重点是英语学术写作的介绍和训练，通过循序渐进的讲解和写作练习，使学生了解、熟悉、掌握英语学术写作的特点，为撰写毕业论文和以后进行学术写作奠定坚实的基础。

《英语专业写作》第四册共分为四个部分：(1) 英语学术写作简介；(2) 学术论文的写作；(3) 研究报告的写作；(4) 英语专业毕业论文的写作。每部分由五个单元组成。本书的基本框架是第一部分介绍英语学术写作与学术研究的关系，学术写作的基本特征和要求。第二部分介绍以图书资料为基础的学术论文的写作要素，以及写好既言之有物，又符合学术规范的研究性学期论文的方法和步骤。第三部分介绍以实证研究为基础的研究报告的写作，为今后从事英语教学，培养定性和定量研究打下良好基础。第四部分介绍英语专业学士学位论文的写作，从英语语言学、英语文学、翻译和教学法等方面，给以翔实的例证和分析，以期对英语专业学生做好毕业论文提供参考。贯穿全书的教学活动涉及：学术写作的选题，相关文献的检索和综述，论文探究问题的提炼和表述，论文提纲的编制和修改，论文各个部分的写作，如：引言、主体、结语、提要、参考文献及附录等。英语学术写作是在学生接受了英语写作基本功的训练后，学习了初步学术研究方法的基础上，达到用英语撰写论文的更高要求，也是培养大学生创新能力的重要环节。本书用简洁的语言对英语学术写作的各个环节和要求作了详细介绍，并尽量多地提供典型例文给学生作参考，同时设计了丰富多样的练习。我们强调教学内容介绍、典型例文示范和参与写作体验并重的教学方法，学生在阅读和课堂教学中学习知识，从典型例文中获得启发，在写作体验中逐步提高。正如英语谚语所说，“Knowing without doing is not knowing at all.”

本书共有 20 个单元，供英语专业四年级上下两个学期使用。为方便教学，教材采用教案式编排，每个单元为一周两个课时的教学内容。按照学习的先后顺序，首先总体介绍英语学术写作，然后先讲图书资料为基础的学术论文写作，再讲以实证研究为基础的研究报告的写作，最后讲学士学位论文的写作。当然，毕业班学生做毕业论文时，可以有更多的选择，既可写以图书资料为基础的学术论文，也可作以实证研究为基础的研究报告。各个学校的老师，在教学中可根据各个学校的具体情况灵活掌握。

另外需要说明的一点是，本书中提供的论文，大部分选自英语专业四年级学生的真实作业，一律称为“典型例文”，而不称为“范文”。这些“原汁原味”的习作与经过反复打磨的“范文”相比，可能有这样或那样的不足。我们的主要出发点是为读者和四年级的学生提供论文写作的参考，提供相当于他们写作水平、贴近他们经历和思想的素材，提供他们经过努力也可以做到，并能超越或做得更好的写作体验平台，而不是高不可攀的完美“范文”。因此，使用本书的教师和学生，可以对典型例文“评头论足”，重在参与体验，重在培养进行初步学术研究、撰写学术论文的能力。

感谢戎晓燕、石乐波、苏涵仙、王华玲、王冕、杨娜、张利娜、张晓丹、赵瑞丽等同学提供他们的作业，用作本教材的例文。感谢史耕山老师提供的英文实证研究报告。参加本书编写工作的教师有田贵森、刘永权和王震静。他们都从事英语专业高年级写作教学工作，有多年的教学经验，了解中国英语专业高年级学生写作中的困难和问题，了解英语写作教学理念的新发展。这些都对教材的编写有很大帮助。参加教材录入和校对工作的还有王冕、张利娜。本书编写过程中得到北京师范大学外文学院王星教授的大力支持和耐心指导，也得到上海外语教育出版社编辑和外籍审稿专家的支持和指导，在此表示衷心感谢。

本书共20个单元，每个单元提供一个典型例文，并附有相关的写作指导和练习。本书旨在帮助英语专业四年级学生提高写作水平，培养学术写作能力。本书的编写得到了许多老师和同学的帮助，在此表示衷心的感谢。本书的出版得到了上海外语教育出版社的大力支持，在此表示衷心的感谢。



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SECTION ONE

Research and Writing

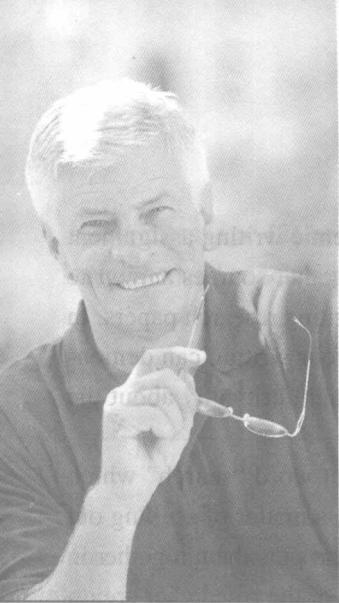
Introducing Academic Writing



SECTION ONE

Academic Writing Introduction





Unit 1

Research and Writing

1. Defining academic writing
2. Major types of research
3. Major features of academic writing

In recent years, writing has become more and more important in college education. Professor Li Funing from Peking University once made the remark, “Every course is a writing course” (1991). As an English major, in your first three years at college you have probably written many personal essays in English that presented your thoughts, feelings, and opinions. As you start your fourth year, you are facing a variety of writing tasks which become progressively more complex and demanding. Different from those types of writing you have learned, you are now going to learn how to write “academically”. Before we begin, it will be helpful to discuss what are the major types and features of academic writing.

1. Defining academic writing

In its broadest sense, the term “academic writing” means a scholarly lengthy written composition exploring an idea or seeking answers to particular research questions. Academic writings usually draw on original conclusions based on information derived from research and require much more than personal knowledge and experience. You may have heard the terms such as “research paper”, “term paper”, “library research paper”, “investigation report”, “empirical research paper”, and others.

These names are often used interchangeably. Whatever the name, the academic writing assignment requires you to locate information on a given subject from library or some other sources and write conclusions based on your findings. To put it simply, academic writing is writing research papers. In college education, it is a standard student and scholarly activity, because your writing can demonstrate that you have read widely on a certain subject, assimilated and thought critically about the reading, and, finally, written a fully documented exposition of the issues.

In English, the word “research” comes from a prefix “re-” and a root word “search” which means “to seek out again”. Most academic or scholarly research is, indeed, a matter of seeking out ideas and materials already found or developed by others. Now it is YOU who puts them together in perspective — and makes discoveries, and achieves new insights. The tasks of the researcher are: to ask good questions, to select the best way to find answers, and to interpret the findings in a way he or she can justify. The major research activities include identifying and choosing a research topic, locating and reviewing previous research, assimilating others’ findings and formulating your focus, and then developing and expressing your ideas clearly and convincingly with supporting materials. Research can be very academic, and it can also be very practical and useful in our work and life. Teachers do research to find out how their students can learn better. Students do research to find out about their careers. Whatever you plan to do after your graduation, knowing how to do research will be of great value. There is no better introduction to doing research than writing a research paper. This is just the very opportunity for you to develop your research ability. In this book, we are going to learn about three types of academic writing: (1) the research paper (library research), (2) the research report (field research), and (3) the graduation thesis.

2. Major types of research

Research is the systematic application of scientific methods to the study of problems. It can be defined as disciplined inquiry, or a systematic approach to finding answers to questions.

There are two major kinds of research, primary research and secondary research. Primary research involves generating new ideas and information on your own. It is sometimes called “empirical research”, or “field research”. It is the study of a subject through firsthand investigation, such as conducting an English language teaching experiment and interpreting the results; interviewing someone about his or her personal experience of using Internet language; or analyzing a novel or a literary text.

Secondary research involves gathering together and analyzing the research findings from other people’s research. It is sometimes called “library research”, using resources of the library. Most graduation theses for a BA degree are secondary research or library research papers. As a student, you are expected to develop your abilities through planning and writing your graduation thesis to learn: (1) how to investigate, review, and productively use information, ideas, and opinions of other

researchers; and (2) how to use this information with your own ideas and present your thoughts, opinions, and conclusions convincingly.

3. Major features of academic writing

Writing is a challenging task for many students. It is more challenging when they write in a foreign language. There are three different types of writing: (1) basic writing, (2) practical writing, and (3) academic writing. As an English major you have learned and experienced the first two types. For academic writing, there are some unique and different features. Knowing these features and the nature of academic writing will naturally be helpful in developing your own ability to write academically. The following is a description of the major features that academic writing in English usually has and should have:

(1) New in content or analysis

Research papers are usually expected to offer something new or original. This newness could be something new in content, method, data or analytical perspective. We should avoid simple repetitions when we write research papers. For research papers of college students or for a BA thesis, it is not required to give an original piece of work or an original contribution to a field of knowledge. It is rather an original compilation — a bringing together from many different sources, including your own analysis, into one coherent whole. It is a new creation, in which different parts are logically related and all focus on a research question.

(2) Well-focused topic

Research papers or a graduation thesis for a BA degree should focus on one limited aspect of a general subject. If it is designed to establish a thesis, it should concentrate on establishing one or two main points. Avoid subjects that would lead you to compile miscellaneous information. Many research papers are unsuccessful because they cover too much ground. They are too broad in scope, too shallow in treatment. Restrict your general subject area until you arrive at something that you can explore in detail. **Try to write more and more about less and less.** “Task-based Language Teaching” is a general subject area; “Using Task-based Teaching Approach in College English Writing Class” is a specific topic for research.

(3) Multiple sources

Academic papers or a graduation thesis for a BA degree should show that the author has made detailed use of several different sources. Avoid subjects that would tempt you to summarize pre-assembled information from one main source. Avoid subjects that are conclusively and satisfactorily treated in a textbook or in an encyclopedia. By definition, a research paper is more than a condensation of easily accessible materials. Whatever points you make should require careful sifting and comparing of evidence from different and possibly conflicting sources.

When you write research papers or your graduation thesis, you may use and are encouraged to use others' words or ideas, but are not permitted to take theirs as yours. You may quote, paraphrase, translate and summarize others' ideas. You need tell clearly in your paper where you take them from. Academic writing forbids any kind of plagiarism.

(4) Objective in tone

Research papers or a graduation thesis for a BA degree should be objective in tone. The conclusion elaborated in the paper should stay close to the evidence actually presented. In academic writing, your tone and attitude towards your subject should be serious, not ironic or flippant. Humorous, casual or conversational approaches are usually inappropriate for research papers. The research paper should be formal in style. **You should not make your own personality prominent** in a research paper. Avoid subjects whose discussion might bring into play a large measure of partisan allegiance, personal preference, or individual taste — or be prepared to make a special effort to be objective. **Avoid writing in the first-person** such as *I think, as I know, I believe, in my opinion ...* They imply uncertainty. The reader assumes that statements of your paper are your opinion and represent your point of view. **Avoid impersonal labels** such as *the researcher, the writer ...* to refer to the writer of the thesis. They tend to remove you entirely from your paper. Your admiration for a presidential candidate and your distaste for Western-style music are likely to hinge on psychological factors that are beyond the scope of the ordinary research paper.



Writing Task

Read the following research papers first and then discuss in groups. Try to identify: 1) the major features of research papers and 2) the chief differences between these research papers and other types of writings you have done before.

Research Paper 1*

The Difficulty of Counting American Regional Dialects

Many of us who attend college away from home are surprised when others point out (often incorrectly)

* To preserve the completeness and authenticity of the research papers or graduation theses cited, compilers of the present book do not make any revision in whatever form. This principle is applied in the entire book.