



研究生
学术英语
系列教材

总主编 王永祥

张智义 编

Academic
Writing
in English

学术英语 写作教程



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内 容 简 介

全书共十六章,详细介绍学术写作之准备过程、写作步骤及后续工作,帮助学生熟悉学术写作流程;重点介绍学术论文的文体风格,以步骤和阶段思想介绍学术论文各部分内容的写作要点和行文规范;同时还提供丰富的例句表达,供学生参考使用,便于学生提高学术英语写作能力,实现国际学术论文的发表。

本书既可作为我国高校研究生和高年级本科生的学术英语教材,又可供有兴趣提高学术英语写作能力的学生作为课后辅导教材使用。

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总序

国际著名应用语言学家肯·海兰德 (Ken Hyland) 在其所著《学术用途英语：高级资源全书》(*English for Academic Purposes: An Advanced Resource Book*, 2006) 一书的前言中将学术英语 (English for Academic Purposes) 定义为“旨在帮助学习者以英语进行学习或研究的英语教学活动 (teaching English with the aim of assisting learners' study or research in that language)”。

最近十多年来，学术英语已然成为英语教学与研究领域的焦点之一；而在非英语专业研究生的英语教学中，学术英语的重要性尤为突出。研究生教育处于整个教育链之最高端，尽管各高校对研究生培养目标的表述有异，但都必然包含科学研究能力的要求。“研究生”一词中的“研”字本义是“细磨与深入地探求”，非常清晰地凸显了研究生教育的首要任务：培养研究生的学术研究能力。非英语专业研究生在进行其本专业学术研究的过程中，不可避免地需要阅读大量外语（主要是英语）文献，需要出国访学或深造，需要参加国际学术会议。在高等教育日益国际化的今天，研究生教育肩负着培养高素质国际化人才的使命。英语作为一门世界通用的语言，在研究生教育中发挥着越来越重要的作用。

在此背景下，通识英语课程已经无法满足学术交流日益国际化的专业培养需求。自 2016 年起，南京师范大学根据学校“十三五”规划和“创建有国际影响力高水平大学”的办学目标，在既有的分层教学改革基础上进行反复调研和论证，开始了新一轮基于国际化学术能力提升的研究生公共英语教学改革。该教学改革首先在两个学院试点，对其硕士研究生开设学术英语系列课程（包括“学术英语口语”“国际学术交流英语”“学术英语写作”“学术英语翻译”等），着重培养研究生独立撰写英语论文、参与英语学术讲座和国际学术会议的能力，使他们率先具备良好的国际视野。2017 年，这项教学改革逐步推广至更多学院，也得到校领导和校研究生院的大力支持。通过改革，我们已经形成一套成熟的非英语专业硕士研究生学术英语课程体系，所开设课程受到试点学院研究生的认可和好评，也引起校内外同行的关注。有鉴于此，我们组建了长期从事非英语专业研究生英语教学实践并直接参与本轮教学改革的教师团队，认真总结本轮教学改革中的教学经验，大量阅读国内外先进的学术英语论著，编写了本套研究生学术英语教材，共四本。它们分别是：《学术英语口语教程》《国际学术交流英语》《学术英语写作教程》和《学术英语翻译教程》。

《学术英语口语教程》旨在循序渐进、全面系统地训练学生的学术英语口语能力，培养学生参加学术会议、以英语做学术演讲的能力，从而提升其学术思维能力。

《国际学术交流英语》以参加国际学术会议为主线，内容涉及国际学术会议的信息来源、会议通信、论文提交、经济资助、会议主持、演讲、讨论、会议海报和与专业人士交谈等，选材具有时代性、规范性、全面性、知识性和启迪性，便于学生获取信息和提高学术交流能力。



《学术英语写作教程》基于过程性写作理念，详细介绍学术写作之准备过程、写作步骤及后续工作，帮助学生熟悉学术写作流程。该教材秉持学术英语写作文体的特殊性，重点介绍学术论文写作的文体风格，以步骤和阶段思想介绍学术论文各部分内容的写作要点和行文规范。同时，该教材还提供了丰富的例句表达，供学生参考使用。

《学术英语翻译教程》着重帮助学生系统掌握英汉学术语篇互译的基本理论与技巧，培养学生英汉学术语篇差异意识，并在选例上与学生的专业知识相结合，使其在学习英汉互译的基本理论和技巧时，夯实其专业英语知识，最终提高其国际学术交流的能力。

我校基于国际化学术能力提升的研究生公共英语教学改革仍在路上；摆在读者面前的这套学术英语系列教材必将助力研究生公共英语教学改革。我们深知，改革没有尽头，有的仅是一个又一个新的起点，唯有不断改革方能让教育返璞归真。我们期待亲爱的读者在使用本套教材的过程中提出宝贵建议，期待各位同仁在今后的研究生公共英语教学改革中结出累累硕果，期待全体研究生在这场教学改革中真正提升自己的国际学术交流能力！

在本套教材编写的过程中，南京师范大学研究生院领导和外国语学院领导给予了大力支持，清华大学出版社同仁也给我们提出了宝贵意见，在此，我们全体编者对他们的帮助致以最衷心的感谢！

南京师范大学 王永祥

2019年2月28日于秦淮河畔小屋

前言

随着我国高校和科研院所科研实力的提升，建设有国际影响力的高水平大学和科研院所日益成为高等教育发展的目标和追求。在这一过程中，发表学术论文成为衡量高校和科研院所国际化水平的重要指标。各高校和科研院所对各自培养的硕士生和博士生都提出了相应的发表国际学术论文的要求。因此，利用英语进行学术写作成为英语应用能力的重要体现。另外，从英语学科本身而言，其在新时期的发展定位，也对学生的学科素养提出了新的要求，即学生须学会使用英语进行学术写作。学科的内在需求和学生的外在需要都使得学术英语写作成为我国研究生公共外语教学体系中亟待强化的内容。总体而言，学术英语写作是当下研究生基本学科素养的体现，是其了解最新科研动态、把握相关学科前沿的重要工具。以学术英语为导向，加强学术英语写作能力的培养，使研究生较快掌握学术论文发表的规则，已成为新时期人才培养的一项重要内容。

《学术英语写作教程》基于过程性写作理念，详细介绍学术写作之准备过程、写作步骤及后续工作，帮助学生熟悉学术写作流程。本书秉持学术英语写作文体的特殊性，重点介绍英语学术论文的文体风格，以步骤和阶段思想介绍学术论文各部分内容的写作要点和行文规范。同时，本书还提供丰富的例句表达，供学生参考使用，便于学生提高学术英语写作能力，实现国际学术论文的发表。

本书注重培养学生使用英语进行学术写作的实际能力，特别是引导其掌握使用英语撰写摘要、引言、材料和方法、讨论、结论等诸要素的方法；强调学以致用，突出选材的实用性，构建学术英语写作的真实步骤。本书按照学术写作的流程突出与之相关的技巧和要求，强化学术写作的实用方法，在实际训练中提升学生的学术写作能力。

本书按照学术写作的流程和学术论文的组成部分设置各章节内容，便于学生进行系统性学习。教师在进行课堂教学时可侧重学术论文组成部分的相关教学，安排相应的教学活动。学生可在教师的引导下，依据学术论文的各个组成部分进行分步骤的实战训练。本书以各高校和科研院所的研究生为主要对象，也可作为英语专业高年级本科生的教材。

本书系“2017年江苏省研究生创新工程教改重点项目——基于国际学术能力提升的研究生公共外语教学改革”研究成果之一，其编写原则是：

1. 界定学术写作的范围及过程性写作的要求，严格按照写作前准备、写作本体和后续发表等流程编排内容。
2. 写作本体严格按照国际惯用的 IMRaD（引言 introduction、方法 methods、结果 results 和讨论 discussion）模式进行，详细介绍各部分的写作规范和写作要求。
3. 提供一定的范文和丰富的例句，供学生参考使用。



本书的编写人员是多年从事研究生学术写作教学的一线教师，理论知识扎实，教学经验丰富，对研究生学术英语写作现状和存在的问题有较多思考，因此在内容选择和形式编排等方面都具有针对性。

本书在编写过程中参阅了国内外大量有关文献，特别是对国外学术写作的语料库成果多有借鉴，谨在此致以衷心的感谢。

编者

2019年2月于南京

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1

Chapter

Academic Writing

Learning Objectives

1. To learn the definition of academic writing;
2. To learn different categories of academic writing and academic articles;
3. To learn the purposes of academic writing.



1.1

What Is Academic Writing

Academic writing is for the purposes of scholarly communication and academic information dissemination. This kind of writing is usually in an impersonal and dispassionate tone, targeted for a critical and informed audience, based on closely investigated knowledge, and intended to reinforce or challenge concepts or arguments. It usually circulates within the academic world (the academy), but the academic writer may also find an audience outside via journalism, speeches, pamphlets, etc. Typically, academic writing has an objective stance, clearly states the significance of the topic, and is organized with adequate details so that other scholars may try to replicate the results.



1.2

Different Categories of Academic Writing

According to different forms, lengths, contents, and focuses, academic writing can be broadly categorized as the following.

1.2.1 Academic Articles

This form of academic writing is, for most of the time, also termed as research paper. It is an academic work with the length of usually more than 6,000 words, but normally less than 20,000 words. It focuses on a particular problem in a limited research area and aims to tentatively solve the problem through the means of experiment and discussion. It intends to be published in an academic journal. It contains original research results or reviews existing results. Such a paper will only be considered valid if it undergoes a process of peer review by one or more referees (who are academics in the same field) who check that the content of the paper is suitable for publication in the journal. Since the primary task for most of the postgraduates is to publish academic articles, the academic writing in this book mainly refers to academic articles.

1.2.2 Academic Books

Books come in all shapes and sizes, and they serve different purposes. Academic books may include the following subcategories: the popular science book, the edited collection of previously published papers written by the same author, the edited collection of previously published papers written by different authors, the edited collection of original chapters written