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<<中国学生社科博士论文讨论与结语章节 >

图书基本信息

书名：<<中国学生社科博士论文讨论与结语章节语体研究>>

13位ISBN编号：9787307077409

10位ISBN编号：730707740X

出版时间：2010-6

出版时间：武汉大学出版社

作者：邓鹂鸣

页数：392

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前言

It is well.known that writing doctoral dissertation in English is an uphilltask for a wide majority of non-native speakers of English；however, it isrelatively less well.known that this task is equally arduous and painful for evennative speakers of English, or for that matter, speakers of any language.Inaddition to the linguistic difficulties, most writers of research dissertations oftenface difficulties of handling conventions of writing these rather longish pieces ofresearch reports. One of the major problems many of these researchers face is the mismatchbetween " what they promise " in the introductory sections and " what theydeliver " in the final sections of their theses.The research reported in this workdeals with this important issue, which is often ignored in most research writingundertakings.It is an issue which is rarely, if ever, explicitly raised, and isoften not even implicitly understood by the participants in this scholarly activity.In this respect, this book undertakes to demystify one of the most importantissues in doctoral research writing. The study reported here is informative , comprehensive, and insightful.Itfocuses on the research writing experiences of a number of Chinese writers of research dissertations。
the trials, tribulations, and sometimes rewarding experiences of some of them, including a number of teachers who supervisethem.The book, in my view, should be of great value to all those interested in research writing , either as non-initiated novice writers, experienced teachers or supervisors of doctoral work.

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内容概要

《中国学生社科博士论文讨论与结语章节语体研究》突破现有学术语提研究内容和方法的局限，以语体分析的相关理论及社会文化理论为理据，采用文本分析、个案研究、深度访谈研究方法，着重从社会构建的角度探究中国二语学习者如何构建博士论文及结语章节这一特殊的语体。
研究结构表明：中国二语学习者在构建博士论文讨论及结语章节这一特殊的语体过程中突出的一大问题在于修辞结构的脱节，即讨论及结语章节与前言部分修辞结构缺乏照应；问题的主要症结在于学习者缺乏有关博士论文讨论及结语章节语篇构建的规范意识；为了更好地达到、体现这一特殊语体的交际目的，学习者社会行为诸如与导师磋商、与相关学者切磋、与众多读者对话、与出版的学术论著交互构建讨论及结语这一特殊群体，同时，在此过程中，其写作者的身份得以构建和重构，由初期的一名学术写作新手，嬗变为一名较熟练的写作者，直至后期发展为该学术群体中的一员。
该书的研究成果（国内尚未空缺）不仅对当前我国研究生学术论文写作有着十分重要的指导意义，而且为各大专院校学术群体撰写国际学术论文提供了相当的借鉴。

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作者简介

邓鹂鸣，女，教授，硕士导师，香港城市大学英文博士，中国英语写作教学协会常务理事。
主要研究方向为应用语言学、二语习得、语体分析、语篇分析、学术写作研究。
在《外语教学》等常用外语核心期刊上发表学术研究论文30余篇；编著多部；主持教育部十五规划人文社会科学写作研究等项目3项，主持武汉大学校级研究项目1项，参与教育部重点研究项目1项，湖北省教改重点研究项目1项；获湖北省科研成果一等奖1项，湖北省社科优秀教学研究成果二等奖1项，武汉大学优秀教学研究成果三等奖2项。

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书籍目录

List of AbbreviationsPrefaceChapter 1 Introduction1.1 Research Background1.2 Research Objectives1.3 The Significance of the Study1.4 Demarcation of the Discussion & Conclusion Sections1.5 The Relationship Between Introduction and Discussion & Conclusion Sections1.6 Structure of the BookChapter 2 Review of Relevant Literature2.1 L2 Students Difficulties in Thesis Writing2.2 Thesis Writing Process2.3 Rhetorical Structure of the Discussion & Conclusion Section in Research Writing2.4 The Notion of Genre2.4.1 The ESP-oriented View of Genre2.4.2 The New Rhetoric-oriented View of Genre2.5 The Nature of Writing2.6 Main Approaches to Writing2.6.1 The Classical Rhetorical Approach2.6.2 The Expressive Approach2.6.3 The Cognitive Approach2.6.4 The Social Constructionist Approach2.7 Relevant Theories2.7.1 Cognitive Writing Process Theory2.7.2 Sociocuhural Theory2.7.3 Theory ofIdentity Constructkm2.8 SummaryChapter 3 Methodology3.1 Text-analytical Approach3.1.1 The Assumption of Textual Analysis3.1.2 Data Collection3.1.3 Frameworks for Textual Analysis3.1.4 Procedure for Textual Analysis3.2 Case-study Approach3.2.1 Data Collection3.2.2 Treatment of Data3.3 SummaryChapter 4 Textual Analysis4.1 Congs Texts4.1.1 Original Draft4.1.2 Revised Version4.1.3 Final Version4.2 Meis Texts4.2.1 Original Draft4.2.2 Revised Version4.2.3 Final Version4.3 Pings Texts4.3.1 Original Draft4.3.2 Revised Version4.3.3 Final Version4.4 Tao ’s Texts4.4.I Original Draft4.4.2 Revised Version4.4.3 Final Version4.5 Yan ’s Texts4.5.1 Original Draft4.5.2 Revised Version4.5.3 Final Version4.6 Su ’S Text4.6.1 Original Draft4.6.2 Revised Version4.6.3 Final Version4.7 SummaryChapter 5 Analysis of Interview Data5.1 Exploring the Major Problems Involved in the Discussion & Conclusion Section Writing and the Related Causes5.1.1 Limited Knowledge of the Communicative Functions of the Part-genre5.1.2 Lack of Awareness of Rhetoric Consistency5.1.3 Lack of Systematic Training5.1.4 Excessive Length of the Writing Process5.1.5 The Heavy Cognitive Load5.2 Negotiating Generic Conventions5.2.1 Negotiating with Supervisors5.2.2 Mediating with Other Academics5.2.3 Dialoguing with Multi Audiences5.2.4 Interacting with Published Works and Theses5.3 Constructing Writer Identities5.3.1 A Novice Student Writer5 3 2 A M0re Skilled Academic Writer5.3.3 Moving Towards a FulI Member ol the Community5.4 SummaryChapter 6 Conclusion6.I Summary of the Main Findings6.2 Pedagogical Implications of the Study6.3 Directions for Further ResearchAppendicesAppendix I First-round Interview Guide for Student Informants（Based on Their Initial Drafts of the Discussion&Conclusion Section） Appendix II Second-round Interview Guide for Student Informants（Based on Their Revised Drafts&Final Versions of the Discussion＆Conclusion Section） AppendixIII Interview Guide for Supervisor InformantsAppendix IV Interview TranscriptsRererences

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章节摘录

As illustrated in the above excerpt, Rogoff ’S notion is built upon theassumption that performing the act or interacting along with the practitionerSguidance should lead the child or the newcomer to the next goal of learning.Itappears to echo VygotskyS（1978）conception of zone of proximal development（ZPD）and scaffolding（see 3.2.2.of this chapter）.The central idea ofguided participation is that learnerscognitive development is inseparable fromtheir social environment which affords them the context of participating in socialactivities of various forms with the guidance of more skilled practitioners whosupport them and facilitate their skills in using cuhural tools（Stetsenko, 1 999）.In such a theoretical lens, learning is conceptualized as the process ofguided participation whereby learnerscognitive development Occurs throughengaging in culturally organized activities with more experienced partners.Theconception of guided participation further extends the concept of socialinteraction by emphasizing the complementary roles of children and caregivers, novices and mentors and makes significant contribution to our understanding ofthe developmental process of learning though it fails to highlight the concrete characteristics of cultural tools like how individual learners internalize these tools while they are engaged in guided participation.

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