

<<应用语言学论文写作指导>>

图书基本信息

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内容概要

《应用语言学论文写作指导：实证研究报告的撰写》系统指导如何撰写实证性研究论文，全书包括八章，除第一章为本书引言外，其他七章分别介绍了论文的七个组成部分，包括：摘要、引言、文献综述、研究方法、研究结果、结果讨论和结论。

每章采用相同结构：所讲论文章节的功能；实现这些功能的步骤；以一篇论文作实例分析；该章节需要注意的语言特征；常见问题等。

本书可作为应用语言学硕士生和博士生论文写作课教材，或本领域及其他文科专业研究者撰写论文的指导，还可作为外语教师培训参考资料。

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章节摘录

Similarities between the Two Abstracts As well as providing an abstract of similar length to that of the first abstract, I think you can see here that there are other similarities between the two abstracts. Both include the same five moves. Broadly speaking, the strategies employed in the creation of these moves are similar even though some differences are evident.

Differences between the Two Abstracts

Moves within a Sentence The first difference between the abstracts concerns the inclusion of more than one move within a single sentence. This pattern characterizes a number of sentences in the first abstract but it does not occur at all in the second abstract. While links between moves are clearly and explicitly signaled when two moves appear within a single sentence, it does not necessarily mean that links are not made when this does not occur. Sentential links can be clearly and explicitly made between moves by other cohesive means. In comparing only one Masters and one Doctoral thesis, we could easily assume that these are differences that reflect the two types of thesis. However, this is not the case. It is rather a difference in individual style and preference. Any thesis needs to establish links between moves and between sentential propositions. The extent to which one approach is adopted more than another may be a feature of particular disciplines but generally it is the result of the writer's communicative style.

Introduction Secondly, the Introduction move is slightly longer in the second abstract than it is in the first. This may have occurred because the author wanted to explain not only the context and importance of the topic in some detail and the need for further research in the area but also what is meant by the key term 'incidental focus on form'. The importance of defining and backgrounding this particular approach to form-focused instruction in some detail arises from the confusion that could result for those not familiar with different approaches to form-focused instruction. For example, the second language acquisition literature makes a significant distinction between two types of form-focused instructions but the difference is only signaled by a change in the use of one letter - either a capital 'S' (focus on formS) or a lower case 's' (focus on forms). Additionally, the second abstract seems to emphasize the limited amount of empirical research on the effectiveness of incidental focus on form, whereas this focus is less explicit in the first abstract. Again, the difference is not really one that distinguishes a Masters from a Doctoral thesis. Rather, it should be seen as a difference between the focus that two authors wish to provide or between two areas of investigation where the background of one needs more explanation than that of the other.

Purpose A third difference is revealed in the more extensive statement of purpose provided in the first one. Whereas the second abstract referred to three purposes or aims within a single sentence, the first abstract identified each purpose or aim across four sentences and, in doing so, provided us with a more comprehensive and perhaps clearer understanding of the various aims of the study. The three key words in the purpose statement of the second abstract ('occurrence', 'nature' and 'effectiveness') become clear as we consider the Method and Product moves later in the abstract. It is possible that the author of the second abstract may have assumed that we would be more familiar with this field of investigation so confined himself to a single sentence.

Methodology Fourthly, while similar detail on the methodology of each study is presented in the two abstracts, the second abstract devotes only four sentences to it, compared with the seven sentences provided in the first abstract. It is possible that fewer design features were specified by this author because of the single data source. By comparison, data for the first study, outlined in the first abstract, were sourced in several ways and these needed to be outlined in the abstract so that we would know how reliable and valid the findings of the study are. The approach to data analysis is not outlined in the first abstract but is described in detail in the methodology chapter of the thesis. It is likely that the author chose to refer to how the data were analyzed because of the relative novelty of the approach.

Product The Purpose move of the second abstract, in sentence 4, revealed the following two primary foci of the research: (1) the occurrence and nature of incidental focus on form and (2) its effectiveness in promoting second language learning. The Product move is therefore presented in two parts as follows: (1) sentences 9-14 outline the first key finding and its associated findings and (2) sentences 15-16 refer to the second key finding. Compared with the Product move of the first abstract, similar detail on the findings of the second study is presented in the Product move of the second

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abstract.

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