

图书基本信息

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前言

It is well known that writing doctoral dissertation in English is an uphill task for a wide majority of non-native speakers of English ; however , it is relatively less well known that this task is equally arduous and painful for even native speakers of English , or for that matter , speakers of any language. In addition to the linguistic difficulties , most writers of research dissertations often face difficulties of handling conventions of writing these rather longish pieces of research reports. One of the major problems many of these researchers face is the mismatch between “ what they promise ” in the introductory sections and “ what they deliver ” in the final sections of their theses. The research reported in this work deals with this important issue , which is often ignored in most research writing undertakings. It is an issue which is rarely , if ever , explicitly raised , and is often not even implicitly understood by the participants in this scholarly activity. In this respect , this book undertakes to demystify one of the most important issues in doctoral research writing. The study reported here is informative , comprehensive , and insightful. It focuses 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 supervise them. 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.

## 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。

## 作者简介

邓鹏鸣，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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章节摘录

As illustrated in the above excerpt , Rogoff ' S notion is built upon the assumption that performing the act or interacting along with the practitioner's guidance should lead the child or the newcomer to the next goal of learning. It appears to echo Vygotsky's ( 1978 ) conception of zone of proximal development ( ZPD ) and scaffolding ( see 3.2.2. of this chapter ) . The central idea of guided participation is that learners' cognitive development is inseparable from their social environment which affords them the context of participating in social activities of various forms with the guidance of more skilled practitioners who support them and facilitate their skills in using cultural tools ( Stetsenko , 1999 ) . In such a theoretical lens , learning is conceptualized as the process of guided participation whereby learners' cognitive development occurs through engaging in culturally organized activities with more experienced partners. The conception of guided participation further extends the concept of social interaction by emphasizing the complementary roles of children and caregivers , novices and mentors and makes significant contribution to our understanding of the 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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