



講題：英文文獻寫作技巧

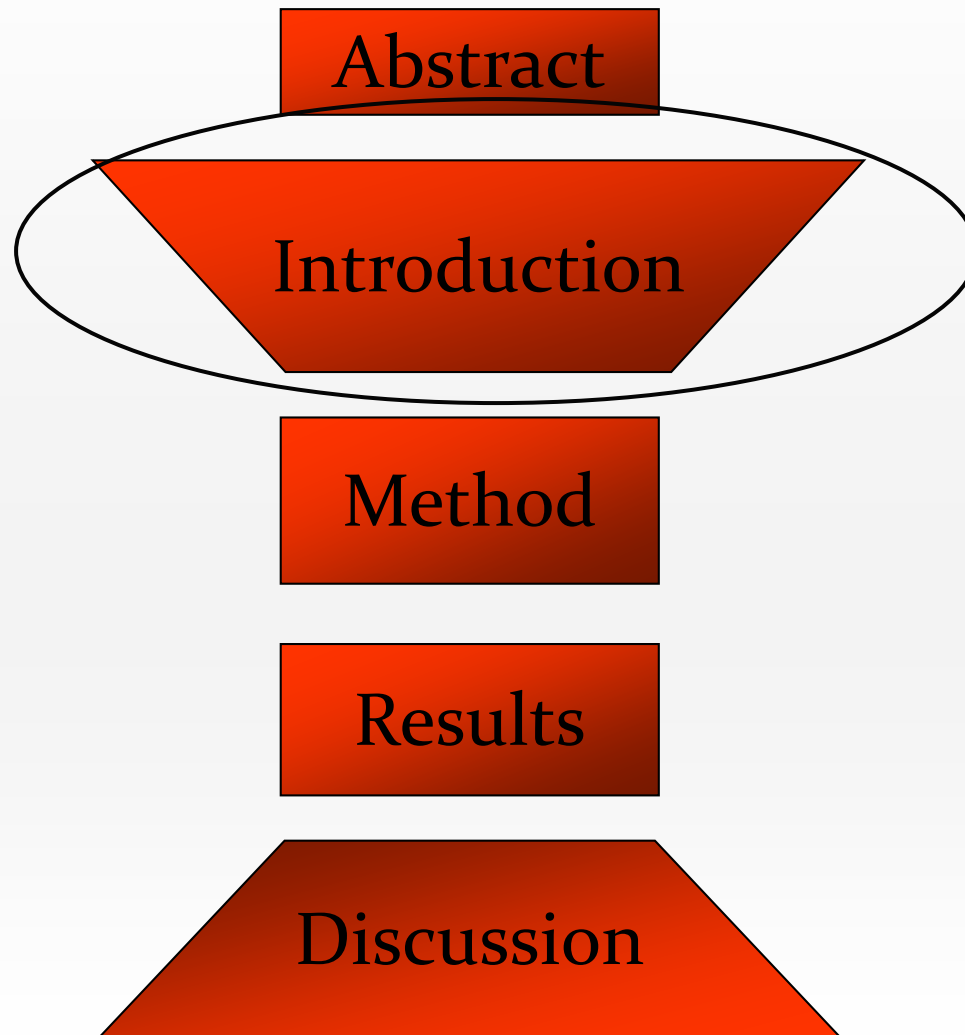
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時間：105年9月1日 下午 2:45 - 4:15

地點：交大圖書館B1國際會議廳

General structure of experimental research



INTRODUCTION: the 5 stages

Stage I: General statements about a field of research

Stage II: More specific statements about what has been done in the field (literature review)

Stage III: Statements that indicate the need for more investigation.

Stage IV: Specific purpose/objective of the study.

Stage V: Significance of the study (optional).





The five stages

- Read the example introduction. Identify which sentences correspond to the five stages.


Stage I (the setting):

Stage II (literature review):

Stage III (investigation needed):


Stage VI (purpose):

Stage V (value of study):



During the past 40 years, the United States has experienced the integration of the computer into society. Progress has been made to the point that small, inexpensive computers with expanded capabilities are available for innumerable uses. Many schools have purchased and are purchasing microcomputers for infusion into their directed learning programs.

Most individuals seem to agree that the microcomputer will continue to hold an important role in education. Gubser (1980) and Hinton (1980) suggested phenomenal increases in the numbers of computers both in the school and the home in the near future. There are always problems with a sudden onslaught of new technology. Like any new tool that has not been fully tried and tested, the role of the computer is in question. How should the computer be used in the classroom? Should the computer be the teacher or used as a tool in the classroom in the same way as an overhead projector? Can teachers do a better job of teaching certain types of materials with the microcomputer than with conventional teaching methods? Will the microcomputer have different effects on students with varying levels of experience? Schmidt (1982) identified three types of microcomputer use in classrooms: the object of a course, a support tool, and a means of providing instruction. Foster and Kleene (1982) cite four uses of microcomputers in vocational agriculture: drill and practice, tutorial, simulation and problem solving.



The findings of studies examining the use of various forms of computer-assisted instruction (CAI) have been mixed. Studies by Hickey (1968) and Honeycutt (1974) indicated superior results with CAI while studies by Ellis (1978), Caldwell (1980) and Belzer (1976) indicated little or no significant effect. Although much work has been done to date, more studies need to be conducted to ascertain the effects of microcomputer-assisted instruction in teaching various subjects in a variety of learning situations.

The purpose of this study was to ascertain the effect of using microcomputer-assisted instruction as compared to a lecture-discussion technique in teaching principles and methods of cost recovery and investment credit on agricultural assets to graduate students in agricultural education (Rohrbach, 1983). This topic was identified as being of importance to teachers in providing them the necessary background to teach lessons in farm records.

INTRODUCTION: the 5 stages

Stage I: General statements

Stage II: Literature review

Stage III: Need for more investigation

Stage IV: Specific purpose/objective

Stage V: Significance of the study





Stage I: The setting

- Start with obvious, generally accepted statements about your research area
- Link old and new info

Stage I: linking the old and the new

Number the sentences in order. Indicated whether it is a general idea, a subarea, or the author's topic.

- _____ Water regularly changes back and forth from liquid to gas to solid.
- _____ River ice constitutes a small fraction of the total quantity of ice in the world.
- _____ The solid phase of water takes many forms.
- _____ Water is one of the most important substances on earth.
- _____ Solid forms of water range from small snowflakes to immense polar ice caps.
- _____ Water makes man's survival possible and supports his transportation needs.



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■ Stage II: Literature Review

- Reviewing previous research
 - Citations: APA, MLA, The Chicago Manual, IEEE etc...
 - *Focus*
 - *Ordering*
- Advancing to present research

Stage II: Citation Focus

- Information first
 - Usually occur in the beginning or the end of Stage II to discuss the current state of your research topics.
- Authors first
 - The studies cited are more closely related to your research topic.
 - Introduced more specific details (e.g., hypotheses, method or findings)
 - Sometimes followed by your comments.

Stage II: Citation Focus

Identify which is information first and which is author first.

- Few studies have addressed the effects of learning two different writing systems on children's reading development (Johnson, 1990; Smith, 2000).
- Smith (2000) found that children who learned a logographic and alphabetic language simultaneously outperformed those who only learned one.

Stage II: Citation Ordering

- **By approach:** 1 approach + another approach + another approach
- **By themes:** based on same theories or hypotheses, used same approaches, found similar results)
- **Chronological:** introducing the development or history of research in an area)
- **Combination**

Stage II: Citation Practice


Exercise 3.3 Arrangement:

The citations are given in scrambled order.

1. Number the citations in the order you feel they should appear in the literature review for this report.
2. Which is information citation first; which is author first?
3. What citation ordering does it use?



FOOD HABITS OF UNDERGRADUATE STUDENTS AT NEW MEXICO STATE UNIVERSITY

- A. _____ Young and Storvick (1970) surveyed the food habits of 595 college freshmen in Oregon and found that the men generally had better diets than the women.
- B. _____ Litman et al. (1975) reported that green and yellow vegetables and liver (all nutritionally desirable foods) were not liked by teenagers in Minnesota public schools. They also
- 

found that teachers have almost no influence on their students' food habits.

- C. _____ Studies of the food habits of young school children have shown that the diets of grade school children are often deficient in ascorbic acid, calcium and iron (Lantz et al., 1958; Patterson, 1966).
- D. _____ A review of the literature indicates that food habit studies have been conducted with students from a variety of different age groups.
- E. _____ Young (1965) examined the nutrition habits of a group of young school children and found that their mothers lacked information about the importance of milk and foods rich in ascorbic acid.
- F. _____ Studies done with adolescent children report similar findings (Ohlson and Hart, 1970; van de Mark and Underwood, 1972).
- G. _____ A number of studies have been conducted using both male and female college students as subjects.

Stage II: Present tense


- The cited information is generally accepted as *scientific fact*.
 - Nutrient resorption **is** a common phenomenon in forest trees (Kramer, 1979).
 - The factors that control the concentration of aluminum in seawater **are** poorly known [1].

Stage II: Present Perfect

- General statements about the research
 - Little research **has been done** on the topic of xyz.
- Information first citation focus
- Cited information involves several different studies.
 - Several researchers **have studied** the relationship between phonological awareness and school-age children's reading ability (Smith, 2000; Huang, 2001; Wu, 2010).
 - The relationship between phonological awareness and school-age children's reading ability **has been found** in several studies (Smith, 2000; Huang, 2001; Wu, 2010).

Stage II: Past Tense

- Author first citation focus
- Referring to a specific study
- Verbs used:
 - Allington (1983) found that.....
 - reported
 - noted
 - observed
 - showed



Stage II: What about tenses
in dependent clauses?

Stage II: Tense in dependent clauses depends on the attitude

- Accepted as fact → present

Sillen [1] showed that aluminum in sea water _____regulated by a thermodynamic balance.

- Finding are limited to one study → past

Abramson (1974) reported that mobile students _____lower academic performance.

- Findings are seen as tentative by original authors →
modal auxiliary: may be/ could be ; seem to; appear to

Van Bennekom [2] proposed that aluminum _____ common in diatom residues.

Stage II: Tense Practice

- Exercise 3.5
(p. 54) Fill-in
the correct
tense

LISTENING COMPREHENSION: THE EFFECTS OF SEX, AGE PASSAGE STRUCTURE AND SPEECH RATE

¹The learning of verbal information is a two-stage process.

²First of all the student must understand the meaning of the sentence he has just heard and then, secondly, he must relate the information it contains to what he has learned earlier and which is now stored in memory. ³A number of authors (advance)

_____ this active view of learning (Bartlett, 1932; Ausubel, 1968; Haviland and Clark, 1974; and Clark, 1976). ⁴Other writers (show) _____ that this two-stage process operates at the level of sentences. ⁵Barclay and Franks (1972) (show) _____ that when two or more sentences contain information about the same subject, the learner abstracts the information from the sentences and tends to integrate it into a whole.

⁶Riding (1975) (find) _____ that after listening to a prose passage in which some related details were in adjacent sentences, while others were separated by other sentences, ten-year-old children recalled the closely positioned details better than the more distantly positioned ones. ⁷Kieras (1978) (study) _____ reading time in adult subjects using short paragraphs as the learning material. ⁸He (note) _____ that reading time was less when a sentence was preceded by those containing related information than when one or more unrelated sentences intervened between directly related ones.



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Stage III: Present research

- Sums up the review by pointing out a gap
 - Inadequate research
 - Unresolved conflict
 - Extension or raise new research questions
- Takes only 1-2 sentences.
- Use signals: 連接性副詞 or 對等連接詞
 - **However**, few studies have reported on the effects of the computer assisted instruction.
 - Lin's work is efficient in xyz, **but** in terms of...

Stage III: criticizing

- Be careful when criticizing others' work
- Identify which are more polite:
 1. The problems with these studies [1] [2] [3] are....
 2. Lin's study failed to examine...
 3. A serious weakness with Lin's study is that...
 4. Lin's work is efficient in xxxx; however, in terms of...
 5. Lin's approach has the advantages of xxx.
Nevertheless, they may not be applicable to YYY...
 6. Most studies focused on xxx; however, YYY is also an important factor that needs to be taken into consideration.

Stage III: other useful signals

- Few, little, no (量詞形容詞)
 - Few **studies** have been conducted to examine this issue.
 - Little **evidence** has been provided to support this theory.
 - Little **literature** is available on this topic.
 - To the best of the authors' (our) knowledge, **no studies** have addressed this issue.



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Stage IV: Specific objective

Research Oriented (past tense):


- The purpose of the present study **was** to determine xxx.
- The research reported here **was** to ...

Report Oriented (present or future):

- This paper **aims** to xxx.
- The objective of this thesis **is** to...
- The purpose of the present paper **is** to
- The thesis **will discuss**...

- 
- Is this research oriented or report oriented?

The purpose of this study was to ascertain the effect of using microcomputer-assisted instruction as compared to a lecture-discussion technique in teaching principles and methods of cost recovery and investment credit on agricultural assets to graduate students in agricultural education (Rohrbach, 1983). This topic was identified as being of importance to teachers in providing them the necessary background to teach lessons in farm records.





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Stage IV: Specific purpose/objective

**Stage V: Significance of the study
(optional)**



Stage V: Significance of the study

Recommended for thesis, dissertation, research proposal, project with money...

- Practical benefits

- This research may provide an alternative...
- The results of this study could be useful to...

- Theoretical importance

- XYZ may be of importance in explaining...
- The results may suggest a broader hypothesis for further research into...

- 
- Is this practical or theoretical benefit?

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Review

INTRODUCTION: the 5 stages

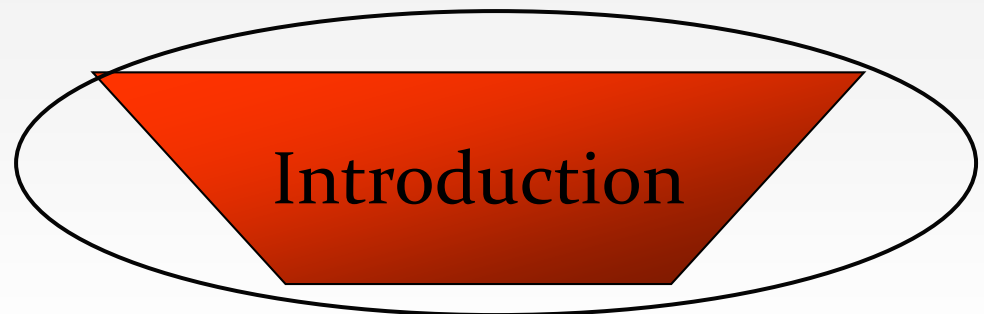
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References

Buker, S. & Weissberg, R. (2008). Writing up research. Taiwan: Pearson Education Taiwan Ltd.