**学位论文封面**

申请硕士学位人员根据其攻读硕士的类型选择不同的学位论文封面插入此页，并根据规定选择不同的颜色封面进行打印、装订！

**南通大学学位论文原创性声明**

本人郑重声明：所呈交的学位论文，是本人在导师的指导下，独立进行研究工作所取得的成果。尽我所知，除文中已经注明引用的内容外，本学位论文的研究成果不包含任何其他个人或集体享有著作权的内容。对本论文所涉及的研究工作做出重要贡献的其他个人和集体，均已在论文中以明确的方式标明。本声明的法律结果由本人承担。

学位论文作者签名：

签名日期：

…………………………………………………………………

**学位论文使用授权声明**

南通大学、中国学术期刊（光盘版）电子杂志社、中国科学技术信息研究所的《中国学位论文全文数据库》有权保留本人所送交学位论文的复印件和电子文档，可以采用影印、缩印或其他复制手段保存论文，并通过网络向社会提供信息服务。除在保密期内的保密论文外，允许论文被查阅和借阅，可以公布（包括刊登）论文的全部或部分内容。论文的公布（包括刊登）授权南通大学研究生部办理。

本学位论文属于： 保 密 □ 在□年解密后，适应本授权书

不保密□

学位论文作者签名：　　　　 导师签名：

签名日期: 签名日期:

**A Comparative Study of the Effects of Input/Output Practice on Test Performance**

**Of College English Majors**

By

×××

A Thesis Submitted inPartial Fulfillment ofthe RequirementsFor the Degree of Master of Arts

In the Subject of

English Language and Literature

Supervised by

Prof ×××

School of Foreign Studies

Nantong University

June 2016

# ACKNOWLEDGEMENTS

It is hard for me to express my gratitude to my respectable supervisor, Professor ×××, whose illuminating instructions, invaluable suggestions and constant encouragement have been with me all the way during my graduate study. I should say if it were not for the influence of his rigorousscholarship, I would never have the courage to undertake the experiment described in this thesis. What is more, his attentiveness to my progress has made me more confident and inspired me for the better.

I would also like to thank ××for his support . Thank him for all the critical researching materials he borrowed from Nantong Library for my research. Thank him for taking all the time and trouble in helping me with my MA thesis, while he has so little time to spare.

In addition, I owe my thanks to my mother, who has always believed in me.

# TABLE OF CONTENTS

[ACKNOWLEDGEMENTS ii](#_Toc249256394)

[TABLE OF CONTENTS ii](#_Toc249256395)

[摘 要 ii](#_Toc249256396)

[Abstract ii](#_Toc249256397)

[List of Tables ii](#_Toc249256398)

[List of Figures ii](#_Toc249256399)

[List of Symbols ii](#_Toc249256400)

[CHAPTER I: INTRODUCTION 2](#_Toc249256401)

[1.1 The Need For This Study 2](#_Toc249256402)

[1.2 The Overall Structure of The Thesis 2](#_Toc249256403)

[CHAPTER II: THEORETICAL BACKGROUND 2](#_Toc249256404)

[2.1 What Is Cooperative Learning (CL)? 2](#_Toc249256405)

[2.2 Key Elements of CL 2](#_Toc249256406)

[2.2.1 Positive interdependence 2](#_Toc249256407)

[2.2.2 Face-to-facepromotive interaction 2](#_Toc249256408)

[2.3 Understanding the Essence of CL 2](#_Toc249256409)

[2.4 Instructional Models of CL 2](#_Toc249256410)

[2.4.1 Learning together (LT) 2](#_Toc249256411)

[2.4.2 Jigsaw method 2](#_Toc249256412)

[2.4.3 Group investigation (GI) 2](#_Toc249256413)

[2.4.4 Student teams-achievement divisions(STAD) 2](#_Toc249256414)

[2.5 Why is CL 2](#_Toc249256415)

[2.5.1 SLA theories and CL 2](#_Toc249256416)

[2.5.2 Teaching theories and CL 2](#_Toc249256417)

[2.5.3 Competitive and individualistic learning V.S.CL 2](#_Toc249256418)

[2.5.4 Advantages of CL 2](#_Toc249256419)

[CHAPTER III: LITERATURE REVIEW 2](#_Toc249256420)

[3.1 Exploring the General Advantages of CL 2](#_Toc249256421)

[3.2 Promoting academic achievements 2](#_Toc249256422)

[3.3 Increasing motivation for learning 2](#_Toc249256423)

[3.4 Enhancing learners’ social relationship 2](#_Toc249256424)

[3.5 The “Good/Successful Language Learner” studies 2](#_Toc249256425)

[CHAPTER IV: EXPERIMENT RESULTS 2](#_Toc249256426)

[4.1 Research Questions 2](#_Toc249256427)

[4.2 Research Design 2](#_Toc249256428)

[4.2.1 Participants 2](#_Toc249256429)

[4.2.2 Instruments 2](#_Toc249256430)

[4.2.3 Data analysis 2](#_Toc249256431)

[4.2.4 Research Procedure 2](#_Toc249256432)

[4.3 CL Lesson Plan Considerations 2](#_Toc249256433)

[4.3.1 Grouping pattern 2](#_Toc249256434)

[4.3.2 Classroom management 2](#_Toc249256435)

[4.3.3 Classroom activities 2](#_Toc249256436)

[4.3.4 Task difficulty 2](#_Toc249256437)

[4.3.5 Different roles in CL 2](#_Toc249256438)

[4.4. Results and Discussion 2](#_Toc249256439)

[4.4.1 Data analysis on the effects of CL 2](#_Toc249256440)

[4.4.2 Factors affecting the adoption of CL and possible solutions 2](#_Toc249256441)

[CHAPTER V: CONCLUSION 2](#_Toc249256442)

[5.1. Implications for College English Teaching 2](#_Toc249256443)

[5.2 Limitations of this study and suggestions for future research 2](#_Toc249256444)

[REFERENCES 2](#_Toc249256445)

[APPENDIX I: ×××× 2](#_Toc249256446)

[参考文献的排列 2](#_Toc249256447)

[APPENDIX II: ×××× 2](#_Toc249256448)

[攻读学位期间本人主持或参与的研究课题 2](#_Toc249256449)

[攻读学位期间本人出版或公开发表的论著、论文 2](#_Toc249256450)

摘要

摘要是论文内容的简要陈述，是一篇完整的、可以独立使用的短文，因而必须具有自含性，即：读者即使不阅读论文的全文也可以从摘要中获得必要的、与论文等量的信息，以便确定有无必要阅读全文。摘要一般应包括（1）研究的题目和目的；（2）研究的方法或者过程；（3）研究的发现或者成果；（4）结论。摘要不应报告论文结构。

用英文撰写的硕士和博士论文应该符合国际上对学位论文摘要的通行标准，英文摘要的长度不得超过350个单词，中文摘要一般在800-1000字左右。

中英文摘要均不得包含任何数学公式、表格或示意图，不得包含非公知公用而又未加解释的缩略语、字符、代号。摘要不另加注释。

英文摘要的首页必须从第三行开始，以ABSTRACT 为居中标题，空两行打印论文标题（中间换行空1.5行），空两行打印论文撰写人姓名，再空两行打印摘要正文。正文部分行距为1.5行，段落的具体格式与论文正文的格式相同。

关键词:调查，××活动，现状

# Abstract

The abstract is a brief statement of the contents of the paper without notes and comments. Abstract should have the independence and self-contained.You can get the necessary information without to read the report and the full text of papers. It is a complete essay with data summary and conclusion in which. It can be used independently, referenced and can be used to promote technology. Summary of content should be included with the reports, papers, the same amount of key information for readers to determine whether to read the full literature is also available for use. Summary of research studies in general should explain the purpose and significance, research methods, the work done, get the main conclusions, and the conclusions of significance. ……

Keywords is integral part of the summary which is to literature indexing, from the papers selected out of paper to indicate the subject content information entries in a word or term. Each paper selected 3 to 5 words as keywords, in order to effect significant characters in the other line, behind the left side in the summary……

**Keywords**investigation, basketball activity, status

# List of Tables

|  |  |
| --- | --- |
| Tables for Chapter Two | Page |
| Table 2.1 Number and percentage of subjects | 12 |
| Table 2.2 Intercorrelations of misbehaviours | 18 |
| Table 3.1 Items used in the present study | 30 |
| Table 3.2 Formats in the questionnaire | 38 |
| …… |  |
|  |  |
|  |  |
|  |  |

# List of Figures

|  |  |
| --- | --- |
| Figures for Chapter Nine | Page |
| Figures 2.1 Overall patterns of the use of refusal semantic formulas |  |
| Figures 9.2 Intercorrelations of misbehaviours | 109 |
| Figures 10.1 Degree of directness in relation to the gender of the refuser | 125 |
| …… |  |
|  |  |
|  |  |
|  |  |

# List of Symbols

|  |  |
| --- | --- |
| Abbreviation | Full Name |
| CL | cooperative learning |
| CRH | corticotropin releasing hormone |
| ESC | embryonic stem cell |
| GABA | γ-aminobutyric acid |
| GI | group investigation |
| GHRH | growth hormone-releasing hormone |
| GnRH | gonadotrophin-releasing hormone |
| HOX | homeobox |
| HTH | helix-turn- helix |
| ICM | inner cell mass |
| Ig | immunoglobulin |
| IGF-1 | insulinlike growth factor-1 |
| LT | learning together |
| MPF | maturation-promoting factor |
| NSCs | neural stem cells |
| NT-3 | neurotrophin-3 |
| OXT | oxytocin |
| PKA | protein kinase A |
| STAD | Student teams-achievement divisions |
| TSH | thyrotropic stimulating hormone |
| trkA | tyrosine kinase receptor A |
| VIP | vasoactive intestinal peptide |

# CHAPTERI: INTRODUCTION

1.1 The Need ForThis Study

Few critics have ever questioned William Makepeace Thackeray’s identity as a moralist since the publication of his prominent novel *Vanity Fair.* The conspicuous association between Thackeray’s *Vanity Fair* and the town named Vanity in Bunyan’s *The Pilgrim’s Progress* has effectively influenced the reception, perception and criticism of the Victorian literary work over centuries.……and now presents itself in Thackeray’s vision of *Vanity Fair*. In ××’s words,

Charlotte and Emily Bronte were polar opposites, not only in their personalities but in their sources of inspiration for writing. (Taylor)

Taylor claims that Charlotte and Emily Bronte were polar opposites, not only in their personalities but in their sources of inspiration for writing.

Few critics have ever questioned William Makepeace Thackeray’s identity as a moralist since the publication of his prominent novel *Vanity Fair.* The conspicuous association between Thackeray’s *Vanity Fair* and the town named Vanity in Bunyan’s *The Pilgrim’s Progress* has effectively influenced the reception, perception and criticism of the Victorian literary work over centuries.……

.……

1.2 The Overall Structure of TheThesis

Thackeray makes his intention clear in his letter to his mother. When talking about his concepton of the novel , he says,

The commentary of the sixteenth-century literary scholars Bernardo Segni and LionardoSalviati shows them to be less-than-faithful followers of Aristotle[[1]](#footnote-2),

……

Technological advancements have brought advantages as well as unexpected problems[[2]](#footnote-3)

Few critics have ever questioned William Makepeace Thackeray’s identity as a moralist since the publication of his prominent novel *Vanity Fair.*

# CHAPTER II: THEORETICAL BACKGROUND

2.1 What Is Cooperative Learning (CL)?

According to Slavin (1983), cooperative learning advocates that students work on learning activities in small groups and receive rewards or …… it involves the instructional use of small groups so that students work together to mizimize their own and each other’s learning.

Her idea is further confirmed that “people think her odd and that nobody loves and admires her”(Fountain33).

……

2.2 Key Elements of CL

……In performing XXX, participants of interactions have to calculate the potential face risks, that is, how much they are risking in performing those speech acts. ……threat, and the more an act threatens S’s or H’s face, the more S wants to choose an effective strategy to be polite. A set of strategies for doing face-threatening acts provided in their theory model is listed in Figure 2.1 below:

Figure 2.1: Overall patterns of the use of refusal semantic formulas

2.2.1 Positive interdependence

The number of refusal semantic formulas in each response ranged from one to six, and the subjects in both of the data groups generally adopted more than two semantic formulas in each of their refusal responses, with an average of 2.28 in the natural data and 2.16 in movie/TV data. TThe number of refusal semantic formulas in each response ranged from one to six, and the subjects in both of the data groups generally adopted more than two semantic formulas in each of their refusal responses, with an average of 2.28 in the natural data and 2.16 in movie/TV data. The number of refusal semantic formulas in each response ranged from one to six, and the subjects in both of the data groups generally adopted more than two semantic formulas in each of their refusal responses, with an average of 2.28 in the natural data and 2.16 in movie/TV data. he reflects the Chinese adults’ conception that refusal is a face-threatening act and elaborated responses would be appropriate to mitigate the threat of H’s face as well as the possible negative effect of the refusal speech act. The average number of semantic formulas per response in the two groups of data is presented in Table 2.1 and Table 2.2 illustrates the detailed number and percentage of these strategies.

Table 2.1: Number and percentage of refusal semantic formulas in

natural and and movie/TV data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Semantic formulas | Natural Data | | | Movie/TV Data | | |
| n | % | R | n | % | R |
| Flat”no” | 81 | 16.1 | 2 | 96 | 17.5 | 2 |
| Negated willingness/ability | 15 | 3.0 | 9 | 15 | 2.7 | 10 |
| Insistence | 5 | 1.0 | 11 | 16 | 2.9 | 9 |
| **Results-Direct** | 101 | 20.1 |  | 127 | 23.1 |  |
| Regret | 30 | 6.0 | 5 | 19 | 3.4 | 8 |
| Reason/Explanation | 158 | 31.4 | 1 | 124 | 22.5 | 1 |
| Alternative | 59 | 11.7 | 4 | 42 | 7.6 | 6 |
| Set condition for future/past acceptance | 4 | 0.8 | 12 | 3 | 0.5 | 12 |
| Promise of future acceptance | 6 | 1.2 | 10 | 6 | 1.1 | 11 |
| Principle | 6 | 1.2 | 10 | 19 | 3.4 | 8 |
| Folk wisdom/Philosophy | 2 | 0.4 | 1.3 | 6 | 1.1 | 11 |

Continued on the next page

Continued from Table 2.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Semantic formulas | Natural Data | | | Movie/TV Data | | |
| n | % |  | n | % |  |
| Dissuading interlocutor | 20 | 4 | 8 | 63 | 11.5 | 3 |
| Acceptance that functions as a refusal | 4 | 0.8 | 12 | 0 | 0 | 13 |
| Avoidance | 29 | 5.8 | 6 | 40 | 7.3 | 7 |
| **Results-Indirect** | 318 | 63.2 |  | 322 | 58.55 |  |
| **Adjuncts** | 63 | 12.5 | 3 | 54 | 9.82 | 4 |
| **Address terms** | 21 | 4.2 | 7 | 47 | 8.55 | 5 |
| **Total** | 503 | 100 |  | 550 | 100 |  |

Note: n = number of times; % = percentage; R= Rank of order

As can be seen from Table 2.1,Reason/Explanation was the most frequently used semantic formula in both sets of data, with the relative frequency of 31.4% in the natural data and 22.5% in the movie/TV data.……

2.2.2 Face-to-facepromotive interaction

Ancient writers attributed the invention of the monochord to Pythagoras, who lived in the sixth century BC(Marcuse 190-191).

2.2.3 Individual accountability

The number of refusal semantic formulas in each response ranged from one to six, and the subjects in both of the data groups generally adopted more than two semantic formulas in each of their refusal responses, with an average of 2.28 in the natural data and 2.16 in movie/TV data.

Among intentional spoonerisms, the “punlike metathesis of distinctive features may serve to weld together words etymologically unrelated but close in their sound and meaning”(Jakobson and Waugh 304).

The number of refusal semantic formulas in each response ranged from one to six, and the subjects in both of the data groups generally adopted more than two semantic formulas in each of their refusal responses, with an average of 2.28 in the natural data and 2.16 in movie/TV data.

2.2.4 Interpersonal skills

It was apparent that the American health care system needed “to be fixed and perhaps radically modified” (Public Agenda Foundation 4).

2.2.5 Group processing

An anonymous Wordsworth critic once argued that his poems were too emotional (“*Wordsworth Is A Loser*” 100).

2.3Understanding the Essence of CL

2.4 Instructional Models of CL

2.4.1 Learning together(LT)

Jesse Moore (telephone conversation, May 12, 1989) admitted the need for an in-depth analysis of the otherness expressed in the work.

2.4.2 Jigsaw method

The number of refusal semantic formulas in each response ranged from one to six, and the subjects in both of the data groups generally adopted more than two semantic formulas in each of their refusal responses, with an average of 2.28 in the natural data and 2.16 in movie/TV data.

Lightenor has argued that computers are not useful tools for small children (“*Too Soon*” 38), though he has acknowledged that early exposure to computer games does lead to better small motor skill development (“*Hand-Eye Development*” 17).

Computers are not useful tools for small children (Lightenor, “*Too Soon*” 38), though he has acknowledged that early exposure to computer games does lead to better small motor skill development (Lightenor, “*Hand-Eye Development*” 17).

Lightenor has argued that computers are not useful tools for small children, though he has acknowledged that early exposure to computer games does lead to better small motor skill development (“*Too Soon*” 38 and “*Hand-Eye Development*” 17).

The number of refusal semantic formulas in each response ranged from one to six, and the subjects in both of the data groups generally adopted more than two semantic formulas in each of their refusal responses, with an average of 2.28 in the natural data and 2.16 in movie/TV data.

2.4.3 Group investigation (GI)

The dangers of mountain lions to humans have been well documented (Rychnovsky 40; Seidensticker 114; Williams 30).

2.4.4 Student teams-achievement divisions(STAD)

Samuel Johnson admitted that Edmund Burke was an “extraordinary man” (qtd. in Boswell 2: 450).

2.5 Why is CL

In his famous advice to players, Shakespeare’s Hamlet defines the purpose of theater, “whose end, both at the first and now, was and is, to hold, as ‘*twere, the mirror up to nature’*” (3.2.21-23).

When Homer’s Odysseus comes to the hall of Circe, he finds his men “mild in her soft spell, fed on her drug of evil” (10.209-11).

One of Kingsolver’s narrators, teenager Rachel, pushes her vocabulary beyond its limits. For example, Rachel complains that being forced to live in the Congo with her missionary family is “a sheer tapestry of justice” because her chances of finding a boyfriend are “dull and void” (117; bk. 2, ch. 10).

Consider the words of Solomon: “If your enemies are hungry, give them food to eat. If they are thirsty, give them water to drink” (*Bible*, Prov. 25.21).

2.5.1 SLA theories and CL

2.5.2 Teaching theories and CL

2.5.3 Competitive and individualistic learning V.S.CL

2.5.4 Advantages of CL

# CHAPTER III: LITERATURE REVIEW

3.1Exploring the General Advantages of CL

3.2 Promoting academic achievements

3.3 Increasing motivation for learning

3.4 Enhancing learners’ social relationship

3.5 The “Good/Successful Language Learner” studies

# CHAPTER IV: EXPERIMENT RESULTS

4.1 Research Questions

4.2 Research Design

4.2.1Participants

4.2.2Instruments

4.2.3Data analysis

4.2.4 Research Procedure

4.3 CL Lesson Plan Considerations

4.3.1 Grouping pattern

4.3.2 Classroom management

4.3.3 Classroom activities

4.3.4 Task difficulty

4.3.5 Different roles in CL

4.4. Results and Discussion

4.4.1 Data analysis on the effects of CL

4.4.2 Factors affecting the adoption of CL and possible solutions

# CHAPTER V: CONCLUSION

5.1. Implications for College English Teaching

5.2 Limitations of this study and suggestions for future research

# REFERENCES

著录已出版的文章

Stewart, Donald C. “What Is an English Major, and What Should It Be?” *College Composition and Communication* 40 (1989): 188-202.

Brownell, Hiram H., and Heather H. Potter. “Inference Deficits in Right-Brain Damaged Patients.” *Brain and Language* 27 (1986): 310-21.

Mascia-Lees, Frances E., Pat Sharpe, and Colleen B. Cohen. “Double Liminality and the Black Woman Writer.” *American Behavioral Scientist* 31 (1987): 101-14.

Mascia-Lees, Frances E., et al. “Double Liminality and the Black Woman Writer.” *American Behavioral Scientist* 31 (1987): 101-14.

Kidd, John. “The Scandal of *Ulysses*.” Rev. of *Ulysses: The Corrected Text,* by Hans Walter Gabler. *New York Review of Books* 30 June 1988: 32-39.

Glover, David. “The Stuff That Dreams Are Made Of: Masculinity, Femininity, and the Thriller.” *Gender, Genre and Narrative Pleasure.* Ed. Derek Longhurst. London: Unwin Hyman, 1989. 67-83.

Miller, Mark Crispen. “Massa, Come Home.” *New Republic* 16 Sept. 1981: 29-32.

“Literacy on the job.” *USA Today* 27 Dec. 1988: 6B.

Mohanty, Jitendra M. “Indian Philosophy.” *The New Encyclopaedia Britannica: Macropaedia*. 15th ed. 1987.

United States. Natl. Council on Disability. *Promises to Keep: A Decade of Federal Enforcement of the Americans with Disabilities Act*. Washington: GPO, 2000.

著录已出版的书籍

Graff, Gerald. *Professing Literature: An Institutional History*. Chicago: U of Chicago P, 1987.

Erikson, Erik. *Childhood and Society.* 2nd ed. New York: Norton, 1963.

College Board. *College-bound Seniors: 1989 SAT Profile*.New York: College Entrance Examination Board, 1989.

*Guidelines for the Workload of College English Teacher*. Urbana: National Council of Teachers of English, 1987.

Kerckhove, Derrick de, and Charles J*.*Lumsden, eds. *The Alphabet and the Brain: The Lateralization of Writing.* Berlin Springer-­Verlag, 1988.

Lacan, Jacques. *Ecrits: A Selection.* Trans. Alan Sheridan. New York: Norton, 1977.

Hurston, Zora Neale. *Their Eyes Were Watching God.* 1937. Urbana: U of Illinois P, 1978.

著录尚未正式出版的文献

Hubert, Henry Allan. “The Development of English Studies in Nineteenth-Century Anglo- Canadian Colleges.” Diss. U of British Columbia, 1988.

Moffett, James. “Censorship and Spiritual Education.” The Right to Literacy Conference. Columbus, Ohio, September 1988.

Flower, Linda. The Role of Task Representation in Reading to Write. Technical Report No. 6. Berkeley: Center for the Study of Writing at U of California, Berkeley and Carnegie Mellon U, 1987.

Commonwealth of Massachusetts. Dept. of Jury Commissioner. *A Few Facts about Jury Duty*. Boston: Commonwealth of Massachusetts, 1997.

著录非印刷材料

*High Fidelity*. Dir. Stephen Frears. Perf. John Cusack, IbenHjejle, Jack Black, and Todd Louiso. 2000. Videocassette. Walt Disney Video, 2001.

“Monkey Trial.” *American Experience*. PBS. WGBH, Boston. 18 Mar. 2003.

*Mysteries of the Pyramids*. On the Inside. Discovery Channel. 7 Feb. 2001.

Bizet, Georges. *Carmen*. Perf. Jennifer Laramore, Thomas Moser, Angela Gheorghiu, and Samuel Ramey. BavarianState Orch. and Chorus. Cond. Giuseppe Sinopoli. Warner, 1996.

Chapman, Tracy. “Paper and Ink.” *Telling Stories*. Elektra, 2000.

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain fantastic and the brown dirt cowboy* [CD]. London: Big Pig Music Limited.

著录汉语著作和文章

Zhang, Zhijian. [张志健]，严复思想研究. 桂林：广西师大出版社，1989

Yu, Yongding. [余永定]，财政稳定问题研究的一个理论框架. 世界经济，2005，（7）：25-29

Wang, Mingliang. [王明亮]，关于中国学术期刊标准数据库系统工程的进展[EB/OL]. http://www.cajcd.edu.cn，1998-08-16/1999-10-04

著录网络出版物

Bleich, Eric. “From International Ideas to Domestic Policies: Educational Multiculturalism in England and France.” *Comparative Politics* 31.1 (Oct. 1998): 6 pp. Expanded Academic ASAP. Middlebury College 2 Aug. 2003 <http://myriad.middlebury.edu/verify-iac>.

Burka, Lauren P. “A Hypertext History of Multi-User Dimensions.” *MUD History.* 1996. 2 Aug. 1996 <http://www.utopia.com/talent/lpb/muddex/essay>.

Verhovek, Sam Howe. “Microsofts Might Be Better Than One.” *The New York Times*. 1 May 2000. 3 June 2001 <http://wwwnytimes.com/library/tech/ 00/05/Biztech\_articles/01seat.html>.

Eilola, John. “Little Machines: Rearticulating Hypertext Users.” 3 Dec. 1994. 14 Aug 1996 <ftp://ftp.daedalus.com/pub/CCCC95/john-eilol>.

*GVU’s 8th WWW user survey.* (n.d.). Retrieved August 8, 2000, from http://www .cc.gatech .edu/ gvu/usersurveys/survey1997-10/

Felluga, Dino. *Undergraduate Guide to Literary Theory.* 17 Dec. 1999. PurdueUniversity. 15 Nov. 2000 <http://omni.cc.purdue.edu/7Efelluga/ theory2.html>.

来自网络讨论区（online newsgroup, forum, or discussion group）的信息

MLA:

Stevens, Melissa. “Take Our Daughters to Work Day.” Online posting. 24 Apr. 2001. Career and Workplace Issues Forum. 2 May 2001 <http://forums.nytimes.com/webin/WebX?13@@efded73>.

“Fresco.”*Britannica Online*. Vers. 98.2. April 1998. Encyclopedia Britannica. 8 May 1998 <http://www.eb.com:180>.

APPENDIXI: ××××

参考文献的排列

参考文献的排列无论在MLA还是APA的规范里都必须遵循以下几条规则：

文献条目按作者或第一作者姓氏的字母顺序排列。汉语文献与英语文献应排列在一起，不应分别排列，如：

Wen, Q. F. [文秋芳]，2003，英语学习者的成功之路[*English learners’ path to success* ]. 上海：上海外语教育出版社。

Weylman, C. R. (2001, September 4). Make news to achieve positive press [Msg. 98]. Message posted to http://groups.yahoo.com/group/ sales-marketing-tips/message/98

同一作者的多篇文献或者同一批排序相同的作者的多篇文献应该按出版次序，由远及近排列，如：

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology, 66*, 1034-1048.

Wegener, D. T., & Petty, R. E. (1995). Flexible correction processes in social judgment: The role of naive theories in corrections for perceived bias. *Journal of Personality & Social Psychology, 68*, 36-51.

如果同一作者既是一篇文献的独立作者，又是另一篇文献的第一作者，则独立作者的文献应列在第一作者的文献前面，如：

Berndt, T. J. (2002). Friendship quality and social development. *CurrentDirections in Psychological Science, 11*, 7-10.

Berndt, T. J., & Keefe, K. (1995). Friends’ influence on adolescents' adjustment to school. *Child Development, 66*, 1312-1329.

如果不同文献有相同的第一作者，但其余作者不尽相同，则条目按第二作者姓氏的字母顺序排列。如果第二作者也相同，则按第三作者姓氏的字母顺序排列。例如：

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror judgments: Implications for jury instructions. *Psychology, Public Policy, & Law, 6*, 629-654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. *European Journal of Social Psychology, 24*, 25-43.

同一作者或者同一批排序相同作者在同一年份出版的多篇文献应该按文献标题第一个实词首字母的顺序排列，并在年份后加上英文字母，如：

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology, 17*, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development, 52*, 636-643.

在论文正文中，引用这些文献时必须使用加上字母的年份，如：

Berndt (1981b) have shown that...

无作者文献应该把文献标题看作作者的姓对待，除去冠词后按第一个词首字母的顺序排列。同样，团体作者应该把团体名称除去冠词后按第一个词首字母的顺序排列。

APPENDIXII: ××××

……

……

攻读学位期间本人主持或参与的研究课题

……

攻读学位期间本人出版或公开发表的论著、论文

……

1. Examples are conveniently available in Weinberg. See Segni, Rettorica et poeticad’Aristotile(Firenze,1549)281,qtd.in Weinberg 1:405,and Salviati, Poeticad’AristotleParafrasata e comnetata, 1586, ms.2.2.11,Biblioteca NazionaleCentrale, Firenze,140v, qtd. In Weinberg 1:616-17. [↑](#footnote-ref-2)
2. For a sampling of materials that reflect the range of experiences related to recent technological changes, see Moulthrop, pars. 39-53; Armstrong, Yang, and Cuneo 80-82; Craner 308-11. [↑](#footnote-ref-3)