アカデミックライティング入門
英語論文作成法

吉田友子
Tomoko Yoshida

慶應義塾大学出版会

How to Write a Research Paper
Chapter 5

Academic Writing
Chapter 5

Writing the Research Paper: Introduction, Body & Conclusion

論文の三要素

Aims:
1. To be able to write a good introduction.
2. To be able to write a good topic sentence.
3. To be able to write a good paragraph.
4. To be able to write a good conclusion.

*小見出し

Part III Writing the Research Paper

Figure 5-1: Components of a Paper

Introduction*

Present Conditions of Women in Business*

Causes of Gender-Inequality*

Some Possible Solutions*

Conclusion*

*小見出し
5A Introduction
論文の書き出しについて

**Introduction** は論文において、セールスマの役割を果たしていると考えるとよい。あなたが商品の説明を説き、それを買うことで、あなたは何年かをいかにしただろうか。

まずは単位の数を増やして、他と異なる数を増やしてみよう。次に商品の必要性について議論することも考えられる。さらに、あなたの会社の商品がどのように他社のものと違うかを説明し、最後にその商品の特徴などを簡単に説明するために議論する場合が多い。そのためにも introduction には下記の 4 つの要素が必要だといわれている。

**Figure 5-2**
Introduction の 4 つの要素
(i) 読み手の興味を引きもの。
(ii) 論文の意図や重要性を示すのに効果的と思われる背景等の説明。
(iii) Thesis statement として表わす論文の趣旨。Thesis statement は introduction の最後にすることが多い。
(iv) 論文の構成の説明。

(同様の文章に (i) と (ii) 両方をカバーする場合もある。)

(Langan, 1985; Oshima & Hogue, 1991)

---

ここで Reading 1B の introduction を例にとり、その構成とレトリックを分析してみよう。

**Figure 5-3: Analysis of Reading 1B's Introduction**

A fallacy of some repute and some duration is the one which assumes that because a student can write an adequate essay in his native language, he can necessarily write an adequate essay in a second language. (Kaplan, 1966, p. 3)

According to Kaplan (1966), many foreign students with advanced English proficiency have been told by their instructors that their papers are "somehow out of focus," "lack organization," or "lack cohesion." In other words, their papers do not appear "logical" to their instructors. If these same students are able to write "well-organized" and "logical" papers in their native language, it would seem only natural for them to be able to transfer this skill to their second language. What, then, is causing this problem? Some researchers (Kaplan, 1966; Okabe, 1993) argue that this is because the definition as well as purpose of "logic" and "rhetoric" vary across cultures. On the other hand, many studies have shown that the conventions that govern research articles are universal. For example, Taylor & Chen (1991) comparing Anglo-American and Chinese scientific texts found that the underlying patterns take 'virtually no account of language systems, and little account of either national or disciplinary culture' (p. 332). In our increasingly interdependent world, perhaps the standards that govern "good academic writing" have become universal. However, the fact remains that knowledge of the English language is not enough. To write a "good paper" in English, one must understand the definition, components and purposes of a "research paper." This reading passage will, therefore, begin by presenting a definition of a "research paper," followed by a summary of the characteristics of an "effective paper" as presented by Langan (1985).
PART III Writing the Research Paper

2. ( ) A 23 year old female returnee who lived in the U.S.A. between the ages of 10 to 15 and again from 18 to 22... returned to Japan last year... according to her, the most shocking thing was to be treated as though there was something "deficient" about her. Considering her background, it makes sense that she is more proficient in English than Japanese. She claims, however, to have been called a cripple by other Japanese. Initially she had problems getting along with other Japanese and thus tried very hard to please everyone around her. As a result, she ended up feeling depressed because she didn't feel like she was herself anymore. On the surface she looks well adjusted and very "Japanese." Inside, however, she continues to struggle with this conflict. (Hoshino, 1986, p. 14, translation by the author)

( ) Many people feel that returnees nowadays are a privileged group who have the advantage of entering elite universities and companies due to their language skills. Although this may be true to a certain extent, societal pressures to act "Japanese" often bring forth complex identity issues for these returnees (Enloe & Lewin, 1987; Horoiwa, 1986; Takahagi, 1982). ( ) If we are to help returnees take advantage of their unique experiences abroad, we need to help them resolve these issues. For returnees to become truly comfortable with their identity as multicultural individuals, however, society needs to change as well. ( ) This paper will begin by describing identity issues experienced by returnees and offer a model returnees can use to help them overcome the identity issues they are facing. Finally, society's role will be discussed and concrete suggestions will be offered.

---

Exercise 5A-1: Introductionの4つの要素

次の3つのintroductionを読み、( )の後のsentenceは、Diagram 5-2で説明した要素I~IVのどれに当たるかを( )に記入しなさい。

1. ( ) Despite the women's liberation movement and the implementation of EEO (Equal Employment Opportunity), women are still far from being equal partners to men in business. ( ) A 1990 study by Mary Ann Von Glinow of the University of Southern California revealed that, in the top Fortune 500 companies, a mere 2.6% of corporate executives (vice presidential level and higher) were occupied by women. ( ) Corporations need to reexamine their hiring and promoting practices to investigate what is causing this inequality. ( ) This paper will begin by first exploring the present conditions of women in business, proceed by analyzing the causes of gender-inequality, and conclude by recommending some possible solutions.

---

E.E.O. - 職務派遣法
What I see, I remember.
What I do, I understand.
(Confucius, 451 B.C.)

For centuries, it has been common knowledge that “true” learning occurs from “doing.” For example, traditionally children learned skills such as weaving, cooking, fishing or hunting not by attending lectures but by watching and helping their elders perform the activities. Unfortunately, most of the formal education we take part in nowadays focuses on “listening” to lectures and “reading” textbooks without much “doing.” For “effective” learning to occur, lectures and reading assignments should to be followed up with assignments that require students to use the knowledge and skills acquired. This paper will begin by first introducing recent research supporting the importance of having students actively participate in the learning process. The ratio of “hearing” to “seeing,” and “doing” in an average university course will then be presented. Finally, specific ways in which “doing” can be incorporated into the classroom setting will be introduced.

(i) 読み手の興味を引くもの

論文の重要性を伝える読み手の興味を引くには色々な方法があるがここではいくつか主なものを見せてみよう。

a. 統計を用いる。
b. Quote（格言）等を用いる。
c. 実例や case study（実例）等をあげる。

Exercise 5A-2:
Introduction - (i) 読み手の興味を引くもの

Exercise 5A-1 で (i) （読み手の興味を引くもの）と分類したものをさらに分析し、上記 a～c の中のどのタイプなのか答えなさい。

読み手の興味を引く時に注意する点：

日本人の学生の多くは、読み手の興味を引くために個別のエピソードを用いる傾向がある。例えば、「春休みの間に初めてイギリスでホームステイを経験した。その時に･･･」等と、日本語のエッセイ調の文章とよく使われる手法だが、英語の論文だと幼稚な印象を与えてしまう。第1章でも述べたように、レトリックは文化によって異なるからだ。岡部（1993）によると、論理性で説得する西欧的レトリックに比べ、日本的レトリックというのは「人間関係の調和の上になった感じをカギ概念とする」（p.78）。すなわち、聞き手も読み手の間の良い関係を築くようにして説得しようとする傾向がある。確かに日本語で書かれている本、特にエッセイ調の本を読んでいると、まるで作者の友人になったような気分になる。そして作者が好意を持つことにより、説得されてしまう。だが、なぜか同じことを英語の論文でやろうすると主観的で子供っぽい印象になりがちなことである。

なるべく主観的な印象を避けるためには次の3つを意識するとよい。
5. When I was a little boy, I remember my mother telling me not to cry because I was a boy.

a. As culture is so much a part of our lives, we are often unaware of its influence until we encounter another.

b. Most Japanese boys grow up being told not to cry because they are boys.

c. Divorce has recently become a common occurrence in Japan. According to the Japan Statistical Yearbook (1998), the divorce rate in Japan has more than doubled since 1970.

d. A trip to a Japanese supermarket can be a shocking experience for the environmentally conscious person.

e. Although bullying has been acknowledged as a serious problem in Japan for many years, suicides by victims of bullying are still a common occurrence.

4. Recently, several of my friends got divorced. I have also noticed that many of the recent TV dramas feature divorced main characters.

3 Iをぶつけないように、という意味ではない。実際の文をみてもIを使っているケースはたくさんある。ただし、その用法を知らないとひとつとおりで客観性を欠いた文をみえながらなので、初めのうちは避けた方が無難である。

4 bullying - いじめ
2. Every time I go into a freezing cold office building in the summer, I am shocked at the extravagant waste of electricity. . .

3. Through my experience raising two children, I know that being a “mother” is a full-time job. Strangely enough, mothers do not receive any salaries, paid vacations, nor other benefits associated with a full-time job. . .

4. Recently, I have noticed many more non-Japanese living in Japan. Being in Hiroo or Roppongi almost gives the impression of being in a foreign country. . .

5. Ever since I was a child, I remember being told repeatedly by everyone how important it is to enter a good university . . .

(ii) 論文の意図や重要性を示すのに
効果的と思われる背景等の説明

上記の例を見てもわかるように (i) 読み手の興味を引きながら、(ii) 同時に論文の意図や重要性を示すのに効果的と思われる背景等の説明をする場合がある。そうでない場合は、(ii) を別の文章として書く必要がある。背景説明に便利な表現を幾つかここに紹介する。

Useful Expressions 5A:

- It is widely recognized that . . .
- For a number of years now, the role of ___ has been of interest and concern to . . .
- ___ have long been of interest to scholars and practitioners . . .
- Research indicates that . . .
- In early ___ history, the . . .
- In recent years there has been a great deal of discussion concerning . . .
- Numerous researchers have proposed different perspectives in approaching . . .
- Throughout the 20th century . . .
- It is well documented that . . .
- Recent research has focused on . . .
Exercise 5A-5:
Introduction - (ii) 論文の意図や重要性を示すのに効果的と思われる背景等の説明

Exercise 5A-3 の a～e（117ページ）の後につながるような (ii) 論文の意図や重要性を示すのに効果的と思われる背景等の説明を書きなさい。（ここでは論文構成の手法を学ぶのが目的なので正確な統計資料を使う必要はない。今回は、適当なデータを「創作」することを認めることとする。）また、119ページの表現を適宜、用いるように。ただし、a～e の中に、すでに背景の説明等が入っている場合、N/A (Not Applicable) 参考と記入しない。

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

d. ____________________________________________

e. ____________________________________________

5 N/A (Not Applicable) - 該当しない

(iii) Thesis statement として表わす論文の趣旨

(46～47ページ参照)

(iv) 論文の構成の説明

前述の通り、introduction は読み手の興味を引き、論文の意図や重要性を示すだけではなく、論文の構成を簡単に説明する役目を果たしている。すなわち、introduction を読むだけで、論文の簡単な outline が推測できるはずである。論文の構成の説明は introduction の最後にあることが多い。

Exercise 5A-6:
Introduction - (iv) 論文の構成の説明

Exercise 5A-1（112～114ページ）で取り上げた introduction を読み、論文の outline を推測しなさい。下記の 1 の例を参考に、2～3 について分析しなさい。

(例) #1 Thesis: Corporations need to reexamine their hiring and promoting practices to investigate what is causing this inequality.

I. The present conditions of women in business
II. Causes of gender inequality
III. Some possible solutions

#2 Thesis:

#3 Thesis:
4
   a In an attempt to . . . this study investigates . . . a The investigation of . . . involved two stages and two modes of inquiry . . .
       ↓
   b First, . . . b The first . . .
       ↓
   c Finally, . . . c The second . . .

5
   a This paper describes . . . a The present paper focuses on . . . a Our study/The present study explores the . . . a This paper provides a . . .

6
   a This discussion is organized around three topics: . . . and . . .
       ↓
   a The purpose of this paper is twofold: first . . . Second . . .

Exercise 5A-7:
Introduction - (iv) 論文の構成の説明

Exercise 5A-1 の 1～3 について「構成を説明する文」を書き換えてみよう。下記の 1 の例を参考に、2～3 について書いてみなさい。

（例）1. This paper first provides a brief overview of present conditions of women in business. Next, it will explore and analyze the causes of gender-inequality. Finally, it will recommend some possible solutions.
2. . . .
5B Conclusion
論文の締めくくりについて

論文を読んでいる読者は細かい議論にとらわれ、論文の趣旨を忘れがちになることがある。そのためにも conclusion であろうと論文の趣旨、すなわち thesis を読者に伝える必要がある。ただし thesis を言い換えただけでは introduction とあまり変わらない。実は conclusion にはもう 1 つの大事な役割がある。それは今後の課題を示すことである。方法は色々ある。読み手に向かって考えて見える質問を投げかけたり、これから検討すべきことや、さらに調査すべき点や著者の研究の結果から予想できることを示し、アドバイスすることである。

Figure 5-4

Conclusion の 2 つの要素
(i) 要点のまとめと、introduction で紹介した thesis の再度の強調。
(ii) 読み手を考えさせる質問、これから検討すべきことや、
調査すべき点や著者の研究の結果、今後の展望、
アドバイス等。
[同じ文章で (i) と (ii) 両方を含む場合もある。]
(Langan, 1985: Oshima & Hogue, 1991)

Useful Expressions 5B:

次のような表現を用いることにより、conclusion だということがより明確になる。

Exercise 5B-1 の a-e の例を見て、およそ次のような phrase を使ったことのあることをいくつか挙げなさい。
In conclusion... In summary... To summarize...
In brief... In sum... To conclude...
Thus...

Exercise 5B-1:
Conclusion - (i) 要点のまとめ

次の 1～5 の thesis statement を読み、conclusion の (i) の要素を組み込んで言い換えたものを、a～e から選び、( ) に記入しなさい。

( ) 1. Movies contain endless potential for teaching culture.

( ) 2. A close look at the traditional tea ceremony in Japan reveals many values that lie at the core of Japanese culture.

( ) 3. Life after retirement can be one of the most enjoyable times in one's life.

( ) 4. For effective recycling to occur, consumers need to actively purchase recycled goods.

( ) 5. Since people learn the most when they want to learn, motivation should be the criteria for entering a university, not age.

a. Thus, it cannot be overemphasized that recycling must begin with the consumers.

b. Since motivation is the key to true learning, there is no reason to set an age limit for studying at a university.

c. In sum, it can be said that understanding the tea ceremony is a step toward understanding the Japanese culture.

d. After a lifetime of working, life after retirement can provide the much needed time and opportunity for individuals to do what they enjoy.

e. In sum, it can be said that selectively chosen excerpts from movies are an effective way to teach culture and cultural differences.

Exercise 5B-2:
Conclusion - (i) 要点のまとめ

次の thesis statement を conclusion で使うために言い換えない。

a. When doing business across cultures, one may find a "perfectly appropriate gift" mistaken for a bribe.

b. Since human relationships are of utmost importance to many Japanese, apologies serve an important purpose in Japanese society.

c. Although Equal Employment Opportunity (E.E.O.) is required in Japanese companies, most places have invisible barriers that block women from being promoted to executive level positions.
Exercise 5B-3:
Conclusion のまとめ

Exercise 5A-1（112〜114ページ）の introduction を読み、それに基づいて conclusion を書きなさい。その時に conclusion の2つの要素を組み込むことを忘れないように。（ここでは論文のまとめ方を学ぶのが目的なので正確な統計資料を使う必要はない。今回も、適当なデータを「創作」するのを認めることとする。）スペースが不足なら角紙を用いない。

例)

1. In conclusion, it can be said that gender equality in the workplace is not yet a reality. In fact, at the present rate, “true equality” will not be reached for another 475 years (England, 1992). As the U.S. Department of Labor’s Glass Ceiling Commission’s study has revealed, even if human resource policies appear to be “fair” on the surface, often many invisible barriers (glass ceilings), exist to prevent women from being promoted to upper level management positions. Corporations seeking to create a “truly equal” work environment must first begin by reexamining the glass ceilings that affect their hiring and promoting practices.

2. 

3. 

PART III Writing the Research Paper

5C Body

論文の本文を効果的に表現するには

Body

論文の概要を知るため、読者は introduction そして各 paragraph の最初の sentence、最後に conclusion を読むことが多い（109ページの Figure 5-1 の構文で聞いた部分を参照）。Introduction と conclusion では論文の趣旨や構成を説明し、これからの展望を紹介しているからであり、また各 paragraph の論旨を伝えるための topic sentence が paragraph の冒頭にあるからだ。すなわち、introduction、各 paragraph の topic sentence と conclusion により論文の outline がわかるのが良い論文といえる。

Paragraph

各 paragraph の topic sentence に続く文章を supporting sentences といい、topic sentence を展開し、具体的な例を挙げたり、詳しく述べたり、広げたりする役割を果たしている。そして、paragraph の最後には簡単なまとめ等が入る。すなわち、paragraph そのものもある程度自己完結しているものである（次ページの Figure 5-5 を参照）。

Topic sentence は thesis statement と同様、漠然とテーマを紹介するだけではなく、方向性を表す必要がある。
advance whether or not the idea of the story is worthwhile because until one has finished writing the story one does not know for sure what the idea is; and one cannot judge the style of a story on the basis of a first draft, because in a first draft the style of the finished story does not yet exist. (Gardner, 1983, p. 135–136)

まず、冒頭の topic sentence でフィクションとは形でや脳のように、まずは下書きを書くところから始まると主張している。次に下書きのプロセスについて詳しく述べている。そこから少しずつ話を広げ、下書きを発展させていく過程によって小説の形が少しずつ見えてくる、と説明している。後半の “Fiction does not . . .” からは topic sentence をさらに発展させ、結論にたどりついている。

### Exercise 5C: Paragraphs

Reading 2B (34ページ〜), 3B (60ページ〜) と 4B (76ページ〜) に戻り、各 paragraph の topic sentence を一覧で見なさい。次に、supporting sentences の役割 (topic sentence を展開したり、具体的な例を挙げたり、詳しく述べたり、広げたりする) を書き込みなさい。Concluding sentence 等がはっきりとある場合はそれも表示しなさい。次の Reading 4A の例を参照しなさい。Topic sentence は paragraph の冒頭にあることが多いが、必ずしもそうではないので注意すること。
Reading 4A Conducting a Literature Review

Once you have a general idea of what you plan to write about, it is time to go to the library to conduct a literature review. A literature review serves two main purposes. First of all, it will reveal to you how much, if any, research has already been done on the subject matter of your interest. You will learn what kinds of studies have already been carried out as well as the results of those studies. Second, it will provide you with concrete evidence to support your thesis. Here, let us examine three main ways in which to conduct a literature review: (1) using library catalogs (Keio libraries use OPAC), (2) using computer databases, and (3) using the reference lists found at the end of articles and books.

The library catalog is useful in locating books that are available within a particular library system. For example, the library catalog used at Keio libraries is called OPAC and can be used to locate books available at all Keio libraries. You can either do your search based on "word(s) in the title" (書名や雑誌名中の語) or "author" (著者名). If you do not have a particular book in mind, using the "word(s) in the title" is probably the best way to do your search.

Once you have a list of books to look for, you are ready to go to the bookshelves. At the bookshelves, instead of simply taking the books on your list and leaving, take a moment to look around the bookshelves where you found the books on your list. You may be pleasantly surprised to find other books that, for one reason or another, did not show up during your initial search.

The computer database is the best way to locate journal articles. Since articles take less time to publish than books, the most recent findings tend to be published as articles before they become books. One should note, however, that since computer databases contain information on all registered published materials, whether they are easily available at Keio libraries or not, an additional step is required. After creating a list of articles based on the database search, you need to go back to OPAC to see whether a library nearby has the journal or book you are looking for. If the article you need is not available through your local library system or if you need help locating sources, consult the reference librarian.

After finding relevant books or articles, always look at the "reference list" attached at the back to see if there are any other books or articles that look interesting. Again, you may be pleasantly surprised to find sources that you missed during your initial search.

To access a wide variety of materials, you should not limit your search to English materials. It is not only acceptable but is actually preferable to include materials written in Japanese as well as other languages in which you may be proficient. If you wish to publish your article in an English language journal, your ability to cite studies written in Japanese or other languages will give you an edge over others who can only read English. Journal editors will be more likely to accept your article because it provides references and information that might not have been previously published in English.

Depending on your topic, some of you may find only a few sources. Others may find that it is an unending process. Each article or book leads to several more, which lead to more and so on and so forth. Ideally, a literature review is conducted until there is no more to be found. Realistically, however, the amount of time as well as the limited availability of resources will inevitably limit your search.

What you have found through your literature review should be valuable not only for the research paper you are working on but for future papers as well. For that reason, it is important to keep photocopies of documents and to file them in an orderly fashion. Make sure to label all the copies with the author’s name, title, date, name of journal, name of publisher, as well as other pertinent information so that if you quote it in your paper you can cite it correctly in the bibliography.

Conducting a literature review is, perhaps, the most exciting as well as the most time consuming part of working on your research paper. A comprehensive literature review will not only provide you with sufficient background information on your topic but will also give you concrete evidence to use in supporting your thesis statement.
PART III  Writing the Research Paper

SACHIKO YAMADA

Current Address:  
1-1-1-101 Utagi  
Tsuru-kō, Kawasaki-shi,  
Kanagawa-ken 210 JAPAN  
TEL/FAX (044)111-1111  
e-mail: tyamada@aqu.keio.ac.jp

Permanent Address:  
1-1-1 Kaizuka  
Miyamato-kō, Kawasaki-shi  
Kanagawa-ken 216 JAPAN  
TEL/FAX (044)111-1111

OBJECTIVE: A challenging teaching position that will utilize my knowledge and experience in teaching English.

EDUCATION:  
B.A. Keio University Correspondence Course  
– Faculty of Letters – Tokyo, Japan  
MAJOR: English  
G.P.A.:* 3.5  Prospective Date of Graduation: March, 1999

RELATED EMPLOYMENT AND EXPERIENCE:  
Sony English School – Tokyo, Japan  
(April 1996 to present)  
Head English Instructor – Report directly to the general manager. Responsible for coordinating classes for over 400 students. Supervise the 5 full-time and 25 part-time teaching staff. Proposed, designed and implemented a 3-day teacher training course resulting in significant improvement in customer satisfaction ratings (from 3.5 to 4.5 on a scale of 1–5).

7 American English では履歴書のことを resume または C.V. (curriculum vitae) という。イギリスでは主に curriculum vitae というようである。

8 G.P.A. は grade point average の略。A は 4、B は 3、C は 2 で D は 1 として平均数値を出したもの。ただし成績が良く(35以上)ない限り、いわれない方がよい。
English Tutor – Tokyo, Japan
(April 1993 to March 1996)
English Tutor – Tutored four high school students for three years. Helped improve all the students’ test scores significantly. Three of the students were able to enter their first choice university.

Flower Arrangement Teacher – New York, U.S.A
(April 1990 to March 1993)
Flower Arrangement Teacher – Taught flower arrangements at home to a total of 50 students over a span of 3 years. Learned how to adjust teaching style and methods to the various students who attended. Managed the administrative and financial aspects of operating a small school.

Mukogaoka Elementary School P.T.A. – Kanagawa, Japan
(April 1988 to March 1990)
President of the P.T.A. – Served as president of the P.T.A. at Mukogaoka Elementary School. Responsible for representing over 2,000 parents to the school board. Organized and led monthly P.T.A. meetings.

PERSONAL:

和文履歴書とアメリカの履歴書の違いは幾つか見つかっただろうか。次表にも幾つか違いをリストアップしたので、参照すること。

<table>
<thead>
<tr>
<th>アメリカの履歴書</th>
<th>和文履歴書</th>
</tr>
</thead>
<tbody>
<tr>
<td>種類書用の用紙がない。</td>
<td>種類書用の用紙がある。</td>
</tr>
<tr>
<td>コンピューターで打ったものが好ましい。</td>
<td>手書きが好ましい。</td>
</tr>
<tr>
<td>写真は必要ない。逆に会社が写真を要求するのは雇用条件を示すものと判断される。</td>
<td>写真が必要。</td>
</tr>
<tr>
<td>誕生日や配偶者・家族の名前等、相手方の事情を書く必要がない。</td>
<td>誕生日や配偶者・家族の名前等、相手方の事情を書く必要がある。</td>
</tr>
<tr>
<td>過去の仕事について具体的に書く。</td>
<td>過去の仕事について会社名だけ書き添える。</td>
</tr>
<tr>
<td>自分の性格について書く必要がない。</td>
<td>自分の性格について書く必要がある。</td>
</tr>
</tbody>
</table>

ここで自分の英文 resume（アメリカ用）を作ってみよう。作成するにあたり、上記の例を参照してもかまわないが英文 resume の書き方の本は多数出ているので1冊入手するとよい。Amazon というインターネット上の本屋の検索画面で resume と打ったところ176冊出てきた。中には簡単に resume を書き上げるためのコンピューター用の disc 付の本もある。インターネット上に、resume 作成用のホームページも多数あるので、インターネットにアクセスできる人にはぜひお薦めしたい。
Resume を書く際に次の点を心がけておくとよい。
1. Resume は手書きではなく、必ずコンピューターなどで打ったものを使
う。
2. 丁寧さを欠かす日本の企業と違い、アメリカの会社は個人性を求めるの
で、例えば履歴書の書き方を教えてなく、ちょっとしゃれた色紙や和紙など
に印刷する人も多い。
3. 幾つかの会社を受ける場合は、Objective の欄を応募する position に合
わせて変えていく。
4. Objective の部分で今までの仕事内容の解説では、なるべく動詞で
sentence を始めることが活動的なイメージを作りあげることが
肝心である。
5. 大学を卒業して何年もたっている場合は Education の欄を履歴書の一
番最後に持っていた方がよい。
6. 仕事の経験がありません場合、アルバイトやボランティア、そして子育
てなどから得たスキル等を Related Employment and Experience の欄
にいれるといちよい。
7. Resume を会社に送る場合、Writing for Fun 6 (165ページ〜) で紹介
する cover letter をつけて送る。

次の 2 冊は仕事を探している人や転職を考えている人にぜひお勧め
したい本である。


References


248.


Horiiwa, N. (1986). メタなし生き方のすすめ [A recommendation toward living on the
meta-level]. Kyouniku to Igaku, 10, 51 (957)–56 (962).

Hoshino, A. (1986). 文化変容の失敗とコンセプティング [Failure to adapt to a new culture
and counseling]. Kyouniku to Igaku, 10, 12 (918)–21 (927).


Hill Book Company.


CA: Addison-Wesley Publishing Company.

Statistics Bureau, Management & Coordination Agency Government of Japan (総務庁

Takahagi, Y. et al. (1982). 海外帰国子女におけるカルチャーショックの要因分析と適応
プログラムの開発 / 研究 [An analysis of the causes of culture shock among
returnees and the development and implementation of an adjustment program]