アカデミックライティング入門
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学習をはじめる前に

　『アカデミック・ライティング』初版が 1998 年に出版されてから早 17 年経っている。そのなかで一番ライティングに影響を及ぼした変化はインターネットの普及ではないかと思う。ライティングの際に役に立つ様々な情報が、今、インターネット経由で簡単にアクセスできる。それを踏まえて、今回の改訂版ではインターネットでアクセスできる情報を多く含めるとともに、過去 15 年間に様々な読者からいただいた貴重なアドバイスに基づく変更も多々加えた。さらに、論文作成経験者に役立つ情報やテクニックも「上級者向けのワンポイント」として一部紹介している。また、電子媒体の文献の増加に伴い、APA マニュアルも大きく変更されたので、新しいルールについての説明も今回加筆した。

　本書は、日本人学習者が、英語で論文が書けるよう導くことを目的としている。特に、ある程度英語の文章を書くことはできるが、論文を書いたことはない、または書いたことはあるがどうも思うように書けなかった、という人を対象にしている。

　英語論文の書き方を学ぶには、まず論文とはどういうものかを理解する必要がある。次に、資料の調べ方、構成の決め方など、書くための具体的な skill（技術）を身につけることが大事である。それと同時に、英語で書かれている文章をたくさん読むこと、日頃から日常的なことでもなんでも英語でたくさん書いてみることが大切である。　そして何より、実際に英語で論文を書いてみることが重要である。

　この観点から、本書は次のような構成となっている。

(a) 論文を書くために必要な具体的な技術を身につける

● **Reading & Comprehension Check**

　各章で論文の準備の各段階や構成の方法について英語と日本語で説明していく。説明が英語の場合は Reading として書かれている。読後にポイントをしっかりと把握できたかどうか確認するために Comprehension Check があ

る。Comprehension Check は Reading の内容が理解できていれば、難しくないはずである。Reading の内容を十分把握し、実際に論文を書く時、役立てて欲しい。

● **Exercises**

　各章は、それぞれ2つ以上のセクションに分かれていて、2A、2B などとされている。論文作成の新しい skill がセクションに出てきた場合、それに関連した練習問題がその都度、出されている。

● **Applications**

　セクションで学んだことを応用し、実際に論文を書いてみる時に役立つものとして Applications がある。この Applications を次々とこなすことによって論文作成の準備が自然にできるはずである。

(b) 英語で書かれている文章をたくさん読む

　　The greatest part of a writer's time is spent reading, in order
　　to write a man will turn over half a library to make one book.
　　　　　　　　(Samuel Johnson as cited in Charlton, 1997, p. 31)

　母国語でも良い文章を書くのは大変なことである。実際、文章を書こうという人は本を読むことに多くの時間を費やしている。人の書いた文章を通して、構成の仕方や効果的な表現など、学ぶことは多い。良い論文を書くには、英語で書かれている文章をたくさん読むことが大切である。そのためにも本書では説明の部分もなるべく英語で書いている。このテキストで学習し、実際に英語で論文を書く際には、参考文献として英語で書かれた文献にたくさん目を通し、それらを論文の見本として欲しい。

　今はインターネット経由で英語の文献も簡単に手に入るようになった。下記のサイトを利用すると新聞、雑誌、本、参考書やオンライン図書館にアクセスできるので是非お勧めしたい。

http://www.englishpage.com/readingroom/readingroomintro.html

(c) 英語をたくさん書き、英文に慣れる

● Writing for Fun

　英文を書く力をつけるにはやはりたくさん書くことである。日記をつける等、毎日なんらかの形で文章を書く習慣をつけるとよい。文法などにはあまりこだわらず、なるべくたくさん書くことを目的にする。たくさん楽しく書くというテーマでこの Writing for Fun を各章末につけた。これ以外にも、インターネット経由でフェイスブック、ブログ、ツイッター等で英語を使い、いろいろな人々と英語で交流することで、楽しく書く力がつくだろう。

(d) 実際に英語で論文を書いてみる

　論文の書き方について読んだり、練習問題をこなすことも大切であるが、一番学習効果が高いのは実際に論文を書くことである。そのためにも、このテキストでは、１本論文を書くことを目的としている。できれば実際に提出しないといけない論文を書いた方がやる気もでるので、授業で提出しなくてはならない論文、もしくは論文コンテストや学術誌に投稿したいと思う論文を書いて欲しい。論文を書くには多大な時間がかかるので、具体的な目標をできる限り作って、成果をぜひどこかで実らせて欲しい。

　論文とは限られた専門家が書くものではなく、多くの人が自らの研究から学んだことをなるべく多くの人に読んでもらうために発表するものである。学術誌は、高度に理論的な研究から、実践的で取り組みやすい研究まで、いろいろな分野に分かれている。なるべく論文をたくさん読み、研究しよう。

　この改訂版を準備する際に多くの方々から貴重なアイディアやアドバイスをいただいた。特に、改訂版へのアドバイスをたくさん下さった深澤はるか先生、小池浩子先生、日向清人先生、横川（室）真理子先生そして本書の下書きを何度も読み、適切なご意見を下さった大矢玲子先生には、心よりお礼申し上げます。

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2014 年 12 月
吉田友子

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PART **I**

Introduction

CHAPTER *1*

Overview: 総論

Aims :
1. To understand the goals of this book.
2. To gain a better understanding of what is considered good academic writing in English.

1A Goals for This Book
この本を上手に使うには

📖 Reading 1A:

Goals for This Book

Academic Writing is an advanced level textbook for individuals who wish to refine their writing skills. Through reading passages and completing exercises, you will learn the skills necessary to write a good research paper[1] in English. This book will take you, step-by-step, through the necessary stages involved in writing a well-organized paper.

This textbook consists of three main parts. Part I is an overview of this book and aims to give you a general understanding of what is con-

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1   research paper - 論文〈詳しい定義は Reading 1B を参照〉

sidered good academic writing in English. Part II discusses the steps involved in preparing to write a research paper. Specifically, Chapter 2 describes the initial planning stages, such as narrowing down a topic, composing a thesis statement and brainstorming. Chapter 3 discusses the final process in the planning stage—organizing and outlining. Chapter 4 then introduces strategies in locating relevant outside sources[2] as well as appropriate ways of citing[3] them. The third and final section of the book covers the three main components of an academic paper while providing advice on how to successfully finish it.

Upon completion of this book, you should not only have a better idea of what is considered good academic writing in English, but will also have the experience of actually writing a research paper in English.

✓ Comprehension Check 1A:

1. What should you gain through reading passages and completing exercises in this book?

_____

2. If you want to get a general idea of what this book is about, which part should you read?

_____

3. Which chapters deal with the steps necessary in preparing to write a paper?

_____

4. Which chapter contains information on how to find relevant materials?

_____

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2   outside sources - 文献、出典
3   cite - 引用する

5. What should you learn from Part III of this textbook?

   _____

6. What are the two things you are expected to gain upon completion of this book?

   a. _____

   b. _____

1B Writing a Research Paper
学術論文とは何だろう

📖 **Reading 1B:**

Writing a Research Paper

A fallacy of some repute and some duration is the one which assumes that because a student can write an adequate essay in his[4] 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,"[5] "lack organization," or "lack cohesion."[6] 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 nat-

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4　この論文が書かれた頃は漠然と「人」を示す代名詞として he が使われていたが、最近アメリカでは男性代名詞を使うのは避けられている。もっと詳しくは第6章で説明されているが、主に複数形の they 等が使われるケースが多い。

5　out of focus - ピントがずれている

6　lack cohesion - うまく結合していない、考えがバラバラ

ural for them to be able to transfer this skill to their second language. This, unfortunately, is not always the case. Some researchers (e.g., Kaplan, 1966; Okabe, 1993) argue that this is because the definition as well as purpose of "logic" and "rhetoric"[7] vary across cultures. On the other hand, some studies have shown that the conventions that govern research articles have become universal. For example, Taylor & Chen (1991) compared Anglo-American and Chinese scientific texts and 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.[8] However, the fact remains that knowledge of the English language is not enough. To write a "good paper" in English, one must first 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).

Definition

According to Roberts (1985) a research paper is a "formal essay in which the author seeks to prove a thesis[9] partly by providing evidence gathered from outside sources" (p. 178). To emphasize the relevance of the thesis statement, researchers often begin by conducting a literature review.[10] To fill in the gaps left by previous articles, researchers conduct their own original research. Although it is important to find enough material to support the thesis, the paper should not simply be a random collection of other people's ideas. The main purpose of a

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7   rhetoric - 修辞学、レトリック、つまり上手な表現法のこと
8   英語の「世界語」化にともなう最近の傾向として、英語以外の言語で書かれた論文でも、英語論文的な論理展開・レトリックが採用されている場合が多い。
9   thesis - 命題、定立、つまり自分がこれから証明しようとするアイディア〈詳しくは47～54ページを参照〉
10 literature review（または literature search）- 文献調査〈詳しくは75～80ページを参照〉

research paper is to present an original thesis and to prove it through logical argument using concrete support obtained from reliable sources.

Characteristics of an Effective Research Paper

To accomplish the above, Langan (1985) emphasizes the importance of the following four points: "to advance a single point (thesis) and stick to that point, to support the point with specific evidence, to organize and connect the specific evidence, and to write clear, error-free sentences" (p. 63). Let us now examine the above four points in more detail.

Advance a single point (thesis) and stick to that point. The main idea is always expressed at the beginning as a thesis statement. The rest of the paper is then organized to logically support the statement (e.g., A is B because of the following three reasons). The arguments are stated clearly and directly without digressing.[11] Non-native English speakers need to be especially careful since, as mentioned earlier, rhetoric and logic tend to be influenced by culture. What you consider "relevant" might be considered "tangential"[12] by your English instructor. Remember that academics reading papers generally skim through[13] and expect them to follow a predictable pattern. They do not expect to be amused or informed about anything other than the thesis being proposed. When in doubt, have your instructor take a look at your outline[14] or rough draft[15] before writing the first draft.

Support the point with specific evidence. The two excerpts below

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11 digress - 本題からずれる、脱線する
12 tangential - 本題から脱線している
13 skim through - （本などを）ざっと読む、拾い読みする
14 outline - （論文の構成等の）全体像〈詳しくは第３章を参照〉
15 rough draft - （論文の構成等の）下書き〈詳しくは第６章を参照〉

are trying to make the same point: the increase in the number of returnees.[16] The second quote, however, is much more convincing since it has concrete evidence to support the statement: the source of information and statistics.

● The number of children being educated abroad is increasing every year.

● According to the Ministry of Foreign Affair's 1992 survey, there are an estimated 51,000 Japanese children being educated abroad at present. This is three times that of 1975 when there were an estimated 16,000 (Japan Education Almanac Publication Committee, 1993) .

Locating outside sources, therefore, is essential when writing a research paper. Evidence can be obtained from various sources including books, journals, magazines, and interviews. Going through the published literature to locate relevant material is called a literature review. This helps you understand the topic you are writing about better. Citing a variety of sources, particularly recent ones, also indicates to the reader that you are well-informed on the subject and that your conclusions can be trusted. When choosing which materials to use, two things should be considered. One is whether the information is relevant in supporting the thesis statement. The other is whether the information is from a reliable source. Remember, just because something has been published does not guarantee its reliability.

Organize and connect the specific evidence. Once the literature review has been completed, one must decide how to organize the paper to support the thesis statement in a "logical" manner. Oshima & Hogue (1991) propose four useful patterns in organizing essays, namely: chronological order, logical division, cause & effect, and compari-

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16　returnee - 帰国子女、帰国生

son & contrast.

(1) Chronological order means that information in the paper is organized according to when things happened, from oldest to newest. This is especially useful when explaining historical events, biographies, scientific or technical processes, and progress within a field of study.

(2) Logical division is useful when covering a relatively broad topic. Logical division means separating the topic into two or more categories. This reading passage, for example, is divided into two main categories: (i) definition of a research paper and (ii) characteristics of an effective paper (which is further divided into four sub-categories).

(3) When we want to know why a certain phenomenon or event has occurred the most commonly used format is the cause and effect format. The cause and effect format begins by considering various possible factors that might be responsible for causing the particular phenomenon in question. For example, if one were to examine problems in the current educational system, one might begin by first presenting the problems, then exploring some possible causes and finally examining the relationship between the causes and effects.

(4) Comparison and contrast is frequently used to help illuminate differences. Compare the following two excerpts.

   1) Traditional Japanese food is relatively low in calories. A standard meal consisting of rice, miso soup, fish and vegetables is only about 300-500 calories.

   2) Traditional Japanese food is relatively low in calories. A standard meal consisting of rice, miso soup, fish and vegetables is only about 300-500 calories. *In sharp contrast is a western style meal of spaghetti and salad which can amount to a total of 800-1000 calories.*

Unless the reader is knowledgeable about calories to begin with, the

first excerpt is not enough to make a strong impression. The second excerpt, however, is likely to impress most people since a clear comparison is presented.

Write clear, error-free sentences. Although writing "error-free" sentences may seem unrealistic, it is fairly easy to avoid simple and glaring mistakes.[17] Prior to turning in your paper, always proofread it *at least* twice—once to check the flow of the whole paper to make sure that the arguments are clear and logically organized and a second time to check for spelling and grammar mistakes. These mistakes are especially distracting and unnecessary since most word processing programs nowadays can check for spelling and grammar mistakes.

Conclusion

Writing a paper in a second language is not merely a matter of writing something in one's native language and then translating it. Writing, like other forms of communication, is influenced by culture. What is considered good writing in one culture may not be appreciated in another. Hence, to be able to write a good English paper, it is essential to first understand the purpose as well as the characteristics of an effective research paper.

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17 glaring mistake - 明らかな間違い

References

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Roberts, W. H. (1985). *The writer's companion: A short handbook.* Boston, MA: Little, Brown and Company.

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✅ Comprehension Check 1B:

1. According to Okabe and Kaplan, are logic and rhetoric universal?

   _____

   _____

2. According to the author, what is the first step in learning how to write a good research paper?

   _____

   _____

3. What is the main purpose of a research paper?

   _____

   _____

4. According to Langan (1985), what are the four characteristics of an effective paper?

   _____

   _____

   _____

_____

_____

_____

5. Why does the author say that non-native speakers need to be especially careful about stating their arguments clearly and directly without going off on a tangent?

_____

_____

6. What is a literature review?

_____

_____

7. When conducting a literature review, what are the two criteria for determining whether a particular source should be used or not?

_____

_____

8. What are the four suggested patterns in organizing an essay?

_____

_____

9. If you are planning to write a paper on the historical development of women's rights in Japan, which of the four patterns proposed by Oshima and Hogue would you be likely to use?

_____

_____

10. Why does the author state that spelling mistakes are especially unnecessary?

_____

_____

◎ Reading 1Bを振り返って：

　Reading 1B では「学術論文とは何だろう」という題名の英語論文を実際に作成しました。これをA4、5ページ（1250語程度）の英語論文のサンプルとして、論文の内容とともに書き方にも注目して研究してください。みなさんが実際に論文を書く際に、特に注意が必要なのは次の諸点です。

● 各セクションの内容が一目瞭然となるように、見出し、小見出しを使う（詳しくは167～170ページを参照。）

● 引用文の場合、" "で囲み、ページ数を明記する。
　例：（Langan, 1985, p. 63）

● 長い引用文の場合、文章全体をインデントして書く。
　例：A fallacy of some repute and some duration is that one which assumes that because a student can write an adequate essay in his native language, he can necessarily write an adequate one in a second language. (Kaplan, 1966, p. 3)

● 直接的な引用ではなくても、論文や本などから情報を得た場合には出典を明らかにする（例：Taylor & Chen (1991)）。引用ではない場合は" "は必要ないが、著者の姓と出版年は明記すること（詳しくは86～89ページを参照。）各パラグラフに複数（3から4）の出典をあげるのが望ましい。

● References には、論文に引用した文献、出典を明記した文献のみを記す。論文を書く際に読んだけれど、本文中に明示しなかったものはReferencesには載せない。表記の仕方は97～101ページを参照。また、参考文献は著者の姓のアルファベット順に並べる。

● Introduction は、論文のテーマを明確に打ち出すと同時に、論文の構成や、論証の筋道などを読者に提示する、非常に重要なセクションである。Introduction 執筆にあたっては、入念な準備と、出来上がった原稿の十分な推敲が必要である。（Introductionの書き方については 112 ～ 126 ページを参照）。