A modern university building with a facade of vertical wooden slats and horizontal white bands. The building is set against a clear blue sky with a few white clouds. The university's logo and name in Japanese characters are visible on the upper part of the building.

Undergraduate Thesis Guidelines

Academic Years 2026–2027

**Department of English
Faculty of Foreign Studies
Tokoha University**

©Department of English and American Studies
Faculty of Foreign Studies
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2026

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1. Introduction

Students in the Faculty of Foreign Languages are required to complete an undergraduate thesis as part of the graduation requirements.

These requirements include Specialized Seminars I and II. In the third year, students take Specialized Seminars IA and IB, where they acquire the fundamental knowledge and skills necessary for academic research in their field. In the fourth year, students enroll in Specialized Seminars IIA and IIB, during which each student formulates an individual research topic and conducts research for their undergraduate thesis.

The undergraduate thesis represents the culmination of the academic work students have undertaken throughout their university studies. In this sense, it is one of the most significant academic achievements of one's undergraduate career.

The purpose of the undergraduate thesis is to produce a scholarly contribution. It is therefore a creative intellectual endeavor that goes beyond simply studying existing knowledge. Furthermore, over the course of a full academic year devoted to a research project, students will experience their own academic and personal development.

This guide outlines the requirements, procedures, and formatting standards for the undergraduate thesis and research report. Students are encouraged to make full use of this guide, apply their abilities to the fullest, and complete a research project worthy of their final year at the university.

2. Understanding the Thesis

2.1 What Is Research?

An undergraduate thesis is, by definition, a form of research. But what exactly is research? How does it differ from just studying?

Studying refers to the process of learning and understanding existing knowledge. When students read books or other information sources in order to learn and summarize information that is already known to be correct, they are engaged in studying.

Research, by contrast, is an active process of discovering, clarifying, and

demonstrating through one's own efforts. Determining whether one's interpretation of research data, findings, or hypotheses is correct or valid requires collecting relevant evidence and examining it logically and objectively. This is why the undergraduate thesis is regarded as the culmination of students' academic work over the course of their studies.

In research, students should be aware of the following essential elements:

- Research topic—What the research aims to clarify;
- Previous research (the literature)—What is already known about the topic;
- Research methodology—The methods used to investigate the topic;
- Discussion and interpretation—How the findings are interpreted.

Simply restating previous views and findings does not constitute a complete research project. At the same time, if previous research is not considered, it becomes impossible to determine whether one's current research actually contributes something new. Also, research methods must be academic and systematic. Hence a report that merely presents results without analysis or interpretation does not qualify as research.

Research is fundamentally a new scholarly contribution. Other students, faculty members, and researchers must be able to understand the new knowledge it has produced. In other words, research is a way of sharing knowledge and insights publicly within the academic community. For this reason, the procedures described above must be carefully followed.

2.2 The Undergraduate Thesis in the Faculty of Foreign Studies

In the Faculty of Foreign Studies, Tokoha University, research for the undergraduate thesis is conducted individually by each student. The final work may take the form of a conventional thesis, or it may be a survey report based on empirical data.

A thesis typically involves theoretical discussion or empirical analysis based on literature review and data analysis. A survey report, by contrast, focuses on collecting

original data through questionnaires, interviews, or fieldwork, and systematically reporting the findings. Although data collection may sometimes be conducted collaboratively, the final report must always be written individually.

Both forms of work must satisfy the following requirements:

- Language of writing: Japanese or English;
- Appropriate research topic reflecting the academic achievements of four years of study;
- Appropriate research methodology;
- Logical and systematic argumentation;
- Proper academic format, including required length, abstract, table of contents, chapter structure, and references.
- Any additional requirements specified by the supervising instructor.

3. Research Process

Completion of the undergraduate thesis requires not only submission of the final written work but also participation in the year-long research process conducted in Specialized Seminars IIA and IIB. The third-year seminars (Specialized Seminars IA and IB) included, the process will span two full academic years.

3.1 Specialized Seminars IA and IB (Third Year)

In the third year, students take Specialized Seminars I A and I B to acquire the theoretical knowledge, disciplinary background, and research methods necessary for conducting research for their undergraduate thesis in the fourth year. In some fields, however, students may begin collecting research data as early as their third year.

3.2 Specialized Seminars IIA and IIB

In the fourth year, students enroll in Specialized Seminars IIA and IIB and work on their undergraduate thesis under the guidance of their supervising instructor.

3.3 Midterm Presentation

As part of Specialized Seminar IIA, students are required to present their research progress at a midterm presentation session in July. The presentation format will follow the instructions of the supervising instructor, but students are generally expected to prepare materials such as presentation slides, handouts, and presentation scripts.

3.4 Writing up and Submission

Students must prepare their thesis or research report in written form and submit a printed copy by the second Wednesday of January in their final year of university studies. For detailed instructions regarding organization and writing, consult this guide as well as follow the directions of their supervising instructor.

3.5 Final Presentation

After submission of the thesis, a final presentation session will be held between late January and early February. Students will present the results and achievements of their undergraduate thesis orally. As with the midterm presentation, students should prepare presentation materials such as slides, handouts, and presentation scripts.

3.6 Evaluation and Grading

The result and grade for the undergraduate thesis will be recorded as the grade for Specialized Seminar IIB. Evaluation will be based on the following components: participation and progress in weekly seminars, the midterm presentation, the final presentation, and the submitted thesis or research report. Detailed assessment criteria will be provided separately by the department.

4. Manuscript Preparation

4.1 Document Format

- Use MS Word (.docx) format.

- Print the manuscript on single-sided A4 paper. Electronic submission alone is not permitted.
- Margins:
 - Top: 25 mm
 - Bottom: 25 mm
 - Right: 25 mm
 - Left: 30 mm (The left margin is set 5 mm wider to allow for binding.)
- Font and Page Layout:
 - Times New Roman, 12 pt
 - 30 lines per page

4.2 Length Requirements

Minimum 3,000 words, plus a Japanese abstract of approximately 1,000 characters.
Use the Word Count function in MS Word.

N.B.: The specified length applies only to the main body of the thesis. The following elements are not included in the character or word count:

- (Acknowledgements);
- Contents;
- Abstract;
- Block quotations;
- Tables and figures;
- Captions;
- Notes;
- References or Works Cited;
- Appendices.

4.3 Basic Structure

Typical components include:

- Title page;

- (Acknowledgments);
- Table of contents;
- Abstract;
- Main text (with footnotes where appropriate);
- (Notes, if endnotes are used);
- References / Works Cited.

For details, refer to the sample provided at the end of this guide.

5. Submission

5.1 Deadline: Second Wednesday of January (For the 2027 academic year: 12 January 2028)

5.2 Submission Location: Supervising instructor (Instructor of Specialized Seminar II).

5.3 Submission Format:

Bind the thesis on the left side using staples or binding string. Some instructors may require the use of a bound cover or file binder.

Print two copies of the manuscript: one for submission to the supervising instructor, and the other for your own records.

6. Research Ethics

6.1 Students as Researchers

While engaging in research activities, students are acting as researchers. As stated in the *Student Handbook (Gakusei Binran)*, "Researchers—whether students or faculty members—are expected to conduct research with proper awareness and responsibility. This ethical framework is referred to in the university community as 'research ethics' or a 'code of conduct.' . . . Research ethics signifies the principles and rules that researchers must follow when conducting research" (Appendix 1, *Student Handbook*, 2025 edition, p. 197).

6.2 Research Misconduct

Actions that violate research integrity are called "research misconduct." According to the *Student Handbook* (p. 197), the following three categories constitute serious violations and may result in disciplinary action:

- **Fabrication**

Creating data or results that do not actually exist.

- **Falsification**

A. Manipulating or falsifying research data. This includes "cooking" (selecting only favorable data) and "trimming" (discarding unfavorable data).

B. Manipulating research materials, equipment, or procedures in ways that distort the data or results.

- **Plagiarism**

Using another person's ideas, methods, data, results, text, or terminology without proper citation. This includes copying and pasting text or data without attribution.

6.3 Personal Information and Informed Consent

- **Handling Personal Information**

"During the course of research or learning activities, some students may collect (and analyze) personal information belonging to others. Such information must be handled and managed appropriately in accordance with personal information protection laws." (*Student Handbook*, p. 197)

- **Informed Consent**

"When collecting personal data, researchers must obtain informed consent from participants. In addition, when publishing research results, all data must be anonymized so that individuals cannot be identified. Strict data management

procedures must also be followed to prevent information leakage." (*Student Handbook*, p. 197)

6.4 Use of AI Tools

Generative AI tools such as ChatGPT, Grok, Gemini, and Copilot are increasingly used for information gathering, editing, writing, translation, and interpretation. These tools have rapidly become integrated into everyday life.

However, careless use of AI may constitute behavior comparable to research misconduct. For this reason, the university established "Guidelines for the Use of AI in Education and Research" in February 2024 (Appendix 2).

In addition, the Department of English issued a notice on March 22, 2024 entitled "Guidelines on the Use of AI-Generated Text and Translation Software" (Appendix 3). The key points are summarized below:

- A.** AI-generated text may contain inaccuracies and may violate copyright. AI must not be used as a substitute for academic work.
- B.** Translation software should be used only for assessing the accuracy of English expressions and should not replace learning.
- C.** The use of AI-generated text, including content produced by translation software, is generally prohibited in assignments, reports, and presentations. **Violations may result in disciplinary measures.**

6.5 Departmental Guidelines

Based on the policies described above, the following guidelines apply to undergraduate theses in the Department of English:

A. On Research Misconduct

- Fabrication, falsification, plagiarism, and inappropriate use of AI will be treated as serious violations.

- If misconduct is discovered after submission or even after graduation, the degree may be revoked.

B. Proper Citation to Prevent Plagiarism

- Properly cite sources to prevent plagiarism.
- Failure to do so may result in instructions to revise or resubmit the thesis.
Serious cases may be treated as plagiarism or research misconduct.

C. Appropriate Use of AI

- Undergraduate theses must be based on the student's own research, thinking, and analysis.
- AI tools may be used only for limited purposes, such as searching for references or assisting with language editing. Text generated by AI must not be copied directly into the thesis.

7. Thesis Writing

7.1 Maintain Objectivity

- Write so that readers other than yourself can understand the argument clearly.
- Avoid including personal feelings or subjective impressions.
- Use concise language and avoid unnecessary wording.
- Generally avoid literary expressions and metaphors.
- Present claims and results clearly and explicitly.

7.2 Citation

The undergraduate thesis is an academic contribution built upon previous research. Therefore, it is essential to clearly distinguish between findings and claims made by the student on the one hand, and information derived from previous research on the other. Readers must be able to clearly identify which previous studies are being discussed and where the data being analyzed originate.

For this reason, proper citation of sources is mandatory in all theses and research reports. As noted above in Section 6, Research Misconduct, especially item B, "Proper

Citation to Prevent Plagiarism," whenever another person's ideas or existing data are used, the source must be clearly indicated in the main text or in footnotes.

Citation styles differ by discipline. In the next section (Section 8, Discipline-Specific Writing Guidelines and Samples), two commonly used citation styles are introduced with examples. Consult your supervising instructor to determine the appropriate style to use at an early stage of their research.

8. Discipline-Specific Writing Guidelines and Samples

Academic writing follows established conventions, including rules for citation and formatting. In English-language research fields, style guidelines—especially those developed in the United States—are widely used. These style conventions can be broadly grouped into two types. APA style (used in linguistics, applied linguistics, and English language education [ELT]) and MLA style (commonly used in literary and cultural studies).

In the following section, we first present elements that are common to both styles, followed by an example in APA and another in MLA style.

8.1 Common Elements

The following components are common to theses in most of the humanistic disciplines: Title page (referee page), Acknowledgments, Contents, and Abstract. Refer to the following sample pages.

However, details may still vary depending on the specific subfield or the preferences of the supervising instructor. Follow the instructions of your supervising instructor whenever necessary.

Title in Bold 22-Point Font:
Subtitle in the Same Font Size as the Main
Title

A Thesis Presented to
The Faculty of Foreign Studies
TOKOHA University

In Partial Fulfillment of the Requirements for the Degree
Bachelor of Arts (Foreign Languages)

by

TOKOHA Hanako (20002000)

FAMILY NAME in capitals; Given name:
initial in capital; followed by student
number in parentheses

January 2028

Approved by: Signature of the supervisor

Professor XXXXX XXXXXX, English Department, Faculty of

Foreign Studies, Tokoha University

Date: _____

Acknowledgements

I would like to express my sincere gratitude to Professor [Name] of the Faculty of [Faculty Name], [University Name], for kindly allowing me to conduct participant observation in his/her classes on multiple occasions, and for his/her generous cooperation in the questionnaire and interview surveys. I am also deeply grateful to all the students who participated in the study. Their thoughtful responses to the questionnaires and interviews provided invaluable data for this research.

I would also like to extend my sincere thanks to Professor [Name] of the Faculty of [Faculty Name], [University Name], for providing relevant materials and research information, as well as for his/her careful and insightful guidance and advice regarding the methodological aspects of this study.

Finally, I would like to express my heartfelt appreciation to everyone who contributed to this research despite their busy schedules.

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3.3	00
Chapter 4: [Title]	00
4.1	00
4.2	00
4.3	00
Conclusion	00
Notes00
References (or Works Cited)00
Appendices00
Survey Questionnaire00
Qualitative Responses	00

Page numbering starts from the first chapter.

要旨 (Abstract)

Abstract in Japanese of length approximately 1,000 characters.

本研究は、第二言語習得 (Second Language Acquisition: SLA) における学習者の動機づけの変化とその影響要因を明らかにすることを目的とし、日本の高校生を対象に縦断的調査を実施したものである。近年、動機づけは言語習得の成否を左右する重要な要因として注目されており、とりわけ Dörnyei (2005, 2009) の提唱する L2 Motivational Self System は、学習者の将来像に基づく動機づけを説明する枠組みとして広く支持されている。しかしながら、従来の研究の多くは一時点での測定に基づく横断的研究に依拠しており、動機づけの時間的変化やその動的側面を十分に捉えているとは言い難い。そこで本研究では〔後略〕・・・。

調査は、東海地方の高校に在籍する生徒を対象に、約1年間にわたり複数回の質問紙調査およびインタビューを通して行った。質問紙では、Dörnyei の L2 Motivational Self System に基づき、理想 L2 自己 (Ideal L2 Self)、義務 L2 自己 (Ought-to L2 Self)、学習経験 (L2 Learning Experience) に加え、内発的・外発的動機づけおよび自己効力感を測定した。さらに、インタビューを通じて〔後略〕・・・。

分析の結果、学習者の動機づけは固定的なものではなく、学習環境や対人関係、成功・失敗体験などに応じて動的に変化することが明らかとなった。特に、理想 L2 自己の明確さと自己効力感の高さは、持続的な学習意欲および積極的な学習行動と強い関連を示した。一方で、義務 L2 自己や外発的動機づけは〔後略〕・・・。

以上の結果から、第二言語教育においては、動機づけを単一の静的要因としてではなく、時間的に変化する動的プロセスとして捉える必要があることが示された。特に、学習者の理想 L2 自己の形成を支援し、肯定的な学習経験を〔後略〕・・・。

8.2 APA Style Sample Pages

1

Chapter 1: Introduction Chapter heading: bold, 16-point.

1.1 Second Language Acquisition and Motivation Section heading: bold, 12-point.

In second language (L2) learning, motivation is considered one of the key factors influencing learning outcomes. As Dörnyei (2001) Body text: 12-point. underlines, motivation is a psychological factor that significantly affects the extent to which learners invest effort in their studies and the degree to which they persist over a long period of time. The field of Second Language Acquisition (SLA), it has been widely recognized that many factors of learner motivation are associated with greater gains in language proficiency (Gardner & Lambert, 1972). Furthermore. . . . Parenthetical reference

In recent years, alongside the growing importance of L2 learning in the context of globalization, learner motivation in SLA has developed rapidly. In the early 1970s, Gardner and Lambert (1972) first addressed the concept of L2 motivation. Subsequently, Gardner's (1985) socio-educational model¹ classified motivation in second language learning into two types: integrative motivation and instrumental motivation. Integrative motivation refers to. . . . Footnote number

1.2 Motivation in Japanese School Education

In the context of English education in Japan, the university entrance examination system has a significant influence on learners' motivation. For many Japanese high school students, the primary purpose of learning English is to. . . .

1.3 ○○○

1.4 Structure of the Thesis

The structure of this thesis is as follows. Chapter 1 serves as an introduction, outlining the background of the study and the research problem, and highlighting the significance of investigating learner motivation in English education in Japan. Chapter 2 provides a Footnote

¹ According to Gardner's (1985) socio-educational model, language learning is influenced by multiple factors, including learners' attitudes, motivation, and the social environment.

review of previous studies on motivation in Second Language Acquisition (SLA), with a particular focus on English language education. Chapter 3 presents. . . . Chapter 4 examines. . . . Chapter 5 discusses. . . . Chapter 6 analyzes. . . . Finally, Chapter 7 summarizes the findings of this study and discusses its pedagogical implications as well as directions for future research.

Chapter 2: Literature Review

2.1 Motivation in Second Language Acquisition Research

In SLA, learner motivation has been widely studied as a key factor influencing learning outcomes. As a result, it has been demonstrated that the extent to which learners invest effort in their studies and the degree to which they persist over time largely depend on their level of motivation (Dörnyei, 2001).

Research on motivation is not limited to second language learning; rather, it originated in the field of social psychology. According to Gardner (1985), the earliest conceptualizations of motivation were. . . .

2.2 Recent Developments in Motivation Research

Research on motivation in second language learning has developed rapidly, particularly since the 1990s. Prior to this, based on the socio-educational model discussed above, motivation was often regarded as a relatively stable psychological trait. In recent years, however, a growing body of research has adopted the view that motivation should be understood as a dynamic process that changes in response to the learning environment and learners' experiences. In Dörnyei (2009). . . .

2.3 Motivation Research in English Language Learning in Japan

Research on motivation in English language learning in Japan has tended to focus on the influence of the educational system and learning environment on learners' motivation. In particular, the university entrance examination system plays a significant role, and as Yashima (2004) suggests, Japanese learners tend to. . . .

2.4 Limitations of Previous Research

Previous studies have demonstrated that motivation plays a crucial role in English language learning outcomes. However, many of these studies are based on cross-sectional designs that examine learners at a single point in time, and thus do not sufficiently capture how motivation changes over time. In particular, in studies focusing on Japanese high school students, there has been limited longitudinal research

examining changes in motivation over the three-year period of high school education. Tracking the same learners from the first to the third year of high school and analyzing changes in their learning motivation is therefore an important task for deepening our understanding of learners in the context of English education in Japan.

In light of these research gaps, this study aims to . . .

Chapter 3: Research Questions

3.1 Purposes of Research

As outlined in the previous chapter, learner motivation has been widely recognized as a key factor influencing learning outcomes in second language acquisition research. In recent studies, there has been increasing attention to. . . . In the context of English language education in Japan. . . .

However, as learners have more opportunities to perceive English as a means of actual communication, it is possible that high school students' attitudes toward English learning may change. From this perspective, it is important to examine how learners' motivation develops over the three-year period of high school study.

Accordingly, the present study aims to investigate. . . .

3.2 Research Questions

In order to achieve the purpose of the present study, the following research questions (RQs) are proposed:

RQ 1: How does integrative motivation in English learning among Japanese high school students change from the first to the third year of high school?

RQ 2: How does instrumental motivation in English learning among Japanese high school students change from the first to the third year of high school?

RQ 3: . . .

By addressing these research questions, the present study aims to clarify changes in learner motivation over the three-year period of high school study and to provide a basis for understanding the psychological characteristics of learners in the context of English language education in Japan. In addition. . . .

Chapter 4: Methodology

4.1 Participants

The participants in this study were 120 students enrolled in a public high school in the Tokai region of Japan.² The same group of students was followed longitudinally from the first to the third year of high school.

Data were collected at the end of each academic year, and [...].

4.2 Data Collection and Analysis

A questionnaire survey was administered at the end of each academic year. The questionnaire consisted of five-point Likert-scale items and measured integrative motivation, instrumental motivation, English anxiety, and self-efficacy.

The collected data were analyzed using statistical methods. First, descriptive statistics (means and standard deviations) were calculated for each variable to examine overall trends across grade levels.

Subsequently, *t*-tests were conducted to determine whether there were statistically significant differences between grade levels. Specifically, mean scores for the first and third years of high school were compared to examine whether significant changes occurred in integrative motivation, instrumental motivation, English anxiety, and self-efficacy.

The level of statistical significance was set at 5% ($p < .05$). This analysis made it possible to determine, with an acceptable level of statistical confidence, whether the observed changes were statistically meaningful.

4.3 ○○○

² Although the same group of students was followed over a three-year period, some participants were excluded from the analysis owing to factors such as school transfers.

Chapter 5: Results

5.1 Overview

This chapter reports the results of the questionnaire survey conducted in this study. The findings are presented for four dimensions of English learning: integrative motivation, instrumental motivation, English anxiety, and self-efficacy. For each variable, mean scores were calculated for each grade level.

First, descriptive statistics (means and standard deviations) were calculated to examine overall trends across grade levels. The results indicate that integrative motivation and self-efficacy showed a gradual increase as students progressed through the three years of high school. In contrast, English anxiety. . .

Figure 1. Changes in Integrative Motivation

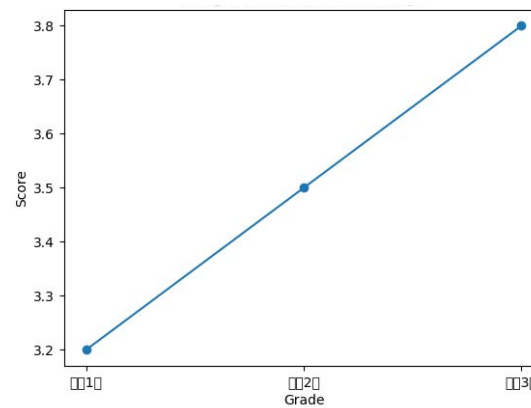


Table 1. Means and Standard Deviations by Grade Level

Item	Year 1 (M)	Year 1 (SD)	Year 2 (M)	Year 2 (SD)	Year 3 (M)
Integrative Motivation	3.21	0.68	3.45	0.72	3.78
Instrumental Motivation	3.84	0.65	3.67	0.69	3.42
English Anxiety	3.52	0.74	3.28	0.7	2.95
Self-Efficacy	3.03	0.71	3.29	0.73	3.61

5.2 ○○○

Chapter 7: Conclusion

7.1 Summary of the Study

The present study aimed to examine how motivation in English learning among Japanese high school students changes over the three-year period from the first to the third year of high school. A longitudinal analysis was conducted from the perspectives of integrative motivation, instrumental motivation, English anxiety, and self-efficacy.

A questionnaire survey was administered to the same group of students, and changes in these psychological factors were analyzed as students progressed through high school.

The results indicated that integrative motivation. . . . This suggests that, over the course of high school, an increasing number of students may come to perceive English not merely as a school subject but as a means of communication. In addition. . . .

In contrast, instrumental motivation. . . .

Furthermore, English anxiety. . . .

Taken together, these findings indicate that motivation in English learning among Japanese high school students changes over the course of the three-year high school period, and that. . . .

7.2 Implications

The findings of this study provide fundamental insights into understanding the psychological aspects of learners in the context of English language education in Japanese high schools. They also suggest the importance of educational support aimed at maintaining and enhancing learners' motivation.

More specifically. . . .

7.3 Limitations and Future Research

This study has several limitations. First, the participants were limited to students from a single public high school located in a specific region, which may restrict the generalizability of the findings. Second. . . . Third. . . .

In light of these limitations, future research should employ a wider range of research methods and include more diverse participant populations in order to. . . . The accumulation of such research is expected to contribute to the development of more effective instructional practices in English language education in Japan.

Bold, 14-point.**References**

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8.3 MLA Style Sample Pages

TOKOHA Hanako 1

Chapter 1: Introduction

Chapter heading: bold, 16-point.

1.1 Overview of the Godzilla Films

Section heading: bold, 12-point.

A creature with a dinosaur-like appearance, in length, and heat ray from its mouth. Such a being does not exist in reality, yet it continues to exist vividly on screen. Released on November 3, 1954, by Toho,¹ *Godzilla* overturned traditional notions of monster films and has come to be regarded as a landmark not only in Japanese cinema but also in the global history of *kaiju* films. As Yoshiko Ikeda has documented in *Perceptions of Godzilla in the United States and Japan*, a total of 30 *Godzilla* films have been produced in Japan, while numerous remakes—particularly in the United States—have also been created (20–21). Many of these works remain widely recognized today as classics in film history.

Endnote number: superscript.

Body text: 12-point.

Page reference in parentheses

As the *Godzilla* series reached its 70th anniversary in November 2023, it was commemorated by the release of the latest work *Godzilla Minus One* (hereafter referred to as *-1.0*), the focus of this paper. As noted in the English-language Wikipedia entry, *-1.0* has been praised for its storyline, reminiscent of the original 1954 *Godzilla*, as well as for its box office success. *-1.0* was a major commercial success, grossing 7.6 billion yen in Japan and approximately 177 million dollars in the United States, setting a new record for an Asian live-action film released there (“*Godzilla Minus One*,” Wikipedia). Furthermore, in 2024, it won the Academy Award for Best Visual Effects, one of the most prestigious honors in the film industry. In this way, the monster *Godzilla* has now become a global cultural icon. . . .

Reference to Wikipedia article

1.2 Background of the Study

A substantial body of research has accumulated on the *Godzilla* films. Numerous articles and books intended for general audiences have been published. Books such as *An Introduction to Godzilla Studies* by “Surfrider 21” and Norikazu Noma et al.’s *Godzilla Studies Reader* may be regarded as products of such enthusiast-oriented interest. In academic contexts, since the release of the original *Godzilla* in 1954, studies have been continuously published in journals such as *Film Studies* as well as in

university bulletins. Scholarly monographs have also appeared, among which Shuntaro Ono's *Shin-Godzilla Studies* is representative.

Interest in the Godzilla films is also strong worldwide. In the English-speaking academic world, in particular, articles are published almost every year, and since the beginning of the twenty-first century, several important monographs have been produced, including William Tsutsui's *Godzilla on My Mind* and Jason Barr's *The Kaiju Film*. . . .

Thus until recently, academic studies have tended to focus on individual Godzilla films. Ikeda's 2019 study, *Perceptions of Godzilla in the United States and Japan*, however, opened up a new field of research on the reception of Godzilla films overseas, particularly in the United States. Furthermore, in their latest work, *Is Godzilla Nature's Revenge?*, Ikeda and others propose a still newer perspective by examining the cultural icon Godzilla from the viewpoint of environmental studies. . . .

Although a considerable amount of research has been conducted on the Godzilla films, *-1.0*, the latest of the series produced by Toho, has yet to attract substantial academic attention. As the film was premiered as recent as late 2023, relatively little time has passed since its release. As a result, at the time of writing, little academic research has yet been performed. However, given its significance as a cinematic work and as a cultural phenomenon, as well as the critical acclaim it has been received, *-1.0* easily warrants serious scholarly examination. . . .

1.3 Structure of the Study

This thesis attempts to explore how and why *-1.0* has attracted strong popular interest and attained high critical acclaim overseas, particularly in the United States. The thesis first reviews previous Godzilla films that have developed on an international scale and situates the latest installment, *-1.0*, within this broader context. It then examines, from an empirical perspective, how this new Godzilla film responds to cultural demands in the different cultural setting of the United States.

A key focus is on popular reception. While direct investigation of audience responses would provide the most reliable data, such an approach is not easily feasible.

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Therefore, this study analyzes a range of sources, including film review websites such as Rotten Tomatoes, critics' blogs, and content on platforms such as YouTube, in order to examine as closely as possible the reception of *-1.0* among American audiences.

After this introductory chapter, the remainder of this paper is organized as follows. Chapter 2. . . . Chapter 3. . . . Chapter 4. . . . Finally, the conclusion summarizes the findings and discusses their implications. Through this series of analyses, the study aims to shed light on a previously underexplored aspect of *Godzilla* as a cultural phenomenon in an international context.

Chapter 3: ○○○○○

3.1 ○○○○

In this chapter, evaluations of *-1.0* on Rotten Tomatoes, the largest film review website in the United States, and YouTube, the world's largest video-sharing platform, are used as primary sources. Rotten Tomatoes, in particular, provides highly reliable data for examining the perception and evaluation of Godzilla films in the United States, given its exceptionally large number of user submissions and page views. . . .

On Rotten Tomatoes, the film has received more than 5,000 audience reviews as of January 2026, with an approval rating of 98%. In addition, 213 critic reviews yielded **Reference to page in website**whelmingly positive reception from both general viewers and professional critics (“Godzilla Minus One,” *Rotten Tomatoes*).

Overall, the most frequently observed tendency was the highly positive evaluation of the film itself and the visual effects that support it. The following comment is representative of this trend.

Block quotation

The sense of scale created here cannot be understated: the action sequences are thrilling and monstrosly terrifying, with the titular monster portrayed in a way that feels both familiar and totally unlike anything you've seen before, thanks to some astounding VFX work. (Murphy)

Shorter quotation integrated in body text

Furthermore, many reviewers praised the fact that the film's high-quality visual effects were achieved on a relatively low budget. For example, one critic noted that “. . . this was made on a notably low budget for a film requiring this level of CGI—some \$15m (£12m)” (Newland). . . .

3.2 ○○○○

Chapter 6: Conclision

-1.0 was highly acclaimed and well received in the United States, but this cannot be attributed solely to its quality as a cinematic work of exceptional merit. The success of the film must also be understood in light of the historical development of the Godzilla franchise in both Japan and the United States.

In Japan, the history of Godzilla began with the release of *Godzilla* in 1954, while in the United States it began with the release of *Godzilla, King of the Monsters!* in 1956. Over time, Godzilla evolved in response to changing historical and cultural contexts, demonstrating a remarkable capacity for adaptation and becoming a beloved cultural figure. In Japan, audiences consistently went to theaters to watch Godzilla films across different periods.

In contrast, in the United States, the character was altered from the outset, and the films were repeatedly released on a smaller scale. Gradually, Godzilla shifted from theatrical screenings to television. . . .

Notes**Bold, 14-point**

1. A film production company that traces its origins to the Tokyo Takarazuka Theatre Company, Ltd., established in 1932. At the time of the 1954 release, its official name was Toho Co., Ltd., while its current official name is Toho Co., Ltd. (“Company Information,” Toho Co., Ltd.).

End note: 12-point

- 2.
- 3.

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Godzilla, King of the Monsters! Directed by Ishiro Honda, edited by Terry O. Morse, Toho and Jewel Enterprise, 1956.

Gigantis, the Fire Monster. Directed by Motoyoshi Oda and Hugo Grimaldi, Toho and Warner Brothers, 1959.

King Kong vs. Godzilla. Directed by Ishiro Honda and Eiji Tsuburaya, Toho, 1962 (『キングコング対ゴジラ』本多猪四郎・円谷英二監督, 東宝, 1962)。

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Tsutsui, William. *Godzilla on My Mind*. Griffin, 2004.

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9. Academic Writing Resources

On APA Style

Publication Manual of the American Psychological Association. 7th edition, American Psychological Association, 2020.

A standard reference book for the latest APA style.

On MLA Style

Hatala, Mark. *MLA Made Easy: Your Concise Guide to the 9th Edition*. Greentop Academic Press, 2021.

A simplified guidebook for MLA 9 style. Includes citation examples from recent social media.

MLA Handbook. 9th edition, Modern Language Association of America, 2021.

A standard reference book for the latest MLA style.

Websites

"Academic Collocation List." *Pearson*. <https://x.gd/m2fSd>

A comprehensive list of collocations (word combinations) commonly used in academic writing, e.g. theses and dissertations. Available for free download.

Purdue OWL. College of Liberal Arts, Purdue University, <https://owl.purdue.edu/owl/index.html>.

A useful website covering a broad range of academic writing formats including APA and MLA.

Writing Guides

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 7th edition, Bedford, 2012.

A writing guide extensively used in US universities.

Swales, John M., and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd edition, U of Michigan, 2012.

One of the most important contributions to the field of academic writing studies.

The "Language Focus" sections alone are worth (close) reading.

Appendices

1. “Research Ethics for Students” (Tokoha University Student Manual, 2025 edition)

9. 学生のための研究倫理について

1. 学生は研究者、正しい心得が求められる

学生の皆さんは、大学へ入学されたときから、高校時代までのように教科書通りに勉強をするだけの「生徒」ではら研究を行う「学生」になったのです。大学は、教育機関であり、研究機関でもあります。学生は、授業を受けて専ら触れるだけでなく、学んだ専門知識を駆使して研究する能力も学ぶのです。学生も研究活動に従事するときは「研究で扱われます」。「研究者」は、学生であっても、教員であっても、正しい心得を持って研究していくことが強く求めらる。この正しい心得のことを大学内では『研究倫理』あるいは『行動規範』と呼んでいます。

2. 研究とは何か、研究倫理とは何か

研究とは、自らが問題を発見し、自らがその問題を解決する営みのことだと捉えてください。研究によって明らか問題解決方法や結果データは、論文として公表されて世間に知られることで、社会貢献となります。研究がなされて、人の社会が発展してきました。

研究者は、研究成果である論文が世間に認められて、実績を得ます。学生は、調べて研究して学び得た成果をレポートにまとめて、そのレポートが教員から審査・採点をされ、合格基準を超えたと認められて、単位（能力実績）を修得します。レポートが学生にとっての研究（学び）の成果なのです。

倫理とは、人間生活の秩序つまり人倫の中で踏み行うべき規範の筋道、と国語辞書で説明されています。すなわち、人のあるべき姿や、人として守るべきこと、です。心得や道徳と言っても良いです。研究倫理とは、研究者のあるべき姿、研究者が研究をするときに守るべき規則のことです。

3. 研究（学び）は誠実に・公正に（不正なく）行われるべき

研究・学問を自己利益の拡大のためだけに誤用・悪用して、研究行為やその成果が社会の中で信頼を失ってしまう事件が増加してきています。特に以下に示す行為が目立ってきており、研究上でやってはいけないこととして研究不正と呼ばれています。

< 研究不正の種類 >

◇ 捏造 (Fabrication)

- ① 存在しないデータを都合良く作ること。

◇ 改ざん (Falsification)

- ① データの変造や偽造。クッキングやトリミングも含む。
- ② 研究資料・機器・過程を変更する操作を行い、データ、研究活動によって得られた結果等を真正でないものに加工すること。

◇ 盗用・剽窃 (Plagiarism)

- ① 他人のアイデアやデータ、研究成果を適切に引用しないまま使用すること
- ② 他の研究者のアイデア、分析・解析方法、データ、研究結果、論文又は用語を、当該研究者の了解もしくは適切な表示なく流用すること。文章やデータのコピー&ペーストも含まれる。

学生は、レポートを作成する際に、これらの研究不正に当てはまるような行為を行ってはいけないということを肝に銘じてください。簡単な例を示せば、インターネットの情報をほとんど吟味せずにレポートに丸写してしまうのが、不正コピー（盗用）ということ。レポートに不正があると見なされたときは、懲戒処分となるほどの厳重な扱いを受けることもあることに留意してください。

研究者の研究（論文）も、学生の学び（レポート）も、“誠実に”、“公正に”行われることが求められています。“誠実に”というのは、嘘や不正コピーが無いことを意味します。“公正に”というのは、客観性（誰が見ても同じ解釈ができる）や正確性・信頼性（正しく確かであり、信じられる）があるということを意味します。

研究や教育（人材育成）を行っている大学は、社会からの信頼を得るために、様々な規範・ルールを作り直してきています。現在ある様々な規範・規則・ルールを守っていくようにしてください。

4. 個人情報保護、インフォームドコンセント（説明と同意）

研究や学びを行っていく際に、他人の個人情報・データを収集したり分析したりすることがあります。他人の個人情報を扱うときに、個人情報保護法に則ってデータを扱い管理する必要があります。学生も大学内で人を対象にして研究に携わるときは研究者として扱われますから、人の情報の扱い方に関する法律や手法を熟知しておく必要があります。以下に法律の概要を簡単に説明しますが、学生は自ら調べて詳細を把握するよう努めてください。

個人情報保護法は、利用者や消費者が安心できるように、企業や団体に個人情報を大切に扱ってもらった上で、有効に活用できるよう共通のルールを定めた法律です。個人情報とは如何なるものを指すのかが法律上で明確に定義されています。個人情報とは、生存する個人に関する情報であって、氏名や生年月日等により特定の個人を識別することができるものをいいます。個人情報には、他の情報と容易に照合することができ、それにより特定の個人を識別することができることとなるものも含まれます。以下に具体例を示します。

◇ 個人識別符号

- ① 生体情報を変換した符号として、DNA、顔、虹彩、声紋、歩行の態様、手指の静脈、指紋・掌紋
 - ② 公的な番号として、パスポート番号、基礎年金番号、免許証番号、住民票コード、マイナンバー、各種保険証、等
- これら個人情報を扱う際には、研究の対象者から情報を得るときに、インフォームドコンセント（説明と同意）が必要になります。そして、研究内容を公表する際に、これら情報から個人を特定できないように匿名化しておく必要があります。さらに情報漏洩を防止するために、厳重な管理が必要です。管理方法については、教員の助言を受けながら学んでください。

2. “Guidelines for the Use of AI in Education and Research” (https://www.tokoha-u.ac.jp/media/20240213_seiseiAI-guideline.pdf)

教育・研究における生成 AI（人工知能）利活用に関するガイドライン

2024 年 2 月 13 日 制定

1. 本ガイドラインの目的

本ガイドラインは、常葉大学及び常葉大学短期大学部（以下、本学）の教育・研究活動における生成 AI（人工知能）の利活用について、厳守すべき事項及び注意すべき事項を示したものです。大学とは、これまでの常識や知識では解決できない未知の問題と向き合い、自らその解決策を求めて探求し続ける場であり、新たに得られた知見を積極的に発信していくところでもあります。適切な生成 AI の利活用は、本学での探究・発信活動に留まらず、人材不足の解消を含む事務作業の効率化等、これからの社会ツールとして幅広く利活用される可能性も考えられていますが、学問的誠実性や法的・倫理的な観点からはまだ数多くの議論が進行中です。

なお、本学としては、今後も国内外の高等教育機関の事例収集や学内での意見聴取等を行い、適宜見直しや検討を続けていきます。関係の皆さまのご理解とご協力をお願いいたします。

2. 本ガイドラインが対象とする生成 AI

本ガイドラインは、LLM（大規模言語モデル）を用いたテキスト生成 AI（ChatGPT、Bing Chat、Google Bard 等）、及び、生成 AI によって機能拡張されたソフトウェア等を対象とします。なお、今後の技術的・社会的動向に応じてテキスト生成型以外の生成 AI の取り扱いについても必要に応じて検討し通知することといたします。

3. 生成 AI 利活用に関するガイドライン

3.1. ガイドラインの位置づけ

生成 AI を効果的に活用することで、学生の学修効果の向上や教職員の業務効率化等を図ることが可能になるといった効果が期待される一方で、生成 AI の利用者には、AI 技術の扱い方や問題点・限界等に関する理解、さらには高い倫理観や自分自身で考えて行動することなどが求められています。本ガイドラインでは、生成 AI を利活用する上での厳守すべき事項ならびに注意すべき事項等を示しましたので、本内容を参考に、生成 AI の効果的活用法についてご検討ください。

3.2. 学生向けガイドライン

- ①生成 AI で得られた情報には誤った内容が含まれていることがあります。複数の情報源から誤りが無いことを確認し、得られた情報の正しさを自ら検証するようにしましょう。
- ②生成 AI に入力した情報は、意図せずして漏洩・流出してしまう可能性があります。個人情報などの機密情報は入力しないようにしましょう。

3. “Guidelines on the Use of AI-Generated Text and Translation Software”

【注意事項：AI生成文書および翻訳ソフトの使用に関する指針】

英米語学科の学生のみなさんへ

英語の学習において、様々なツールやリソースを活用することは素晴らしい取り組みですが、注意が必要です。以下に、AI生成文書および翻訳ソフトの使用に関する英米語学科の重要な指針を示します。

1. AI生成文書の使用に関して

AI生成文書（ChatGPTなど）は便利なツールですが、その出力は常に正確で信頼性がありません。文章の文法的正確性や文脈に合った適切な表現が得られるとは限りません。また、作成された文書の中には著作権を無視するものも含まれる可能性があるため、法令違反の可能性があります。AI生成文書は個々の学習プロセスを補完するために使用するべきであり、学習や課題の代替手段としてではありません。

2. 翻訳ソフトの使用に関して

翻訳ソフトもまた、便利なツールですが、完全な置き換えとしては適切ではありません。特に、英語学習の場合は自身での翻訳作業が重要です。翻訳ソフトを自身が作成した英文の正しさを検証する際に使用するのには問題ないですが、その出力をさらに自身で検証し、表現の適切性を確認することが重要です。

最後に

英米語学科では、授業の課題・レポート・プレゼン資料等の作成においてAI生成文書や翻訳ソフトの使用は、原則、禁止します。（ただし、例外的に一部の準備作業にこれらのツールを許可する授業もありますので、その場合は担当教員の指示に従ってください。）**これらのツールを使用した場合、また、それが発覚した際には厳正な措置を取りますので、注意してください。**

英語スキルの習得は継続的な努力と学習によってのみ達成されます。AIや翻訳ソフトは自主学習の補助ツールとして利用することは良いことですが、自身の課題やレポート作成を代替してくれる便利屋ではありません。ツールを利用する際は、上記のルールを心がけてください。不明な点は指導教員または各授業の担当教員に質問してください。

2024.3.22
英米語学科