PART 1: THE RESEARCH PROPOSAL FOR EXPERIMENT STYLE PAPER
(中間発表)

It is important to approach your graduation thesis in a systematic way. No builder would start construction on a new house or building without first coming up with a set of blueprints that show the architecture (the structure) of the finished building. In the same way, you must do the same thing as the first step in your thesis or dissertation. At the mid-year colloquium (中間発表) you are expected to present a detailed outline of your project to the other students and the teachers of the department. This is known as the 'Research Proposal.' Having a proper plan helps ensure that you have thought about all the parts of the project before you begin, so that serious problems that waste time and cause a lot of frustration can be avoided.

The form of the 'Research Proposal' is similar (but not entirely the same) to the structure of your final document - the thesis that you will submit.

Structure of the research proposal (中間発表)

TITLE

A: Introduction
   1. Context - the rationale (reason) for the choice of topic or problem. This should include a brief review of the past research and showing that there is a need for your research.
   2. Research Question/s OR Research Hypothesis/es, or both

B: Research Methodology
   1. Subjects/Participants
   2. Design
   3. Data collection procedures

C: Analysis
   1. Data Organization
   2. Statistical analysis procedures

D: Significance of the research project
   1. Anticipated uses of the outcomes or results
   2. Relevance to education

TITLE: The first thing is to decide on a working title for your research. In fact, this title may change slightly when it comes to submit your final thesis. Have a title that gives the Reader a clear idea of the topic but which is also brief. One way to do this is to use a short statement followed by a colon. After the colon can be a longer description of the topic. E.g.

1. Teachers' Questions: A study of the form and function of two teacher's questions.
2. EFL conversation: An investigation into the discourse structure of Japanese university students' EFL classroom conversation.

A. INTRODUCTION
The introduction has three parts.

The first part (1. Context) - gives the reader an idea of the focus of the research. In this section, you 'position' your research project in the existing or current cultural, educational, and linguistic contexts. You state the cultural conditions you are concerned with (second or foreign language speakers, Japanese native speakers, etc.) the educational context (e.g., primary, junior high school, or university education), and the research area (e.g., vocabulary acquisition, discourse structure, pronunciation, etc.)

The second part (2. Brief review of the literature) does several things: (1) it gives the background to your proposed research, (2) it shows that you are competent in that it shows you understand what is currently known, and (3) it provides a reason for your research. To do numbers (1) & (2) you have to link your research project with existing or current information that is already known in the general area of your topic. This is where you tell the reader about the work and findings of the most important people in your field of interest - the people that most articles refer to or are have their works listed in the reference sections of the articles. In number (3), you establish why your research is important and timely. You do this in either one of two ways. The first way is to show that there is a lack of information (or hole in the current research) relating to your topic in the above contexts and/or a lack of evidence of this information being used in a practical application (such as classroom teaching). The second way is to say that your project will add significant (important) and/or different information to the existing knowledge.

The third part (3. Research question or research hypothesis or hypotheses), states clearly and exactly what you are going to research. This is one of the most important parts of the whole project, and it is also the most difficult part of the whole process. In this section you tell the reader the question or problem you are going to research. Your supervisor cannot decide this - your supervisor can only advise you once you have selected your questions/s or problem/s. How do you get to this stage?

a) Find a topic or area that interests you. This can come from your own experiences as a language learner or a teacher. This can also come from the reading materials your teachers have given you over the years, or from articles in academic journals. An especially good place to look for a possible topic is the conclusions of articles in these academic journals and the conclusion chapters of the theses of past students. This is because these often mention questions that their study did not cover and offer recommendations for future research. Read and take notes of the important conclusions of earlier writers

b) Having found an area that interests you, the next step is to form a research question or research hypothesis.

Good research questions meet two criteria:
(1) The question needs asking and is worth finding an answer to, and
(2) The question can, in fact, be answered.

Good research hypotheses meet two criteria:
(1) The hypothesis is investigating an answer to a situation, and
(2) A yes or no answer can, in fact, be found.
What is the difference between a **research question** and a **research hypothesis**?

**If your purpose is** to acquire (get) information, then the research area you will tackle is put as a research question.

<table>
<thead>
<tr>
<th>If purpose is</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get information</td>
<td>Research Question/s</td>
</tr>
</tbody>
</table>

Here is the title of a paper.

Teachers' Questions: A study of the form and function of two teacher's questions.

Now, here are three research questions, all related to the topic.

1. What type of questions do junior high school teachers ask in English class?
2. Which types of questions result in the longest student responses?
3. Will there be any difference in the type of questions and responses according to the proficiency level of the class?

**If your purpose is** to test a theory, then you state the object of your research as a hypothesis. The answer to a hypothesis is a simple yes or no. The theory was either proved or it was not.

<table>
<thead>
<tr>
<th>If purpose is</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test a theory</td>
<td>Research Hypothesis (es)</td>
</tr>
</tbody>
</table>

Here is the title of a paper.

Teachers' Questions: A study of the form and function of two teacher's questions.

Now, here are three research hypotheses all related to the topic

1. Teachers will ask more display questions than referential questions.
2. Learner responses to referential questions will be longer than the response to display questions.
3. A greater number of referential questions will be accompanied by a greater number of confirmation checks and clarification requests by the teacher.

**B: RESEARCH METHODOLOGY.**

In this section of the proposal you include a description of how the research will be carried out and the method you will adopt to answer your research questions or hypotheses. You include who the subjects will be, the kind of research it is, and how you will collect the data. One test of a good methodology section is if after reading it somebody else could go ahead and carry out the research based solely on the information you have given.

**Subjects/participants:** Describe briefly the people you will use as subjects, the number of subjects needed, how the subjects are to be recruited, any known information in their background that might possibly impact upon the research.
Design: This section is the place to describe the type of research you are going to carry out. For example, "This project design is an original design and has been constructed for the sole purpose of the data collection. E.g., classes at junior high schools will be observed on three occasions; subjects will be asked to fill-out questionnaires; take part in three paired-conversations; speak into a tape recorder; particular written material will be analysed, etc

Data collection: In this section you include a detailed and accurate account of how you will go about collecting the data. You should mention what equipment will be used, what surveys or questionnaires you will use etc. The information in this section should be so clear that that the reader can not only visualize the process of how you are going to do the research but also would have enough knowledge to be able to replicate your research. In other words, imagine that you are sick, and the reader is going to take your place when you collect the data.

C: ANALYSIS
This part of the proposal typically (though not always) has two parts. This section focuses on the question of what you are going to do with all the data when you have collected it. 1. If you have a lot of data, how are you going to isolate the information you need from all that data. Are you looking for frequency of occurrence of the data, total numbers of the occurrence of a particular item? Are you going to use a chart, a taxonomy or table of some description? Is this table your own construction or is it from the work of earlier researchers? Are you going to use a transcription system (if spoken data)? 2. Are you going to use a computer-based program of statistical analysis, other statistical analyses techniques such as Chi-square tests, ANOVA tests, Pearson Correlation, means, standard deviations etc.

D: SIGNIFICANCE OF THE RESEARCH PROJECT
This section is the place for you to state the importance of your research study. In it, you explain that should your research be successful and/or your questions answered or your hypotheses proven, what contribution will this make to education or linguistics, or whatever field you have chosen. This is where you state the possible uses of the results of your study.
### PART TWO: THE BASIC THESIS STRUCTURE FOR EXPERIMENT STYLE PAPER

A. Title page (see below)

<table>
<thead>
<tr>
<th>B. Abstract</th>
<th>give a brief summary of the experiment, including the results (J-E)</th>
</tr>
</thead>
</table>

(chapters)

| 1. Introduction | almost the same as the Research Proposal Introduction  
1.1 Context  
1.2 A review of research showing where the 'hole' in research is  
1.3 Research question/s or hypothesis/es  
PLUS  
1.4. A plan/outline for the thesis (see below for an example) |
|-----------------|-------------------------------------------------------------------|

| 2. Literature/Research Review | A detailed review of existing background knowledge about the topic  
2.1. Main point 1  
2.2. Main point 2  
2.3. Main point 3  
etc. |
|-------------------------------|-------------------------------------------------------------------|

| 3. Methodology | A description of the design of the experiment  
3.1 Description of the participants  
3.2 Data collection procedures including materials used  
3.3 Data analysis procedures  
3.4 Data Interpretation procedures (if needed) |
|----------------|-------------------------------------------------------------------|

| 4. Results and Discussion | A detailed description of the results, their interpretation and discussion  
4.1 etc |
|--------------------------|-------------------------------------------------------------------|

| 5. Conclusion | 5.1 A summary of the results of the experiment and whether or not it answers the research question or supports the hypothesis  
5.2 Implications of the results on education  
5.3. Recommendations for future research |
|----------------|-------------------------------------------------------------------|

| 6. References | |
PART THREE: THE THESIS FORMAT FOR EXPERIMENT STYLE PAPER

1. Title page: This should contain the full title of your thesis, your name and previous degrees or qualifications, the name of the university and school/faculty and the degree for which you are submitting the dissertation, and the month and year of submission.

   e.g.
   The Problem of Plagiarism: A textual analysis of EFL Tertiary Students’ Essays
   Kazutoshi Toda
   A thesis submitted in partial fulfillment of the requirements of the degree of Bachelor of Education, Aichi University of Education.
   March 2007

2. Declaration of originality of research:

   e.g.
   I certify that the research described in this thesis has not already been submitted for any other degree.
   I certify that to the best of my knowledge all sources used and any help received in the preparation of this thesis have been acknowledged.

   ...........................................................
   Signature

3. Table of Contents: This should clearly show the structure of your thesis. Include all page numbers, chapter titles, major sections within chapters, and appendices.

4. List of tables (if any): This includes the numbers of the tables (in sequence .Table 1, Table 2 etc.), titles, and page references.

5. List of figures (if any): This includes the numbers of the figures (in sequence .Figure 1, Figure 2 etc.), titles, and page references.

6. Acknowledgements (if any): You should acknowledge the participation of all individuals and organisations that have helped you with your research, indicating the kind of assistance given - for example, supervision of research, cooperation with data collection, advice on data collection, or help with proofreading or editing.

7. Glossary (if required). If you use a large number of special terms, abbreviations or acronyms which your readers may not be familiar with. (nb. The glossary can also be placed at the end of the thesis before the references/bibliography

8. Abstract: This section summarises your research project, giving brief information on: your objectives; hypothesis or question; research methodology,
subjects and/or data; your conclusions, and; implications for future research.

9. Introductory chapter: This chapter should include BRIEF background information on:
1. the context in which your research was conducted
2. your reasons for choosing your topic
3. other related research (or lack of it)
4. the scope of your research: YOU MUST INCLUDE
   The Research Question/s or the Research Hypothesis/es
5. the outline or plan for the rest of the paper

10. Literature review chapter/s:
    This chapter is a comprehensive review of existing literature (background knowledge and research) about the topic and on related topics. You must conduct searches in libraries and research databases about your topic, collecting source material of researchers in your field (i.e., original journal articles, book chapters, books), or any other published materials and data concerned with your topic (e.g., government documents etc). Do not rely on secondary sources (i.e. information, findings, or conclusions of researchers that appear in an article or book written by a second person). You must find and draw your own conclusions from the original source documents.

11. Research methodology chapter:
    This chapter should set out in detail the methodology or procedures adopted for your project. It should:
    - describe the scope of the research (what you set out to do or achieve) and your reasons for choosing this
    - the steps followed in
      (a) collecting data - selection, recruitment and description of subjects of subjects/participants that provided the data for the study
      (b) Data collection procedures such as time periods, instruments or materials used (e.g. questionnaires, interviews, tape /video recorders, etc.)
      (b) Data Analysis procedures- what and how you extracted the data you needed from the raw data that was collected. For example, the statistical analysis procedures you used such as sums, means, anova tests, chi square tests , etc, the method or process you used etc
      (d) interpreting the data - the steps you followed in doing so/

12. Results of Data Analysis and Discussion chapter:
    This chapter presents
    (a) the results gained from the data you collected.
    (b) interprets and discusses the results
    If your data is quantitative (i.e. objective data in the form of
numbers), it is best to present the results first (usually in tables of figures or diagrams), and then discuss and interpret them.

If your data is qualitative (subjective data in the form of spoken or written material), it is best to discuss each particular result in order.

13. Conclusions and implications or recommendations for future research

This chapter
(1) summarizes your research. You must restate your research question/hypothesis, and clearly say whether or not your research provides the answer to the question/s or supports the hypothesis/es.
(2) discusses the importance of, and the implications of the results on education
(3) indicates areas for future research.

Your research project is not the end of the road. Many research results generate new or further questions, or have implications for what is currently happening in your field. What do your results mean for the current situation and for the future?

14. Bibliography / References:

This is an alphabetized list of all books, articles, conference papers, unpublished theses, teaching materials, audio-visual and other resources which you have quoted in your thesis, or have consulted or been influenced by in the course of your research.

15. Appendices (if required):

You should attach such information as:
- transcripts of data, interviews etc
- samples of questionnaires, correspondence or other instruments used to collect data
- other information that is relevant.

LAYOUT AND APPEARANCE:

1. It should be printed on one side of white A4 paper

2. Text should be double line-spacing, with margins of 3.5cm on the left, 1.5 cm on the right, and 2cm at the top and bottom.

3. Short quotations (less than 50 words) should appear in the main base text. The start of all paragraphs, except the first in each section, should be indented. E.g.

   Morrison and Low (1983) argue that human language use depends on both creative and critical factors. "The creative faculty, dipping into the internal reservoir of stored rules and patterns, assembles strings of language for private consumption or for articulation as utterances" (Morrison and Low, 1983, p. 228).
4. Long quotations (more than 50 words) should be set apart from the main base text and indented from the margins by the same distance at both sides. Quotation marks are not used and the text size is usually a half or one point smaller than the base text. E.g.

Harland (2004) argues that flexibility should not only be applied to the students' study and learning methods, but also to the teacher's approach to instruction.

Finally, perhaps the most important thing for the teacher to remember is that, like your students, you need to experiment and learn from your mistakes. Sticking to safe, well-tried approaches is easy to do, but the teacher and students are likely to become stale. It is essential not only to try out new ideas and activities, but also to know when to abandon them if they do not work out, or how to change them to suit a particular class (Harland, 2004, p. 21)

5. References. MUST BE IN ALPHABETICAL ORDER

(a chapter in a book)


(an article in a journal - 3 authors)

(a book - one author)

(a book - two authors)

(a presentation)
Freeman, D. (1996, October). The storyteller, the anthropologist, the theoretician, and the social activist: Charting the dimensions of teacher-research. Plenary presentation at TESOL, France.

(a web page)

(an article in a journal - 1 author)
PART FOUR: A SAMPLE PAPER OF AN EXPERIMENT STYLE THESIS

Gender Differences in Technology Upgrades of

Japanese University Students

Abstract (to be written in Japanese and English)

Men are usually considered to be more technologically aware than women. A questionnaire was administered to 10 men and 10 women to see if this is true regarding the number of mobile phones and frequency of change in Japan. The results were the average number of phones was 2.7 phones for males and 3.7 phones for females. The reasons for changing mobile phones were similar for males and females, indicating that gender is not a factor in technology awareness.

Chapter 1. Introduction

Of the two genders, men are considered to be more technologically aware than women. Sharma and Kitchens (2005) state that education in the future will be certain to contain a mobile phone component requiring advanced mobile technology, so aptitude and interest in such technology will be important in the near future. If there are gender differences in technological interest, this could have a large effect on educational opportunities. Pedersen and Ling (2003) take a cross-disciplinary approach to examine mobile phone use considering gender. Nordli and Sorenson (2005) in their research on gender differences in mobile phone use found that men use mobile phones significantly more than women.

The latter also found that women seem more worried about the cost of using the mobile than the men. However, Wiskal (2003) found, "A frugal mobile phone use was not related to gender but environmentalism and thrifty consumption in general" (Wiskal, 2003, p. 441). Wiskal further states that an 'additive' use of the phone was related to 'trendy' and 'impulsive' consumption styles and prevalent among females. Enthusiasm for technology and trend-consciousness was linked to impulsive consumption and 'hard' values and prevalent among males. However, all of these studies were
conducted in Europe, specifically Scandinavian countries. The situation in technologically-advanced Japan is not so clear, and so research is needed.

The present research was conducted to determine whether there is a male bias toward technological advances in Japan. Mobile phones were selected as an indicator. The research hypothesis is that Japanese males will be more technologically aware than Japanese females when it comes to selecting mobile phones.

The next chapter discusses some background information regarding the popularity of particular mobile phone makers in Japan, as well as touching briefly upon possible factors affecting the frequency of mobile phone change. Chapter 3 looks in detail at the research study design, while chapter 4 outlines and interprets the results of the experiment. Finally, chapter 5 discusses the results in light of the research hypothesis.

Chapter 2. Background/Literature review

In Japan, mobile phones are made by Casio, Fujitsu, Hitachi, Kyocera Wireless, Mitsubishi Electric, NEC, Sanyo, Sony Ericsson, Toshiba, Panasonic, and Sharp Corporation. As well as fierce competition for market share is fierce, companies are also having to deal with the trend to personalize existing phones rather than buy new phones.

In an online survey among 200 male and 200 female mobile phone/Internet users aged 15 or older conducted by Online marketer infoPLANT on September 17, 2005, 30% of respondents selected Sharp as the next maker's phones they would buy. This was followed by Panasonic and NEC (about 25% each), and Sony/Sony Ericsson (over 20%). In addition, over 40% of them answered they would take the maker into consideration when buying next phone, many of whom replied "because they support the maker whose handset they are accustomed to." By makers, Sharp was the most popular,
whose handsets were owned by 20%, followed by NEC and Panasonic (10%, respectively), and Toshiba (about 10%).

Interestingly, it was found that about 15% of mobile phone users actually have two mobile phones. There were 10% of men and 5% of women who own two or more handsets. The most favored combination was two handsets of NTT DoCoMo (over 30%), followed by two handsets of au (less than 20%). Among those who own single handset, 45% of their handset operators were DoCoMo, followed by au (approx. 30%) and vodafone (over 20%).

When asked which manufacturer provides uniquely designed handsets, 25% of them replied Sony/Sony Ericsson, followed by Nokia (20%), and Casio (over 10% of men) and Sharp (over 10% of women). When asked which maker's handset is comfortable to use, 25% supported NEC and Panasonic, followed by Sharp (over 20%). Further, 40% chose NEC and Panasonic as "makers whose brands have been firmed in the market", followed by Sharp (35%). Almost 30% of men supported Sony/Sony Ericsson, and 30% of women selected Sharp as "makers that offer handsets excellent in designs" (JCN, 2005). However, the length of time people will use one particular cell phone before buying a new one is believed to be becoming longer.

Not only do makers have to meet technological challenges from rival competitors, they also face challenges arising from the trend to personalize an existing phone rather than buy a new one. For the average Japanese youth, a cell phone is a must-have item, used for email, taking photos and keeping track of dates, in addition to the simple phone call. Cell phones in Japan have also become an important identity statement, with accessories like straps, antenna rings, photo stickers and fake gems reflecting the owner's personality. That has made fashion accessories for mobile phones a big business in Japan, where even adults dangle at least a strap from their phones. One theory is that these accessories have caught on so strongly because they are cheap ways to make a phone different from everyone else's.

In response to this trend, phone makers have started to move into a branch of this market as
well: beyond simple accessories to the phone itself. Finland's Nokia, the world's largest mobile phone maker, first introduced user-changeable faceplates. However, Japanese mobile phone maker Panasonic Mobile Communications has taken that a step further in Japan, creating flat screw-on faceplates that can easily be duplicated by tracing a template and punching in four holes to hold it down. Until now users have tried to personalize their phones with straps and stickers, but they're at a point where they want to personalize the phone itself," said Miho Takagi, a spokeswoman for Panasonic's marketing team. "They get bored of their phones two or three months after they've bought it, but they're too expensive to change frequently" (Kane, 2004).

Chapter 3 Methodology

In order to discover if there are gender differences in technical awareness an experiment was designed. This section describes the participants, instruments, and procedure of the research.

3.1 Participants

Twenty Japanese university students, ages 18-22, from 6 different universities were randomly selected. There were ten males and ten females.

3.2 Materials

A questionnaire was designed to gather data on mobile phone upgrading. Special attention was given to create questions that would determine the frequency of mobile phone model changes and the reasons for the changes. See figure 1 for the questions on the questionnaire

<table>
<thead>
<tr>
<th>1 Gender (Circle one.)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Name of University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 What year are you in university? (Circle one.)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Figure 1. Questionnaire questions

3.3 Procedure

The twenty participants were all in a room at different tables in an informal situation. Each participant was approached individually by the researcher. Participants were asked in English to fill out a short questionnaire, also in English, about their mobile phones. The researcher placed an A4-sized envelope in a convenient spot and asked the participants to put their completed questionnaire in the envelope. The questionnaires were collected by the researcher to be examined and analyzed. Analysis was done by totaling responses for each question and calculating averages for each gender.

Chapter 4 Results and Discussion

The results of the questionnaire analysis can be found in Tables 1 and 2.

Table 1 Male Respondents

<table>
<thead>
<tr>
<th>Question</th>
<th>M1</th>
<th>M2</th>
<th>M3</th>
<th>M4</th>
<th>M5</th>
<th>M6</th>
<th>M7</th>
<th>M8</th>
<th>M9</th>
<th>M10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Num. of phones</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 2 Female Respondents

<table>
<thead>
<tr>
<th>Question</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
<th>F8</th>
<th>F9</th>
<th>F10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Num. of phones</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>8 When last changed</td>
<td>3/04</td>
<td>2/05</td>
<td>2/05</td>
<td>6/05</td>
<td>6/05</td>
<td>2/05</td>
<td>2/05</td>
<td>2/06</td>
<td>7/05</td>
<td>6/05</td>
</tr>
<tr>
<td>9 Reason for change</td>
<td>A</td>
<td>A, B</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>C</td>
</tr>
</tbody>
</table>

The average number of phones was 2.7 phones for males and 3.7 phones for females. The reasons for mobile phone change by gender are shown in Table 3. Participants could choose more than one reason for change so some of the sums are larger than the number of participants.

Table 3 Reasons for Changing Mobile Phones Arranged by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Price</th>
<th>Capabilities</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

The most common reason to change mobile phones for males was price. The most common reason to change mobile phones for females was others. The most common reason in the Others category was
design, and then size. Capabilities of the mobile phone were considered equally important by both males and females.

In order to determine if there were gender differences regarding technology, the data from the questionnaire was analyzed. Tables 1 and 2 show that the female university students changed their mobile phones more often than male university students (female 3.7 times versus 2.7 for males). Table 3 shows that the same number (3) of male and female students changed their mobile phones because of technological advances in capabilities, which contradicts the findings of Wiskal (2003). More male students changed because of price (male 6, female 3), contradicting the findings of Nordli and Sorenson (2005), and more female students changed because of design (male 2, female 5) which agrees with the findings of Wiskal (2003).

Chapter 5 Conclusion

In conclusion, there seems to be no difference by gender of increased interest in technological capabilities, contrary to expectations related to gender and technology. The research hypothesis stated that Japanese males will be more technologically aware than Japanese females when it comes to selecting mobile phones. This was not found so the hypothesis is null and void.

Problems with the present research are the relatively small numbers of participants and the procedure in administering the questionnaire. Since the participants filled out the questionnaire in the presence of their friends, often in groups of the same gender, they may not have given their real reasons for changing mobile phones.

Future research will involve a larger number of participants filling out the questionnaire in private and will use a variety of instruments to determine the exact reasons for changing mobile phones.
References


Appendix 1 Mobile Phone Research Questionnaire

Mobile Phone Research

I am doing some research on mobile phone use. Please take a minute or two to answer the questionnaire (IN ENGLISH), and then put the completed questionnaire into the pink A4 envelope. Thanks you for helping me with this research. for the changes. See figure 1 for the questions on the questionnaire.

<table>
<thead>
<tr>
<th>Question</th>
<th>Male</th>
<th>Female</th>
</tr>
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<tbody>
<tr>
<td>1 Gender (Circle one.)</td>
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<td></td>
</tr>
<tr>
<td>3 Name of University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 What year are you in university? (Circle one.)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5 University Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 What year did you first receive a mobile phone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 How many mobile phones have you had?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 When did you last change the model of your mobile phone?</td>
<td>Year</td>
<td>Month</td>
</tr>
<tr>
<td>9 Why did you select your present mobile phone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Circle one below. If you have more than one reason, NUMBER them.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Capabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2 Participant Consent Form

RESEARCH CONSENT FORM
愛知教育大学研究倫理委員会同意書

I, ________________, of ______________________
Hereby consent to be a subject of a human research study to be undertaken by ________________.
私は________________の調査研究に協力することを同意し増す。

I acknowledge
以下の点についても承認します。

1. That the aims, methods, and anticipated benefits, and possible risks/hazards of the research study, have been explained to me.
研究の目的・方法・期待される効果・危険性についての説明を受けています。

2. That I voluntarily and freely give my consent to my participation in such research study.
研究の調査に自発的かつ束縛されずに参加することに同意します。

3. I understand that aggregated results will be used for research purposes and may be reported in scientific and academic journals.
集約された結果が研究の為に使用され、科学及び学術ジャーナルで報告されることを理解します。

4. Individual results will not be released to any person except at my request and on my authorisation.
個々の結果は、私の要望や承諾なしには公開されることはありません。

5. That I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.
私は研究期間中いつでも自由に同意を撤回します。その際には、研究調査の参加をすみやかに中止し、私から得られた情報は使用されません。

Signature: Date:
署名 日付