**Title of Manuscript:** 16° in boldface, centered

**Subtitle** 14° in boldface, centered

Space 1 line

Hanako JASETSU First SURNAME 12°

*The University of JACET* 12° in italics

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**Abstract** 12° in boldface, centered

Abstract should be written within 200 words in a single paragraph. Do not indent on the first line of the abstract (full justification, Times New Roman, 12 pt.). Do not exceed 20 pages on A4 paper.

Regardless of the submission types (full-length article, practical report, and research note),

* An abstract for *an empirical study* should describe the research purpose, the participants and their relevant characteristics, the essential features of methods, the main findings, and the conclusions and/or the implications.
* An abstract for *a literature review* or *meta-analysis* should describe the research purpose, study eligibility criteria, types of participants included in prior studies, the main findings, conclusions, and implications for theory and/or practice.
* An abstract for *a methodological paper* should describe the types of methods being discussed, the essential features of the proposed method, and the range of its application.
* An abstract for *a case study* should describe the participants and relevant characteristics of the individual, group, or organization, the solutions to a problem illustrated by the case example, and the implications for future research and/or theory.

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***Keywords*:** speaking,focus on form,reflection, interaction, sociocultural theory

lowercase, up to 5 keywords, full justification

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**1. Introduction** 12° in boldface, centered

The present guidelines are based on the *Publication Manual of the American Psychological Association* (6th ed.). Some phrases used in this template were taken directly from it to ensure accurate descriptions.

The body of the article should be written in Times New Roman, 12 pt., indenting the first line of every paragraph (5 letters). In Introduction, describe the importance of the problem under investigation (e.g., the need to resolve any inconsistency in past studies and/or the need to solve educational problems), with a brief statement of the purpose of the research.

**2. Literature Review** 12° in boldface, centered

**2.1 Citation (see APA 6th ed., Table 6.1., p. 177, pp. 169–192)** 12° in boldface

**Direct quotation of sources.** When quoting any sources directly, always provide the author(s), year, and specific page number. If the quotation consists of fewer than 40 words, incorporate it into text and enclose with double quotation marks as follows:

Sociocultural theory describes that “human mental functioning is fundamentally a **mediated** process that is organized by **cultural artifacts**, activities, and concepts” (Lantolf, Thorne, & Poehner, 2015, p. 207).

If the quotation comprises 40 or more words, display it in block style and omit the quotation marks as follows (Start such a block quotation on a new line and indent the block 5 letters from the left margin):

Some researchers have stated that:

Related to most task-based research are the concepts of *negotiated interaction* and *focus on form*. The central role of interaction in L2 learning has been underscored by interactionist approaches to SLA, which propose that interaction is a very effective way for learners to obtain data for L2 learning. (de la Fuente, 2006, p. 265)

This suggests that….

**Citing references in text.** References in *JACET-KANTO Journal* are cited in text with an author-date citation system and are listed alphabetically in the reference list as recommended by the *APA Manual 6th*. When a work has three, four, or five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the name of the first author with “et al.”

- In text: Sano, Oka, Yusa, and Kaneko (2011) 🡪 Sano et al. (2011)

- In a parenthesis: (Sano, Oka, Yusa, & Kaneko, 2011) 🡪 (Sano et al., 2011)

When a work has six or more authors, cite only the name of the first author with “et al.” Please see APA 6th pp. 174–179 for details.

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**2.2 Table and Figure Layout (see APA 6th ed., pp. 125–167)** 12° in boldface

The basic components of a prototypical table are shown in Table 1. Tables should be created using the function in Word. File formats of figures preferably include “Microsoft graphic object,” “metafile,” or “bitmap,” which are easily edited. Colored figures are not preferable. Insert a new line before and after tables and figures.

When designing and preparing tables and figures, it is good to see *Presenting Your Findings: A Practical Guide for Creating Tables* and/or *Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations* (Nicol & Pexman, 2010 for both publications).

Table 1 Refer to APA publication manual 6th edition pp. 119–123 for abbreviation words or use of Italics

*Means With Confidence Intervals (CIs) and Standard Deviations of Each Test*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | First | | |  | Second | | |  | Third | | |
| Group | *n* | *M* | 95% CI | *SD* |  | *M* | 95% CI | *SD* |  | *M* | 95% CI | *SD* |
| Grammar (%) units of number (e.g., %) are included on the headings placed inside of tables. | | | | | | | | | | | | |
| High | 25 | 23 | [21, 25] | 10 |  | 38 | [36, 40] | 13 |  | 52 | [49, 55] | 15 |
| College | 25 | 42 | [40, 44] | 11 |  | 55 | [53, 57] | 12 |  | 82 | [79, 85] | 16 |
| Speaking (%) | | | | | | | | | | | | |
| High | 25 | 15 | [13, 17] | 10 |  | 20 | [18, 22] | 12 |  | 42 | [39, 45] | 15 |
| College | 25 | 20 | [18, 22] | 10 |  | 33 | [31, 35] | 12 |  | 55 | [52, 58] | 17 |

*Note*.High = high school students. CI = confidence interval. In cases of authors needing to add notes, do not add a new line.

Space 1 line

*Figure 1.* The titles of figures and notes should continue on one line as follows: A developmental change in the mean scores of the grammar tests from the first to third instructions. Error bars = ±1*SD*s.

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**3. Method** 12° in boldface, centered

**3.1 Participants** 12° in boldface

Types of headings needed for method, results, discussion, and conclusions sections will depend on a research design. Please see the *APA Manual 6th* to confirm what elements should be reported in each section.

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**3.2 Materials** 12° in boldface

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**3.3 Procedure** 12° in boldface

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**4. Results** 12° in boldface, centered

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**5. Discussion** 12° in boldface, centered

**Acknowledgements** 12° in boldface, centered

The present study was supported by Japan Society for the Promotion of Science (JSPS) KAKENHI Grant Number JP12345678. We thank AA, BB, and CC for their helpful comments to improve this earlier manuscript.

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**References (see APA 6th ed., pp. 193–224)** 12° in boldface, centered

* Books

Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. New York, NY: Routledge.

Lantolf, J. P., Throne, S. L., & Poehner, M. E. (2015). Sociocultural theory and second language development. In B. van Patten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 207–226). New York, NY: Routledge.

* Periodicals

Koizumi, R., & Fujimori, C. (2010). An exploration of measures to detect changes in speaking performance: A case study based on picture description. *JACET Journal*, *50*, 81–91. Retrieved from http://157.1.42.1/naid/110008593492/ en

Kondo, T., & Shirahata, T. (2015). The effects of explicit instruction on intransitive verb structure in L2 English classrooms. *ARELE: annual review of English education in Japan*, *26*, 93–108. doi:10.20581/arele.26.0\_93

* Non-English Publications

Yoshijima, S. (2014). CEFR no nihon no gaikokugo-kyoiku heno ouyou [For the meaningful application of CEFR to foreign language education in Japan]. *JACET-KANTO Journal*, *1*, 4–19. Retrieved from http://ci.nii.ac.jp/naid/110 009829903

Sano, F., Oka, H., Yusa, N., & Kaneko, T. (Eds.). *Dai-ni gengo shutoku: SLA-kenkyu to Gaikokugo-kyoiku* [Second language acquisition: SLA studies and foreign language teaching]. Tokyo, Japan: Taishukan Shoten.

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**Appendix (Appendices)** 12° in boldface, centered

Authors can add picture files as appendices. The paper will be printed in black and white; therefore, please determine if the pictures can be printed clearly. In the case of authors using picture files, please send original picture files (.bmp, jpg, or .png) to the editorial board for convenience.

Submission deadline is 23:59 P.M. JST, July 20th. Complete the Online Submission Form at the time of the submission (http://www.jacet-kanto.org/).

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