**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

Taro JASETSU and Jiro JASETSU In case of multiple authors, one affiliation

*KANTO High School*

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*Graduate Student, JACET-KANTO University*

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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.).

Manuscripts should 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* (7th 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 (five 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. 12°, full justification

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

**2.1 Citation (see APA 7th ed., Table 8.2., p. 272, pp. 253–278)** 12° in boldface, flush left

 **Principle of Direct Quotation.** When quoting directly, always provide the author(s), year, and page number. If a quotation consists of fewer than 40 words, treat it as a short quotation: Incorporate it into the text and enclose it within double quotation marks as follows:

Explicit learning refers to “[l]earning with awareness, taking place mainly through explicit instruction” (Nassaji, 2017, p. 206).

If a quotation comprises 40 words or more, treat it as a block quotation and do not use 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….

 **In-Text Citations.** References in *JACET-KANTO Journal* are cited in text with the author-date citation system and are listed alphabetically in the reference list as recommended by the *APA Manual 7th*. For a work with three or more authors, include the name of only the first author plus “et al.” in every citation, including the first citation, unless doing so would create ambiguity.

- Narrative citation: Sano et al. (2011)

- Parenthetical citation: (Sano et al., 2011)

Please see APA 7th pp. 261–269 for details.

Space 1 line

**2.2 Table and Figure Layout (see APA 7th ed., pp. 195–250)** 12° in boldface

 The basic components of a prototypical table and figure are shown in Table 1 and Figure 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. When selecting colors for a figure make sure there is sufficient contrast to make them easily distinguishable. Insert a new line before and after tables and figures.

 Write the word “Table” or “Figure” and the number in bold and flush left (i.e., not indented or centered). 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** 12° in boldface, flush left

*Means With Confidence Intervals and Standard Deviations of Each Test* 12°, in italics, flush left

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 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. CI = confidence interval. In cases of authors needing to add notes, do not add a new line.

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**Figure 1** 12° in boldface, flush left

*Mean Scores of the Grammar Tests From the First to Third Instructions (*±SD*)* 12°, in italics, flush left

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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 7th* 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

**Acknowledgments** 12° in boldface, centered

The present study was supported by Japan Society for the Promotion of Science (JSPS) KAKENHI Grant JP12345678. We thank AA and BB for their help in data collection, and CC for advice on data coding.

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**References (see APA 7th ed., pp. 313–352)** 12° in boldface, centered

* Books

Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. Routledge. https://doi.org/10.4324/9780203

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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). Routledge.

* Periodicals

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125–132. https://doi.org/10.

1111/j.1540-4781.1986.tb05256.x

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. https://cir.nii.ac.jp/crid/1572261551939774592

* Non-English Publications

Sano, F., Oka, H., Yusa, N., & Kaneko, T. (Eds.). (2011). *Dai-ni gengo shutoku: SLA-kenkyu to Gaikokugo-kyoiku* [Second language acquisition: SLA studies and foreign language teaching]. Taishukan Shoten.

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. https://cir.nii.ac.jp/crid/15742318776015

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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.

The submission deadline is 23:59 P.M. JST, August 31st, 2022. Complete the Online Submission Form at the time of the submission (http://www.jacet-kanto.org/).

\*If you need to use this template for a different purpose, please contact the Publications Committee in advance.