

Formatting Your JALT2015 Postconference Publication Paper:

General Guidelines

Please follow *APA Publication Manual* (6th edition) style accurately and use the **model text** below as a guide. Any articles that do not conform to these standards may be rejected at an early stage.

- Use one standard font throughout (such as Times, 12 point). Be sure to check for and erase any double spaces that occur, such as after periods or full stops (use the *Search and Replace* function). Do not position any text or objects using the space bar. Indent a new paragraph with one tab space, except the first paragraph under a new header, which is not indented. Switch on the *Show/Hide Editing Marks* option—this will help you see your editing.
- Check all spelling and grammar carefully. Have a colleague proofread your article before final submission. Your article will be checked by the editors, but do not expect them to do basic formatting or correcting for you. Any articles that are not accurate may be rejected at an early stage.
- Create tables using your word processor's table function. Do not create tables using columns or tabs. Do not nest tables inside tables. Try not to make tables too complex; there is usually no need to format them elaborately. (See the **model text** below.)
- The title of your paper, all headers, and titles of tables and figures should be written with title capitalization—capitalize the first letter and all nouns, verbs, adjectives, adverbs, and pronouns but not conjunctions, articles, and prepositions unless they are four or more letters in length.. (See the **model text** below.)
- Use no more than three levels of headers. There should be one (vertical) empty line above a header and no empty lines right below a header. Do not number headers. (See the **model text** below.)
- Do not specify any page breaks or section breaks. Do not use columns within text. Do not worry if the automatic page breaks break up headers and text. That will be fixed during layout.
- Take special care with your reference list. Do not include sources that are not referred to in your article. Consult a recent *The Language Teacher* or *JALT Journal* for correct formats (also see sample in **model text** below). Use one return at the end of each reference only, and do not attempt hanging indents. Hanging indentation will be done for you at the layout stage.
- Take care of the word length of your paper. Papers based on short papers, workshops and posters should be between 2500 and 4000 words. Papers based on colloquia or plenary sessions should be between 3500 and 5000 words. The word count includes the main body of the paper, the reference list and all words in tables and figures. The maximum word count does not include the title (up to 10 words), the abstract (up to 150 words), the bio data (up to 75 words for each writer) or any appendices (no more than one-third the length of the article). These will be counted separately. Papers that are under the minimum or over the maximum word count may be rejected at an early stage. Do not assume that you will have an opportunity to fix the word count during the editing process.
- If you have specific questions about formatting or graphics files, please contact Malcolm Swanson <proc2014@jalt-publications.org>. In general, we follow the formatting found in *JALT Journal*. Please use that for reference.

Thank you... a properly formatted paper makes editing and layout MUCH easier and is appreciated. Remember, simple is best! We add the pretty stuff later ☺. Please scroll down to the **model text** on the next page.

The Editors

Model Text: How to Write a PCP Article Properly

John A. Somebody

JALT Publications

Somebody B. Else

ABC University

Reference Data:

Somebody, J. A., & Else, S. B. (2016). Model text: How to write a PCP article properly. In P. Clements, A. Krause, & H. Brown (Eds.), *Focus on the Learner*. Tokyo: JALT.

Abstract

The abstract should be one paragraph, no more than 150 words. Write your paper first, then your abstract. The abstract should succinctly describe your entire paper, so you will need to determine which elements are the most important. Structure the abstract in the same order as your paper. Begin with a brief summary of the introduction and then continue on with a summary of each section of your paper. A good idea is to make sure you mention each main heading of your paper in the abstract. Although you should aim for brevity, be careful not to make your summary too short. Try to write one to two sentences summarizing each section of your paper. Remember that an abstract is not the same as a presentation blurb. You must tell the reader what is in the paper.

(The abstract must have a Japanese translation.)

要約は、1段落、150ワード以内にする。最初に論文を書きその後に要約を作成する。要約は、論文全体を簡潔に説明するものなので、論文のどの部分がもっとも重要かを決定する必要がある。要約も論文と同じ順序で組み立てる。導入部の概要から始まり、続いて各部分の要約をする。論文の各主要表題部分の説明は必ず入れるように心がける。簡潔さを目指すべきだが、要約があまりにも短くならないように気をつける。各部分は、1~2行で要約する。要約は、口頭発表用の宣伝文句とは異なり、その論文に何が書かれているかを読者に伝えなければならない。

Start with an introduction. Do not use a header for your introduction. The purpose of an introduction is to justify the reasons for writing about your topic. Your goal in this section is to introduce the topic to the reader, provide an overview of previous research on the topic, and identify your own hypothesis, research, or study.

Remember that people who read your paper may not have read your abstract, so everything in the abstract needs to be somewhere in the paper. If you introduce and define key words in your abstract, you need to introduce and define them in your paper, too.

Level One Header: Some APA Guidelines

Level Two Header: In-Text References

In your *Proceedings* paper, don't use any footnotes or endnotes. When you cite a previously published author, do so in the main body of your text.

For example, you could write that, according to Jefferson and Adams (2008), students tend to learn better if they listen during lessons. In this case, when the names cited are not enclosed in brackets, use "and"; do not use "&."

However, you could also mention that students are more inclined to listen if the lesson is interesting (Jefferson & Adams, 2008). In this case, when the names are enclosed in brackets, use "&"; do not use "and."

If there are two authors, cite both every time. Do not use "et al."

If there are up to and including five authors, cite all of them the first time. For example, it has been shown by careful research that students are more likely to be interested if they are not hungry

(Harrison, Jackson, Madison, Monroe, & Tyler, 1999). If you then go on to refer again to the same work, cite only the first author, and use “et al.” For example, it is also now well understood that students are more likely to look out of the window if the sun is shining brightly (Harrison et al., 1999).

If there are six or more authors, cite only the first author, followed by “et al.” and the year. At the end of your paper, in your reference list, name all authors.

If the information you are citing is from more than one work, include them all in the citation. Use a semicolon to separate the different works. Put the references in alphabetical order. For example, researchers have repeatedly found that classroom windows are distractions (Harris, 2001; Kitchenbach, 1996; Thomas, 2008).

Page numbers are not necessary when citing paraphrased information, but are necessary when directly quoting sources. There are two ways of doing this:

- (a) Watson and Crick (1953) found that “if an adenine forms one member of a pair, on either chain, then on these assumptions the other member must be thymine; similarly for guanine and cytosine” (p. 737).
- (b) It is well known that “if an adenine forms one member of a pair, on either chain, then on these assumptions the other member must be thymine; similarly for guanine and cytosine” (Watson & Crick, 1953, p. 737).

If a direct quote is more than 40 words long, make it a block quote. Note that the punctuation is different. For example, Watson and Crick (1953) found that

if an adenine forms one member of a pair, on either chain, then on these assumptions the other member must be thymine; similarly for guanine and cytosine. The sequence of bases on a single chain does not appear to be restricted in any way. However, if only specific pairs of bases can be formed, it follows that if the sequence of bases on one chain is given, then the sequence on the other chain is automatically determined. (p. 737)

Numbers

The general rule is that numbers one (1) through nine (9) are written in letters, but numbers 10 or above are written in numerals.

One exception is that, if a sentence begins with a number, the number is written in words.

Another exception is that, if you are reporting any unit of measurement, including units of time, the number is written in numerals, even if it is 1 through 9. For example, write 3 years, 6 days, 5 months, or 2nd-year students.

Quotations

A quotation of not more than about 40 words should be in continuous text, identified by “double quotation marks; we never use ‘single quotation marks’ unless they are necessary to distinguish text that is already inside double quotation marks.”

If you have used “double quotation marks” and you wish to end with a punctuation mark, use the following rules: (a) a comma or period is always placed inside closing quotation marks; (b) other punctuation marks are placed inside only if they are part of the quoted material.

A quotation of more than about 40 words should be inset, as a block quotation (see above); quotation marks are then not used.

Another Level One Header: APA Guidelines About Punctuation, Spelling, and Hyphenation

Level Two Header: Punctuation

Punctuation establishes the cadence of a sentence, telling the reader where to pause (comma, semicolon, and colon), or take a detour (dash, parentheses, or brackets). Punctuation denotes a pause in thought; different kinds of punctuation indicate different kinds and lengths of pauses. Note that punctuation in writing is different from pausing in speech.

Level Three Header: Period (Full Stop)

Use a period to end a complete sentence. Periods are used with abbreviations as follows (see Table 1 for examples):

Use periods with

- initials of names,
- Latin abbreviations, and
- reference abbreviations.

Do not use periods with

- capital letter abbreviations and acronyms,
- abbreviations of state names in reference list entries,
- web addresses in text or in reference lists, or
- metric and nonmetric measurement abbreviations.

Comma

Use a comma (see Table 1 for examples)

- between elements (including before *and* or *or*) in a series of three or more items, and
- to set off a year in exact dates, or
- between the author and date in a citation.

Do not use a comma

- to separate two parts of a compound predicate, or
- to separate parts of measurement.

Double Quotation Marks (“xx”)

Use double quotation marks (see Table 1 for examples)

- to set off material quoted directly from a source (see above);
- to introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression. Use quotation marks the first time a word or phrase is used, thereafter do not use quotation marks; and
- to set off the title of an article or chapter in a periodical or book when the title is mentioned in text.

Do not use quotation marks

- to identify the anchors of a scale—instead, use italics;
- to cite a letter, word, phrase, or sentence as a linguistic example—instead, use italics;
- to introduce a technical or key term—instead, use italics the first time, nothing thereafter;
- to introduce a foreign word—instead, use italics;
- to hedge—use no punctuation with such expressions; or
- to set off the title of a periodical or book when the title is mentioned in text—instead, use italics.

Single Quotation Marks (‘xx’)

Use single quotation marks within double quotation marks to set off material that in the original was enclosed in double quotation marks (see Table 1).

Semicolons

Use a semicolon

- to separate two independent clauses that are closely related but are not joined by a conjunction,
- to separate elements in a series that already contain commas,
- to separate two citations within one set of parentheses.

Table 1. Examples of Correct and Incorrect Usages of Punctuation

Punctuation	Usage	Correct	Incorrect
--------------------	--------------	----------------	------------------

Period	initials	J. D. Brown	JD Brown, J.D. Brown
	Latin abbreviations	a.m., cf., i.e., e.g., vs.	am, a. m., eg.
	reference abbreviations	Vol. 1, 2nd ed., p. 6, pp. 4-8	Vol 1, 2nd ed, page 6, pp4-8
	abbreviations and acronyms	APA, IQ, MEXT	I.Q., M.E.X.T
	abbreviations of state names	NY, OH, Washington DC	N.Y.
	web addresses	Jalt.org is the place to find my paper. Find my paper online (jalt.org).	Find my paper at jalt.org.
	measurement abbreviations	cm, kg, lb, hr, min, s	c.m., sec.
Comma	between elements in a series	A study by Claus, Kringle, and Nick (2012) found that Christmas colors were red, green, and gold.	A study by Claus, Kringle and Nick (2012) found that Christmas colors were red, green and gold.
	setting off a year	March 11, 2011, was a sad day but April 2012 was a sad month.	March 11, 2011 was a sad day but April, 2012 was a sad month.
	between two parts of a compound predicate	All students completed the first phase of the test and returned the following week for Phase 2.	All students completed the first phase of the test, and returned the following week for Phase 2.
	between measurement elements	8 years 2 months 3 min 40 s	8 years, 3 months
	between author and date in a citation	Red, green, and gold are Christmas colors (Klaus et al., 2012).	Red, green, and gold are Christmas colors (Klaus et al. 2012).
Quotation marks	ironic or invented terms first time only	called “normal” behavior the “good” variable...the good variable	called ‘normal’ behavior the “good” variable...the “good” variable
	chapter or article titles	Chomsky’s (1971) article, “The Case Against B. F. Skinner”	
	anchors of a scale	Students ranked the items on a scale of 1 (<i>all of the time</i>) to 5 (<i>almost never</i>).	Students ranked the items on a scale of 1 (“all of the time”) to 5 (“almost never”).
	linguistic examples	He clarified the distinction between <i>further</i> and <i>farther</i> .	He clarified the distinction between “further” and “farther.” He clarified the distinction between ‘further] and ‘farther’.
	key terms	She compared it with <i>meta-analysis</i> , which is described below	She compared it with “meta-analysis,” which is described below
	foreign words	The students were asked to	The students were asked to

		write the words in <i>katakana</i> ; their <i>katakana</i> renderings were then examined.	write the words in “katakana”; their <i>katakana</i> renderings were then examined.
	hedging	The teacher rewarded the class with tokens.	The teacher “rewarded” the class with tokens.
	single within double	Miele (1993) found that “the ‘placebo effect’ disappeared.”	Miele (1993) found that “the “placebo effect” disappeared.”
Semicolon	separate two independent clauses	They planned to marry; in fact, the wedding was that day.	They planned to marry; and in fact, the wedding was that day.
	series with internal commas	The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue	The colors used were red or yellow; blue or green; or pink or orange.
	two citations in one set of parentheses	(David & Heuter, 1984; Petigrew, 1993).	(David & Heuter 1984, Petigrew 1993).

Note. See *APA Manual*, 6th ed., pp. 87-96, for usage of other punctuation.

Spelling

You may use American, Australian, British, or Canadian spelling, as long as you are consistent throughout your paper. For questions regarding American spelling, use *Merriam-Webster’s Collegiate Dictionary* or *Webster’s Third New International Dictionary* (Figure 1).

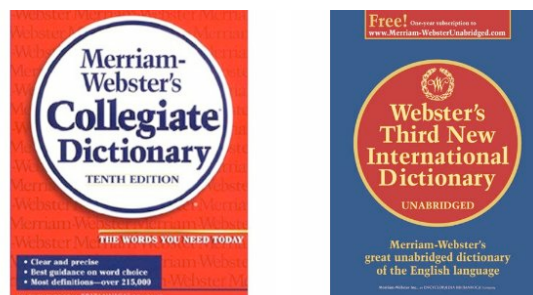


Figure 1. Dictionaries to consult for American spelling.

Hyphenation

Compound words are tricky. When writing, you may ask yourself, “Is it one word, two words, or one word with a hyphen?” For example, which form should you use: *followup*, *follow up*, or *follow-up*? Consult *Webster’s Dictionary* for common usage (fyi: it’s *follow-up* when functioning as a noun or adjective, but *follow up* when used as a verb).

Another kind of compound is a *temporary compound*. Language is always changing, or you may want to create some specific compounds just for your paper. If a temporary compound modifies another word, it may or may not be hyphenated. A general rule is that if a temporary compound precedes the word it modifies (e.g., his cat-skinning technique), it may need a hyphen, and if it follows what it modifies, it usually does not (the technique he used for cat skinning).

Some prefixes and suffixes do not require hyphens, unless the prefix ends and the base word begins with the same vowel. The compounds in Table 2 are all correct.

Table 2. Examples of Correctly Hyphenated Words

Prefix or suffix	Example	Prefix or suffix	Example
anti	antisocial anti-intellectual	non	nonsignificant nonnative

bi	bilingual	over	overaggressive
co	coworker co-occur	post	posttest
counter	counterbalance	pre	pretest
extra	extracurricular extra-annual	re	reevaluate retest
inter	international	self-	self-test
like	wavelike	semi	semidarkness
meta	metacognitive meta-analysis	socio	sociolinguistics sociocultural
mid	midterm	sub	subtest
mini	miniconference	un	unbiased
multi	multifaceted	under	underdeveloped

Conclusion

Conclusions are often the most difficult part of a paper to write. You need to keep in mind that the conclusion is often what a reader remembers best. Your conclusion should be the best part of your paper.

A conclusion should (a) stress the importance of your thesis statement, (b) give your paper a sense of completeness, and (c) leave a final impression on the reader. Some suggestions for writing your conclusion include the following:

1. Answer the question “So what?” Show your readers why this paper was important. Show them that your paper was meaningful and useful for their teaching or research.
2. Synthesize, don’t summarize. Don’t simply repeat things that were in your paper. They have read it. Show them how the points you made and the support and examples you used fit together.
3. Redirect your readers. Give them something to think about, perhaps a way to use your paper in the real world or in their own language classes.
4. Create a new meaning. You don’t have to give new information to create a new meaning. By demonstrating how your ideas work together, you can create a new picture.

Bio Data (Maximum 75 Words per Author)

John A. Somebody is enslaved to JALT Publications. He is currently interested in extreme sports and proofreading. <jasomebody@abc.ac.jp>

Somebody B. Else has been with ABC University since 1990. She lives in Tokyo, and is currently studying something rather obscure. <somebody@abc.ac.jp>

References (in Alphabetical Order)

- Akaida, T. (2009). *Neitibu mitai ni yomu! Eigo. ‘Kaidoku’ toreeningu*. [Read English like a native: Reading comprehension training]. Tokyo: Seibido.
- Bailey, K. M. (2003). Speaking. In D. Nunan (Ed.), *Practical English language teaching* (pp. 47-66). New York, NY: McGraw-Hill.
- Benson, M. J. (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22, 34-48. <http://dx.doi.org/10.1177/003368829102200103>
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). White Plains, NY: Pearson Education.
- Buchanan, G. M. (2005). Pragmatics. In F. O. Grant (Ed.), *The international encyclopedia of applied linguistics*. Retrieved from <http://lingua.essex.edu>
- Egbert, J., Chao, C., & Hanson-Smith, E. (1999). Computer-enhanced language learning environments: An overview. In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice and critical issues* (pp. 1-13). Alexandria, VA: TESOL.

- Freeman, Y. S., & Freeman, D. E. (1998). *ESL/EFL teaching: Principles for success*. Portsmouth, NH: Heinemann.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. London, UK: Prentice Hall.
- Leask, B. (2008). Internationalisation, globalization, and curriculum innovation. In M. Hellstén & A. Reid (Eds.), *Researching international pedagogies: Sustainable practice for teaching and learning in higher education* (pp. 9-26). Dordrecht, Netherlands: Springer.
- Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 55-65). Boston, MA: Heinle & Heinle.
- Pierce, F. (2003). *A study into whether the use of anti-virus masks impedes communication in the L2*. Available from <http://www.shownoexpression.com/seethis.asp!itemID=135>
- Polk, K. J. (2006). Catering to learners who feel hungry at different times. *Australian Journal of Sustainance*, 79, 483-490. <http://dx.doi.org/10.1072/0002-9234.76.4.428>
- Taylor, Z. J., & Fillmore, M. S. (2010). Does listening comprehension improve if there is no background music? *E-Journal of Listening Comprehension*, 7(22), 46-56. Retrieved from <http://oks.lib.tayl.edu.nz/index.php/fillm/article/view/17/99>

Appendix A

Some Pointers on APA Style in Your Reference List

Paper-Based References

This is the way to reference an article that has been published in a **periodical**:

Hayes, A. B., Garfield, C. D., & Cleveland, E. F. (2003). Subliminal learning: Flashcards in a videogame. *Journal of High-Speed Reactions*, 29, 294-323.

This is the way to cite a published book:

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). White Plains, NY: Pearson Education.

This is the way to cite a chapter in an **edited book**:

Bailey, K. M. (2003). Speaking. In D. Nunan (Ed.), *Practical English language teaching* (pp. 47-66). New York, NY: McGraw-Hill.

Online references in your reference list

According to the APA guide, the date on which content was retrieved from an electronic source is important if, and only if, the content is likely to be amended or updated. In such a case, the retrieval date usefully places your research in a historical context. It follows that no retrieval date is necessary for content that is final and already placed in a historical context by a date of publication or issue number, etc.

There is a trend in favor of attaching a Digital Object Identifier (DOI) to journal articles and other documents. If a DOI is available, cite the DOI instead of the URL. Here is a **model**:

Polk, K. J. (2006). Catering to learners who feel hungry at different times. *Australian Journal of Sustainance*, 79, 483-490. <http://dx.doi.org/10.1072/0002-9234.76.4.428>

On the other hand, if there is no DOI, it is necessary to cite the URL. Here is a **model**:

Taylor, Z. J., & Fillmore, M. S. (2010). Does listening comprehension improve if there is no background music? *E-Journal of Listening Comprehension*, 7(22), 46-56. Retrieved from <http://oks.lib.tayl.edu.nz/index.php/fillm/article/view/17/99>

If your reference does not give access to the content directly but only to a site which will provide information on how to obtain (and perhaps pay for) access, do not use "Retrieved from," but use "Available from." Here is a **model**:

Pierce, F. (2003). *A study into whether the use of anti-virus masks impedes communication in the L2*. Available from <http://www.shownoexpression.com/seethis.asp!itemID=135>

Appendix B

Still More Stuff

Iusto commodo in minim odio erat aliquip volutpat veniam. Dolor, enim consequat vel hendrerit nibh minim ipsum praesent nulla feugiat autem molestie dignissim consequat nulla. Adipiscing, dolore amet magna nulla iriure ea, ut, enim suscipit. Facilisi delenit, quis nulla et blandit elit.

Luptatum, ea velit ullamcorper dolore blandit, in, ut iriure et veniam. Wisi suscipit magna wisi eros volutpat, vulputate eros eum elit iriure feugait, odio dolore dolore, commodo praesent accumsan. Et illum ut molestie, lorem tincidunt duis duis dolore vel nulla nostrud exerci, blandit enim dolore. Qui tation hendrerit accumsan eu in esse consequat exerci consectetur.