

## - Sample (Template) -

Contributors may use this template as an example of a full-length article. Papers with different theoretical approaches are accepted as long as they conform to the Submission Guidelines.

*JACET Journal* welcomes papers on studies conducted with qualitative and or quantitative approaches, book reviews, and research notes. Follow the sample (template) shown on the next page. At the same time, make use of the Format Checklist on the webpage.

論文のテンプレートを作成してみましたので参考にして下さい。ただし研究方法や章立ては、研究の内容と質によって異なるため、『投稿規程』にのっとっている限りこのテンプレートと全く同じである必要はありません。JACETでは様々なアプローチの質的・量的研究、書評、及び、研究ノートを受け付けています。次ページのテンプレートをご参照ください。同時にウェブ上のフォーマットチェックリストもご利用ください。

**The Title Should Summarize the Main Idea of  
the Paper Clearly and Simply**

14 point

Leave 2 lines

**Abstract**

12 point hereafter

The abstract should describe the purpose and content of the paper. Beginning with the most important information, the abstract should include only four or five key concepts, findings, or implications. All abbreviations and acronyms need to be defined. Every sentence should be clear and informative. An abstract should be brief and not exceed 200 words.

Leave 1 line

**Keywords:** learning strategies, self-access, cross-cultural communication,  
independent learning, autonomy (no more than 5 words)

Leave 1 line

Heading level 1

**Introduction**

(章立ては論文の内容に応じて変更してください)

(See p.42 of **Publication Manual of the American Psychological Association, Sixth Edition**)

Indent 5  
letters

The introduction presents the problem being investigated and describes the research approach. When writing the introduction, the background to the study is described. While relevant literature should be presented, this does not need to be an exhaustive historical review. The intention is to show a logical continuity between earlier and current work. If controversial issues are included, they should be treated in a balanced manner.

The introduction should describe the purpose and rationale of the study. Once the research topic and related literature have been presented, an explanation follows describing the approach used to address the research question.

The sections of the template that follow provide an example for a quantitative study. Whatever research approach the author adopts, the methodology and the findings must be

clearly stated (\*\*\*\*\* , 2013).

Heading level 1

Leave 1 line

## Method

The purpose of the Method section is to describe how the study was carried out.<sup>1</sup> Furthermore, the description should enable readers to determine the reliability and validity of the results obtained, as well as to replicate the study if necessary. This section is generally divided into labeled subsections, which describe the participants or subjects, the materials, and the procedure.<sup>2</sup>

Heading level 2

Leave 1 line

### Participants

A description of the research subjects is needed so that the results can be evaluated and compared with other studies. Furthermore, the choice and number of participants should reflect validity to the research question and/or reliability with norms of sampling.

Heading level 2

Leave 1 line

### Procedures

The procedure should summarize each stage of the research project.

Heading level 3

Leave 1 line

**ICPA test.** Using a simulated ICPA test with a total of 40 questions which were specifically designed to test the students' digital literacy levels . . . (See p.45 of APA 6<sup>th</sup> edition)

Heading level 1

Leave 1 line

## Results

The statistical analyses and/or the analyses of findings should be summarized in the Results section. The data description should provide enough detail to warrant the conclusions.

Heading level 3

Leave 1 line

**English test scores of the three different classes.** When describing the data, it is

important to use the most appropriate medium to display the information clearly and economically. Summarizing the results and the analysis in tables or figures is generally preferable.

Leave 1 line

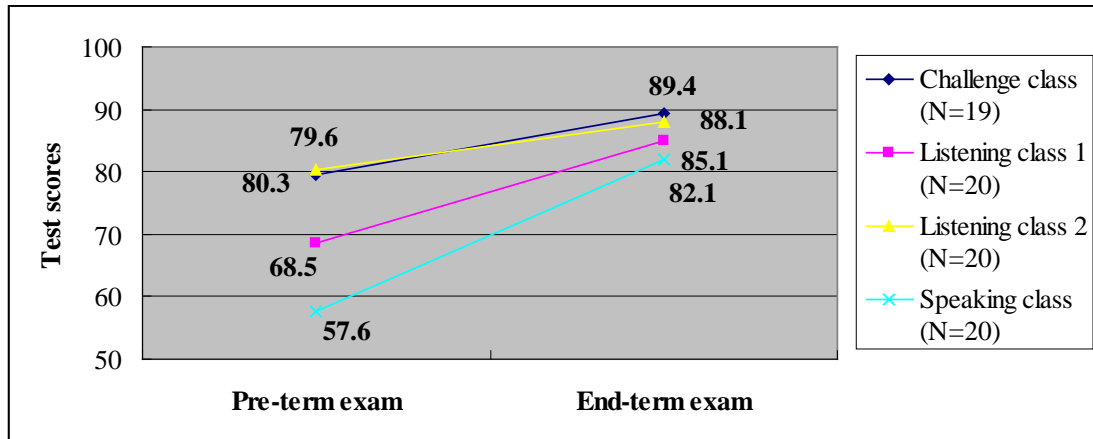


Figure 1. Comparison of English proficiency of three different classes. (See p.156 of APA 6<sup>th</sup> edition) A caption is a concise explanation of the figure that is placed directly below the figure and serves as the title of the figure. The caption serves both as an explanation of the figure and as a figure title.

Leave 1 line

When using tables or figures, it is necessary to refer to all of them in the text. Figures should be numbered consecutively as they appear in the text.

Leave 1 line

Table 1

Comparison of Test Scores Between Two Classes of Business Major

		<i>n</i>	<i>M</i>	<i>SD</i>	<i>p</i>
Pre-test	Project class	30	475.85	78.40	.75
	Other class	26	483.70	101.33	
Post-test	Project class	30	561.88	60.00	.02*
	Other class	26	512.31	89.97	

Note. See 5.08 Table Layout, APA 6<sup>th</sup> edition.

\**p* < .05.

Leave 1 line

Writers may include tables and/or graphs from other sources. When creating/recreating a table or graph based on another writer's data, citation is required. When scanning or

otherwise including another writer's original table or graph, however, written permission must be obtained from the original publisher or author possessing the copyright.

Leave 1 line

### Discussion

Once the results have been presented, these are then discussed in detail, particularly with reference to the original research hypotheses and questions. The Discussion section should begin with a clear statement of position regarding the original hypotheses and questions.

Leave 1 line

### Conclusion

You are encouraged to conclude your paper with commentary on the importance of your findings. This section also describes the limitations of the study and provides suggestions for further research.

Leave 1 line

### Notes

If necessary, notes should be placed before references.

Leave 1 line

### References

予想される論文の種類別にリストを挙げてみましたので、参考にしてください。

#### (Authored book)

Author, A. A. (1994). *Title of work*. Location/City, State: Publisher.

#### (Edited book)

Brown, F. (Ed.). (2006). *Maximize business profits through e-partnerships*. Hershey, PA: IR  
Press.

Indent 5  
letters

#### (Published proceedings)

Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality.

In R. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press.

**(Unpublished doctoral dissertation or master's theses)**

Harvey, P. C. (1982). *Variations on direct instruction in one third grade classroom*.

Unpublished doctoral dissertation, Stanford University, Stanford, CA.

**(Chapter in an edited book)**

Kaplan, S. (1992). Environmental preference in a knowledge-seeking, knowledge-using organism. In J. H. Barkow, L. Cosmides, & J. Tooby (Eds.), *The adapted mind: Evolutionary psychology and the generation of culture* (pp.581-589). New York: Oxford University Press.

**(Journal article)**

Benson, P. (2006). Autonomy in language teaching and learning. State-of-the-art article.

*Language Teaching*, 40, 20-40. doi:10.1017/S026144806003958

Lutz, S. L., Guthrie, J. T., & Davis, M. H. (2006). Scaffolding for engagement in elementary school reading instruction. *Journal of Educational Research*, 100, 3-20.

**(Instance of publication in press)**

Oxford, S. (in press). Roadmap for e-commerce standardization in Korea. *International Journal of IT Standards and Standardization Research*.

**(Paper presented at )**

Panktree, C., & Briere, J. (1991, January). *Early data on the Trauma Symptom Checklist for Children (TSC-C)*. Paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

**(Proceedings in CD-ROM)**

Stead, G. (2004). *M-learning; try it out*. Published in ICET 2004 Conference Proceedings (CD-ROM), Singapore, September 9-11, 2004.

**(Web sites)**

Paola, C. & Leeder, M. (2011). Environmental dynamics: Simplicity versus complexity.

*Nature*, 469, 38-39. doi:10.1038/469038a

Vanden Bos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved October 13, 2001, from <http://jbr.org/articles.html>

**(For blind-reviewing, the first- and co-authors' names, and their publication information should be substituted with \*\*\* as follows at the time of submission.)**

\*\*\*\*\*

\*\*\*\*\*.

### **Acknowledgements**

This should not be included at the time of submission.

### **Appendix**

The APA manual (2009) suggests that it is preferable to place in an appendix material which would seem misplaced or distracting in the main text.

日本語で原稿を提出する場合の引用文献記載方法

- (1)日本語と英語の文献は別にしてまとめて下さい。
- (2)日本語の文献を先に、英語の文献を後にそれぞれアルファベット順で示して下さい。

(日本語論文の引用文献の記載例)

#### 引用文献

大学英語教育学会 (2007) 『大会参加者へのご案内 大学英語教育学会』

<http://www.jacet.org/2007convention/participants-j.pdf> (2007年7月10日)

大学英語教育学会授業学研究委員会 (編) (2007) 『高等教育における英語授業の研究－授業実践事例を中心に』 松柏社

所 正文 (1989) 「職業意識の立体構造分析に関する試論」 『応用心理学研究』  
No. 14, 1-11

安田三郎・海野道郎 (1977) 『社会統計学 改訂2版』 丸善

Author, A. A. (1994). *Title of work*. Location/City, State: Publisher.

Brown, F. (Ed.). (2006). *Maximize business profits through e-partnerships*. Hershey, PA: IR  
Press.