**Title of Graduation Thesis:**

**Subtitle**

A Thesis

Presented to

the Department of English

Faculty of Education

Hirosaki University

In Partial Fulfillment

of the Requirement for the Degree of

Bachelor of Education

by

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January 20○○

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**Introduction**

The present guidelines are based on the *Publication Manual of the American Psychological Association* (7th ed.). Some phrases were taken directly from it to keep accurate descriptions. The body of the article should be written in Times New Roman, 12 pt., indenting the first line of every paragraph (5-letter spacing).

**Literature Review**

**Headings**

Table 1 shows the heading style recommended by the *APA manual*. Each section starts with the highest level (Level 1) of heading. No need to label headings with numbers or letters.

**Table 1**

*Format for Five Levels of Heading in APA Journals*

|  |  |
| --- | --- |
| Level | Format |
| 1 | **Method**[Centered, Boldface, Uppercase and Lowercase] |
| 2 | **Design**[Flush Left, Boldface, Uppercase and Lowercase] |
| 3 | **Participants.** A total of 162 Japanese university students took….[Indented, boldface, lowercase except the first word, a period] |
| 4 | ***Proficiency level.*** TOEIC® was used to estimate the….[Indented, boldface, italicized, lowercase except the first word, a period] |
| 5 | *High school students*. The proficiency of the high school students was….*College students*. The proficiency of the college students was….[Indented, italicized, lowercase except the first word, a period] |

*Note*. The number of levels of headings needed will depend on manuscript complexity.

**Citation**

**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: An important purpose of task-based performance assessments “is to present test takers with tasks that correspond to tasks in ‘real-world’ settings” (Bachman, 2002, p. 471).

If the quotation comprises 40 or more words, display it in block style and omit the quotation marks as follows (leave 5-letter spacing to start a block quotation): Previous research has indicated that:

The application of IRT models and methods in educational assessment is now common-place (e.g., see most any recent issue of *Journal of Educational Measurement*), especially for large-scale testing firms that employ on their research staff dozens of world-class psychometricians, content experts, and item writers. (Reise & Revicki, 2015, p. 3)

 This suggests that….

**Table and Figure Layout**

 The basic components of a prototypical table are shown in Table 2.

**Table 2**

*Means With 95% CIs and Standard Deviations of Each Test*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Standardized test |  | Placement test |
| Group | *n* | *M* | 95% CI | *SD* |  | *M* | 95% CI | *SD* |
| Listening (%) |
| High school | 40 | 73 | [69, 77] | 13 |  | 75 | [70, 80] | 15 |
| College | 38 | 70 | [65, 75] | 15 |  | 77 | [72, 82] | 15 |
| Reading (%) |
| High school | 39 | 78 | [73, 83] | 15 |  | 81 | [77, 85] | 13 |
| College | 40 | 76 | [71, 81] | 15 |  | 73 | [68, 78] | 16 |

*Note*.Two college students in the listening test and a high school student in the reading test were removed from any analyses as missing data. CI = confidence interval.

**Figure 1**

*The Distribution of Estimated Vocabulary Size*

**Method**

**Participants**

 A total of 505 Japanese junior high school students from a junior high school participated in Study I.

**Materials**

**Procedure**

**Results**

**Discussion**

**Acknowledgements**

I would like to thank AAA, BBB, and CCC for their constructive comments and suggestions on an earlier draft.

**References**

* Books

Nation, I.S.P. (1990). *Testing and learning vocabulary.* Heinle & Heinle.

酒井英樹（2014）．『小学校の外国語活動基本の「き」』大修館書店．

* Periodicals

Sato, T. (2016). Developing an English vocabulary size test for Japanese junior high school students: Examination of validity and reliability. *TELES Journal*, *36*, 107–118.

野呂徳治・佐藤剛・丹藤永也・水梨圭治（2012）．「中学校英語科における意味と形式の指導の統合を図るための教科書本文の活用：フォーカスオンフォームに基づく教授学習活動の設計」『弘前大学教育学部研究紀要クロスロード』第16号，77－86．

**Appendix (Appendices)**

Authors can add picture files as appendices.