JES English Manuscript Sample: Subtitle if Needed (題目・Times New Roman・18・中央揃え・タイトルケースとし，最初の語，主要語，4文字以上の語の頭文字を大文字にする)

（1行空ける 11・本行は提出時には削除し，空白行を挿入すること）

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Keywords:　(3語。Times New Roman・14・中央揃え)

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**Abstract**  (Times New Roman・12・太文字・中央揃え)

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The current provision of foreign language learning for pupils in Years 5 and 6 in primary school is aimed at developing not only oracy but also equipping them with early literacy experiences (e.g., reading and writing). Such provisions should in turn provide a foundation upon which to develop communicative competence of a more comprehensive nature in pupils and also to better prepare them for the subsequent, more advanced learning of English as a Foreign Language (EFL) in secondary school education. One outstanding challenge here is perhaps a lack of consensus amongst researchers, teachers and practitioners on how to prepare primary school pupils transitioning into secondary school education for formal EFL instruction. This paper addresses this issue by exploring language-based approaches to early literacy, drawing on the literature on both first (L1) and second language (L2) acquisition. In so doing, particular foci are placed on oral language interventions featuring interactive storytelling, followed by discussing approaches to effectively incorporating such activities in the Japanese English-as-a-foreign language context. （要旨を10～15行で書く。本文・Times New Roman・12・1行目のみ字下げ，両端揃え）

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**1. Introduction** (Times New Roman・12・太文字・中央揃え)

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Among various facets. ……. (本文・Times New Roman・12・段落1行目のみ字下げ・両端揃え)

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**2. Previous Studies** (Times New Roman・12・太文字・中央揃え)

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In one of the earliest studies examining ……………, Robinson (1992) evaluated ………… (本文・Times New Roman・12・段落1行目のみ字下げ・両端揃え

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**3. Method** (Times New Roman・12・太文字・中央揃え)

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**3.1 Participants** (Times New Roman 12・太文字・左揃え)

The participants in the present study were..……………(本文・Times New Roman・12・段落1行目のみ字下げ・両端揃え)

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**3.2 Ethical considerations** (Times New Roman 12・太文字・左揃え)

Parental consent was gained by distributing the information sheet via the participating schools. The schools and parents were all informed that neither their child(ren) nor their school would be identifiable in any research resulting from this study and all data collected would be accessible only to the named researchers involved in the study. Further, it was ensured that all parents understand that participation in the study was voluntary and they or their child(ren) may withdraw at any time without giving any reason and without their education being affected in any way. (本文・Times New Roman・12・段落1行目のみ字下げ・両端揃え)

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**4. Results** (Times New Roman・12・太文字・中央揃え)

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Each table or figure should be numbered consecutively with a short, concise title. The table and figure numbers should be placed above the tables / figures. Table and figure numbers, titles, and the tables / figures should be aligned to the left. …(本文・Times New Roman・12・段落1行目のみ字下げ・両端揃え)

**Notes** (Times New Roman・12・太文字・中央揃え)

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1. The definition of ………………………………………… (本文・Times New Roman ・12・1行目文頭スペース空けない・両端揃え)

2. Although the term “Foreign Language” is used for ……………………………………………

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**Acknowledgments** (Times New Roman・12・太文字・中央揃え)

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This paper is based on　……………………………………………………（本文・Times New Roman・12・1行目のみ字下げ・両端揃え）

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**References** (Times New Roman 12・太文字・中央揃え)

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Abeg, L. M. (2011). Characteristics of long-term memory. In P. Liebe (Ed.), *Cognition and Memory* (pp. 201-232). Inawa University Press.（引用文献・Times new Roman・12・文頭スペースを空けず，2行目以降を字下げする・両端揃え）

Botto, S. V., & Rochat, P. (2018). Sensitivity to the evaluation of others emerges by 24 months. *Developmental Psychology*, *54*(9), 1723-1734. https://doi.org/10.1037/dev0000548（文献にDOIが明記されている場合は記載する）

Carter, R., & McCarthy, M. (1988). *Vocabulary teaching*. Wiseman.

Lekusa, T. (2005). *Dainigengo shutoku* [Second language acquisition]. Shinjitsushoten.

（和文図書は書名をヘボン式ローマ字で記載し，英訳をつける。）

*Publication Manual of the American Psychological Association* (American Psychological Association)　の第7版に準拠すること。