

THE KOREA ASSOCIATION OF TEACHERS OF ENGLISH SUBMISSION GUIDELINES

1. Content of the Manuscript

- 1.1 The content of a manuscript to be submitted to *English Teaching*, published by the Korea Association of Teachers of English (KATE), should concern theories and/or practices in the field of English language teaching and learning. The manuscript may be an experimental analysis, a new proposal, or a critique of theories and/or practices in the field. It is expected that manuscripts dealing with topics in linguistics, literature, or interdisciplinary areas have implications for English language teaching and/or learning. Manuscripts under review, accepted for publication, or published elsewhere should not be submitted and will not be considered for review.
- 1.2 Manuscripts should cite the articles on similar topics published in the field of English language teaching and learning in order to promote readers' in-depth understanding of the current research in the field.

2. Submission of Manuscripts

- 2.1 Manuscripts should be submitted through KATE online submission and review system (submission.kate.or.kr). First-time users are required to register.
- 2.2 Articles should be submitted using our online submission and review system as follows:
- 1) All identifying information including author names should be removed from the manuscript for review. All authors' names, affiliation, and positions, and the corresponding authors' email addresses should be provided in published version.
 - 2) Authors should submit declaration on compliance with standards presented in KATE Ethics Standards for Research and Publication through online submission and review system. Also, upon submitting a manuscript online, all authors including co-authors should agree to transfer the copyright of their article to KATE at the time of publication.
 - 3) Author information such as name, affiliation, position, and email address should be reported to the editors through online submission and review system; co-authors' names, affiliations, and positions should also be reported if the manuscript is a joint work by

multiple authors.

- 4) Similarity check reports should be uploaded to online submission and review system upon submitting a manuscript for review and a final revised version.
- 5) After paying the reviewing fee, the author(s) should inform the KATE treasurer by email at kate_treasurer@naver.com.

2.3 The deadline for submission is as follows:

The Spring (March) issue: Due Dec. 31st (Published on March 31st)

The Summer (June) issue: Due March 31st (Published on June 30th)

The Autumn (September) issue: Due June 30th (Published on Sept. 30th)

The Winter (December) issue: Due Sept. 30th (Published on Dec. 31st)

3. Format of the Manuscript

- 3.1 The length of the manuscript should not exceed 20 pages including the abstract, tables, figures, references, and appendices (when exceeding this limit, 10,000 KRW per extra page needs to be paid by the author).
- 3.2 Manuscripts should be prepared with the MS Word using A4-size paper setting and **followed the Style Guide of this journal.**
- 3.3 The left and right margins should be 4.2 cm; the top and bottom margins 5.1 cm; the top and bottom headers 4.2 cm.
- 3.4 The line spacing of the title, the main text, and the reference list should be set to 14.5-point, while that of the abstract should be set to 12.5-point, and footnotes should be set to 10-point.
- 3.5 The main text should be in 10-point Times New Roman font and **the letter spacing should be 100% in 0.1-point narrow spacing.**
- 3.6 The abstract of a manuscript should be composed of approximately 160 words and include the purpose, research method, and results of the study. It is not recommended that it includes citations.
- 3.7 The title of a manuscript should not exceed two lines.
- 3.8 The subheadings should be numbered in the following manner: 1. 1.1. 1.1.1. (The author should note that the numbering should not go further than the third level.)
- 3.8 Detailed specifications for the manuscript format are as follows.

English Teaching, Vol. 77, No. 1, Spring 2022, pp. 3-25 [Header, inserted by the Editor]

DOI: <https://doi.org/10.15858/engtea.76.1.202203.3> [Times New Roman 8]

<http://journal.kate.or.kr>

[3 line spaces]

Mediating Second Language Learning Through Collaborative Dialog [Times New Roman 14, bold, centered]

[2 line spaces]

Kil-Dong Hong and Jane Brown* [Times New Roman 11, plain, centered]

[1 line space]

Hong, Kil-dong, & Brown, Jane. (2021). Mediating second language learning through collaborative dialogue. *English Teaching*, 76(1), 3-25. [Times New Roman 9, bold; fixed 12.5-pt line spacing, 2.5-pt left & right indentation, justified]

This paper examines the role of collaborative dialogue... [Times New Roman 9, plain; fixed 12.5-pt line spacing, 2.5-pt left & right indentation, 3.6-pt before the paragraph, justified]

[1 line space]

Key words: speaking ability, collaborative learning, collaborative dialogue [Times New Roman 9, plain; 2.5-pt left & right indentation, Justified; more than 3 key words are required.]

This work was supported by the National Science Foundation Research (BCS-1749240). [Times New Roman 8, plain; fixed 10-pt line spacing, 3.6-pt before and after the paragraph justified]

*First Author: Kildong Hong, Graduate Student, Department of English Education, Hankook University
Corresponding Author: Jane Brown, Professor, Department of English Education, Hankook University; 1, Hankook-ro, Jung-gu, Seoul 10000, Korea; Email: jbrown@hankook.ac.kr

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----- Page Break -----

1. INTRODUCTION [Arial 12, bold; left-justified]

[1 line space]

Second language learning is... [Times New Roman 10, plain; 1-pt first-line left indentation, justified]

...

[2 line spaces]

2. REVIEW OF THE LITERATURE [Arial 12, bold; left-justified]

[1 line space]

...

[2 line spaces]

3. METHODOLOGY [Arial 12, bold; left-justified]

[1 line space]

3.1. Collaborative Learning [Arial 11, plain; left-justified]

[1 line space]

3.1.1. Collaborative dialogue [Times New Roman 10, plain; left-justified]

[1 line space]

Collaborative dialogue¹ in SLA is... [Times New Roman 10, plain; 1-pt left indentation, justified]¹ Swain (1995) elaborated... [Times New Roman 9, plain; fixed 10-pt line spacing, 0.8-pt hanging/reverse indentation, justified]

----- Page Break -----

...

[1 line space]

TABLE 1 [Times New Roman 10, bold; centered]**Participation in Whole-Class and Group/Pair Work** [Times New Roman 9, bold; centered]

Moves and Participants	Whole-Class Interaction		Group or Pair Interaction	
	<i>n</i>	%	<i>n</i>	%
Initiations				
Instructor	151	11	3	1
Students	153	11	23	9
Responses				
Instructor	354	26	29	11
Students	582	42	198	78
Total	1,371	100	253	100

[Inside the table, Times New Roman 9, fixed 10-pt line spacing, lines 1/2pt]

[1 line space]

...

[3 line spaces]

Applicable levels: Early childhood, elementary, secondary, tertiary [Times New Roman 9, plain; left-justified]

[3 line spaces]

REFERENCES [Arial 11, plain; centered]

[1 line space]

Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47(2), 136-143. [Times New Roman 10, plain; 3-pt hanging/reverse indentation]

Kim, K. J. (2019). Factors influencing EFL high school students' remotivation: Differences by English proficiency. *Secondary English Education*, 12(4), 27-47.

...

[2 line spaces]

APPENDIX A [Arial 11, plain; centered]

Title [Times New Roman 10, plain; centered]

[1 line space]

... [Times New Roman 9, fixed 10-pt line spacing; lines 1/2pt]

4. Specifications for In-Text Citations and Reference List

All submissions to *English Teaching* should conform to the requirements of the *Publication Manual of the American Psychological Association* which can be obtained from the American Psychological Association. The following are some important guidelines taken from the manual.

1) In-Text Citations

(1) A Work by a Single Author

APA journals use the author-date method of citation. The last name of the author and the year of publication are inserted in the text at the appropriate point.

- He stated, "the 'placebo effect' disappeared . . . when behaviors were studied in this manner" (Smith, 1982, p. 276).
- Smith (1982) found that "the 'placebo effect' disappeared when [his own and other's] behaviors were studied in this manner" (p. 276).

(2) A Work by Two Authors

When a work has two authors, always cite both names every time the reference occurs in the text. Do not use a comma between the names of the authors.

- Gardner and Lambert (1976) found that their previous study (Gardner & Lambert, 1972) could not. . .

(3) A Work by More Than Two Authors and Fewer Than Six Authors

Cite all authors the first time the reference occurs; in subsequent citations include only the last name of the first author followed by “et al.” and the year. Use commas between the names of the authors.

- *First citation*: William, Jones, Smith, Bradner, and Torrington (1983) found that . . .
(narrative citation); (Song, O’Grady, Cho, & Lee, 1997) (parenthetical citation)
- *Second citation*: William et al. (1983) studied the effect of . . . (narrative citation);
(Song et al., 1997) (parenthetical citation)

(4) A Work by Six or More Authors

Cite only the last name of the first author followed by “et al.” and the year in the first and subsequent citations. (In the reference list, the last names of the first six authors and the final author should be spelled out; after the sixth author’s name, use an ellipsis in place of the author names, and provide the final author name.)

(5) Two or More Works within the Same Parentheses

Arrange two or more works by the same author by year of publication, and order the citations of two or more works by different authors within alphabetically in the same order in which they appear in the reference list. Separate the citations with semicolons.

- Oxford (1986, 1989, 1994) reported that many studies (Gosden, 1992; Hanania & Akhtar, 1985; Hopkins, 1987, 1988a, 1989; Tarone et al., 1981) used. . .

(6) Authors with the Same Last Name: If the reference list includes publications by two or more authors with the same surname and if the publications were published in the same year, include the authors’ initials in all in-text citations to avoid confusion.

- H. D. Brown (1993) and J. D. Brown (1993) agreed that . . .

2) Reference List

All sources cited in the main text must be included alphabetically in the reference list. In the reference list, single-author entries precede multiple-author entries when citing multiple works by the same author.

(1) Bibliographic information of non-English references should be written in English just as presented in the original sources. If it is not presented in English in the original sources, translate it in English. Official English titles of publishers or organizations should be used.

(2) When the work has more than seven authors, include only the first six names, an ellipsis, and the final name. After the sixth author's name, use an ellipsis in place of the author names, and provide the final author name.

- Lee, K., Jeong, Y.-K., Seo, Y., Jeong, C., Choi, J., Park, M., ... Kim, S. (2014).

(3) A Journal Article

- Pavio, A. (1975). Perceptual comparisons through the mind's eye. *Memory & Cognition*, 3, 635-647. (single author)
- Schwartz, B. D., & Sprouse, R. A. (1996). L2 cognitive states and the Full Transfer/Full Access model. *Second Language Research*, 12, 40-72. (two authors)
- Davis, J. N., Lange, D. L., & Samuels, S. J. (1988). Effects of text structure instruction: An experimental study on foreign language readers. *Journal of Reading Behavior*, 20(2), 19-34. (multiple authors)
- Avery, N., & Marsden, E. (2019). A meta-analysis of sensitivity to grammatical information during self-paced reading: Towards a framework of reference for reading time effect sizes. *Studies in Second Language Acquisition*. Advance online publication. <https://doi.org/10.1017/S0272263119000196>
(For newly published articles within a journal but not yet assigned to an issue, provide the author(s), year of posting, title of the article, name of the journal, the notation Advance online publication, and the DOI.)

(4) A Book

When the place of publication is not a well-known city in the US, specify the name of the state by writing the abbreviation of the state (e.g., MN for Minnesota). In case the place of publication is New York, write New York and do not use an abbreviation nor specify the state (NY). For other places in other countries, provide both the name of the city and of the country. When citing a revised book, cite the edition used with Arabic numerals in parentheses.

- Mehan, H. (1979). *Learning lessons: Social organization in the classroom*. Cambridge, MA: Harvard University Press.
- Strunk, W. Jr., & White, E. B. (Eds.). (1979). *The elements of style*. New York: Macmillan.
- American Psychiatric Association. (1980). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: Author.

(5) An Article or Chapter in an Edited Book

- Hinkel, E. (2011). What research on second language writing tells us and what it doesn't. In E. Hinkel (Ed.), *Handbook of research in second language*

teaching and learning (vol. 2, pp. 523-538). New York: Routledge. **(single author, single editor)**

- Hunt, R. (1994). Speech genres, writing genres, school genres, and computer genres. In A. Freedman & P. Medway (Eds.), *Learning and teaching genre* (pp. 243-262). Portsmouth, NH: Boynton/Cook. **(single author, two editors)**
- Schwartz, B. D., & Sprouse, R. A. (1994). Word order and nominative case in nonnative language acquisition: A longitudinal study of (L1 Turkish) German interlanguage. In T. Hoekstra & B. D. Schwartz (Eds.), *Language acquisition studies in generative grammar* (pp. 317-368). Philadelphia: John Benjamins. **(two authors, two editors)**
- O'Grady, W., Kim, K., & Kim, C.-E. (2018). The role of salience in linguistic development: A contrarian view. In S. M. Gass, P. Spinner & J. Behney (Eds.), *Salience in second language acquisition* (pp. 64-86). New York: Routledge. **(multiple authors, multiple editors)**

(6) A Magazine or Newspaper Article

- Gardner, H. (1981, December). Do babies sing a universal song? *Psychology Today*, pp. 70-76. **(magazine article)**
- Lubin, J. S. (2000, December 5). On idle: The unemployed shun much mundane work. *The Wall Street Journal*, pp. 2, 25. **(newspaper article)**

(7) A Report

- Newport, E. L. (1975). *Motherese: The speech of mothers to young children* (Tech. Rep. No. 53). San Diego, CA: University of California, Center for Human Information Processing.
- Gottfredson, L. S. (1980). *How valid are the reinforcement pattern scores?* (Report No. CSOS-R-292). Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools. (ERIC Document Reproduction Service No. ED 182 465)

(8) Proceedings of Meetings and Symposia

- Wells, C. G. (1984). Lexical-grammatical features of child language. In B. Meyer (Ed.), *Proceedings of the Fourth International Symposium on Child Language* (pp. 83-92). Vancouver, British Columbia, Canada: Mitchell Press. **(published proceedings)**
- Michaels, J. (1989, June). *Communication strategies and learning strategies revisited*. Paper presented at the 1989 Summer Conference of the Korea Association of Teachers of English, Pusan, Korea. **(unpublished proceedings)**

(9) A Doctoral Dissertation or Master's Thesis

- Kevins, G. M. (1981). *An analysis of ESL learners' discourse patterns*. Unpublished doctoral dissertation, McGill University, Montreal.
- Ryeson, J. F. (1983). *Effective management training: Two models*. Unpublished master's thesis, Clarkson College of Technology, Potsdam, NY.
- Pendar, J. E. (1982). Undergraduate psychology majors: Factors influencing decisions. *Dissertation Abstracts International*, 42, 4370A-4371A. (University Microfilms No. 82-06, 181)
- Foster, M. E. (1982). An analysis of the relationship between preservice teacher training and directed teaching performance (Doctoral dissertation, University of Chicago, 1981). *Dissertation Abstract International*, 42, 4409A.

(10) Internet Resources

- Gonglewski, M., Meloni, C., & Brant, J. (2001). Using E-mail in foreign language teaching: Rationale and suggestions. *The Internet TESL Journal*, 7(3). Retrieved on March 05, 2019, from <http://iteslj.org/Techniques/Meloni-Email.html>

3) Tables and Figures

Tables and figures should be completely understandable, independent of the text. Each table and figure must be mentioned in the text.

- (1) The title (placed in the center above the table or the figure) is consecutively numbered with Arabic numerals.
- (2) The numberings and headings of tables and figures should be presented in bold-face. "TABLE" and "FIGURE" should be all capitalized.
- (3) Major words in the headings of tables or figures should begin with capital letters. Do not use "< >" in headings or texts.
- (4) In the table, the heads (usually placed in the first row) are center aligned in the cell while the leftmost columns are left aligned.
- (5) The numbers in the cell are centered under the heads and decimal aligned.
- (6) If you put sentences or paragraphs in the cell, the text should be justified.
- (7) Do not include vertical lines and limit the use of horizontal lines to the minimum. Use a double line for the first horizontal line and use plain single lines for the rest.
- (8) Notes for tables such as general, specific, and probability notes must be placed below

the table in that order as shown in the following two examples.

(9) One line space should be placed above and below each table and figure.

TABLE 1
Importance of English for Desired Future Career

Group	LS	SS	RS	WS	<i>M</i>
Restaurant or hotel (in Korea)	4.13 ^a	4.18	3.46	3.38	3.79
Restaurant or hotel (Abroad)	4.78	4.72	4.17	4.00	4.42
Graduate school (in Korea)	4.08	4.42	3.83	4.25	4.15
Graduate school (Abroad)	4.67	4.71	4.10	4.05	4.38

Note. LS = listening skill; SS = speaking skill; RS = reading skill; WS = writing skill; *M* = mean of the four language skills

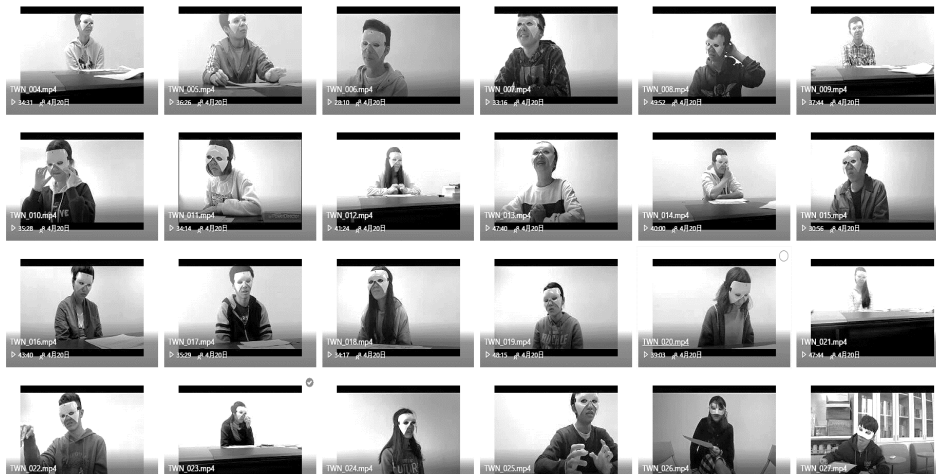
^aRatings are on a 5-point Likert scale from 1 (not important at all) to 5 (very important).

TABLE 2
Use of Devices While Reading

Variable	Level	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
Use of dictionary	Basic	2.238	0.650	1.929	.055	0.25
	Intermediate	2.066	0.707			
Use of translator apps	Basic	1.754	0.776	2.245*	.026	0.29
	Intermediate	1.528	0.745			
Use of the Internet	Basic	1.912	0.645	1.596	.112	0.20
	Intermediate	1.774	0.680			

* $p < .05$

FIGURE 4
Video Files Available Online



Source: Ishikawa, S. (2019). The ICNALE Spoken Dialogue: A new dataset for the study of Asian

learners' performance in L2 English interviews. *English Teaching*, 74(4), 153-177.

4) Others

- (1) The dash should be presented as “—” (em dash) rather than double hyphen “--,” and the “_” (en dash) symbol should be used to indicate a span or range of numbers, dates, or time.
- (2) A new line in the main text should begin with letters, not with symbols or punctuation marks such as dashes or hyphens. For example, if a hyphen starts a new line, it needs to be moved to the previous line.
- (3) Examples of English words and sentences should be italicized.
- (4) Korean must not be used in English manuscripts—for the references, title, or any other information; English should be used or Korean should be romanized.

5. Other Important Guidelines

- 1) When a Korean author's name is romanized, the first name needs to be placed before the last name (e.g., Kil-Dong Hong) for the title, cover, and table of contents; the last name is followed by a comma and the first name (e.g., Hong, Kil-Dong) for the abstracts.
- 2) The author is responsible for revisions of the manuscript for publication.
- 3) Publication of more than two single-author articles by the same writer in the same year is not allowed in principle. (Publication of two consecutive articles by the same writer in the same year is not allowed.)
- 4) The expenses for article publication will be paid by the paper contributors. The author of the published article will receive two complimentary copies of *English Teaching*. Article publication charges may be waived for articles with authors based in countries outside the Republic of Korea, especially in developing countries. For more information on article publication fees, visit KATE homepage or contact the editor.
- 5) A certificate verifying that the paper will be published in *English Teaching* can be issued upon request, after the final decision for publication is made by the editorial board.