JALL article template [title style, sentence case]

First A. Author , Second B. Author and Third C. Author [author name style, leave dummy entries for blind refereeing]

Learning Skills Unit, University X, City Name State X000, Australia [author address style]

Email: f.author@uq.edu.au, s.author@uq.edu.au and t.author@uq.edu.au [author email style]

Another D. Author [author name other institution style]

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(Received Date Month Year; Published online Date Month Year) [JALL Editor to complete.]

Type your abstract here. 250 words maximum. [abstract style]

**Key Words:** abstract, format. [key words style]

# Using this article template [Heading 1 style, numbered, sentence case]

Authors wishing to submit an article to JALL are strongly urged to use this template to prepare their manuscript. It is recommended that you make two copies of this file, one to keep as a reference (either as a hard copy or in electronic form), the other in which to prepare your manuscript. The following instructions are for those authors not familiar with using predefined styles.

* Styles for pretty much anything you might wish to do have been predefined. To see these and to have them ready to use, go to the “Format” menu and click on “Styles and Formatting”. In some cases, some further formatting may be required to be done manually.
* To apply a style to a block of text, either before you start typing or after you have finished typing, click anywhere in the block of text (or select the text), then click on the name of the required style in the “Styles and Formatting” window. **[This is a “bulleted list” style.]**
* Authors, please do not enter any text into headers and footers.
* Note that there is no need to hit the “enter/return” key twice to put gaps between para-graphs as the paragraph style already incorporates a space between paragraphs.

# General formatting requirements

* It is expected that the typical article will be from 4000 to 8000 words including in-text references, but not including the reference list. Articles longer than this will be considered if their length is justified.
* Use APA 7 referencing (see section 4) and curly double quotation marks.
* JALL uses “double blind” reviewing, so make an initial submission:
	+ with dummy entries in the author details section;
	+ with in-text citations to any previous work by the author(s) in the form, “Author (date) has argued previously that …” or equivalent, and
	+ leave out references by the author(s) in the reference list.

Other examples of commonly used formats:

Body text in “Normal” style. Paragraphs are not indented, and paragraph breaks are built into the style, so a double enter/return is NOT required between paragraphs.

## Second level heading [Heading 2 style in sentence case]

Third level heading [Heading 3 style in sentence case]

* Bulleted list style [bulleted list style]
* …
1. This is a numbered list. This is a numbered list. This is a numbered list. This is a numbered list. [numbered list style]
2. Etc. etc.

[block quotation style for block indented quotations of 40 or more words, no quotation marks required around these]

**Table 1.** Table title. Please place tables and figures within the body of the text, not at the end of your article. Refer to in text as “Table 1”. [Table title style]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | mg hr-1\* | mg | mg2 | Unitless\*\* | other | No answer |
| *dD*/*dt* | 84 | 6 | – | 2 | 3 | 13 |
| 100 [Table left column style] | 10 [Table column style] | 74 | – | 6 | 6 | 12 |
| -0.01*D*2 | 14 | 35 | 26 | – | 13 | 20 |

\* The correct units for each term. [Table footnotes style]

\*\* That is, the indicated quantity is a pure number which does not have any units.

Refer to figures in the text using their labelling and without abbreviation: (Figure 1) or (see Figure 1) or “As can be seen from Figure 1, …”.

**Figure 1.** Number of downloads versus article ID number (articles are numbered sequentially upon receipt) suggests that the number of downloads grows at slightly better than linearly with time. [figure caption style]

# Acknowledgements [Heading 1 style, not numbered]

In this section, acknowledge any help or support you received from persons or organisations, including editorial and anonymous reviewer help, which do not meet the criteria for co-authorship. For initial blind reviewing, use dummy entries like X for persons’ names.

# Declarations [Heading 1 style, not numbered]

1. **Ethics approval**: If the research involved human subjects, state what ethics approval was granted in a blinded format for initial submission.
2. **Competing / conflict of interests:** Either state: “The author declares no conflict of interest”, or note any funding or other support that might potentially lead to a conflict of interest.
3. **Use of Generative AI:** If generative AI was used to help prepare the manuscript, state the tool used, describe how it was used, and include the statement: “The authors have reviewed all content and wordings created by the generative AI tool(s) used, edited this content as needed, and take full responsibility for the content of the publication.” See also [JALL’s Generative AI use policy](https://journal.aall.org.au/index.php/jall/about/submissions/) for further details.
4. **Copyright on teaching materials if included**: If the manuscript contains teaching materials, consult your institution’s intellectual property policy to determine whether you or your institution holds copyright over that material. If your institution holds the copyright on the teaching material, this must be acknowledged: “Note that the copyright in the teaching materials provided on page X is held by <Institution name>.” For initial blind reviewing, use X in place of your institution’s name.

# Appendix A. Title of appendix [Heading 1 style, numbered A, B, C, …]

# References [Heading 1 style, not numbered]

Please use [APA 7](https://guides.library.uq.edu.au/referencing/apa7) referencing. [References style]

# The JALL submission process

Initial submission

1. To be able to submit, the corresponding author must be registered with the journal. To do this, go to the journal’s homepage at <http://journal.aall.org.au/index.php/jall/>, click on REGISTER at the top of the page and complete the form. Be prepared to supply a username and password.
2. Once registered, log in to the journal from the homepage (the log in fields are on the right hand side of the homepage) and then click on the Author link. This will take you to a page where you can: (i) follow the progress of your submissions through the editorial process, or (ii) submit a new paper by clicking on CLICK HERE TO START THE SUBMISSION PROCESS and filling in the forms and uploading your manuscript file.
3. If submitting an article for the biennial AALL conference, in Step 1 of the submission process, note in the “Comments to Editor” box that this is a conference paper submission.

## Viewing referee reports on the journal website [only the author who submitted the manuscript can do this]

1. Log in to the journal.
2. Click on the title of the manuscript.
3. Click on the links to the referee reports. These can then be saved and sent to co-authors.

## Submitting a revised version

If you have been asked to “Resubmit for review”, then your revised paper should continue to be “blinded”. If, however, only minor revisions have been asked for (“Revisions required”), then your revised paper can be “unblinded” at this stage (i.e. insert author names and addresses, together with in-text and reference list references to previous works by the author(s)).

To submit a revised version, the author who made the original submission should:

1. Log in to the journal.
2. Click on the title of the manuscript.
3. To upload a revised manuscript and correspond with the Editor about how you have addressed the referees’ comments, click on “REVIEW” just under the manuscript heading near the top of this web page.
4. In the “Revisions” section:
	1. use the “Upload File” link to upload your revised version as “Article text”.
	2. use the “Upload File” link again to upload a file, this time as type “Other”, where you describe your responses to reviewer and editorial feedback.
5. Correspond with the relevant editor in the “Review Discussions” section. Select either “Add discussion” or click on an existing discussion thread and click on “Add message”.

Note that for co-authored papers, the system only lets the author who originally submitted the paper to do the above things. Presumably this is to ensure that there are not any mix ups between authors about who has done what.

# APA 7 referencing

Examples of in-text referencing

General reference to a work or works:

* A common result from many studies of X has been that … (Johnson, 1984, as cited in Brown, 2007; Jones, 1991, 1995a, 1995b, in press; Smith & Green, 2004; Yang et al., 2005).
* Yang and Peng (2003) have argued that … [Note that for two authors there is no comma before the “and”].
* Tang et al. (2002, 2003) have investigated whether … [For three or more authors, only provide the first author’s family name and use “et al.” for the rest.
* J. D. Smith (2001) and D. E. Smith (2003) have also found … [Use initials for authors with same family name even if years of publication are different.]

Direct quotation or reference to a specific part of a work:

* Simons (2002) has described this process as being one of “…” (p. 36). [For quotations less than 40 words long. Note that (p. 36) goes before the full stop.]
* This process has been described as being one of “…” (Simons, 2002, p. 36).
* In contrast, Yang (2001, chap. 3) has argued that <summary of argument>.
* To understand the huge gender imbalance in the physics community, Wertheim (1995) has argued that it is necessary to recognise that:

Science is not just driven by practical needs and desires, but also by psychological need and desires. If we are to understand the evolution of physics we cannot just look at the history of its theories, we must also look at the psychology of its practitioners. We must go beyond intellectual history and also explore the emotional forces impacting on the community of physicists. (p. 12)

[For quotations 40 or more words long, separate from the main text and use the block quotation style. Note that (p. 12) in this instance goes *after* the final full stop. No quotation marks are needed around the quotation.]

For electronic sources which do not provide page numbers, state what number paragraph after the immediately preceding heading the quotation comes from using “para.” or ¶.

* … “…” (Jones, Results section, para. 2) or … “…” (Jones, Results section, ¶ 2).

Citing a group or organisation author which is readily identified by its abbreviation:

* … (Australian Government Publishing Service [AGPS], 1994). [First citation.]
* … (AGPS, 1994, p. 56). [Subsequent citation.]

Otherwise, continue to cite the group author in full.

“When a work has no author, cite in the text the first few words of the reference list entry (usually the title) and the year. Use double quotation marks around the title of an article or chapter, and [italics] for the title of a periodical, book, brochure, or report:

* … on free care (“Study Finds,” 1982)
* The book *College Bound Seniors* (1979) …” (Publication Manual of the APA, 4th ed., p. 171.)

Personal communication:

* F. Rohrlich (personal communication, November 15, 2007) stated that measurements of X had revealed Y.

## Reference list [use the References style]

**Book:**

Grillier, J., & Goerke, V. (2006). *The communication skills toolkit: Unlocking the secrets of tertiary success*. Thomson Learning. [Notes: (i) comma after first author’s name even when only two authors and title is in sentence case; (ii) Place of publication no longer required. (iii) Provide DOI or web address if available.]

Reid, G. (2003). *Dyslexia: A practitioner's handbook* (3rd ed.). Wiley.

**Chapter in edited book:**

Webb, J., Zhang, C., & Sillitoe, J. (2002). Guiding students at the change fulcrum: Did we make a difference? In J. Webb & P. McLean (Eds.), *Academic skills advising: Evaluation for program improvement and accountability* (pp. 105-132). Victorian Language and Learning Network. [Note that the editors’ names are not reversed.]

**Journal article, journal paginated by volume (no issue number required) and DOI is available:**

Hendricks, M., & Quinn, L. (2000). Teaching referencing as an introduction to epistemological empowerment. *Teaching in Higher Education, 5*, 447-457. <https://doi.org/10.1080/713699175> [Note: Journal title capitalised; no full stop after DOI.]

**Journal article, journal paginated by issue (issue number required), and from electronic source when DOI is not available:**

McKillup, S., & McKillup, R. (2007). An assessment strategy that pre-empts plagiarism. *International Journal for Educational Integrity, 3*(2), 18-26. Retrieved from <http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/163/131> [No retrieval date necessary since it is the final form of the article.]

**Daily newspaper article, no author**

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). The Washington Post, p. A12. Retrieved from <https://www.washingtonpost.com/archive/politics/1993/07/15/new-drug-appears-to-sharply-cut-risk-of-death-from-heart-failure/a2bdd25e-0963-4c22-8062-a95d4db1e0e3/> [In-text citation: (“New Drug”, 1993).]

**Article in conference proceedings:**

Grierson, J. (1996). Revisiting process and product debates in one-to-one teaching of writing. In K. Chanock, V. Burley, & S. Davies (Eds.), *Proceedings of the Language and Academic Skills Conference in Higher Education 1996* (pp. 106-113). The Language and Academic Skills Unit, La Trobe University.

Santhanam, E., Ballantyne, C., Mulligan, D., de la Harpe, B., & Ellis, R. (2000). Student questionnaires and teaching evaluation: Cutting the cloth to fit the purpose. In A. Herrmann & M. Kulski (Eds.), *Flexible futures in tertiary teaching. Proceedings of the 9th Annual Teaching and Learning Forum, 2-4 February 2000.* Curtin University of Technology. Retrieved September 9, 2006, from [http://lsn.curtin.edu.au/tlf/tlf2000/
contents.html](http://lsn.curtin.edu.au/tlf/tlf2000/contents.html)

**Website (retrieval date only needed if website may change over time):**

Birkbeck, University of London. (n.d.). *Teaching students with dyslexia*. Retrieved July 2, 2007, from <http://www.bbk.ac.uk/disability/resources/dyslexia>

Clifton, M. (n.d.). *Peer Editing*. Retrieved June 7, 2005, from the Kent State University, Department of English Website <http://dept.kent.edu/english/graduate/gatf/peer_editing.htm>.

Department for Children, Schools and Families. (2004). *A framework for understanding dyslexia*. Retrieved February 7, 2008, from <http://www.dfes.gov.uk/readwriteplus/understandingdyslexia/>

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