

## EXAMPLES: TITLE, ABSTRACT, CITATIONS, & REFERENCES

### 1. Title

#### **Assessing Readiness of Language: Education Majors at XYZ University to Take the GACE Content Exam**

(Title does not include identifying information about authors or their institutions)

### 2. Abstract

**Abstract** (Statement of 75 to 100 words summarizing article)

*Ten of the 13 states in the Southern Conference on Language Teaching (SCOLT) region require the GACE Content Exam (or Praxis II Exam) for teacher licensure in French, German, or Spanish. Perceptions of high failure rates on this exam at the researchers' institution call into question the quality of their teacher education program. The researchers find required tasks and performance levels unaligned with the expectations for beginning teachers established by the American Council on the Teaching of Foreign Languages (ACTFL). After describing each section of the exam, this article offers strategies to prepare students for the tasks required and ways to assess student readiness to take the exam.*

### 3. Citations

**Background** (Sample passage of text & examples of APA format of citations)

Most states within the Southern Conference on Language Teaching (SCOLT) have adopted the Praxis II Exams as licensure instruments for prospective teachers of French, German, and Spanish. For state departments of education, the Praxis II Series has become an attractive and practical alternative to state-generated licensure exams because Educational Testing Service (ETS), a professional test development company based in Princeton, New Jersey, assumes responsibility for test development and administration, along with liability for legal issues. An additional benefit to states and teachers is licensure reciprocity among states requiring the Praxis II Exams. Unfortunately, however, the media report that prospective foreign language teachers, especially in the field of Spanish, fail the exam in alarming numbers and must often repeat the exam multiple times (Cumming, 1998). Test takers and teacher educators respond that the expectations of the component tests surpass reasonable levels of professional knowledge and skill for beginning teachers.

[Insert Table 1 here]

**Table I** (Example of table with APA citation format and retrieval date of URL)

**Comparison of Component Tests and Passing Scores by States in SCOLT Region**

State	French Tests and Passing Scores	German Tests and Passing Scores	Spanish Tests and Passing Scores
Arkansas	Content Knowledge 158 Productive Skills 167		Content Knowledge 155 Productive Skills 141
Georgia	Content Knowledge 156 Productive Skills 169	Content Knowledge 156 Productive Skills 182	Content Knowledge 160 Productive Skills 159
Louisiana	Content Knowledge 156	German Test 500	Content Knowledge 160

Information retrieved and compiled from <[www.ets.org/praxis/prxstate.html](http://www.ets.org/praxis/prxstate.html)>, November 1, 2003 (Educational Testing Service, 2003b).

**4. References**

Use a “hanging indent” of five spaces. If problems occur, simply do not indent, as in final example below, but do not use the space bar or tab to format references.

**Include the most recent retrieval date of electronic references.**

American Council on the Teaching of Foreign Languages (ACTFL). (2002). Program standards for the preparation of foreign language teachers (Initial level—undergraduate and graduate: For K-12 and secondary certification programs). Yonkers, NY: ACTFL. Retrieved January 2004, from <http://www.actfl.org/public/articles/ncate2002.pdf>

**Citation for the World Readiness Standards/ National Standards for Foreign Language Learning**

The National Standards Collaborative Board. (2015). *World Readiness Standards for Learning Languages: 4th Ed.* Alexandria, VA: Author.

**Citation for Dimension**

Kemp, J. (2020) University students’ experiences in Spanish heritage language programs in the Midwest. *Dimension*, 55, 35-63.