**First name last name TNR (Times New Roman)-12**

Affiliation TNR-11

**Title Times New Roman; Size-14**

**Centered, Boldface, Uppercase and Lowercase**

Line Spacing: 1.5 space

Abstract

Single spaced text TNR-10 text text text text text text tex text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text.

*Keywords*:text text text text text text no period at the end

**Heading 1. (First level of heading, the most important sections) TNR-12 Centered, Boldface, Uppercase and Lowercase Heading**

**(The first part of the article is assumed to be the introduction, hence it should not carry a heading Introduction)**

Indented text 1.5 space. Text text text text text text text text text text text text text text text text text text text text text text text text text text text (Author 1 & Author 2, year).

**Heading 2. (Second level of heading, subsections) TNR-12 Left-aligned, Boldface, Uppercase and Lowercase Heading**

Indented text 1.5 space. Text text text text text text text text text text text text text text text text text text text text text text text text text text text (Author 1 & Author 2, year).

**Heading 3. (Third level of heading, subsections of subsections) TNR-12. Indented, boldface, lowercase heading with a period.** Begin body text after the period. As Author (year) explains…Text text text text text text text text text text text text text text text text text text text text text,

block quote if longer than 4 lines TNR Size-12 text text text text text text text text text text text text text text text text text text text text text text text text text text text text text text period before brackets. (Author et al., year, p./pp. 12–14)

Text text text text text text text text text text text text text text text text text text text text text in in-text citations period after brackets (Author, year, p. 12).

***Heading 4. TNR-12.*** ***Indented, boldface, italicized, lowercase heading with a period.*** Begin body text after the period. Begin body text after the period. text text text text text text text text text text text text text text text text text (Figure 1).

*Heading 5. TNR-12.* *Indented, italicized, lowercase heading with a period.* Begin body text after the period. Text text text text text text text text (Table 1). Each table and figure must be referred to in the text text text text text text text text text text text.

**Tables and Figures**

Tables and Figures, if they are considered essential, should be clearly related to the section of the text to which they refer. In the text, mark the places where the figures should be placed by such remarks as “Figure 1 near here”, and include all your figures in a separate file, together with their captions.

Copyright material: it is the author/editor's responsibility to obtain permission from the author and/or publisher of any material that has previously been published.

 For more examples consult APA Manual or https://owl.english.purdue.edu/owl/resource/560/19/

*Figure 1.* Title below the figure TNR-12 Period at the end.

*Note*: **1 –** text; **2 –** text; **3 –** text.

Table 1

*Title of the table TNR 12, italicized with no period at the end*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Headline TNR-10 | Headline | Headline | Headline | Headline | % |
| text |  |  |  |  |  |
| text |  |  |  |
| text |  |  |  |  |  |
| text |  |  |  |

**In-text citations (examples):**

**Author’s name and date in brackets:**

The experience of critical incidents and effective reflection upon them allows teachers to control their classroom actions more consciously and create critical events (CE’s), which were described earlier as intended, planned and controlled (Woods, 1993).

Woods (1993) believes that critical events are structured and occur in well-defined staged of conceptualization . . .

**Two authors:**

(Ballantyne & Packer, 1995)
As Ballantyne and Packer (1995) demonstrate …

**Three authors:**

(Barker, Callahan, & Ferreira, 2009)

**Subsequent use:**

(Barker et al., 2009)

**Six authors or more:**

Lorenz et al. (1998) argued...

(Lorenz et al., 1998)

**Authors whose last names are the same:**

(D. Francis, 1985; H. Francis, 2004)

**Online sources (unpaginated), provide paragraph or section title instead:**

(Peterson & Clark, 1978, para. 4)
(Moss, Springer, & Dehr, 2008, Discussion section, para. 1)

**No author, provide shortened title:**

(“Primary Teachers Talking”, 2007)
(*Reflective Practice*, 2005, pp. 12−25)

**Secondary citations:**

Smith (as cited in Maxx & Meyer, 2000) noted that “there is . . . .”

**Citation within citation:**

As it has been noted that “there is no relevance . . . (Smith, 2005)” (Maxx & Meyer, 2000, p. 129).

**& vs. and:**

As Smithson and Stones (1999) demonstrated. . .

. . . as has been shown (Smithson & Stones, 1999) . . .

**References**

**Selected examples (for more consult APA manual):**

**Book: one author:**

Goldberg, A. (2006). *Constructions at work*. Oxford: Oxford University Press.

**Book, two authors and more:**

Jarvis, S., & Pavlenko A. (2008). *Crosslinguistic influence in language cognition.* London: Routledge.

**Translated book:**

Freud, S. (1960). *Jokes and their relation to the unconscious*. (J. Strachey, Trans.). London, England: Routledge & K. Paul. (Original work published 1905).

**Edited book:**

Flowerdew, J., Brock, M., & Hsia, S. (Eds.). (1992). *Second language teacher education.* Hong Kong: City Polytechnic of Hong Kong.

**Chapter in an edited book:**

Goldberg, A., & Casenhiser, D. (2008). Construction learning and second language acquisition. In Robinson, P., & Ellis, N. C. (Eds.), *Handbook of cognitive linguistics and second language* acquisition (pp. 197–215). New York and London: Routledge.

**Article in a journal:**

Hammarberg, B. (2010). The languages of the multilingual. Some conceptual and terminological issues. *International Review of Applied Linguistics in Language Teaching, 48*, 91–104.

**Article online:**

Tully, K., & Bolshakov, V. Y. (2010). Emotional enhancement of memory: How norepinephrine enables synaptic plasticity. *Molecular Brain,* 13 May. Retrieved from http://www.molecularbrain.com/content/.

Bakker, A. B., Hakanen, J. J., Demerouti, E., Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274–284. doi:10.1037/0022-0663.99.2.274.

**Magazines online:**

Miller, G. (2014, September 4). Cinematic cuts exploit how your brain edits what you see. *Wired.* Retrieved from <http://wired.com/>.

Smith, A. (2007, June 12). Dying languages. *The Western Star*. Retrieved from http://www.thewesternstar.com/.

**Blog:**

Palmer, P. (2001). Now I become myself. *Yes Magazine,* blog post, 31 May. Retrieved from <http://www.yesmagazine.org/issues/working-for-life/now-i-become-myself>.

**E-books:**

Bolande, V. U. (1981). *On the psychology of humor.* Retrieved from
      http://www.uflib.ufl.edu/ufdc/UFDC.aspx?n=palmm&c=psa1&m=hd2J&i=45367.

**Conference proceedings:**

Souleles, N., & Pillar, C. (Eds.). (2014). Proceedings from the *First International Conference on the Use of iPads in Higher Education*. Paphos: Cyprus University of Technology.

**Doctoral dissertation:**

Churchwell, J. (2005). Becoming an academic: Factors that influence a graduate student’s identity commitment (Doctoral dissertation). University of Michigan, Ann Arbor, MI.

Reachel, L. H. (2001). *Native languages and toponyms: Origins, meaning, and use* (Doctoral dissertation). Available from ProQuest dissertation and theses database. (Document ID 1964749161).

**Summaries after References**

Non-Polish Authors

First name last name

**Title of the article in English**

Summary

Indented text of the summary in English.

Polish Authors

First name last name

**Title of the article in Polish**

Streszczenie

Indented text of the summary in Polish.