**NTU Journal of Teaching Chinese as a Second Language[[1]](#footnote-1)**

**Style Sheet**

**Abstract (18pt, Bold)**

This is the layout specification and template definition for a full paper to be submitted to NTU Journal of Teaching Chinese as a Second Language. Please use a MS-Word® format file (A4 format) when preparing your full-paper submission. The full paper may not include more than 35 pages in English or 25,000 Chinese characters. Please send the submission to ntutcsljr@gmail.com.

As the journal adopts a double-blind reviewing policy, the authors need to ensure that the submissions are prepared in a way that does not disclose their identity in the main text, footnotes, citations, references, acknowledgements, document properties, or any running header. Submitted documents that do not remove such features will be returned to the authors for correction before review. Once accepted, the authors can add back information previously removed due to the double-blind reviewing policy.

**Keywords:** error analysis, second language acquisition, teaching of synonyms in Mandarin

1.Introduction

**NTU Journal of Teaching Chinese as a Second Language** is a peer-reviewed, biannual journal, published by the [Graduate Program of Teaching Chinese as a Second Language](https://www.google.com/url?q=https%3A%2F%2Fwww.tcsl.ntu.edu.tw%2F&sa=D&sntz=1&usg=AFQjCNHG1bbQy6DVrNand3muljNe9N_4Hw) at National Taiwan University, Taiwan. The journal welcomes articles using corpus-based analytical techniques as well as experimental methods to address a range of issues in the teaching and learning of Mandarin Chinese as a Second Language. Topics of interest include, but are not limited to, the following: corpus linguistics, cognitive linguistics, language pedagogy, and language acquisition.

2. Page layout and style

Authors should observe the following rules for page layout. A highly recommended way to meet these requirements is to use a given template and check details against the corresponding example file.

**2.1. Basic layout features**

The paper may not include more than 35 pages in English or 25,000 Chinese characters. Margins of the paper should set at least 20 mm (left/right), 25mm (top/bottom, except headers/footers). Indent the first line of every paragraph one- half inch. The main content should be justified paragraphs.

**2.2. Fonts**

Please use Times New Roman as the main font of the paper. For Chinese words, we accept 新細明體 (PMingLiU) and 標楷體 (DFKai-SB). If the author would like to use mono-spaced fonts to present the transcript materials, Courier New ‘Courier New’, Consolas ‘Consolas’, and Inconsolata ‘Inconsolata’ are recommended fonts. The font size is 12pt for the main content.

**2.2.1 Headings**

The font size for section headings is 16pt, for sub-headings are 14pt/12pt/12pt. The headings should be centered in boldface with the first word capitalized and the rest of the heading in lower case. Sub-headings appear like major headings, except they start at the left margin in the column.

**2.3. Figures**

All figures must be centered. Figure captions should follow each figure and have the format given in Fig. 1. Please insert blank lines between examples and paragraphs. The width of the figures must be under 13 cm. Please note that the color figures will be adjusted to grey scale when presented in hard print.



Fig. 1 The figure caption

**2.4. Tables**

An example of a table is shown in Table 1. Different styles are allowed according to the type and purpose of the table. The caption text must be above the table. Please insert blank lines between tables and paragraphs. The width of the tables must be under 13 cm. Please note that the color tables will be adjusted to grey scale when presented in hard print.

Table 1 The six words of the “retroflex” group

|  |  |  |
| --- | --- | --- |
| FORMAT | SIZE (MM2) | ASPECT RATIO |
| A4 | 210 × 297 | 1.414 |
| B5 | 182 × 257 | 1.414 |
| LEGAL | 216 × 356 | 1.647 |
| LETTER | 216 × 297 | 1.294 |

* 1. **Examples**
1. Examples should be numbered in Arabic numerals (1, 2, 3, etc.) in parentheses throughout the paper. Sub-examples in small-case English alphabets.
2. Insert one space line between examples/rules and adjacent texts. No space is needed between consecutive examples or rules.
3. Phonetic transcription must be in Unicode font (e.g. SILDoulos, IPAPANNEW, STEDTU). To maintain the format, please use Tab and not Space in examples and tree diagrams.
4. Examples should not be indented and should be presented as shown below, and please do not use the auto numbering system.

Sample:

1. a. At the gate stood a stranger.

b. Ten years ago, scientists worked on this research.

1. References to examples in the text should take the form “(1), (1a), (1a–d), (1)– (3)” with both number and letter in parentheses.
2. Examples in languages other than English should include the following information:
i. Language name (if needed)

ii. Transcription (capitalize the first letter if it is a sentence and end it with a period)

iii. Gloss

iv. English translation

v. Source (if indicated)

1. Linguistic examples with interlinear glossing should be presented according to the following rules (see the [The Leipzig Glossing Rules](https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf) for details).
2. Word-by-word alignment (flush left)

ii. Morpheme-by-morpheme correspondence (use of hyphen ‘-’)

iii. One-to-many correspondences (use of dot ‘.’)

iv. Grammatical markers in glosses should be presented in small capitals. Samples:

(4) \*Dui, wo [shi [zuoye] T] xiewan-le.

yes I EMP homework write-PERF

‘I wrote the homework.’

(5) siastr-yn-y malunk-i

sister-POSS-M.PL.NOM picture-M.PL.NOM

‘the sister’s pictures’

(6) Zhangsan geng guanxin ni.

Zhangsan even.more care.about you

‘Zhangsan cares more about you.’

Acknowledgements

Acknowledgements are not necessary but it could be combined in the Afterword before Appendix at the very end of the article.

Abbreviations

Refer to [The Leipzig Glossing Rules](https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf) for more details. Display the morpheme abbreviations in small capitals, regular abbreviations in regular upper-case, see below.

acc accusative (morpheme abbreviations)

DOR Direct Object Restriction (regular abbreviation)

EPP The Extended Projection Principle (regular abbreviation)

nom nominative (morpheme abbreviation)

Appendix

If there are two or more appendices, name them by Appendix A, Appendix B and so on.

References

* Basic rules
1. List the references by author’s last name’s alphabetic order. References by the same author is listed by early to later chronological order. There is no extra blank line between each reference.
2. Use “&” instead of “and” when listing multiple authors of a source.
3. The first line of the reference list entry is left-hand justified, while all subsequent lines are consistently indented.
4. Capitalize only the first word of the title and of the subtitle, if there is one, plus any proper names – i.e. only those words that would normally be capitalized.
5. *Italicize* the title of the book, the title of the journal/serial and the title of the web document.
* The following are the details for common types of references:
1. Books

Hadley, A. O. (1993). *Teaching language in context*. Boston, Mass: Heinle & Heinle.

1. Chapter in an edited book

Zhuo Jing-Schmidt (2019). Grammatical Constructions and Chinese Discourse. In Chris Shei (Eds.), *The Routledge Handbook of Chinese Discourse Analysis* (1st ed., pp.102-115). London: Routledge.

1. Serial/journal articles

Danjie Su & Hongyin Tao (2018). Teaching the Mandarin utterance-final particle le through authentic materials. *Chinese as a Second Language Research, 7*(1), 15-45.

1. Conference paper

Chang, Li-ping. (2019, June). *The Production of Relative Clauses in L2 Chinese: A Corpus-based Study*. Keynote speech at the International Symposium on Diverse Approaches to Second Language Acquisition: Learner Corpora, Evaluation and Brain Sciences 2019, Tokyo University of Foreign Studies, Tokyo, Japan.

1. Thesis

Zhongyuan Williams (2013). *The Use of Multimedia Material in Teaching Chinese as a Second Language and Pedagogical Implications* (Master's thesis). Retrieved from https://scholarworks.umass.edu/theses/1016/

1. Internet sources

Al-Zumor, Abdol Wahid. (2003). *Apologies in Arabic and English: An Inter-Language and Cross-Cultural Study*. Retrieved May 13, 2007, from [http://www.lboro.ac.uk/departments/ea/politeness/apologiesinarabicande nglish.htm](http://www.lboro.ac.uk/departments/ea/politeness/apologiesinarabicande%20nglish.htm).

1. Footnotes: Times New Roman 10/single-spaced/ Please keep the same footnote on the same page. [↑](#footnote-ref-1)