



APA HEADINGS

Headings are used to differentiate between sections of a paper and are generally used when a paper has multiple sections and is long. Headings help the reader easily navigate through content and the writer organize his or her information.

LEVEL FORMAT

1. Centered, Boldface, Uppercase and Lowercase Headings
2. Left-aligned, Boldface, Uppercase and Lowercase Heading
3. indented, boldface, lowercase heading with a period. Begin body text after the period.
4. indented, boldface, italicized, lowercase heading with a period. Begin body text after the period.
5. indented, italicized, lowercase heading with a period. Begin body text after the period.

*The introduction section never gets a heading.

*How many headings you have depends on the length and style of the paper. Generally, longer papers will have more levels of headings.

EXAMPLE OUTLINE OF HEADINGS

L2 Acquisition, Philosophy, Principles, and Theories (title)

Second Language Acquisition (level 1)

Philosophy (level 2)

learners. (level 3)

cultures. (level 3)



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Strategy for Teachers (level 1)

Philosophy (level 2)

Methods (level 2)

principles. (level 3)

for the classroom. (level 4)

activities. (level 5)

EXAMPLE PAPER WITH HEADINGS

Here is what the above outline would look like when turned into a paper. It includes all five heading levels, **highlighted in blue.**

L2 Acquisition, Philosophy, Principles, and Theories

L2 acquisition has many principles that guide its practice. The most important principle is that “language is functional” for an ESL student. For language learning to be successful, students must be able to use verbal and written communication to express themselves in social contexts, interact with others, learn about the world, and meet their needs. This principle breaks from traditional language acquisition theories that treat vocabulary and grammar mastery as the most important foundations of successful language learning.

Second Language Acquisition

Philosophy

Many of the existing second language acquisition principles appear to have been built from the existing theories of language acquisition. The Contrastive Analysis Hypothesis (CAH) emphasizes the importance of positively reinforcing correct language skills, specifically grammar and pronunciation. It also states that the ELL’s native language will either “facilitate or hamper the learning of the sounds and the grammar of a new language” (Horowitz, 2013, p.27). If a student’s native language has many



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differences in grammatical patterns when compared to the target language, CAH believes that more reinforcement and corrections must be given to a student because he or she is more likely to make these types of errors while learning the target language (Horowitz, 2013).

learners. CAH provides language instruction based on knowledge of the ELL's native language, so this coincides with the L2 acquisition principle that emphasizes literacy in the native language will help a student develop the target language.

cultures. Contrastingly, cognitive learning theories stress the importance of meaningful learning, which “involves the connection of new material to the learner's existing knowledge” (Horowitz, 2013, p. 31). Therefore, these theories suggest that students must be able to understand what they are learning by relating new information to knowledge they already have stored in memory.

Strategies for Teachers

Cognitive learning theories go hand in hand with the L2 acquisition principle that insists language acquisition occurs when learners engage in social activities with opportunities to use the new language for a variety of communicative purposes. Learners will then be able to use language in a meaningful context at the same time that they will be faced with challenging content to advance their language acquisition skills.

Methods

Cognitive learning theories also appear to have influenced the principles that suggest language acquisition is the most successful when reading, writing, speaking, and listening are viewed as interdependent rather than processes that occur consecutively and independent of each other. Similarly, experience theories also follow the L2 acquisition principles, as they suggest acquiring a second language is done by direct experience with the target language (Horowitz, 2013), making functional use of language and promoting learning through meaningful interactions.



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principles. Social learning theories promote the use of language in functional ways and reflect the L2 acquisition principle that accentuates language as being a way to learn about cultural values, ideas, and norms. Additionally, sociocultural theories have guided the principles of integrating all language processes, learning culture through language, and the principles that emphasize development of language to use in a variety of situations so that a learner is not only successful in the classroom, but in the real world as well.

for the classroom. An important influence of sociocultural theories on the L2 acquisition principles is that these theories recognize that learners have a zone of proximal development (ZPD); the ZPD “refers to the distance between the kind of language learners are able to produce on their own and the language they can construct with the support of others through scaffolding” (Horowitz, 2013, p. 281).

activities. The ZPD appears to have influenced the principle that suggests language acquisition will take place during activities that provide the learner with exposure to challenging content. These theories also maintain that using and retaining the native language is important for a learner, which has guided the principle promoting bilingualism in educational programs.

