**Title in English: Capitalize All Words Except for Short Articles, Conjunctions, and Prepositions Fewer Than Four Letters**

XXX (Do not write your SURNAME, Name here for reviewing)

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**Abstract**

Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English. Articles should have an abstract up to 150 words in English.

**概要**

　英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。英語論文は，日本語でも300字程度の概要をつける。

***Keywords:*** keyword 1, keyword 2, keyword 3, keyword 4, keyword 5 (At least 3, up to 5)

**1. Introduction**

This is a template for authors who wish to write a manuscript for submission to LET関西支部研究集録. Use this template while referring to 投稿規程 (Rules for submission written in Japanese). The writing style of the manuscript should follow this template and the latest edition of the *Publication Manual of the American Psychological Association* (APA). Do not change the typefaces and font sizes shown in this template. Sections are separated by one blank line except when the section ends with a table or figure. Articles and practice reports should not exceed 25 pages including tables, figures, and references.

**2. Rules for Manuscript Preparation**

**2.1 Levels of Heading**

LET関西支部研究集録 uses three levels of heading. Table 1 shows the format.

**Table 1**

*Format for Three Levels of Heading in Language Education and Technology*

|  |  |  |
| --- | --- | --- |
| Level of heading | Format (example) | Note |
| 1 | **3. The Study** | period, upper case |
| 2 | **3.1 Purpose** | no period, upper case |
| 3 | **3.2.1 Classroom context and activity** | no period, lower case except the first word |

*Note*. A note should be added like this.

**2.2 Citing References in the Text**

References are cited in the text with an author-date citation system. They should be listed alphabetically on the reference list. The next paragraph is an example of reference in the text.

With the innovation and diffusion of information communication technology (ICT), the traditional CALL lab is no longer the only place where students are exposed to authentic resources for language learning (Taylor & Gisaki, 2003). Students now use new technology outside the classroom rather than inside (Warschauer, 2005). Warschauer (1998) thus asked for the reformulation of CALL and stated that “CALL is no longer adequate for framing considerations of how to best use technology in the language classroom” (para. 1). Kern (2006) also claimed to broaden the potential types of relationships between technologies and language learning. In the focus issue of *The Modern Language Journal* featuring the latest CALL studies, Lafford (2009), for example, stressed the importance of searching for a way to integrate technology into teaching practices in a given local context beyond “the prevailing drill-and-kill exercises for learning vocabulary and grammar” (p. 676). As a result, CALL has been moving from simple comparative research toward more integrative (i.e., holistic) studies on the use of technology and teaching practices in given local contexts: this has come to involve investigating the interconnectedness of technology, theory, and pedagogy in an integrative manner (Garrett, 2009). Taylor and Gisaki (2003) reported that …

**2.3 Tables**

Refer to Table 1 in this template for an example of a table. Each table should (a) carry a complete title placed directly above the table, (b) be numbered in sequence with Arabic numerals (e.g., Table 1), and (c) be included in the text.

**2.4 Figures**

Figures should be consecutively numbered with Arabic numerals in the order of their appearance. Figure 1 below is an example. The title of a figure should be placed directly above the figure, left justified in italic title case.

**Figure 1**

*A Schematic Representation of the CML*

**2.5 Terms**

**2.5.1 Bias-free language**

The term “participants” is preferable to “subjects” in some types of research. For further guidelines in detail to reduce bias in the paper, see APA 7th edition (2020, pp. 131–149).

**2.5.2 Anonymity in the review process**

To facilitate the blind review process, remove the author name(s) from the main text, the in-text citations, the reference list, and any running heads. Please replace the author’s name with “Author.” If there are multiple authors, please use Author 1, Author 2, and so forth. This rule does not apply to the names below the title of the paper (i.e., names on the first page). In the reference list, put “Author” at the beginning of the list, and when the paper is accepted, write your name in the correct position.

Manuscripts submitted without the author’s name(s) removed will be returned without review for alteration and resubmission.

**Acknowledgements**

Do not write individual names in acknowledgements until the paper is accepted. In the manuscript, keep them anonymous as follows: The authors would like to thank XXX for his advice on the earlier version of the manuscript.

**Notes**

1. Do not use footnotes but endnotes. The main difference between footnotes and endnotes is that footnotes are placed numerically at the foot of the very same page where direct references are made, while endnotes are placed numerically at the end of the paper on a separate page entitled Notes. Endnote numbers should be superscripted like this,1 consecutively in the text.

**References**

References must be in alphabetical order. All citations in the text should be in the references. An example of references is given below. DOI (Digital Object Identifier) or URL should be provided for all references where available. Note that an en dash (–) is used instead of a hyphen (-) or an em dash (―).

Author (2019). Do not include the title of your paper for the purpose of anonymity.

Arakawa, M., Ueki, Y., & Fuyuki, M. (2004). A spontaneous learning activation spiral education method utilizing Web-based coordinated education activation system *CEAS. Japan Journal of Educational Technology, 28*(4), 311–321. https://doi.org/10.15077/jjet.KJ00003730635

Bardovi-Harlig, K., Mossman, S., & Su, Y. (2017). The effect of corpus-based instruction on pragmatic routines. *Language Learning & Technology, 21*(3), 76–103. https://www.lltjournal.org/item/10125-44622/

Bax, S. (2003). CALL: Past, present and future. *System, 31*(1), 13–28. https://doi.org/10.1016/S0346-251X(02)00071-4

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Sage.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Mason, I., & Missingham, R. (2019, October 21–25). *Research libraries, data curation, and workflows* [Paper presentation]. eResearch Australasia Conference, Brisbane, QLD, Australia. https://bit.ly/2v1CjRg

Szabo, M., & Flesher, K. (2002). CMI theory and practice: Historical roots of learning management systems. In G. Richards (Ed.), *Proceedings of world conference on e-learning in corporate, government, healthcare, and higher education 2002* (pp. 929–936). AACE.

Warschauer, M. (2005). Sociocultural perspectives on CALL. In J. L. Egbert & G. M. Petrie (Eds.), *CALL research perspectives* (pp. 41–51). Lawrence Erlbaum Associates.