**Title in English: Capitalize All Words Except for 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 be within 10 to 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*

|  |  |  |
| --- | --- | --- |
| 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 |

**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.

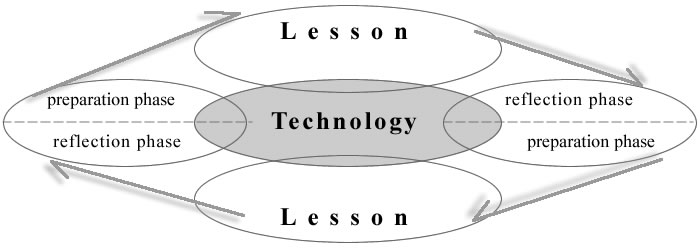
With the innovation and diffusion of information communication technology (ICT), the traditional CALL lab is no longer the only place where students are exposed to authentic resources for language learning (Taylor & Gisaki, 2003). Students now use new technology outside the classroom rather than inside (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 is an example. The caption (title) of a figure should be placed directly below the figure, center justified. Notice the first part of the caption (i.e., *Figure 1*) is italicized, and the title is a sentence with a period. This is because the caption serves not only as a title but also as an explanation of the figure.



*Figure 1*. This figure shows a schematic representation of the CML.

**2.5 Terms**

**2.5.1 Reduction of bias**

Consider avoiding terms such as an “experimental group” and a “control group.” Instead, we recommend a “treatment group” and a “contrast group.” The term “participants” is more preferable to “subjects” in some types of research. For further guidelines in detail to reduce bias in the paper, see APA 6th edition (2009, pp. 71–77).

**2.5.2 Anonymity in the review process**

To facilitate the blind review process, remove the author’s name 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 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. 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*, 311–321.

Bax, S. (2003). CALL: Past, present and future. *System*, *31*, 13–28. doi: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.). London: Sage.

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

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). Chesapeake, VA: AACE.

Thornton, P., & Sharples, M. (2005). *Patterns of technology use in self-directed Japanese language learning projects and implications for new mobile support tools*. Paper presented at the Proceedings of the 2005 IEEE International Workshop on Wireless and Mobile Technologies in Education.

Warschauer, M. (1998). *CALL vs. electronic literacy: Reconceiving technology in the language classroom*. Retrieved from http://www.cilt.org.uk/research/papers /resfor2/warsum1.htm

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