Proper nouns and first word only are capitalised: First subtitle word is also capitalised

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**Abstract**

The abstract should be a single paragraph of no more than 250 words. This should give the reader a good idea of what the study is about, its methodology, findings and implications. The abstract is crucial in attracting the reader’s attention and helping the editor’s decision, and is often the last part of the paper to be written.

**Keywords**:one; two; three; four; five; six (6 maximum; lowercase, separated by semicolons)

**1. Example header one**

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This template should contain most of the style requirements; for more about the aims and scope of the journal, or general scientific and methodological criteria, see the *ReCALL* homepage for [Instructions for Contributors](https://www.cambridge.org/core/journals/recall/information/instructions-contributors). Manuscripts should be submitted via the online system at <http://mc.manuscriptcentral.com/recall>.

The main text should be in Times New Roman size 12, single spaced, aligned left and right with margins of 2.5cm all round. Do not underline, but use *italics* for key points or language items (or, if absolutely necessary, **bold**). British or American English spelling is accepted provided it is used consistently throughout the paper.

The paper should be entirely anonymised until final acceptance. Please ensure that all references to the authors’ publications have been replaced by Author (Year) in the body of the text, and that the corresponding entry is included at the beginning of the references section (see below). Any other features that could identify the authors (e.g. academic affiliation, obvious URLs) should also be removed.

***1.1 Example header two***

All Figures and Tables should be included in the text, as well as Appendices, “About the author” notes, and all other material with the sole exception of “supplementary materials”. Please note that the entire paper should not exceed 8,000 words. Figures and Tables should be accompanied by a number and title on the preceding line, and should be referred to in the text (e.g. “Table 3” and not “see table below”).

Graphics and screen-shots should be included in the text (see Figure 1). Given limitations of space, we ask authors not to exceed 5 figures or the equivalent of one page; additional items can be published online as supplementary materials. To capture screenshots with a 300 dpi resolution (or close to 300 dpi), make your computer window full screen, zoom in even further on what should appear in the screenshot, and take the screenshot (either part of the screen or full screen). Open then an image editing program, paste the screenshot into the image editing program if stored in the clipboard or open the screenshot usually saved as a .png file. At this stage, do not attempt to zoom in further and use the image editing program to save the screenshot. It is the responsibility of authors to provide written permission for the reproduction of any graphics or screen-shots included with the paper.



**Figure 1.** Example header figure

Tables in MS Word format should be included as text in the paper itself, as here. Include a number and short title for each Table, with notes below it if necessary. Please keep formatting to a minimum, as in Table 1.

**Table 1.** Example header table

|  |  |  |
| --- | --- | --- |
| Field 1 | Field 2 | Field 3 |
| Row 1 | 1 | Description 1 |
| Row 2 | 2 | Description 2 |
| Row 3 | 3 | Description 3 |
| Row 4 | 4 | Description 4 |

*1.1.1 Example header three*

Please use no more than three levels of subheadings, as here. In many cases something approximating the standard IMRDC format will be appropriate: Introduction (and optionally Background research/state-of-the-art) concluding with clear research questions; Methods and limitations in appropriate detail; Results, whether quantitative or qualitative; Discussion which answers the initial research questions; Conclusions with clear implications and take-home message for the readership.

For citations, please avoid ‘op. cit.’ etc. Citation references should be given in parentheses in standard author-date form in the body of the text, e.g. Nocchi and Blin (2013); direct quotations in double inverted commas are always accompanied by the page number, e.g. (Thomas, 2012: 65–66). When a second or subsequent work by a particular author in the same year is cited, references should be distinguished by letters (a, b, c, etc.) placed after the date. When a work is written by three or more authors, all names should be given in the first citation, e.g. (Eck, Legenhausen & Wolff, 1995); in subsequent citations, the first name only should be given with *et al*. added, e.g. (Eck *et al*., 1995). For your own publications, please cite as Author (2017), and include as such at the start of the list of references.

Block quotes of more than about 3 lines or 40 words should be separated like this and indented 1 cm left and right, with no inverted commas. Add citation at the end. (Name, 2017: 54).

Do not use full stops in abbreviations: CALL not C.A.L.L., ICT not I.C.T., CEFR not C.E.F.R. First spell out the title in full followed by the abbreviation in brackets, e.g. the British National Corpus (BNC); thereafter refer to the BNC. To introduce a bullet-point list:

* Bullet
* Bullet
* Bullet

To introduce a displayed numbered list:

1. Number

2. Number

3. Number

**Conclusion**

The Conclusion section should briefly summarise the importance of the major findings and suggest further research. However, limitations may more appropriately be discussed in the Methodology or Discussion sections.

**Supplementary material** **(if relevant)**

*ReCALL* strongly encourages authors to provide supplementary materials which are non-essential to a straightforward reading of the paper, but which can benefit the community, e.g. for data collection instruments (typically in MS Word) or full data sets (preferably in MS Excel), or pdf format if preferred. These can be on the *ReCALL* homepage hosted by CUP, though authors might alternatively like to consider uploading their data collection materials to the IRIS database. IRIS (Instruments for Research into Second Languages) is an online repository for data collection materials used for second language research. This includes data elicitation instruments such as interview and observation schedules, language tests and stimuli, pictures, questionnaires, software scripts, url links, word lists, teaching intervention activities, amongst many other types of materials used to elicit data. Please see http://www.iris-database.org for more information and to upload. Any questions, or the materials themselves, may be sent to iris@iris-database.org.

Supplementary materials should be referred to in the text and listed here; the article should also be referred to in the supplementary materials themselves, preferably including the DOI, to help readers find their way back. Please note that these are looked at by the editors but are not copy-edited or formatted by CUP; this means that extra care should be taken in ensuring they are presented clearly and accurately, following the general conventions for *ReCALL* in this template.

**Data** **(if relevant)**

To ensure broad dissemination of results, the authors are invited to state briefly the availability of their data (if accessible; cf. [Instructions for Contributors](https://www.cambridge.org/core/journals/recall/information/instructions-contributors)).

**Acknowledgements (if relevant)**

Acknowledge, if necessary, financial support or external contributions (e.g. colleagues).

**Author contributions** **(if relevant)**

List, if necessary, the contributions of each author in this article.

**Ethical statement and competing interests (required)**

All papers should be accompanied by a short (50-80 words) statement referring to any external validation of the experiment design, volunteer status of participants, anonymity, competing interests, etc., in accordance with practices in their country. If no competing interests exist, the declaration should also include the following statement “The author(s) declare(s) no competing interests”.

**References**

A complete list of all and only references cited (typically 30-60 entries) should be provided at the end of the article, using the following conventions. Please cite your own publications simply as Author (year) at the start of the reference list.

All available DOIs should be given in URL format, eg <https://doi.org/10.1017/S0958344012000134>. For other URLs, do not include “retrieved from” or any additional information or punctuation, and check they are working at the time of submission.

Please ensure your work is clearly situated in the field of CALL, with entries to recent and relevant research from some of the major CALL journals (*ReCALL*, *CALL*, *LLT*, *Calico Journal*, etc.).

***i. Single-author books***

Davies, G. D. (1985) *Talking BASIC: An introduction to BASIC programming for users of language*. Eastbourne: Cassell.

***ii. Dual-author books***

Davies, G. D. & Higgins, J. J. (1985) *Using computers in language learning: A teacher’s guide*. London: CILT.

***iii. Multiple-author books***

Eck, A., Legenhausen, L. & Wolff, D. (1995) *Telekommunikation im Fremdsprachenunterricht*. Bochum: AKS-Verlag.

***iv. Edited books***

Gimeno Sanz, A. (ed.) (2010) *New trends in computer-assisted language learning: Working together*. Madrid: Macmillan ELT.

***v. Articles in journals, magazines, etc.***

Thorne, S. L., Fischer, I. & Lu, X. (2012) The semiotic ecology and linguistic complexity of an online game world. *ReCALL*, 24(3): 279–301. <https://doi.org/10.1017/S0958344012000134>

***vi. Chapters in books***

Nocchi, S. & Blin, F. (2013) Understanding presence, affordance and the time/space dimensions for language learning in virtual worlds. In Bradley, L. & Thouësny, S. (eds.), *20 years of EUROCALL: Learning from the past, looking to the future*. Dublin: Research-Publishing.net, 188–193. <https://doi.org/10.14705/rpnet.2013.000159>

***vii. Websites and ‘grey’ literature***

Anthony, L. (2011) *AntConc* (Version 3.2.2). Tokyo: Waseda University. <http://www.antlab.sci.waseda.ac.jp/>

Bonnet, G. (ed.) (2002) *The assessment of pupils’ skills in English in eight European countries: A European project.* European Network of Policy Makers for the Evaluation of Education Systems. <http://www.revaeducation.eu/spip.php?page=article&id_rubrique=213&id_article=203&lang=fr>

Council of Europe (2001) *Common European framework of reference for languages: Learning, teaching, assessment*. Strasbourg: Language Policy Unit. <http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf>

Davies, M. (2008–) *The Corpus of Contemporary American English: 450 million words, 1990*–*present*. http://corpus.byu.edu/coca/

European Association for Computer Assisted Language Learning. (No date) <http://www.eurocall-languages.org/>

François, T. (2011) *Les apports du traitement automatique du langage à la lisibilité du français langue étrangère*. Université Catholique de Louvain, unpublished PhD.

Gillespie, J. (2016) CALL research: Where are we now? *EUROCALL 2016. CALL communities and culture*. Cyprus University of Technology, 24–27 August.

**Appendices**

Avoid appendices in favour of online supplementary materials that will be made available online.

**About the author(s)**

Author #1 is… followed by a short text, 50 words maximum about the author.

Author #2 is… followed by a short text, 50 words maximum about the author (repeat for additional authors).

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