

## Formatting Your JALT2022 Postconference Publication Paper:

### *General Guidelines*

Please follow *APA Publication Manual* (7th edition) style accurately and use the **model text** below as a guide. Any articles that do not conform to these standards may be rejected at an early stage.

- Use one standard font throughout (such as Times New Roman, 12 point, 1.5 line spacing). Be sure to check for and erase any double spaces that occur, such as after periods or full stops (use the *Find and Replace* function). Do not position any text or objects using the space bar. Use the indenting controls or indent a new paragraph with one tab space, except the first paragraph under a new header, which is not indented. Switch on the *Show/Hide Editing Marks* option—this will help you see your editing.
- Check all spelling and grammar carefully. Have a colleague proofread your article before final submission. Your article will be checked by the editors, but do not expect them to do basic formatting or correcting for you. Any articles that are not accurate may be rejected at an early stage.
- Create tables using your word processor's table function. Do not create tables using columns or tabs. Do not nest tables inside tables. Try not to make tables too complex; there is usually no need to format them elaborately. (See the **model text** below.)
- The title of your paper, all headers, and titles of tables should be written with title case—capitalize the first letter and all nouns, verbs, adjectives, adverbs, and pronouns but not conjunctions, articles, and prepositions unless they are four or more letters in length. (See the **model text** below.)
- Use no more than three levels of headers. There should be one (vertical) empty line above a header and no empty lines right below a header. Do not number headers. (See the **model text** below.)
- Do not specify any page breaks or section breaks. Do not use columns within text. Do not worry if the automatic page breaks break up headers and text. That will be fixed during layout.
- Take special care with your reference list. Do not include sources that are not referred to in your article. Consult papers in last year's *Postconference Publication* for correct formats (also see sample in **model text** below). Use one return at the end of each reference only and do not use hanging indents. Hanging indentation will be done for you at the layout stage.
- Take care of the word length of your paper. Papers based on short papers, workshops, and posters should be between 2,500 and 4,000 words. Papers based on colloquia or plenary sessions should be between 3,500 and 5,000 words. The word count includes the main body of the paper and all words in tables and figures. The maximum word count does not include the title (up to 10 words), the abstract (up to 150 words), the bio data (up to 75 words for each author), references, or any appendices (no more than one-third the length of the article). These will be counted separately. Papers that are under the minimum or over the maximum word count may be rejected at an early stage. Do not assume that you will have an opportunity to fix the word count during the editing process.
- Appendices do not add to the word length of your paper but should be not more than about 1/3 the length of the paper itself. Each appendix must be referenced in the paper. Label two or more appendices as Appendix A, Appendix B, etc.

Thank you . . . . A properly formatted paper makes editing and layout MUCH easier and is appreciated. Remember, simple is best! We add the pretty stuff later ☺. Please scroll down to the **model text** on the next page.

*The Editors*

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## **Model Text: How to Write a PCP Article Properly**

**John A. Somebody**

JALT Publications

**Somebody B. Else**

ABC University

### **Reference Data:**

Somebody, J. A., & Else, S. B. (2021). Model text: How to write a PCP article properly. In P. Ferguson, & R. Derrah (Eds.), *Learning from Students, Educating Teachers—Research and Practice*. JALT.

The abstract should be one paragraph, no more than 150 words. Write your paper first, then write your abstract. The abstract should succinctly describe your entire paper, so you will need to determine which elements are the most important. Structure the abstract in the same order as your paper. Begin with a statement that clarifies what the paper is, such as qualitative study, a pilot study, or offering practical ideas for teachers. Then give a brief summary of the introduction and then continue with a summary of each section of your paper, mentioning each main heading of your paper. Although you should aim for brevity, be careful not to make your summary too short. Try to write 1 to 2 sentences summarizing each section of your paper. Remember that an abstract is not the same as a presentation blurb. You must tell the reader what is in the paper.

(The abstract must have a Japanese translation of no more than 400 characters.)

要約は、1段落、150ワード以内にする。最初に論文を書きその後に要約を作成する。要約は、論文全体を簡潔に説明するものなので、論文のどの部分をもっとも重要かを決定する必要がある。要約も論文と同じ順序で組み立てる。導入部の概要から始まり、続いて各部分の要約をする。論文の各主要表題部分の説明は必ず入れるように心がける。簡潔さを目指すべきだが、要約があまりにも短くならないように気をつける。各部分は、1～2行で要約する。要約は、口頭発表用の宣伝文句とは異なり、その論文に何が書かれているかを読者に伝えなければならない。

Start with an introduction. Do not use a header for your introduction. The purpose of an introduction is to justify the reasons for writing about your topic. Your goal in this section is to

introduce the topic to the reader, provide an overview of previous research on the topic, and identify your own hypothesis, research, or study.

Remember that people who read your paper may not have read your abstract, so everything in the abstract needs to be somewhere in the paper. If you introduce and define key words in your abstract, you need to introduce and define them in your paper, too.

### **Level One Header: Some APA Guidelines**

#### ***Level Two Header: In-Text References***

Do not use any footnotes in your paper. Endnotes<sup>1</sup> can be included immediately after the main text, but should be kept to a minimum. In general, when you cite a previously published author, do so in the main body of your text.

For example, you could write that, according to Jefferson and Adams (2008), students tend to learn better if they listen during lessons. In this case, when the names cited are not enclosed in brackets, use “and”; do not use “&.”

However, you could also mention that students are more inclined to listen if the lesson is interesting (Jefferson & Adams, 2008). In this case, when the names are enclosed in brackets, use “&”; do not use “and.”

If there are two authors, cite both every time. Do not use “et al.”

If there are three or more authors, cite only the first author, followed by “et al.” and the year, except in cases where this might create ambiguity (such as citations with the same first author and year). In potentially ambiguous cases, cite as many authors as necessary to avoid ambiguity. At the end of your paper, in your reference list, name all authors.

If the information you are citing is from more than one work, include them all in the citation. Use a semicolon to separate the different works. Put the references in alphabetical order *not* chronological order. For example, researchers have repeatedly found that classroom windows are distractions (Harris, 2001; Kitchenbach, 1996; Thomas, 2008).

Works that have been translated should include the original publishing date along with the date of the translation, as in Lévi-Strauss (1962/1966) or (Lévi-Strauss, 1962/1966). See list of references below for how to properly list translator’s name.

Page numbers are not necessary when citing paraphrased information, but are necessary when directly quoting sources. There are two ways of doing this:

- (a) Watson and Crick (1953) found that “if an adenine forms one member of a pair, on either chain, then on these assumptions the other member must be thymine; similarly for guanine and cytosine” (p. 737).

- (b) It is well known that “if an adenine forms one member of a pair, on either chain, then on these assumptions the other member must be thymine; similarly for guanine and cytosine” (Watson & Crick, 1953, p. 737).

If a direct quote is more than 40 words long, make it a block quote. Note that the punctuation is different. For example, Watson and Crick (1953) found that

if an adenine forms one member of a pair, on either chain, then on these assumptions the other member must be thymine; similarly for guanine and cytosine. The sequence of bases on a single chain does not appear to be restricted in any way. However, if only specific pairs of bases can be formed, it follows that if the sequence of bases on one chain is given, then the sequence on the other chain is automatically determined. (p. 737)

### ***Informed Consent***

If your paper makes use of data gathered from human subjects, you need to have obtained informed consent from the subjects and institutional clearance from your employer. This must be explicitly stated in the paper. While authors can vary the wording that they use to report this depending on the specific standards of their institution, a typical example might be a sentence like the following, included in the paper’s method section: “All the participants gave informed consent, and the project was cleared with the university’s institutional review board.”

### ***Numbers***

The general rule is that numbers one (1) through nine (9) are written in letters, but numbers 10 or above are written in numerals.

One exception is that, if a sentence begins with a number, the number is written in words.

Another exception is that, if you are reporting any unit of measurement, including units of time, the number is written in numerals, even if it is 1 through 9. For example, write 3 years, 6 days, 5 months, or 2nd-year students.

### ***Quotations***

A quotation of not more than 40 words should be in continuous text, identified by “double quotation marks; we never use ‘single quotation marks’ unless they are necessary to distinguish text that is already inside double quotation marks (like this one).”

If you have used “double quotation marks” and you wish to end with a punctuation mark, use the following rules: (a) a comma or period is always placed inside closing quotation marks; (b) other

punctuation marks are placed inside only if they are part of the quoted material.

A quotation of more than 40 words should be inset as a block quotation (see above); quotation marks are then not used.

## **Another Level One Header: APA Guidelines About Punctuation, Spelling, and Hyphenation**

### ***Level Two Header: Punctuation***

Punctuation establishes the cadence of a sentence, telling the reader where to pause (comma, semicolon, and colon) or take a detour (dash, parentheses, or brackets). Punctuation denotes a pause in thought; different kinds of punctuation indicate different kinds and lengths of pauses. Note that punctuation in writing is different from pausing in speech.

### *Level Three Header: Period (Full Stop)*

Use a period to end a complete sentence. Periods are used with abbreviations as follows (see Table 1 for examples):

Use periods with

- initials of names,
- Latin abbreviations, or
- reference abbreviations.

Do not use periods with

- capital letter abbreviations and acronyms,
- abbreviations of state names in reference list entries,
- web addresses in text or in reference lists, or
- metric and nonmetric measurement abbreviations.

### *Comma*

Use a comma (see Table 1 for examples)

- between elements (including before *and* or *or*) in a series of three or more items,
- to set off a year in exact dates, or
- between the author and date in a citation.

Do not use a comma

- to separate two parts of a compound predicate or
- to separate parts of measurement.

### *Double Quotation Marks (“xx”)*

Use double quotation marks (see Table 1 for examples)

- to set off material quoted directly from a source (see above);
- to introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression. Use quotation marks the first time a word or phrase is used, thereafter do not use quotation marks; or
- to set off the title of an article or chapter in a periodical or book when the title is mentioned in text.

Do not use quotation marks

- to identify the anchors of a scale—instead, use italics;
- to cite a letter, word, phrase, or sentence as a linguistic example—instead, use italics;
- to introduce a technical or key term—instead, use italics the first time, nothing thereafter;
- to introduce a foreign word—instead, use italics;
- to hedge—use no punctuation with such expressions; or
- to set off the title of a periodical or book when the title is mentioned in text—instead, use italics.

### *Single Quotation Marks ('xx')*

Use single quotation marks within double quotation marks to set off material that in the original was enclosed in double quotation marks (see Table 1).

### *Semicolons*

Use a semicolon

- to separate two independent clauses that are closely related but are not joined by a conjunction,
- to separate elements in a series that already contain commas, or
- to separate two citations within one set of parentheses.

**Table 1**

### *Examples of Correct and Incorrect Usages of Punctuation*

<b>Punctuation</b>	<b>Usage</b>	<b>Correct</b>	<b>Incorrect</b>
<b>Period</b>	initials	J. D. Brown	JD Brown, J.D. Brown
	Latin abbreviations	a.m., cf., i.e., e.g., vs.	am, a. m., eg.
	reference abbreviations	Vol. 1, 2nd ed., p. 6, pp. 4-8	Vol 1, 2nd ed, page 6, pp4-8
	abbreviations and acronyms	APA, IQ, MEXT	I.Q., M.E.X.T

	abbreviations of state names	NY, OH, Washington DC	N.Y.
	web addresses	Jalt.org is the place to find my paper. Find my paper online ( <a href="http://www.jalt.org">http://www.jalt.org</a> ).	Find my paper at jalt.org.
	measurement abbreviations	cm, kg, lb, hr, min, s	c.m., sec.
<b>Comma</b>	between elements in a series	A study by Claus, Kringle, and Nick (2012) found that Christmas colors were red, green, and gold.	A study by Claus, Kringle and Nick (2012) found that Christmas colors were red, green and gold.
	setting off a year	March 11, 2011, was a sad day but April 2012 was a sad month.	March 11, 2011 was a sad day but April, 2012 was a sad month.
	between two parts of a compound predicate	All students completed the first phase of the test and returned the following week for Phase 2.	All students completed the first phase of the test, and returned the following week for Phase 2.
	between measurement elements	8 years 2 months 3 min 40 s	8 years, 3 months
	between author and date in a citation	Red, green, and gold are Christmas colors (Klaus et al., 2012).	Red, green, and gold are Christmas colors (Klaus et al. 2012).
<b>Quotation marks</b>	ironic or invented terms first time only	called “normal” behavior the “good” variable...the good variable	called ‘normal’ behavior the “good” variable...the “good” variable
	chapter or article titles	Chomsky’s (1971) article, “The Case Against B. F. Skinner”	
	anchors of a scale	Students ranked the items on a scale of 1 ( <i>all of the time</i> ) to 5 ( <i>almost never</i> ).	Students ranked the items on a scale of 1 (“all of the time”) to 5 (“almost never”).
	linguistic examples	He clarified the distinction between “further” and “farther.” He clarified the distinction between ‘further’ and ‘farther’.	He clarified the distinction between <i>further</i> and <i>farther</i> .
	key terms	She compared it with <i>meta-analysis</i> , which is described below	She compared it with “meta-analysis,” which is described below
	foreign words	The students were asked to write the words in <i>katakana</i> ; their <i>katakana</i> renderings were then examined.	The students were asked to write the words in “katakana”; their katakana renderings were then examined.
	hedging	The teacher rewarded the class with tokens.	The teacher “rewarded” the class with tokens.

	single within double	Miele (1993) found that “the ‘placebo effect’ disappeared.”	Miele (1993) found that “the “placebo effect” disappeared.”
<b>Semicolon</b>	separate two independent clauses with no conjunction	They planned to marry; in fact, the wedding was that day.	They planned to marry; and in fact, the wedding was that day.
	series with internal commas	The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue	The colors used were red or yellow; blue or green; or pink or orange.
	two citations in one set of parentheses	(David & Heuter, 1984; Petigrew, 1993).	(David & Heuter 1984, Petigrew 1993).

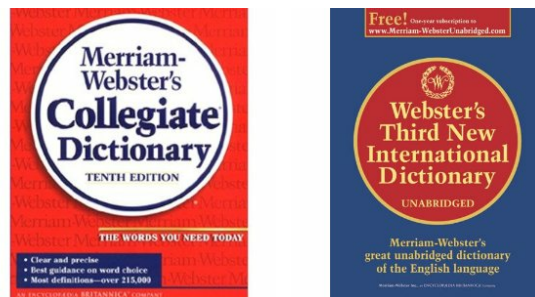
Note. See *APA Manual*, 7th ed., pp. 153-161, for usage of other punctuation.

### ***Spelling***

You may use American, Australian, British, or Canadian spelling, as long as you are consistent throughout your paper. For questions regarding American spelling, use *Merriam-Webster’s Collegiate Dictionary* or *Webster’s Third New International Dictionary* (Figure 1). You can check *Webster’s* online ([www.merriam-webster.com](http://www.merriam-webster.com)).

**Figure 1**

### ***Dictionaries to consult for American spelling***



### ***Hyphenation***

Compound words are tricky. When writing, you may ask yourself, “Is it one word, two words, or one word with a hyphen?” For example, which form should you use: *followup*, *follow up*, or *follow-up*? Consult *Webster’s Dictionary* for common usage (fyi: it’s *follow-up* when functioning as a noun or adjective, but *follow up* when used as a verb).

Another kind of compound is a *temporary compound*. Language is always changing, or you may want to create some specific compounds just for your paper. If a temporary compound modifies another word, it may or may not be hyphenated. A general rule is that if a temporary compound



precedes the word it modifies (e.g., his cat-skinning technique), it may need a hyphen; if it follows what it modifies, it usually does not (the technique he used for cat skinning).

Some prefixes and suffixes do not require hyphens, unless the prefix ends and the base word begins with the same vowel. The compounds in Table 2 are all correct. Note the style of Table 1 and Table 2 differ. Either style is fine, but be consistent throughout the manuscript.

**Table 2**

*Examples of Correctly Hyphenated Words*

<b>Prefix or suffix</b>	<b>Example</b>	<b>Prefix or suffix</b>	<b>Example</b>
<b>anti</b>	antisocial	<b>non</b>	nonsignificant
	anti-intellectual		nonnative
<b>bi</b>	bilingual	<b>over</b>	overaggressive
<b>co</b>	coworker	<b>post</b>	posttest
	co-occur		
<b>counter</b>	counterbalance	<b>pre</b>	pretest
<b>extra</b>	extracurricular	<b>re</b>	reevaluate
	extra-annual		retest
<b>inter</b>	international	<b>self-</b>	self-test
<b>like</b>	wavelike	<b>semi</b>	semidarkness
			semistructured
<b>meta</b>	metacognitive	<b>socio</b>	sociolinguistics
	meta-analysis		sociocultural
<b>mid</b>	midterm	<b>sub</b>	subtest
<b>mini</b>	miniconference	<b>un</b>	unbiased
<b>multi</b>	multifaceted	<b>under</b>	underdeveloped

**Conclusion**

Conclusions are often the most difficult part of a paper to write. You need to keep in mind that the conclusion is often what a reader remembers best. Your conclusion should be the best part of your paper.

A conclusion should (a) stress the importance of your thesis statement, (b) give your paper a sense of completeness, and (c) leave a final impression on the reader. Some suggestions for writing your conclusion include the following:

1. Answer the question “So what?” Show your readers why this paper was important. Show them that your paper was meaningful and useful for their teaching or research.

2. Synthesize, don't summarize. Don't simply repeat things that were in your paper. They have read it. Show them how the points you made and the support and examples you used fit together.
3. Redirect your readers. Give them something to think about, perhaps a way to use your paper in the real world or in their own language classes.
4. Create a new meaning. You don't have to give new information to create a new meaning. By demonstrating how your ideas work together, you can create a new picture.

## Notes

1. This is an example of an endnote.

## Bio Data (Maximum 75 Words per Author)

**John A. Somebody** is enslaved to JALT Publications. He is currently interested in extreme sports and proofreading. <jasomebody@abc.ac.jp>

**Somebody B. Else** has been with ABC University since 1990. She lives in Tokyo and is currently studying something rather obscure. <somebody@abc.ac.jp>

## References (in Alphabetical Order)

Benson, M. J. (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22, 34-48. <https://doi.org/10.1177/003368829102200103>

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Pearson Education.

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.

<https://doi.org/10.2307/3587951>

Ikeda, K. (1986). 「同化・異化」概念の混乱—読者論の必要性 [Confusion of the notions of assimilation and dissimilation: Necessity of reader theory]. *信州豊南女子短期大学紀要 [Bulletin of Shinshu Honan Women's Junior College]*, 3, 315-334.

Ikeda, M. (2011). CLIL (content and language integrated learning)の方法論. Retrieved from <https://www.britishcouncil.jp/sites/default/files/eng-clil-overall-presentation-01-jp.pdf>

Koike, A. (2018). The future of EFL teachers. *Journal of Regional Development Studies*, 21, 61-66. Retrieved from <http://id.nii.ac.jp/1060/00009823/>

Laufer, B. (1992). How much lexis is necessary for reading comprehension? In P. Arnaud (Ed.), *Vocabulary and applied linguistics* (pp. 126-132). Palgrave Macmillan.

Lévi-Strauss, C. (1966). *The savage mind* (G. Weidenfeld, Trans.). University of Chicago Press. (Original work published 1962)

- Lewis, L. (2015, July 7). Japan: Women in the workforce. *Financial Times*. Available from <https://www.ft.com>
- MEXT. (2017). *The course of study*. Retrieved January 1, 2019, from [http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_icsFiles/afieldfile/2018/09/05/1384661\\_4\\_3\\_2.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2018/09/05/1384661_4_3_2.pdf)
- MEXT. (2017). 大学における教育内容等の改革状況について（平成 27 年度） [Regarding the current situation of educational contents at universities (as of 2015)]. MEXT. Retrieved January 1, 2019, from [http://www.mext.go.jp/a\\_menu/koutou/daigaku/04052801/1398426.htm](http://www.mext.go.jp/a_menu/koutou/daigaku/04052801/1398426.htm)
- Perkins, J. (2008, January). *Intrinsic or instrumental: Motivational characteristics of English language learners in Japan*. Paper presented at the annual Hawaii International Conference on Education, Honolulu, HI.
- Rugen, B. (2018). Developing teacher immediacy in language teacher education. *The Language Teacher*, 42(2), 13-17. Retrieved from <https://jalt-publications.org/sites/default/files/pdfarticle/42.2tl-art3.pdf>
- Terashima, T. (2009). 英語教育が亡びるとき—「英語で授業」のイデオロギー [The time when English education perishes: Ideology of conducting English classes in English]. Akashi Shoten.

## Appendix A

### *Some Pointers on APA Style in Your Reference List*

Every reference in your reference list must have been cited in your paper. Likewise, every citation in your paper must be in the reference list.

#### *Paper-Based References*

This is the way to reference an article that has been published in a **periodical**. If there is a Digital Object Identifier (DOI), do not forget it. Any reference that has a DOI must include it.

Benson, M. J. (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22, 34-48. <https://doi.org/10.1177/003368829102200103>

This is the way to cite a **published book**:

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Pearson Education.

This is the way to cite a chapter in an **edited book**:

Laufer, B. (1992). How much lexis is necessary for reading comprehension? In P. Arnaud

(Ed.), *Vocabulary and applied linguistics* (pp. 126-132). Palgrave Macmillan.

This is the way to cite an **article published in a Japanese periodical**:

Ikeda, K. (1986) 「. 同化・異化」概念の混乱—読者論の必要性 [Confusion of the notions of assimilation and dissimilation: Necessity of reader theory]. 信州豊南女子短期大学紀要 [*Bulletin of Shinshu Honan Women's Junior College*], 3, 315-334.

This is the way to cite a **published book written in Japanese**:

Terashima, T. (2009). 英語教育が亡びるとき—「英語で授業」のイデオロギー [*The time when English education perishes: Ideology of conducting English classes in English*]. Akashi Shoten.

### Online References

According to the APA guide, the date on which content was retrieved from an electronic source is important if, and only if, the content is likely to be amended or updated. In such a case, the retrieval date usefully places your research in a historical context. It follows that no retrieval date is necessary for content that is final and already placed in a historical context by a date of publication or issue number, for example.

MEXT webpages are frequently changed or removed, especially the most recent versions. If you think a MEXT webpage might be removed, include the retrieval date. Notice that the titles of reference in Japanese should be in *kanji*. Here are two **models**:

1. MEXT. (2017). *The course of study*. Retrieved January 1, 2019, from [http://www.mext.go.jp/component/a\\_menu/education/micro\\_detail/\\_icsFiles/afieldfile/2018/09/05/1384661\\_4\\_3\\_2.pdf](http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2018/09/05/1384661_4_3_2.pdf)
2. MEXT. (2017). 大学における教育内容等の改革状況について（平成 27 年度） [*Regarding the current situation of educational contents at universities (as of 2015)*]. Retrieved January 1, 2019, from [http://www.mext.go.jp/a\\_menu/koutou/daigaku/04052801/1398426.htm](http://www.mext.go.jp/a_menu/koutou/daigaku/04052801/1398426.htm)

If a DOI is available, cite the DOI instead of the URL. You can easily find DOIs for all references in your paper through Crossref (<https://www.crossref.org>). Here is a **model**:

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.  
<https://doi.org/10.2307/3587951>

If the reference is an online article or paper, include the URL. Here is a model:

Koike, A. (2018). The future of EFL teachers. *Journal of Regional Development Studies*, 21, 61-66. Retrieved from <http://id.nii.ac.jp/1060/00009823/>

If the reference is in a JALT publication, include the URL. Here is a **model**:

Rugen, B. (2018). Developing teacher immediacy in language teacher education. *The Language Teacher*, 42(2), 13-17. Retrieved from <https://jalt-publications.org/sites/default/files/pdfarticle/42.2lt-art3.pdf>

If you are citing a webpage, include the URL. Here is a **model**:

Ikeda, M. (2011). CLIL (content and language integrated learning)の方法論. Retrieved from <https://www.britishcouncil.jp/sites/default/files/eng-clil-overall-presentation-01-jp.pdf>

If your reference does not give access to the content directly but only to a site which will provide information on how to obtain (and perhaps pay for) access, do not use “Retrieved from” but use “Available from.” Here is a **model**:

Lewis, L. (2015, July 7). Japan: Women in the workforce. *Financial Times*. Available from <https://www.ft.com>

### *Papers Presented at Conferences*

Remember to include the month of the conference. Here is a **model**:

Perkins, J. (2008, January). *Intrinsic or instrumental: Motivational characteristics of English language learners in Japan*. Paper presented at the annual Hawaii International Conference on Education, Honolulu, HI.

## **Appendix B**

### *A Note on Appendix Labels*

Appendices should be lettered, not numbered (Appendix A, Appendix B, etc.). If there is only one appendix, it is simply titled “Appendix.”