



Guidelines for Copy Editors

Overview

Thank you for volunteering to be a copy editor for *Language Learning & Technology (LLT)*. We appreciate the time you will be taking to copy edit one of our manuscripts. Please read the information below to better help you complete your editing responsibility.

The main purpose of being a copy editor is to proofread a manuscript and ensure its adherence to the following:

- the correct use of Academic English,
- the inclusion of all citations in the References section,
- the standards found in the APA Publication Manual (6th ed.), and
- the formatting standards unique to *LLT*.

Confidentiality

We ask that copy editors protect the confidentiality of the authors and *LLT* staff. This means that you do not discuss *LLT* personal communications with others and that you do not share the files with anyone else. We appreciate your cooperation in this matter.

Document Format

Documents are made available to copy editors as Microsoft Word documents (.doc or .docx). They are copy edited in Word using the *Review* tools (i.e., *Track Changes* and *Comments*). Copy editors are welcome to make suggestions for changes in wording, grammar, and content organization. Simple edits (e.g., punctuation, capitalization, word order, etc.) should be made directly in the manuscript text with the *Track Changes* feature on. Complex suggestions or requests for missing information (e.g., sentences that do not make sense, missing citations, the breaking up of a run-on sentence, etc.) may be made using the *Comment* feature in Word. The preference is to keep the document as neat and clean as possible. Any changes you make will pass through the Managing Editor in consultation with the Editors in Chief, so please do not feel worried about making a comment or suggestion.

Journal Style and Format

You should make yourself familiar with *LLT* style and formatting by looking through recent journal issues on the *LLT* website (<http://www.lltjournal.org>).

Naming Documents

The naming convention for each manuscript is as follows:

[issuenumber] [Authorlastname] [Version] [editorinitials].docx

For example, Dorothy Chun sends her first draft of her article to the Managing Editor. The article is to be published in Volume 20, Number 2. The first draft would then be titled

20(2) Chun A dc.docx

After Ivan Banov, the Managing Editor, reads through it and makes changes, he would save it as

20(2) Chun B ib.docx

It will then be sent to a copy editor. If the copy editor's name were Santa Claus, he would save the new file as

20(2) Chun C sc.docx

The document continues to be updated with each successive letter (D, E, F, etc.) and with the initials of the last person to edit the document. This helps everyone keep track of the edits that have been made. In some cases (such as with columns or reviews), the author's last name might be replaced with another word, such as *Review* or *Commentary*.

Questions

If you have any questions about the copy editing process, the manuscript text, or the manuscript content that you feel the author might need to change, please email the Managing Editor at llt@hawaii.edu. We are here to help!

The Editing Process

If you do the copy editing correctly, thoroughly, and not obsessively, it should take you no less than 4–5 hours and no more than 8–10 hours. As is mentioned above, you should read through this article mainly to (a) ensure that all of the article's citations appear in the References section and vice versa, (b) correct any English errors, and (c) make sure that all of the formatting standards of the APA and *LLT* are being followed. We recommend that you go through this process in the order just listed. While you are not required to edit this way, below are tips that we find helpful during the editing process.

Checking Citations and References

Copy editors should check that all citations in the text are found in the References section. One way to do this is by printing out the Reference section and marking each citation while reading the text, making sure that every reference actually appears in the text.

A second way to do this is to search (Ctrl+F) for each reference from the References list. By searching only for the name of the first author of each reference, you can make sure that references with three or more authors use "et al." in subsequent citations. By changing the color of each citation in the manuscript, so you can see if there are extra or missing references on a second read-through.

If there is a reference missing from the References list or if a reference does not have an in-text citation, please add a comment explaining which is missing.

Once all of the references have been confirmed, you will need to go through and check each reference for the correct information and styling. Guidelines and styling conventions can be found in this document, in the *Publication Manual of the APA* (6th ed.), and online through the Purdue OWL website. Common mistakes include missing periods, not italicizing the volume number of a journal, and using dashes (-) instead of en dashes (i.e., hyphens or –) in between page numbers. Please be meticulous in your editing, and do not worry about looking overly picky. These edits should be made in-text, and not through comments.

Correcting English Errors

Please note that copy editors edit the structure and not the content of the articles. The articles being edited have already been accepted for publishing, so content issues should be resolved by the time they are edited. If you find a glaring error or problem with the content, please email the Managing Editor directly at llt@hawaii.edu to express your concern. Do not write it in the comments.

For *LLT*, both American and British English spelling conventions are acceptable. There is no preference for one or another. Authors choose which convention they will adhere to and they ensure that the spelling convention adhered to is consistent throughout the entire manuscript. Any obvious spelling errors should

be corrected in-text. If there is a question about whether to use one work or another, please leave a comment.

Common grammar mistakes to be looked for are parallel structure in lists, punctuation in lists, readability, and paragraph length. Parallel structure involves having the same type of clause or phrase type in a list. For example, the following is incorrect: I like to run, eat, to hike, and playing basketball. Any of the following choices would be correct: I like to run, to eat, to hike, and to play basketball. I like to run, eat, hike, and play basketball. I like running, eating, hiking, and playing basketball. Lists of three or more items must have commas separating each item (as shown in the previous example), including the last item from the second-to-last item. Sentences should not be too long or complex to understand easily. Sometimes, it is better to split up one sentence into two or more to make the text more readable. Lastly, *LLT* prefers that all paragraphs be at least two sentences long. Please feel free to add a comment if you feel that the manuscript is difficult to understand at any point.

Style Guidelines

Below, you will find an overview of the most common proofreading changes. Please look this information over very carefully, especially the Sample References section. If you have any editorial questions, refer to the *Publication Manual of the APA* (6th ed.), or send an e-mail to llt@hawaii.edu. Please note that the 6th edition has updated the formatting of citations (especially for online materials).

Ordering of Sections

The sections of a manuscript shall follow this order:

- Title
- Author name(s) and affiliation(s)
- Abstract
- Body
- Acknowledgments (if any)
- Notes
- References
- Appendices (if any)
- About the Author(s)

Fonts and Font Size

All text in the manuscript should be in Times New Roman. The main body of the manuscript, references, tables (with some exceptions), and figures (with some exceptions) should be in 11 point font. If in doubt, you can check the *Styles* tab in Word to adjust the styling of a paragraph. We have several in-house styles for headings, normal text, text in tables, and so forth. If you have any questions about the styling of some text, please contact the Managing Editor.

Tables and Figures

The headings for tables are left aligned and use the *Table Title* style. The title is in Title Capitals and it is in italics. There is no punctuation at the end of the title. Table captions are placed above the table. The table itself is left aligned. Actual tables are preferred over images of tables in almost every instance. For a sample table, see [Table 1](#) below.

In order to provide for stability of appearance, it is best that each data point, title, note, and so forth have its own cell of the table. Column headers should be bolded, all numbers should be rounded to the same of decimal places (i.e., two; except for *p*-values, which are rounded to three), and decimal places should align using a decimal tab. Tables should have no (or minimal) vertical lines. The top and bottom lines should have a 2¼ point width, and the line between the column headers and the column contents should have a 1 point width.

Table 1. *Title of Table in Italics*

| Column Header | SS | p | N |
|---------------|---------|------|-----|
| Table Text 1 | 1328.25 | .189 | 68 |
| Table Text 2 | 658.11 | .013 | 252 |

Notes. Notes after table

Figure titles are in italics and left aligned. Figure description should be sentence-like should include a period at the end of the sentence. Figure titles and descriptions are placed below the graphic. The graphic itself is centered. The figure and the title can be placed within an invisible table to provide for image-text stability within the larger document. There should not be lines around a figure. For an example, see [Figure 1](#) below.

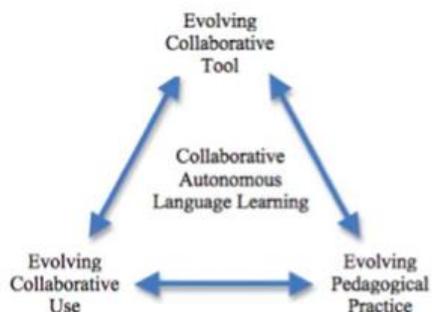


Figure 1. This shows a framework for the co-evolution of collaborative autonomous pedagogy.

Any in-text reference to tables or figures should be a [hypertext link](#) to the corresponding table or figure (as above). The words Table and Figure are capitalized when referenced in text. If you are unfamiliar with how to insert hyperlinks, please let the Managing Editor know.

Citations

For example citations, see the *Publication Manual of the APA* (6th ed.). Another good reference is the [Purdue OWL website](#).

- Citations are alphabetized by the first author's last name.
- Citations that refer to references on the web must have hyperlinks in the References section.
- Citations with 3–5 authors must be written in full in the first reference, but with “et al.” in subsequent citations
- Citations with 6 or more authors are written as Author et al. in all instances.
- If a work is cited more than once in a paragraph, give the year of publication only the first time, unless multiple works by an author are in the same paragraph.
- Quoted text requires a page number in the citation.
She believed in “establishing and maintaining a strict social order” (Carter, 1992, p. 116).
- Do not use brackets [] in citations enclosed in parentheses. Instead, use commas or semicolons.
However, the guidelines do exist (Edelsky, 1994, in press; Jones, 1985, 1992; Shulman, 1992).

- Use an ampersand (&) for two or more authors when the entire citation is enclosed in parentheses. In all other cases, use the word “and.”

For online testing guidelines in the U.S. (e.g., see Goldman, Dumas, & Barron, 1990), one could...

Dumas, Franklin, and Doré (1995) reported that there are...

- When three authors are cited, always place a comma after the second author.
- Use a slash to cite a republished work in text.
Freud (1923/1961)
- When citing other content in the text, never write “the Figure below”, “the Table above”, or “the Example on page 12” since the position cannot be determined in advance. Rather, refer to figures or tables by their numbers.

Quotations

- Any quotations of 40 or more words are set as block quotes and are indented (no quotation marks). The Style function has a template for this as well.

Capability in a full range of digital literacies is key to that process and vital today in education, personal life, and work environments:

The growing importance of online technologies for the ways in which we work and learn in global networks has meant that today, instead of using technology simply to learn FLs, learners need to learn how to combine both FL skills and “e-skills” or “new literacies” to be able to work and collaborate in new contexts where the borders between the visual and the real and between the distant and the proximate are increasingly blurred. (Dooley & O’Dowd, 2012, p. 15)

- The first letter of the first word in a quotation may be changed to a capital or lowercase letter without brackets.
- Three ellipsis points (...) are used within a sentence to indicate any omitted material from the original source. Four points (....) are used to indicate any omission between two sentences. Insert one space on each end of the points (#...#).
- Brackets [] are used for additions or explanations, for example, [italics added] or [sic]. Note that *sic* is italicized. Insert [italics added] immediately after the italicized words.
- Do not use [sic] for errors in transcripts of L2 (second language) speaker dialogue.
- Names of articles and book chapters mentioned in the text are in quotes.
- Periods and commas lie within quotation marks.
- Citations at the end of a quoted sentence are placed after the final quotation mark and before the period.
- Citations at the end of a block quote are placed after the final punctuation mark.
- Do not use double quotation marks to do the following:
 - Cite a letter, word, phrase, or sentence as a linguistic example. Put these in italics.
He clarified the distinction between *farther* and *further*.
 - Introduce a technical or key term. Put these in italics.
She compared it with *meta-analysis*, which is described in the next

section.

- Identify the anchors of a scale. Use italics.

We ranked the items on a scale ranging from 1 (*all of the time*) to 5 (*never*).

Bulleted Lists

- For incomplete sentences, either the first letter in each bullet is capitalized and no punctuation added at the end OR no capitalization is used, a semicolon or comma is put at the end of each item, with “and” added after the next to last item, with period at the end of the list.
- Full sentences should end with a period.

Seriation

- Elements in a series and within a paragraph are ordered as follows: (a), (b), (c), and so forth.

If you want to excel in your career, you should (a) research your field, (b) find a mentor, and (c) get real-world experience.

- Separate paragraphs in a series are identified by an Arabic numeral followed by a period.

LLT's history consisted of three phases:

1. From 1996 to 1997 ... (the rest).
2. From 1997 to 1999 ... (the rest).
3. From 1999 to the present ... (the rest).

- Commas are inserted before *and* and *or* in a series (e.g., golf, tennis, and hockey) except when the elements are ordered and contain commas, in which case use semicolons.

We tested three groups: (a) low scorers, who scored fewer than 20 points; (b) moderate scorers, who scored between 20 and 50 points; and (c) high scorers, who scored more than 50 points.

Spelling

- Either American or British spellings are acceptable in articles per the style choice of the author. However, the style must be consistent throughout the article.
- All acronyms must be defined when first introduced in an article. Do not define acronyms if they are not used again in the article.

This issue marks the 20th anniversary of *Language Learning & Technology* (LLT).

- The name of the journal *Language Learning & Technology* must always include the ampersand (exception: LLT).
- *Web* is not capitalized (e.g., web page, website, web browser, on the web, etc.). However, *Internet* is capitalized.
- Online is not hyphenated.
- E-mail is hyphenated. E-mail should always be in lower case (e-mail) unless beginning a sentence or beginning a separate line, as in the author bio statement.
- Decades in the plural have no apostrophes (e.g., 1920s).
- State names (e.g., NY) are not abbreviated except in the References section.

- US has no periods when used as a noun and periods (U.S.) when used as an adjective.

Other Style Concerns

- Hyphens are used for compound adjectives (e.g., well-known)
- Use an em dash (—) to set off an element added or to amplify or digress from the main clause. Do not put a space before or after an em dash.
Studies—both published and unpublished—are included in this work.
- Use an en dash (–), and not a hyphen (-), for page numbers, and other ranges (pp. 44–51).
- Phrases such as *for example* (e.g.), *that is* (i.e.), and *and so forth* (etc.) are abbreviated within parentheses, but written in word form when not in parentheses.
- Use “curly quotes” rather than "straight quotes."
- Any underlined text should be reformatted to italics.
- Hyperlinks should not be underlined.
- Statistical symbols are set in italics (e.g., *t* tests, *F*, *SD* = 7.12, *MSE*, $p < .05$, *N* = 90, $r(24) = -.43$, etc.). However, Greek letters or symbols are not italicized.
- Put a space before and after the mathematical symbols. Be sure to use the multiplication sign (\times), and not the letter *x*.
- LLT prefers the terms *L1* (first language) and *L2* (second or additional language) speaker over *NS* (native speaker) and *NNS* (non-native speaker), unless the issue of native or non-native is shown to be directly relevant to the study.

Notes Section

When endnotes are used, the endnote number is placed in superscript (this function can be found in the *Format* menu, under *Font*) after the punctuation mark, if any, in the main text. The endnote number in superscript is then hyperlinked to the description in the Notes section. The description numbers (and not the periods) in the Notes section are then hyperlinked back to the corresponding endnotes in the main text.

References Section

- Check to make sure that all citations have corresponding references in the References section. Also ensure that every reference is actually cited in the text. References without citations should be deleted from the References section.
- In general, LLT follows the guidelines found in the *Publication Manual of the APA* (6th ed.). When in doubt, follow APA standards or ask the Managing Editor for clarification.
- Make sure that all cities are accompanied by their respective state or country (e.g., Princeton, NJ; Bern, Switzerland).

For a book reference:

Weiss, D. J. (1983). *New horizons in testing: Latent trait test theory and computerized adaptive testing*. New York, NY: Academic Press.

For a journal article:

Gardner, R. C., & MacIntyre, P. D. (1992). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13(1), 57–72.

Notes: Whenever possible, include the issue number in parentheses following the volume number. Use “p.” or “pp.” before the page numbers of newspaper articles. As mentioned before, an en dash (–)

is used between page numbers. End the citation with a period unless the final element is an electronic address or a digital object identifier (doi) name. Ideally, the commas after the journal name should not be italicized.

For a chapter in a book with a single editor:

Tung, P. (1986). Computerized adaptive testing: Implications for language test developers. In C. W. Stansfield (Ed.), *Technology and language testing* (pp. 11–28). Washington, DC: TESOL.

For a chapter in a book with multiple editors:

Dorans, N. J. (1990). Scaling and equating. In H. Wainer, N. J. Dorans, R. Flaugher, & D. Thissen (Eds.), *Computerized adaptive testing: A primer* (pp. 137–160). Hillsdale, NJ: Lawrence Erlbaum.

For an unpublished doctoral dissertation or master's thesis:

Park, Y. (1994). *Incorporating interactive multimedia in an ESL classroom environment: Learners' interactions and learning strategies*. (Unpublished doctoral dissertation). Department of Curriculum and Instruction, College of Education, Iowa State University, Ames, IA.

For a doctoral dissertation published in Dissertation Abstracts:

Martínez-Lage, A. (1993). *Dialogue journal writing in the Spanish composition class: Analysis and comparison with teacher-assigned compositions* (Doctoral dissertation, Penn State University, 1992). Dissertation Abstracts International, 53, 23–51.

For a paper presented at a conference, also an ERIC document:

Poohkay, B., & Szabo, M. (1995). *Effects of animation and visuals on learning high school mathematics*. Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Anaheim, CA. (ERIC Document Reproduction Service No. ED 380 122)

For a journal article published on the web (note that page numbers may not exist):

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225–229.

Note: According to the APA guidelines, the doi is preferable to the URL. Also, no period after doi names or URLs. Date retrieved is also no longer necessary. If it is an *LLT* article, then provide the full link:

Sotillo, S. (2000). Discourse functions and syntactic complexity in synchronous and asynchronous communication. *Language Learning & Technology, 4*(1), 82–119. <https://doi.org/10125/25088>

For an online newspaper:

Hamilton, A. (2006). *Vocal cords need to be brushed up for the classroom*. The Times Online. Retrieved from <http://www.timesonline.co.uk/tol/news>

For a message posted to a news group:

Chalmers, D. (2000, November 17). Re: Seeing with sound [Online forum comment]. Retrieved from <news://sci.psychology.consciousness>

For computer software:

Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2005). *Comprehensive Meta-Analysis (Version 2)* [Computer software]. Englewood, NJ: Biostat.