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**Title of the Article (Times New Roman, 12 pt, Bold, Centered)**  
*(The title should be concise, informative, and clearly reflect the content (max. 15 words))*

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**Abstract**

**Abstract (Times New Roman, 12 pt, Justified, Bold for Heading)**  
(150–250 words)

The abstract should provide a brief overview of the research, including background, objectives, methodology, results, and conclusion. Avoid citations and abbreviations.

**Keywords (Times New Roman, 12 pt)**  
Maximum 5 keywords, separated by semicolons.

Example: Intercultural Communication, English Language Teaching, Learner Identity, Cultural Awareness, EFL Context

## INTRODUCTION

*(Cambria, 12 pt, Bold; text: justified, 1.5 spacing)*

The **Introduction** section serves as the foundation of your scholarly article. It must **clearly guide the reader** from the general background of the topic toward the specific focus of your study. This section should be structured in a logical progression, consisting of the following five elements:

### 1.1. Background of the Study

Begin with a general overview of the broad field related to your topic. Then gradually narrow the scope to the more specific area your research focuses on. You should identify:

- The academic field and subfield you are contributing to (e.g., Applied Linguistics, English Language Teaching, Literary Studies, etc.)
- The contemporary relevance of the topic in real-world or educational contexts
- The significance of the issue in local, national, or global settings

*Example (fragment):*

"With the increasing emphasis on intercultural competence in English language education, there has been growing interest in understanding how cultural identity shapes language learning experiences (Byram, 2021; Kramsch, 2013)."

### 1.2. Literature Context and Theoretical Landscape

Summarize the **most relevant and recent literature** (preferably from the last 5–10 years). Discuss the major theories, frameworks, or key findings that inform your study. Avoid a descriptive list of previous studies; instead, synthesize ideas to show scholarly conversation.

You may use thematic or chronological organization to present the existing literature. Show what has been studied, and highlight **gaps, debates, or inconsistencies** that your paper aims to address.

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*Example (fragment):*

"Several studies have examined learner motivation in online learning contexts (Dörnyei, 2020; Ushioda, 2017), yet little attention has been given to how socio-cultural factors interact with digital platforms in shaping learners' engagement."

### 1.3. Research Gap and Justification

Clearly identify what is **missing, understudied, or contested** in the existing body of knowledge. This helps justify **why your research matters** academically and practically. Avoid vague expressions like "few studies have been conducted"; instead, specify *which* aspects have not been addressed.

*Example (fragment):*

"While numerous studies have investigated literary representations of identity, few have examined contemporary Indonesian narratives through a postcolonial lens, particularly those written in English."

### 1.4. Research Objectives and/or Questions

End the introduction with a **clear, focused research objective** or a set of **research questions**. These should directly address the gap identified earlier. They must be specific, researchable, and aligned with the methods and scope of your study.

Use clear language such as:

- "This study aims to investigate..."
- "The present research seeks to answer the following questions:"

*Example (fragment):*

"This study aims to explore how EFL students in Indonesian universities construct their academic identities through English writing. Specifically, it addresses the following research questions:

1. How do students perceive the role of English in shaping their academic self-concept?
2. What rhetorical strategies do they employ to assert identity in academic writing?"

## LITERATURE REVIEW (optional as a separate section)

*(Cambria, 12 pt, Bold; text: justified, 1.5 spacing)*

The **Literature Review** section is where you demonstrate your scholarly engagement with previous research. It **positions your study within the existing academic discourse**, highlighting the theoretical and empirical foundations that support your research and **identifying critical gaps** that justify your contribution.

Although it is optional as a separate section in MJES, a **clearly structured and analytical literature review** is strongly recommended, especially for research articles aiming for publication in reputable journals.

### Structure and Content Guidelines

#### 2.1. Purpose of the Literature Review

The literature review must:

- Show your familiarity with the field of study and related disciplines.
- Map out the intellectual context of your research.
- Identify key trends, recurring themes, and central debates.
- Critically evaluate existing studies (not merely describe them).
- Demonstrate where your research fits in and what it adds.

#### 2.2. Organization Strategies

You may organize the literature review in one of the following ways:

- **Thematic:** Group studies based on key themes or variables relevant to your study.

*Example themes: "Student Motivation," "Teacher Feedback," "Digital Pedagogy;"*

- **Chronological:** Trace the development of the field or theory over time.

*Use this when showing historical evolution of an issue.*

- **Methodological:** Discuss how different studies approached the topic using various methods. *Useful when you want to justify your own methodological choices.*

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### 2.3. Critical Synthesis, Not a Summary

Avoid presenting a list of unrelated studies. Instead, analyze and **synthesize** ideas:

- Compare and contrast findings or theoretical perspectives.
- Evaluate strengths and weaknesses of previous research.
- Highlight inconsistencies, contradictions, or underexplored areas.
- Use linking language to create coherent discussions:

*"While Smith (2020) argues that..., others such as Lee (2022) and Tan (2021) suggest that..."*

Use transitions to signal development: *However, Furthermore, In contrast, Although, Despite this...*

### 2.4. Theoretical Framework (if applicable)

In empirical studies, the literature review may also present the **underlying theories or models** used to analyze the data. These theories should:

- Be introduced clearly and concisely.
- Be relevant to your research questions and methodology.
- Be cited from original or key sources.

*Example:*

"This study draws on Vygotsky's (1978) sociocultural theory to understand how learners construct meaning through interaction in digital spaces."

### 2.5. Identifying the Research Gap

Conclude your literature review by:

- Stating what the current literature has not yet addressed.
- Justifying how your study contributes to filling that gap.
- Connecting this directly to your research questions or objectives.

*Example:*

"Despite the growing body of work on code-switching in EFL classrooms, few studies

have examined its pragmatic functions in asynchronous online discussion forums. This study seeks to address this gap by..."

## RESEARCH METHOD

*(Cambria, 12 pt, Bold; text: justified, 1.5 spacing)*

This section explains *how* the research was conducted in a transparent and replicable manner. A well-written methodology section provides readers with confidence in the rigor and reliability of the research process. It should describe the **design, participants or data sources, data collection procedures, and data analysis techniques**, along with ethical considerations when applicable.

Use subheadings such as **3.1 Research Design, 3.2 Participants, 3.3 Data Collection, and 3.4 Data Analysis** for clarity and organization. Below is a detailed guide for each component:

### 3.1. Research Design

Briefly state the overall approach used in the study. Clearly identify whether the study is qualitative, quantitative, or mixed-methods. Specify the research type (e.g., case study, experimental, narrative inquiry, ethnography, survey research, content analysis, etc.).

Explain *why* this design is appropriate for your research objectives.

*Example (fragment):*

"This study employed a qualitative case study design to explore the discourse strategies used by Indonesian EFL learners in writing tasks. A case study was deemed appropriate due to the in-depth nature of the inquiry."

### 3.2. Participants / Data Sources

Describe in detail the participants or data sources used in the study. Include the following:

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- Sampling method (e.g., purposive, random, convenience)
- Number of participants (e.g., N = 20)
- Demographics (e.g., age, gender, education level, institution)
- Inclusion or exclusion criteria
- If documents or texts are used as data (e.g., student essays, newspaper articles), explain how and why they were selected.

*Example (fragment):*

"The participants consisted of 12 undergraduate English majors (8 females, 4 males) from a state university in East Java, selected through purposive sampling based on their completion of an academic writing course."

### 3.3. Data Collection Procedures

Explain the instruments and procedures used to collect data. Be specific and detailed so the study can be replicated. This includes:

- **What** data were collected (e.g., interview transcripts, classroom observations, test scores, written documents)
- **How** data were collected (e.g., face-to-face semi-structured interviews, online survey using Google Forms, field notes)
- **When and where** the data were collected
- Provide sample questions (if using interviews or surveys) or cite the instruments
- Discuss validity and reliability if applicable (especially in quantitative designs)

*Example (fragment):*

"Data were collected over a four-week period using semi-structured interviews conducted in English. Each interview lasted 30–45 minutes and was audio-recorded with participant consent."

### 3.4. Data Analysis

Describe in detail how the data were processed and analyzed:

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- For **qualitative research**, explain coding procedures, thematic analysis, discourse analysis, narrative analysis, etc. Mention any use of qualitative analysis software (e.g., NVivo, ATLAS.ti).
- For **quantitative research**, include the statistical methods used (e.g., t-test, ANOVA, regression analysis). Mention the software (e.g., SPSS, R, Stata).
- For **mixed methods**, explain how qualitative and quantitative data were integrated.

*Example (fragment):*

"Interview data were transcribed verbatim and analyzed using thematic analysis as outlined by Braun and Clarke (2006). Initial codes were generated inductively, and emerging themes were reviewed through iterative comparison."

### **3.5. Ethical Considerations (if applicable)**

Mention whether ethical approval was obtained (from your university or institution). Describe how **informed consent** was secured and how you ensured **confidentiality, anonymity**, and the right to withdraw.

*Example (fragment):*

"Ethical approval was granted by the Faculty Research Ethics Committee. Participants provided written informed consent, and pseudonyms were used to ensure confidentiality."

## **RESULTS AND DISCUSSION**

*(Cambria, 12 pt, Bold; justified text, 1.5 spacing)*

The **Results** section should present your research findings **objectively, clearly, and logically**, without interpretation (which belongs in the Discussion section). Organize the findings **in alignment with the research questions or objectives** stated in the Introduction.

#### 4.1. Structure and Presentation

- Present **only the factual outcomes** of the data analysis (e.g., frequencies, themes, statistical results).
- Use **descriptive narratives, tables, and figures** to support clarity.
- Report **both expected and unexpected findings**.
- Sequence the results to mirror the structure of your research questions or hypotheses.

#### 4.2. Use of Tables and Figures

- Tables and figures should be numbered consecutively (e.g., **Table 1, Figure 2**).
- Each must be referenced in the main text (e.g., “As shown in Table 2..”).
- **Table titles** and **figure captions** must be placed **above** the item, **center-aligned**, and written in Title Case.
- Avoid redundancy: **do not repeat** the same data in both a table and a figure, or in text and graphic form.
- For quantitative studies: include statistical values (e.g., *p*-values, means, standard deviations, confidence intervals).
- For qualitative studies: report themes, patterns, or categories with supporting **representative quotes** from participants.

#### 4.3. Clarity and Precision

- Use clear subheadings to divide results by theme or question if needed.
- Avoid interpretation, speculation, or theoretical commentary (these belong in the Discussion section).
- Ensure consistency in terminology and formatting throughout.

#### Example (Quantitative Fragment):

**Table 1**  
**Descriptive Statistics of Learner Motivation Scores**

Variable	N	Mean	SD	Min	Max
Intrinsic	85	3.87	0.42	3.01	4.78

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The results in Table 1 show that learners reported a relatively high level of intrinsic motivation ( $M = 3.87$ ,  $SD = 0.42$ ).

**Example (Qualitative Fragment):**

Three major themes emerged from the interviews: (1) language anxiety, (2) peer support, and (3) teacher approachability.

*"I feel nervous when speaking in class, especially if I make grammar mistakes,"* one participant explained (P4, Female, age 21).

**5. Discussion**

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The **Discussion** section interprets and contextualizes the findings, linking them back to the **research questions**, **prior literature**, and **theoretical framework**. It demonstrates your critical thinking and your study's **academic and practical relevance**.

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**5.1. Interpretation of Results**

- Explain **what your findings mean** in the broader context of the topic.
- Relate the results to the **research questions** posed in the Introduction.
- Show how your findings confirm, challenge, or extend previous research.
- Use citations to draw comparisons and contrasts with prior studies.

**5.2. Theoretical and Practical Implications**

- Discuss how your findings contribute to **existing theory** or **pedagogical practice**.
- Indicate any **new insights** or **models** proposed by your study.
- For applied studies, explain the **implications for teachers, learners, policy-makers, or curriculum designers**.

**5.3. Contributions and Significance**

- Clarify the **originality or novelty** of your research.

- Discuss how your study advances understanding in the field of English language teaching, literature, or related domains.

#### 5.4. Limitations

- Acknowledge the **limitations or constraints** of your study (e.g., sample size, generalizability, measurement tools).
- Demonstrate **transparency** and academic rigor by identifying areas that may affect interpretation.

#### 5.5. Suggestions for Future Research

- Based on your limitations and findings, propose **recommendations for further study**.
- Indicate specific **variables, contexts, or methods** that deserve exploration.

#### Example (Fragment):

The findings support previous research by Kim (2019), who also found that peer feedback improves revision quality in EFL writing. However, the unexpected reluctance of male students to participate suggests cultural factors not addressed in earlier studies.

This study contributes to sociocultural theory by demonstrating how learner identity mediates engagement in collaborative writing.

Nonetheless, the study was limited to one university and used self-reported data, which may affect generalizability. Future research could adopt a mixed-methods approach across multiple institutions.

## CONCLUSION

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The **Conclusion** section provides a **succinct yet comprehensive closure** to the article by restating the essence of the research without unnecessary repetition. It must **summarize key findings, highlight the significance**, and offer **constructive**

**suggestions for future inquiry**, while avoiding redundancy with the Results or Discussion sections.

### 6.1. Summary of Key Findings

- Concisely **reiterate the central findings** of the study that directly answer the research questions or meet the objectives.
- Avoid repeating data or overly detailed results already presented in the previous sections.
- Emphasize findings that contribute **new knowledge** or offer **meaningful insights** into the topic.

*Example:*

"This study reveals that students' attitudes toward peer feedback are significantly shaped by prior experience and cultural perceptions of academic authority."

### 6.2. Theoretical Implications

- Highlight how the findings contribute to or expand upon **existing theories, models, or conceptual frameworks**.
- Identify any **new perspectives or refinements** introduced by your study that enrich the scholarly discourse in the field.

*Example:*

"The results support Vygotsky's sociocultural theory by confirming that collaborative writing environments mediate learner engagement through social interaction."

### 6.3. Practical Implications

- Discuss the **real-world applicability** of your research for practitioners, educators, curriculum developers, policymakers, or learners.
- Present **recommendations for practice or policy** that are derived from your findings.

*Example:*

"English language instructors should consider integrating structured peer review activities to foster deeper revision strategies and learner autonomy."

#### 6.4. Recommendations for Future Research

- Propose **specific directions** for future research based on the study's limitations or unanswered questions.
- Suggestions should be **feasible, relevant, and theoretically grounded**, such as exploring different contexts, participant demographics, or methodologies.

*Example:*

"Future research should examine how gender influences peer feedback practices across diverse cultural educational settings, using a longitudinal design."

#### 6.5. Final Remarks

- End with a strong concluding sentence that encapsulates the **contribution and relevance** of the study.
- Avoid introducing new data, arguments, or references in this section.

*Example:*

"By shedding light on the dynamic nature of peer feedback in multilingual classrooms, this study contributes to the evolving landscape of collaborative language learning."

## REFERENCES

Please ensure that all references in your manuscript follow the **APA 7th edition format**, with entries arranged in **alphabetical order by the surname of the first author** and formatted using a **hanging indent** (i.e., the first line is flush left, and subsequent lines are indented). To assist with proper citation formatting, authors are strongly encouraged to use **reference management tools** such as **Mendeley, Zotero, or EndNote**, which can automatically generate in-text citations and reference lists according

to APA 7th style. These tools not only improve consistency and accuracy but also save time during manuscript preparation.

*Examples:*

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.

Smith, A. B., & Jones, C. D. (2020). English Learners and Cultural Identity. *Journal of Applied Linguistics*, 15(2), 123–139. <https://doi.org/10.1234/jal.2020.01502>