



Write your title here. It should be concise and does not exceed 20 words

Author 1*

Author 2

Affiliation (University, Country)

ABSTRACT

The abstract should be clear and informative in one paragraph (not exceeding 250 words). Use Cambria font in size 11-pt with single spacing. It should succinctly describe your entire paper which contains **the introduction indicating the research gap, research purpose, methodology, findings, and research implication/contribution**. It should tell the prospective readers what you did and highlight the key findings. Avoid using technical jargon and uncommon abbreviations. The abstract must appear on the top of the first page after the title, author(s) name and affiliation, and email address of **corresponding author** (*who will handle correspondence at all stages of refereeing and publication, also post-publication; this responsibility includes answering any future queries about Methodology and Materials*) of the paper. Keywords are the labels of your manuscript and critical to correct indexing and searching. They should be well selected and closely related to the topic to facilitate readers' search and should represent the content and highlight of your article. Use only abbreviations that are firmly established in the field. There must be 3-7 keywords (*phrases*). Each phrase in Keywords should be separated by a semicolon (;).

ARTICLE INFO

Keywords:

3-7 keywords

Article History:

Received:

Revised:

Accepted:

Published:

This work is licensed under a [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

It is an introduction of the article (level one headings). The article structure contains (a) **Title**; (b) **Author(s) name, affiliation, and email address of corresponding author**; (c) **Abstract**; (d) **Keywords**; (e) **Introduction**; (f) **Method**; (g) **Findings**; (h) **Discussion**; (i) **Conclusion**; (j) **Acknowledgements**; (k) **Funding**; (l) **References**; and (m) **Appendices (if any)**. Therefore, the article should clearly describe the background of the subject, the author's work, including the method used, results, and concluding discussion on the importance of the work.

Manuscripts should be typed in MS Word doc. format; using 12-pt Cambria font; left, right, top, and bottom margins are 3 cm; single-spaced on A4-sized paper; length: between 5,000 and 7,000 words (including tables, figures, references, and appendices). It is expected that the author will submit carefully written and proofread material.

Use Reference Management Software such as Zotero (<http://www.zotero.org>), **Mendeley** (<https://www.mendeley.com>), etc. for citations and

* Corresponding author: Yunika Triana yunika@staff.uinsaid.ac.id

<https://doi.org/10.22515/bg.v8i2.8449>

references by following the style of the American Psychological Association (APA) 7th Edition. Careful checking for spelling and grammatical errors should be performed. It is suggested to use Grammar Checker Software **Grammarly** (<http://app.grammarly.com>).

The introduction should clearly state the purpose of the paper. It includes a review of related literature and research purpose in essay style. The introduction should include key references to appropriate work. It states the significant contribution of the research. All introductions should be presented in the forms of paragraphs, not pointers, and with the proportion of 15-20% of the whole article length.

Author should provide an adequate background, and literatures review or in order to record the existing solutions/method, to show which is the best of previous studies, to show the main limitation of the previous studies, to show what do you hope to achieve (to solve the limitation), and to show the scientific merit or novelties of the paper. Avoid a detailed literature review or a summary of the results. Do not describe literatures review as author by author but it should be presented as group of articles per method or topic reviewed which refers to some literatures.

At the end of the introduction, *author should explicitly state the research gaps and show the novelty of the research. Author should also write the research questions or research objectives and the research contributions.* Here is the examples of the gaps analysis statement at the end of Introduction section: “..... (short summary of background) (put here state of the art or overview of previous researches similar to this research)..... A few researchers focused on There have been limited studies concerned on Therefore, this research intends to The objectives of this research are”.

or

“..... (short summary of background) (put here state of the art or overview of previous researches similar to this research) A few researchers focused on There is no researcher concerned on Therefore, this research focuses on This research is aimed to”.

The research contribution should be written here.

Method

This section discusses the research methodology (level one headings). This section consists of several subsections telling about the research method description such as *the research design, participants, data collection (practical procedures), and data analysis (practical procedures)*. Methods already published should be indicated by a reference: only relevant modifications should be described. Do not repeat the details of established methods.

In the Method section, the proportion is 10-15% of the total article length, all presented in the form of paragraphs in the subsections. All text paragraphs should be single-spaced, with the first line indented. Double spacing should NOT be used anywhere in the manuscript. The position and style of headings and subheadings should follow this template.

First subsection of method

It deals with the first subsection of method (level two headings). XXXXXXX XXXXXXXX
XXXXXX XXXXX XXX. XXXXXX XXXXXXX XXXXX XXXXXXXX XXXXXXXX.

XXXXXXXX XXXXXXXX XXXXXXX XXXXX XXX. XXXXXX XXXXXXX XXXXX XXXXXXXX XXXXXXXX.
XXXXXXXXXX XXXXXXXX XXXXXXX XXXXXXX XXXXXXXX. XXXXXXXXXX XXXXXXXX.

Second subsection of method

It deals with the second subsection of method (level two headings). XXXXXXX
XXXXXXXX XXXXXXX XXXXX XXX. XXXXXX XXXXXXX XXXXX XXXXXXXX XXXXXXXX. XXXXXXXXXX XXXXXXXX
XXXXXXXX XXXXXXX XXXXXXXX. XXXXXXXXXX XXXXXXXX XXXXXXX XXXXXXX XXXXXXXX.

Third subsection of method

It deals with the third subsection of method (level two headings). XXXXXXXX XXXXXXXX XXXXXXXX XXX. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX.

How many subsections will be presented depend on the needs of the explanation related to the research methodology. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX.

Results

This section deals with the research findings (level one headings). The findings obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. **The findings section consists of a description of the results of the data analysis to answer the research question(s). The findings should summarize (scientific) findings rather than providing data in great detail.** Please highlight differences between your results or findings and the previous publications by other researchers.

This section should be explained in several subsections with the detail explanation of the findings. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX.

First findings

This section deals with the first findings (level two headings). **The author is required to present the results of the study with a detailed explanation.** XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX.

Subsection of the first findings

This section deals with a detailed explanation of the first findings (level three headings). How to make and place Figure? The placement of the *colorful picture* is like **Figure 1 which links to the presented figure**, i.e., is the align left with the caption below is written in 11-pt Palatino Linotype. The caption has to mention the title of the figure.

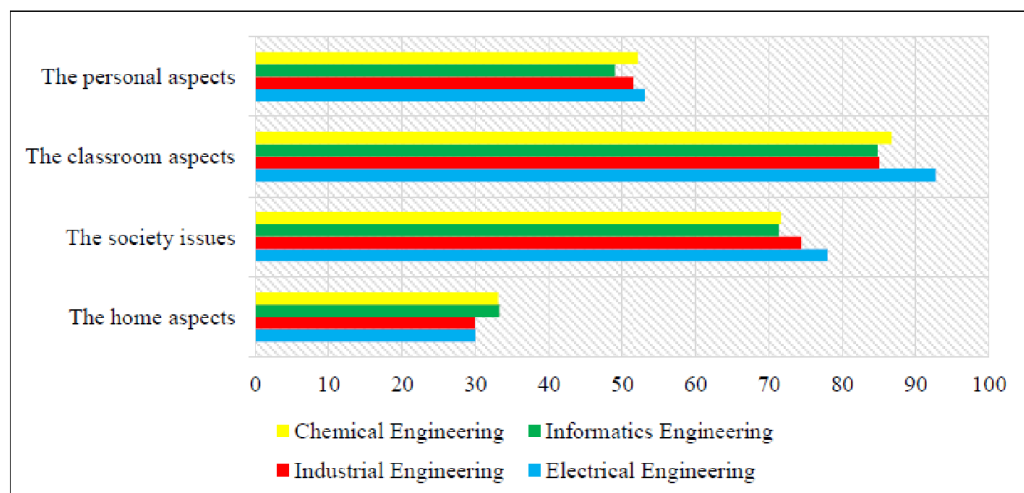


Figure 1. Title of the figure

XXXXXXXXXXXXXXXXXXXX XXXXXXXX XXXXXXXX XXX. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX. XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX XXXXXXXX.

Subsection of the first findings

This section deals with a detailed explanation of the first findings (level three headings). How to make and place Table? Each table must be typed, and consecutively numbered, just like **Table 1 which links to the presented table**. The title is written in the align-left above the table and 11-pt Palatino Linotype, while the source is placed below the table in the same font.

Table 1. Title of the table

No.	Column number 1	Column number 2	Column number 3	Column number 4	Column number 5
1.	Row 1	Row 1	Row 1	Row 1	Row 1
2.	Row 2	Row 2	Row 2	Row 2	Row 2
3.	Row 3	Row 3	Row 3	Row 3	Row 3
4.	Row 4	Row 4	Row 4	Row 4	Row 4

(Source: Source name, 2019)

Second findings

This section deals with the second findings (level two headings). The author is required to present the results of the study with a detailed explanation. **If this subsection reports the data gained from the interview, the author is required to quote and write the transcription of interview result of the relevant data related to the answer to the research questions. Here is an example.** Regarding the change of images in the third and fourth slides, One of the participants mentioned in an interview:

"I think the existence of social media in education should be an opportunity for education stakeholders to"

XXXXXXXX XXXXXXXX XXXXXX XXXXX XXX. XXXXXX XXXXXX XXXXXX XXXXXXXX XXXXXXXX.
XXXXXXXXXX XXXXXXXX XXXXXX XXXXXX XXXXXXXX. XXXXXXXXXXXX XXXXXXXX XXXXX.

Discussion

This section deals with the discussion of the research findings (level one headings). In the Discussion section, the author should present it with a detailed explanation in several subsections (it depends on the needs). The discussion should explore the significance of the results of the work, not repeat them. In the discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a summary of the main scientific findings. The meanings of the findings should be shown from current theories and references of the area addressed.

In the discussion section, you are comparing and contrasting the findings of the current research with those from the previous research or the supporting theories. There should be a similarity and contrast analysis. The following components should be covered in discussion: (a) How do your results relate to the original question or objectives outlined in the Introduction section? What is your finding of research? (what/how)? (b) Do you provide interpretation scientifically for each of your results or findings presented (why)? This scientific interpretation must be supported by valid analysis and characterization (why)? (c) Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

The proportion of the **Findings** and the **Discussion** sections is 40-60% of the total article length. XXXXXXXX XXXXXXXX XXXXXXX XXXXX XXX XXXXXXX XXXXXXX XXXXXX XXXXXXXX
XXXXXXXX XXXXXXXX. XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXXXXXX XXXXXXX XXXXX XXXXXXXX
XXXXXXXXXX.

Conclusion

Acknowledgements

Funding

References

Bachmair, B., & Pachler, N. (2014). A cultural ecological frame for mobility and learning. *MedienPädagogik: Zeitschrift Für Theorie Und Praxis Der Medienbildung*, 24, 53–74. <https://doi.org/10.21240/mpaed/24/2014.09.04.X>

Bradley, L., Lindström, N. B., & Hashemi, S. S. (2017). Integration and language learning of newly arrived migrants using mobile technology. *Journal of Interactive Media in Education*, 2017(1), 1-9. <https://doi.org/10.5334/jime.434>

Burston, J. (2014). The reality of MALL: Still on the fringes. *Calico Journal*, 31(1), 103–125. <https://doi.org/10.11139/cj.31.1.103-125>

Ch'ng, L. K., & Samsudin, Z. (2013). Integration of Mobile Devices into Ubiquitous Learning by the 21 st Century Teenagers. *Education*, 3(6), 362–374.

- <https://doi.org/10.5923/j.edu.20130306.12>
- Chen, X.-B. (2013). Tablets for informal language learning: Student usage and attitudes. *Language Learning & Technology*, 17(1), 20–36. <http://dx.doi.org/10.125/24503>
- Dashtestani, R. (2016). Moving bravely towards mobile learning: Iranian students' use of mobile devices for learning English as a foreign language. *Computer Assisted Language Learning*, 29(4), 815–832. <https://doi.org/10.1080/09588221.2015.1069360>
- Derakhshan, A., & Hasanabbasi, S. (2015). Social Networks for Language Learning. *Theory and Practice in Language Studies*, 5(5), 1090. <https://doi.org/10.17507/tpls.0505.25>
- Fraenkel, J. R., & Wallen, N. E. (2009). *The nature of qualitative research. How to Design and Evaluate Research in Education (Seventh Edition)*. Boston: McGraw-Hill, 420.
- Hembrough, T., & Jordan, J. (2020). Creating a digital writing classroom: A mixed methods study about a first-year composition tablet initiative. *International Journal of Instruction*, 13(2), 567–586. <https://doi.org/10.29333/iji.2020.13239a>
- Isbell, D. R. (2018). Online informal language learning: Insights from a Korean learning community. *Language Learning & Technology*, 22(3), 82–102. <http://hdl.handle.net/10125/44658>
- Jarvis, H., & Achilleos, M. (2013). From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU). *Tesl-Ej*, 16(4), 1–14.
- Jones, A. (2015). Mobile informal language learning: Exploring Welsh learners' practices. *ELearning Papers*, 45, 4–14.
- Kearney, M., Schuck, S., Burden, K., & Aubusson, P. (2012). Viewing mobile learning from a pedagogical perspective. *Research in Learning Technology*, 20(1). <https://doi.org/10.3402/rlt.v20i0.14406>
- Kirovska-Simjanoska, D. (2019). Digital vs in-Person Learning Environment in ESP Classrooms: Let the Students Decide. *SEEU Review*, 14(1), 36–68. <https://doi.org/10.2478/seeur-2019-0004>
- Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. New York: Institute of Education Science
- Lai, C., Shum, M., & Tian, Y. (2016). Enhancing learners' self-directed use of technology for language learning: the effectiveness of an online training platform. *Computer Assisted Language Learning*, 29(1), 40–60. <https://doi.org/10.1080/09588221.2014.889714>
- Lai, C., Wang, Q., Li, X., & Hu, X. (2016). The influence of individual espoused cultural values on self-directed use of technology for language learning beyond the classroom. *Computers in Human Behavior*, 62, 676–688. <https://doi.org/10.1016/j.chb.2016.04.039>
- Lai, C., & Zheng, D. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *ReCALL*, 30(3), 299–318. <https://doi.org/10.1017/S0958344017000258>
- Lee, C., Yeung, A. S., & Ip, T. (2017). University english language learners' readiness to use computer technology for self-directed learning. *System*, 67, 99–110. <https://doi.org/10.1016/j.system.2017.05.001>
- Lee, J. S. (2019). Quantity and diversity of informal digital learning of English. *Language Learning and Technology*, 23(1), 114–126. <https://doi.org/10.125/44675>
- Lee, J. S. (2020). Informal digital learning of English and strategic competence for cross-cultural communication: Perception of varieties of English as a mediator. *ReCALL*, 32(1), 47–62. <https://doi.org/10.1017/S0958344019000181>
- Lee, J. S., & Drajeti, N. A. (2019). English as an international language beyond the ELT classroom. *ELT Journal*, 73(4), 419–427. <https://doi.org/10.1093/elt/ccz018>
- Lee, J. S., & Lee, K. (2019). Informal digital learning of English and English as an international language: The path less traveled. *British Journal of Educational Technology*, 50(3), 1447–1461. <https://doi.org/10.1111/bjet.12652>

- Liu, G.-Z., Kuo, F.-R., Shi, Y.-R., & Chen, Y.-W. (2015). Dedicated design and usability of a context-aware ubiquitous learning environment for developing receptive language skills: a case study. *International Journal of Mobile Learning and Organisation*, 9(1), 49–65.
- Nugroho, A. & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *Edulite: Journal of English Education, Literature, and Culture*, 5(2), 304–321. [https://doi.org/ 10.30659/e.5.2.287-303](https://doi.org/10.30659/e.5.2.287-303)
- Nugroho, A., & Atmojo, A. E. P. (2020). Digital learning of English beyond classroom: EFL learners' perception and teaching activities. *JEELS (Journal of English Education and Linguistics Studies)*, 7(2), 219–243. [https://doi.org/ 10.30762/jeels.v7i2.1993](https://doi.org/10.30762/jeels.v7i2.1993)
- Petersen, S. A., Procter-Legg, E., & Cacchione, A. (2014). LingoBee: Engaging mobile language learners through crowd-sourcing. *International Journal of Mobile and Blended Learning (IJMBL)*, 6(2), 58–73. <https://doi.org/10.4018/ijmbl.2014040105>
- Pollara, P., & Broussard, K. K. (2011). Student perceptions of mobile learning: A review of current research. *Proceeding of the Society for Information Technology & Teacher Education International Conference 2011*. Chesapeake, VA: AACE, 1643–1650.
- Reinders, H., & Benson, P. (2017). Language learning beyond the classroom: A research agenda. *Language Teaching*, 50(4), 561–578.
- Saldaña, J. (2015). *The coding manual for qualitative researchers (3rd Eds)*. London: Sage.
- Smith, S., & Wang, S. (2013). Reading and grammar learning through mobile phones. *Language Learning & Technology*, 17(3), 117–134.
- Stockwell, G., & Hubbard, P. (2013). Some emerging principles for mobile-assisted language learning. *The International Research Foundation for English Language Education*, 1–15.
- Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning*. Springer.
- Sung, Y.-T., Chang, K.-E., & Yang, J.-M. (2015). How effective are mobile devices for language learning? A meta-analysis. *Educational Research Review*, 16, 68–84. <https://doi.org/10.1016/j.edurev.2015.09.001>
- Viberg, O., & Grönlund, Å. (2013). Cross-cultural analysis of users' attitudes toward the use of mobile devices in second and foreign language learning in higher education: A case from Sweden and China. *Computers & Education*, 69, 169–180. <https://doi.org/10.1016/j.compedu.2013.07.014>
- White, J., & Mills, D. J. (2014). Examining attitudes towards and usage of smartphone technology among Japanese university students studying EFL. *CALL-EJ*, 15(2), 1–15.
- Xodabande, I. (2018). Iranian EFL Learners' Preferences of Different Digital Technologies for Language Learning Beyond the Classroom. *International Journal of Education and Literacy Studies*, 6(3), 20. <https://doi.org/10.7575/aiac.ijels.v6n.3p.20>
- Yurdagül, C., & Öz, S. (2018). Attitude towards mobile learning in english language education. *Education Sciences*, 8(3), 142. <https://doi.org/10.3390/educsci8030142>
- Zhang, R. (2020). Exploring blended learning experiences through the community of inquiry framework. *Language Learning & Technology*, 24(1), 38–53. [doi.org.10125/44707](https://doi.org/10.1255/44707)