TITLE GOES HERE (MAX 15 WORDS); BOOK ANTIQUA; SIZE-12

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Abstract: Please write your abstract here using 11 size Book Antiqua fonts, single-spaced. Insert an abstract of 150-250 words, giving a brief account of the most relevant aspects of the manuscript or paper. The abstract of research paper should contain the purposes, method, and findings of the study.

Keywords: Write your three to five key words of the manuscript here.

INTRODUCTION

Here, provide an adequate background or reasons why you are writing the manuscript or paper. For the research-based paper, introduction should contain the adequate information to show the gap of the research based on the reporting or reviewing the latest previous studies. If there have been relevant previous studies which inspires you to write or to conduct the study, then you should mention them here by showing the references (e.g. surname of the author, year, page). Citation of an article implies that you have personally read the cited work. At the end of the Introduction section, you should state the research questions or research objectives.

The citation must follow the APA guidelines. Examples on how to write them are as follows:

a. If the name of the author appears as part of the narrative, cite only the year of publication in parentheses.

Alptekin & Ercetin (2010) indicates that cognitive capacity plays an important role in reading comprehension.

Otherwise, place both the name and the year, separated by a comma, in parentheses, as the following example:

Cognitive capacity plays an important role in reading comprehension (Alptekin & Ercetin, 2010).

b. Within a paragraph, when the name of the author is part of the narrative, you need not include the year in subsequent non-parenthetical references, as shown in the following example.

In 2018, Par's study of the EFL students' critical reading skills across cognitive styles show that…

c. Citing of One Work by Multiple Authors
When a work has two authors, cite both names every time the reference occurs in text. When a work has three, four, or five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by *et al.* (not italicized and with a period after *al*) and the year if it is the first citation of the reference within a paragraph.

Mcgeown, Osborne, Wahurst, Norgate, and Duncan (2016) found that…[Use as first citation in the text).

Mcgeown et al. (2016) found that…[Use as subsequent first citation per paragraph thereafter].

The section headings are arranged by Numbers, bold and 12 pt Book Antiqua, single spacing. Paragraphs shall be single-spaced with indent.

METHOD

For the research-based article, the Method section describes in detail how the study was conducted. In this section, the author should provide detailed information relating to research type used in the study, the participants/subject/population and sample used in the study, including the technique of selecting the sample/respondents. Besides, what, how, to whom the instruments used in the study should be explained. How the data was analyzed in the study should be described adequately.

RESULT

In the Result section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs).

Table 1. Sample of Table Layout

Table 1
The Mean Scores of the FI and FD Groups

	Group Statistics				
	Cognitive Style	N	Mean	Std. Deviation	Std. Error Mean
Critical Reading Skills	FI	31	60.48	15.500	2.784
	FD	29	42.90	19.351	3.593

Citing Table (How to cite the information in the table).
In the text, refer to tables by their number:

As shown in Table 1, the mean scores of the FI and FD groups are….

Do not write "the table above" (or below) or "the table on page 32." because the position and page number of a table cannot be determined until the pages are typeset.

DISCUSSION

This section should explore the significance of the results of the study. This section allows you to offer your interpretation and explain the meaning of your results. Emphasize any theoretical or practical consequences of the results.

The Discussion section should be a reasoned and justifiable commentary on the importance of your findings by comparing the significant findings with the previous relevant studies or findings. This section states why the problem is important; what larger issues and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

CONCLUSION

The main conclusions of the study should be presented in a short Conclusions section. Do not repeat earlier sections.

REFERENCES

Manuscript submitted to ELEJ should conform to APA 6 style for citations and references. Some referencing tools, such as Zotero and Mendeley are advisable to utilize.

General reference form:

Article from periodical/Journal:
Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical/Journal*, volume(number), pp–pp.

Book:
Author, A. A., Author, B. B., & Author, C. C. (year). *Title of Book*. City: Publisher.

The examples are presented below:

Single Author:

Heaton, J. B. (1989). *Writing English Language Tests*. London: Longman Group (FE) Ltd.

Par, L. (2018). The EFL Students' Critical Reading Skills Across Cognitive Styles. *JEELS*, 5(1), 73-96.

Zhang, D. (2012). Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study. *The Modern Language Journal*, 96(4), 558-575.

Two (2) Authors:

Alptekin, C. & Ercetin, G. (2010). The Role of L1 and L2 Working Memory in Literal and Inferential Comprehension in L2 Reading. *Journal of Research in Reading*, 33(2), 206-219.

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education (8th Edn.)*. Belmont: Wadsworth.

Dhanapala, K. V. & Hirakawa, Y. (2015). L2 Reading Motivation among Sri Lankan University Students. *Reading Psychology*, 37(2), 202-209.

Dornyei, Z. & Ushioda, E. (2011). *Teaching and Researching Motivation (2nd Edn.)*. Edinburgh Gate, Harlow: Pearson Education Limited.

Three (3) or more Authors:

McGeown, S. P., Osborne, C., Warhurst, A., Norgate, R., & Duncan, L. G. (2016). Understanding Children's Reading Activities: Reading Motivation, Skill, and Child Characteristics as Predictors. *Journal of Research in Reading*, 39(1), 109-125.

Mckenna, M. C., Conradi, K., Lawrence, C., Jang, B. G., & Meyer, J. P. 2012. Reading Attitudes of Middle School Students: Results of a U. S. Survey. *Reading Research Quarterly*, 47(3), 283-306.

For a chapter in a book or entry in a reference book, use the following formats:

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), Title of book (pp. xxx–xxx). Location: Publisher.

Example:

Deci, E. L. (1992). The Relation of Interest to the Motivation of Behavior: A Self-Determination Theory Perspective. In Renniger, K. A., Hidi, S., & Krapp, A. (Eds.). *The Role of Interest in Learning and Development* (pp. 43-70). New York: Taylor and Francis.

Duke, N. K. & Carlisle, J. (2011). The Development of Comprehension. In Kamil, M. L., Pearson, P. D., Moje, E., B., & Afflerbach, P. P. (Eds.), *Handbook of Reading Research Volume IV (pp. 199-228)*. New York: Routledge.