

**Title (Times New Roman 14)**

**1st Author Name <sup>a</sup>, 2nd Author Name <sup>b</sup>, 3rd Author Name <sup>c</sup>**

<sup>a</sup> 1st Author Affiliation, City, Country, e-mail address

<sup>b</sup> 2nd Author Affiliation, City, Country, e-mail address

<sup>c</sup>3rd Author Affiliation, City, Country, e-mail address

## Abstract

[illegible]

*Keywords: Add about 5 keywords or phrases separated by semicolons for use in indexing this paper; these may also be used to identify appropriate reviewers. (TNR10)*

# HEADING LEVEL 1(TNR12)

Use Times New Roman 12 only throughout unless stated otherwise. Do not indent the first line of paragraph following a heading or subheading. Use single spacing for main document. Note that there is only one space between sentences. A reasonable manuscript structure would be: Introduction, Review of Literature, Research Objectives/Questions, Methodology, Results, Implications, and Conclusion, but this may vary based on your research.

Indent 5 spaces subsequent paragraphs. Indent 5 spaces subsequent paragraphs. Indent 5 spaces subsequent paragraphs. Indent 5 spaces subsequent paragraphs.

When quotations run into more than 40 words indent as shown here. Use Times New Roman 9 as font size.

When quotations run into more than 40 words indent as shown here use Times New Roman 9 as font size..

When quotations run into more than 40 words indent as shown here use Times New Roman 9 as font size.

**Use the following style for headings and sub-headings**

## USE THIS STYLE FOR LEVEL TWO HEADINGS (TNR10)

USE THIS STYLE FOR LEVEL THREE HEADINGS (TNR8)

**Do not include more than three tiers of sections**

## Include tables and figures in manuscript

Use Table text style (as in Table 1) for all tables. Table captions should be placed below the table. Figure captions should be placed below the figure. Captions should be Times New Roman 10-point bold in sentence structure

Objects	Column A	Column B
Tables	Above	More
Figures	Below	Less

**Table 1. Example table caption style. Same for figures.**

Place figures and tables at the end of the paragraph in which the figure or table is referenced. Captions should be Times New Roman 10-point bold (Caption style). They should be numbered (e.g., “Table 1” or “Fig. 2”), centered, and placed beneath the figure or table. The words “Figure” and “Table” should be spelled out (e.g., “Figure” rather than “Fig.”) wherever they occur in the text. Use high-resolution images, 300+ dpi, legible if printed in color or black-and-white. Number all figures manually followed by a period, one space (e.g., Fig 1.), and the caption.

### **In-text citations**

In-text citations should be in APA (7<sup>th</sup> edition) style, and all citations must appear in the references at the end of the document. All references in the reference listing must be cited in the manuscript. References should be published materials accessible to the public and mostly peer-reviewed.

### ACKNOWLEDGEMENTS (TNR10)

This section is optional.

### ENDNOTES (TNR10)

Use TNR 10 here. Do not use footnotes but collect all as endnotes and place after main document after Acknowledgement but before References

### REFERENCES (TNR10)

References use the References Style. References should be in APA (7<sup>th</sup> edition) style and all citations must appear in the references at the end of the document.

- Ang, S., & Van Dyne, L. (2008). Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network. In S. Ang, & L. Van Dyne (Eds.), *Handbook of cultural intelligence* (pp.3-15). New York: M. E. Sharpe.
- Bain, J. D., Ballantyne, R., Packer, J. & Mills, C. (1999). Using journal writing to enhance student teachers' reflectivity during field experience placements. *Teachers and Teaching*, 5(1), 51-73.
- Bandura, A. (2002). Social cognitive theory in a cultural context. *Applied Psychology: An International Review*, 51, 269-290.
- Biggs, J. B. & Tang, C. S. (2007). *Teaching for quality learning at university: What the student does* (3<sup>rd</sup> ed.). Maidenhead: Open University Press.
- Calderhead, J. (1988). *Teachers' professional learning*. London: Falmer.
- Cowan, J. (2006). *On becoming an innovative university teacher* (2<sup>nd</sup> ed.). Maidenhead: Open University Press.

- Cowan, J., (2014). Noteworthy matters for attention in reflective journal writing. *Active Learning in Higher Education*, 15(1), 53-64.
- Hammer, M. R. (2011). Additional cross-cultural validity testing of the Intercultural Development Inventory. *International Journal of Intercultural Relations*, 35(4), 474-487. doi: 10.1016/j.ijintrel.2011.02.014
- Hatton, N. & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49.
- Moon, J. A. (2004). *A handbook of reflective and experiential learning*. London: Routledge Falmer.
- Ong, W. J. (1982). *Orality and literacy: The technologizing of the word*. London and New York: Routledge.
- Sheldon, K. M. (1996). The social awareness inventory: Development and applications. *Personality and Social Psychology Bulletin*, 22(6), 620-634. doi: 1177/0146167296226007
- Spencer-Oatey, H. (2008). Face, impoliteness and rapport. In H. Spencer-Oatey (Ed.), *Culturally speaking: Culture, communication and politeness theory* (pp. 11-47). London: Continuum.
- Thompson, N. & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice*, 13(2), 311-325.
- Van Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L., & Koh, C. (2012). Sub-dimensions of the four factor model of cultural intelligence: Expanding the conceptualization and measurement of cultural intelligence. *Social and Personality Psychology Compass*, 6(4), 295-313.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.