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Title of Your Article (Maximum 15 Words) – Calibri 14 pt, Bold, Centered

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ABSTRACT (Calibri 11 pt)

[Write a single-paragraph abstract of 150–250 words. Briefly state the research background/problem, gap, purpose, method, principal findings, and conclusion/implication. Do not include references in the abstract unless indispensable.]

Keywords: keyword 1; keyword 2; keyword 3; keyword 4; keyword 5 (Use 3–5 keywords, Calibri 10 pt)

A. INTRODUCTION (Calibri 12 pt, 1.15 spacing)

This section outlines the purpose of the study, identifies the relevant gap in the literature, and presents the research questions. It also provides a detailed discussion of the research context to facilitate an in-depth understanding of the setting. The manuscript should contain between 4,500-7,000 words, including references, tables, and figures. Manuscripts that exceed this word limit may not be accepted for review. Please use Calibri 12 pt and 1.5 spacing. Tables and figures should be used sparingly and incorporated directly into the main text. All sources must be cited within the text and in the references list, following the most recent **APA 7th** style guide.

B. METHOD (Calibri 12 pt, 1.15 spacing)

The methodology should be described in sufficient detail. For methods that have been previously published, the relevant sources should be cited; only relevant adaptations or modifications made for the present study need to be explained. It is preferred to have this section divided into subsections of Research Design, Research Site and Participants, Data Collection and Instruments, and Data Analysis.

Research Design

The research design is presented clearly and demonstrates its suitability for addressing the objectives and purpose of the research.

Research Site and Participants

The characteristics of the participants, along with the procedure and rationale for their selection, are described comprehensively and appropriately justified. (Please use a pseudonym for your school and respondents' names)

Data Collection and Instruments

The procedure for collecting data and using research instruments are described clearly, including the role and competency of the researcher(s).

Data Analysis

Data analysis is explained in a clear and systematic manner, including the role and competency of the researcher(s).

C. RESULTS (Calibri 12 pt, 1.15 spacing)

Provide a clear presentation of your results. When appropriate, support them with graphs and tables, and summarize the most important findings in the text. Refrain from discussing implications or offering reasons for the outcomes; that material should appear in the Discussion Section.

Subheading 1

Table 1. An example of a table (Calibri 12 pt, 1 spacing)

An example of a column heading	Column A	Column B
And an entry	1	2
And another entry	3	4
And another entry	5	6

(For the table, Calibri 10 pt, 1 spacing). Write the source of the table, if any.

Subheading 2

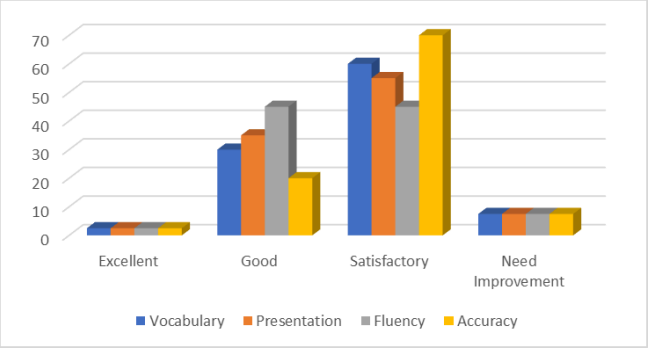


Figure 1. Speaking performance during short-talk assessment

D. DISCUSSION (Calibri 12 pt, 1.15 spacing)

The Discussion should focus on interpreting the significance and implications of the results rather than simply restating the results. It may begin with a concise overview of the scientific findings emerging from the study rather than a summary of the empirical results. The Discussion should address the following key aspects: (1) how the findings relate to the research questions or objectives; (2) the scientific interpretation underlying each finding; and (3) how the findings compare with those reported in previous studies, including areas of

agreement, disagreement, or divergence. Depending on the nature of the study, combining Results and Discussion sections is often appropriate. Extensive use of citations and lengthy reviews of previously published literature should be avoided.

E. CONCLUSION (Calibri 12 pt, 1.15 spacing)

The conclusion should directly address the research objectives and clearly demonstrates how the study contributes to advancing knowledge within the field. A well-defined conclusion is essential for enabling reviewers and readers to assess the significance and potential publication value of the research. Rather than repeating Abstract, Conclusion should synthesize the main contribution of the study and provide a clear rationale for the scientific significance. It should also highlight potential practical applications, implications, and directions for future investigation.

F. AUTHOR CONTRIBUTION STATEMENT (Calibri 12 pt, 1.15 spacing)

This section contains an explanation of each author's contribution to the article. The description of contributions should be written clearly and specifically, reflecting their academic role.

How to write:

The authors' contributions to this article are as follows: Author 1 acted as the initiator and conceptor of the article; Author 2 contributed to the analysis and interpretation of the data; Author 3 served as the validator of the data and analysis results; Author 4 contributed to the data collection and critical revision of the article. All authors approved the final content of the article and are responsible for all aspects of this research.

G. STATEMENT OF INTEREST (Calibri 12 pt, 1.15 spacing)

This section contains a statement regarding the presence or absence of any conflicts of interest that could potentially affect the objectivity of the research. If no conflict of interest exists, authors must include the following statement: All authors declare that they have no financial or non-financial conflicts of interest relevant to this research.

H. ACKNOWLEDGEMENTS "Optional" (Calibri 12 pt, 1.15 spacing)

Acknowledgments are summarized as expressions of gratitude from the author to the promoter team, advisory team, those who have assisted in the research, or the funders.

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Authors must declare whether generative AI or AI-assisted tools were used in preparing the manuscript; if yes, specify the tool and version, purpose (e.g., translation, language editing, data analysis), and the sections affected. The authors confirm that they reviewed and edited all outputs and take full responsibility for the content, including accountability for any misrepresentation or undisclosed use of AI, and that no generative AI was used to create, alter, or fabricate data, analyses, figures, or references.

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Choi, Y. J., & Lee, S. H. (2022). The role of task-based learning in improving ESL learners' speaking fluency. In *Proceedings of the 2022 International Conference on Language Education and Research* (pp. 120–128). https://doi.org/10.1234/icler.2022.015← **Proceeding**

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Cambridge Assessment English. (2021, August 5). Understanding the CEFR: *A guide for teachers*. https://www.cambridgeenglish.org/learning-english/exams/cefr/. ← **Website**