



Title of Articles in English Should Describe the Main Content of Manuscripts, Be Informative, Concise, and Not Too Wordy (12-15 Words Only), and Does Not Contain Formulas. Use Capital Each Word

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¹ Name of affiliation of first author, Country [Size 11]

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DOI:

Abstract: Written briefly in English in one paragraph of 150-200 words, containing background, research objectives, methodology, results, conclusion of the study and your research contributions to science.

Keywords: Written in English 3-5 words or groups of words, written alphabetically, use lowercase and ; as

INTRODUCTION [HEADING 1][SIZE 13]

The Introduction provides a comprehensive background to the research topic, highlighting key problems, the significance of the study, and its broader context. It should include a concise overview of relevant prior research, clearly identify gaps in existing knowledge, and justify the need for the present study. A balance should be maintained between the pure and applied aspects of the subject to demonstrate both theoretical and practical relevance.

Authors must **explicitly state the research questions** that guide the study. These questions should be logically derived from the literature review and gap analysis and must align with the stated objectives. Clear articulation of the research questions helps focus the study and informs the reader of its analytical direction.

The section concludes with a well-structured paragraph that outlines the specific objectives and purposes of the research. The Introduction should be presented in coherent paragraphs and span approximately **1000 words**.

LITERATURE REVIEW [HEADING 1] [SIZE 13]

This section expands upon the brief literature overview in the Introduction by critically examining existing research in more depth. It should discuss theoretical frameworks, major findings, and methodological approaches in previous studies, highlighting their relevance to the current work. The Literature Review should identify inconsistencies, limitations, or unresolved issues in the existing body of knowledge and explain how the present research addresses these gaps. It should establish a solid foundation for the

study and demonstrate how it contributes to or extends existing knowledge. This section should also maintain a balance between theoretical and practical aspects, and be presented in approximately **1000 words**.

Digital Technology Integration in ELT [Heading 2] [size 12]

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Learner Engagement and Motivation in Technology-Mediated ELT [Heading 2] [size 12]

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etc [Heading 2] [size 12]

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METHODS [HEADING 1] [SIZE 13]

This section should provide enough detail to allow other researchers to replicate the study. Describe the research design, data collection techniques, experimental procedures, and analysis methods in a clear and logical order. Specify all materials and equipment used, including model numbers and manufacturers where relevant. If standard methods were modified, describe the changes and justify them. The methodology should also include ethical considerations (if applicable) and data analysis tools or software used.

Design of the Study [Heading 2] [size 12]

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Data Collection and Analysis [Heading 2] [size 12]

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etc [Heading 2] [size 12]

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FINDINGS / RESULTS [HEADING 1] [SIZE 13]

Present the research findings using well-organized tables and/or figures that clearly illustrate major trends and outcomes. Figures and tables should not duplicate the same data, and any information shown visually should not be repeated in the text. Instead, the text should focus on interpreting the most significant patterns or observations. Limit the number of tables and figures to 3–7, ensuring each serves a clear purpose. While this section primarily reports findings objectively, it should naturally lead into the interpretation and implications discussed in the following section.

Research Question 1 Findings [Heading 2] [size 12]

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Table 1.

The effects of written peer feedback on writing revisions [size 11]

		n	M	S.D
1	I found that my peers' comments are very useful for	33	4.9	1.0
7	my writing revision.	4	0	0
1	Thanks to my written peers' comments, I can	33	4.9	0.9
8	reorganize the ideas in my writing more logically.	4	8	8
1	After each revision based on my peers' comments, the	33	4.8	1.0
9	content of my writing is much more abundant.	4	7	4
2	After each revision based on my peers' comments, my	33	4.8	1.0
0	writing greatly improved in terms of vocabulary,	4	4	3
	grammar, and spellings.			

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Research Question 2 Findings [Heading 2] [size 12]

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Figure 1

Model of Self-Regulated Learning



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DISCUSSION [HEADING 1] [SIZE 13]

Interpret the results in the context of the original research questions, hypotheses, and objectives. Explain why and how the observed outcomes occurred, referencing supporting or contrasting findings from existing literature. Discuss the implications of the findings for theory, practice, or future research. Address the limitations of the study honestly and constructively. Consider the generalizability of your results and how they may apply to related research problems or real-world situations. This section should demonstrate deep critical thinking and scholarly insight.

CONCLUSION [HEADING 1] [SIZE 13]

Provide a concise summary of the main research findings and relate them back to the study's objectives and problem formulation. Avoid repeating information already stated in the discussion. The conclusion should be written as a single paragraph, free of numbered points or bullet lists. Clearly state the research's scientific contributions and potential implications. Emphasize originality, relevance, and the value of the findings for future investigations or practical applications.

ACKNOWLEDGMENT [HEADING 1] [SIZE 13]

Acknowledge any individuals, institutions, or organizations that contributed to the research but did not meet the authorship criteria. Include details of any funding sources, grants, or support received (include grant numbers if applicable). This section may also thank peer reviewers, research assistants, or technical staff who contributed significantly to the success of the study.

REFERENCES [HEADING 1] [SIZE 13]

All sources cited in the manuscript must appear in the reference list and vice versa. Use APA 7th Edition referencing style consistently throughout. Aim for 10–40 references, with at least 70% from peer-reviewed journals and 30% from books or other scholarly texts. Recent sources should be prioritized to reflect current research trends. Use reference management software such as Mendeley, EndNote, or Zotero to ensure consistency and formatting accuracy.

1. Journal Article (with DOI)

Format:

Author(s). (Year). Title of the article. *Title of the Journal*, *Volume*(Issue), page range. <https://doi.org/xxx>

Example:

Wang, S., & Vásquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), 412–430. <https://doi.org/10.11139/cj.29.3.412-430>

2. Journal Article (no DOI, from a database)

Format:

Author(s). (Year). Title of the article. *Title of the Journal*, *Volume*(Issue), page range.

Example:

Yilmaz, R. M. (2017). Exploring the role of gamification in enhancing student engagement and motivation. *Computers in Human Behavior*, 73, 597–604.

3. Book (Single Author)

Format:

Author. (Year). *Title of the book: Subtitle if applicable* (Edition if not the first). Publisher.

Example:

Hockly, N. (2016). *Focus on learning technologies*. Oxford University Press.

4. Book (Edited Volume)

Format:

Editor(s). (Ed[s].). (Year). *Title of the book*. Publisher.

Example:

Motteram, G. (Ed.). (2013). *Innovations in learning technologies for English language teaching*. British Council.

5. Chapter in an Edited Book

Format:

Author(s) of chapter. (Year). Title of chapter. In Editor(s) (Ed[s].), *Title of the book* (pp. xx–xx). Publisher.

Example:

Reinders, H., & White, C. (2010). The theory and practice of technology in materials development and task design. In N. Harwood (Ed.), *English language teaching materials: Theory and practice* (pp. 58–80). Cambridge University Press.

6. Conference Paper (Published Proceedings)

Format:

Author(s). (Year). Title of paper. In Editor(s) (Ed[s].), *Title of Proceedings* (pp. xx–xx). Publisher. <https://doi.org/xxx> (if available)

Example:

Li, H., & Ni, X. (2011). Exploring teacher beliefs in technology integration. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 1234–1240). Association for the Advancement of Computing in Education (AACE).

7. Thesis or Dissertation (Published)

Format:

Author. (Year). *Title of thesis or dissertation* (Publication No. xxx) [Doctoral dissertation/Master's thesis, Institution]. Publisher or Database.

Example:

Park, J. H. (2019). *Teacher cognition in technology integration for English language teaching* (Publication No. 27645807) [Doctoral dissertation, University of California]. ProQuest Dissertations & Theses Global.

8. Web Page / Website (No Author or Individual Author)

Format:

Author or Organization. (Year, Month Day). *Title of page*. Website Name. URL

Example (with author):

Crystal, D. (2020, July 15). *How English became a global language*. David Crystal Online. <https://www.davidcrystal.com/how-english-global>

Example (no author):

British Council. (2023). *Teaching English online: Best practices and challenges*. <https://www.britishcouncil.org/teaching-online-guide>

9. Dictionary or Encyclopedia Entry

Format:

Author. (Year). Title of entry. In *Title of reference work* (Edition, Vol., pp. xx–xx). Publisher.

Example:

Yule, G. (2020). Phonology. In *The study of language* (7th ed., pp. 48–65). Cambridge University Press.

10. YouTube Video / Online Lecture

Format:

Author or Channel Name. (Year, Month Day). *Title of video* [Video]. YouTube. URL

Example:

TED-Ed. (2016, April 12). *The benefits of a bilingual brain – Mia Nacamulli* [Video]. YouTube. <https://www.youtube.com/watch?v=MMmOLN5zBLY>