

YOUR FULL PAPER TITLE SHOULD USE THIS FONT TYPE AND SIZE

First author, Second author and Third author

Name of Institution, City (separate with a semicolon for multiple institutions)
e-mail address (separate with a semicolon for multiple e-mail addresses)

Abstract: An abstract not exceeding 250 words should appear here. It should clearly reflect the contents of the paper.

Keywords: Three to five keywords should be written here, separated with a comma

FIRST-LEVEL HEADING

Use this format for each section. Your full paper should be written in 4 – 5 pages for ISSN publication. First-level headings should be written in capital letters. Leave a space between the heading and the first paragraph for that section.

The second and subsequent paragraphs should be indented. Just copy and paste your text into this template.

All text paragraphs should be single spaced, with the first line indented. Double spacing should only be used before and after headings as shown in this example. Position and style of headings and subheadings should follow this example. No spaces should be placed between paragraphs.

First-level headings of an empirically based paper include Introduction, Method, Findings and Discussion, Conclusions and Suggestions, and References. For a conceptually based paper, first-level headings include Introduction, Main Headings (depending on the contents of the paper), Conclusions and Suggestions, and References. First-level headings can be further elaborated with second level and third-level headings.

The body text in each section should be relevant to the headings and written in a clear and coherent manner. Introduction should explain the focus of the paper, the rationale, and the theoretical framework. For a research-based paper, the Method section should clearly describe the design and the procedure of the study. Findings and Discussion section contains description of the important findings and the discussion in light of relevant theories and previous studies. Conceptually based papers should discuss important points, as based on the focus of the paper, using relevant and adequate references. Conclusions should state concisely the most important assertions of the paper, and suggestions need to be relevant to the findings and discussion.

Second-level Sub-heading

Second-level headings should be written using Title Case. Paragraphs should be indented as specified earlier.

Third-level sub-heading

Third-level headings should be written using Sentence Case. Paragraphs should be indented as specified earlier. If further sub-divisions need to be made, please use a different style for the sub-subsections, such as underlining or italicising the font for the sub-subheadings.

FONTS

Papers should use 10-point Calibri Light font. It is recommended that text in figures not be smaller than 9-point font size.

TABLES AND FIGURES

Figure captions and table headings should be sufficient to explain the figure or table without needing to refer to the text. Figures and tables not cited in the text should not be presented. Table Heading and Figure Caption styles are as shown in this template.

Tables and figures should be placed close after their first reference in the text. All figures and tables should be numbered with Arabic numerals. Table headings should be centred above the tables. The following is an example.

Table 1. Title of Table

Items	Number	Percentage
A	15	30
B	22	44
C	8	16
D	5	10

Figure captions should be centred below the figures, as shown in this example.

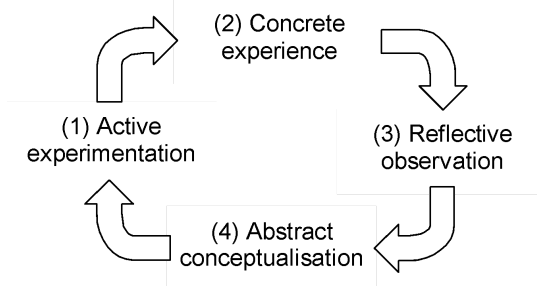


Figure 1. Experiential learning cycle, adapted from Kolb (year)

REFERENCES – APA FORMAT

Authors should ensure that all references are cited in the text and vice versa. Authors are responsible for checking the accuracy of each reference. APA referencing conventions of 7th edition should be followed (see https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html for easy access).

Example:

1. Book:
Vandergrift, L., & Goh, C. C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
2. Book Section/Chapter:
Waring, R. (2011). Extensive reading in English teaching. In H. P. Widodo & A. Cirocki (Eds.), *Innovation and creativity in ELT methodology* (pp. 69-80). New York: Nova Publishers.
3. Journal Article:

Vandergrift, L., & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(2), 470-497.
<https://doi.org/10.1111/j.1467-9922.2009.00559.x>