***Journal of Language Education and Research, 202X, Vol(Issue), pp-pp***

*Research Article*

**Title in English in Uppercase and Lowercase Letters, Centered, Bold, Times New Roman, 14 Font, No More Than 12 Words**

**Name Surname** [[1]](#footnote-2)\* **Name Surname**[[2]](#footnote-3)\*\*

Please do not provide author information in the initial submission. The author(s) will be asked to provide author information when the manuscript is accepted.

Research manuscripts must be between 5.000-10.000 words.

|  |  |  |
| --- | --- | --- |
| ARTICLE INFO |  | ABSTRACT |
| Received: |  | The abstract should be written using the font size 10 and justified, without exceeding the word limit (150 words). The abstract should include the scope and the basic aim of the study, methodology, findings, conclusions, and suggestions (if any). You can write your own abstract by deleting this text; however, you are not to change the format of the abstract. Abstract should be written using the font size 10 and justified, without exceeding the word limit (150 words). The abstract should include the scope and the basic aim of the study, methodology, findings, conclusions, and suggestions. Abstract should be written using the font size 10 and justified, without exceeding the word limit (150 words). The abstract should include the scope and the basic aim of the study, methodology, findings, conclusions, and suggestions (if any). Abstract should be written using the font size 10 and justified, without exceeding the word limit. |
| Revised form: |  |
| Accepted: |  |
| Doi: |  |
|  |  |
| Keywords: |  |
| *Type* |  |
| *the* |  |
| *keywords here* |  |
| *line by line* |  |
|  |  |
| Acknowledgments |  | Please type any acknowledgments here. |
| Statement of Publication Ethics |  | Please state that the study has been conducted by following the publication ethics. If committee approval is required, please provide the details such as name of the board, date, and number as in the following example:  The ethics committee approval has been obtained for the current study: Name of the Board, Date, and Decision Number.  If no committee approval is required, please state that  The current study does not require ethics committee approval. |
| Authors’ Contribution Rate |  | If there is more than one author, please indicate clearly the contribution of each author to the manuscript. |
| Conflict of Interest |  | Please specify if this study has any conflict of interest or not. |
| Reference |  | Written by the authorized person according to APA 7 |

Introduction (Main Heading)

Main headings should be written using 12-point Times New Roman, left-aligned 1.15 line spacing. The space should be 12 pt before and 0 pt after the paragraph. The text should be in bold and only the first letter should be in uppercase.

Paragraphs should be indented 0.5 inch. The text should be written using 12-point Times New Roman with 0.45-inch line spacing and justified. The space should be 3 pt before and after each paragraph

If the citation includes a single-authored resource, it should be (Author1, year); however, if the resource has been written by two authors, the citation should be (Author1 & Author2, year). If different resources are cited at the same time, they should be given alphabetically based on the surname (Aauthor, 2005; Bauthor, 2020). If the resource cited is obtained from another resource (indirectly), "as cited" should be used (AuthorA, year; as cited in AuthorB, year).

When the resources cited include three and more, the surname of the first author should be given and "et al." should be added (Author1 et al., year).

Direct and short quotations (up to 40 words) should be introduced in quotation marks, fololwed by the the author, year of publication, and the page number for the reference (Author1, year, p.?). Direct quotations that are 40 words, or longer should be placed in a free-standing block of typewritten texts, indented 0.40 inch from the left and right margins, and written using 10-point Times New Roman.

Direct quotations that are 40 words, or longer should be indented 0.40 inch from the left and right margins, and written using 10-point Times New Roman. Direct quotations that are 40 words, or longer should be indented 0.40 inch from the left and right margins, and written using 10-point Times New Roman. Direct quotations that are 40 words, or longer should be indented 0.40 inch from the left and right margins, and written using 10-point Times New Roman. Direct quotations that are 40 words, or longer should be indented 0.40 inch from the left and right margins, and written using 10-point Times New Roman.

**Literature Review**

The titles of the tables and figures should be written using 12-point Times New Roman. The first letters of each word in the title should be aligned left. There should be a full-stop after the figure number. The table and figure numbers should be in bold. It is vital to use 10-point Times New Roman for the letters in the figures, with single line spacing. Figures should be created in line with the following format. 3 pt spacing should be given before the figure title and after the information provided on the source of the figure. Moreover, multiple 1.15 line spacing should be given.

Second-level sub-headings should be indented 0.5 inch and aligned left using 12-point Times New Roman with multiple 1.15 line spacing. Only the initials should be in uppercase. The space should be 12 pt and 0 pt before and after the paragraph, respectively.

**Research Aim and Research Questions**

The aim of the research and the research questions are given under this heading.

Methodology

Research Design/Model

Research design (model) consists of scientific steps taken within the framework of a plan developed by the researcher in order to answer research questions or test hypotheses.

Publication Ethics

Articles should include the statement that Research and Publication Ethics are complied with. In studies requiring ethics committee approval, information about the approval (name of the board, date, and number) should be included in the method section and also on the first/last page of the article.

Participants

Major demographic characteristics such as education level, age, and sex must be reported here. Report major demographic characteristics (e.g., age, sex, ethnicity, socioeconomic status) and important topic-specific characteristics (e.g., achievement level in studies of educational interventions).

Data Collection and Analysis

In this section, data collection tools should be introduced in detail, validity and reliability information should be given, and how the collected data were analyzed should be explained in detail.

Procedure

Detailed information must be provided here on how the study is conducted step by step.

(If necessary, other sub-headings can be created in this section.)

**Results**

Tables should be created based on the example table given below. All the lines in tables should be of 1/2 pt width and in dark blue. The text should be 2 pt and lighter in 40% color tone. Vertical lines should not be used in tables. The notes related to the table should be given under the table in the following format. 3 pt spacing should be used before the table title and under the citation related to the source of the table, and 1.15 line spacing should be given.

The information provided on the content of the table should be written using 10-size Times New Roman with an indentation of 0.45-inch and justified. The space should be 3 pt before and after each paragraph, with multiple 1.5 line spacing. For tables which will not fit into one page, smaller font size can be used. The same applied to figures.

**Table 1.** Students' and Teachers' Preferences on the Frequency of Correcting Errors in Speaking

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Always | Often | Sometimes | Rarely | Never |  |
| 1 | 2 | 3 | 4 | 5 | Average |
| Student | Number |  |  |  |  |  |  |
| Percentage |  |  |  |  |  |  |
| Teacher | Number |  |  |  |  |  |  |
| Percentage |  |  |  |  |  |  |

**Figure 1.** Comprehension Levels

Critical Comprehension

Deep Comprehension

Literal Comprehension

**Discussion**

This section should discuss the findings. In other words, this section should provide the interpretation of the findings as well as the support for the conclusions. (Discussion and conclusion sections can also be written together.)

**Conclusion**

This section must briefly summarize the study. Moreover, it should also discuss the limitations and suggestions for further research and directions. (Discussion and conclusion sections can also be written together.)

**Suggestions**

Please provide any suggestions or implications based on the findings of the study. (Discussion, conclusion and suggestion sections can also be written together.)

References must follow APA 7th edition. Please check the following websites for more detailed information.

<https://www.scribbr.com/apa-citation-generator/>

<https://libguides.usc.edu/ld.php?content_id=54526203>

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html>

References

AbuSeileek, A. F. (2009). The effect of using an online-based course on the learning of grammar inductively and deductively. *ReCALL, 21*(3), 319–336. <https://doi.org/10.1017/S095834400999005X>

Aksan, D. (1990). Şiir dilinin kimi semantik özellikleri üzerine gözlemler [Observations on some semantic features of the poetic language]. *IV. Dilbilim Sempozyumu Bildirileri 17-18 Mayıs 1990 içinde (s. 59–69).* Boğaziçi Üniversitesi.

Andujar, A., & Çakmak, F. (2020). Foreign language learning through Instagram: A flipped learning approach. In M. Kruk, & M. Peterson (Eds.), *New technological applications for foreign and second language learning and teaching* (pp.135-156). IGI Global. <http://dx.doi.org/10.4018/978-1-7998-2591-3.ch007>

Bernardini, S. (2000). Systematising serendipity: Proposals for concordancing large corpora with language learners. In L. Burnard & T. McEnery (Eds.), *Rethinking language pedagogy from a corpus perspective* (pp. 225–234). Peter Lang.

Çetinkaya, G., & Uzun, L. (2010). Türkçe ders kitaplarındaki metinlerin okunabilirlik özellikleri [Readability features of texts in Turkish textbooks]. In H. Ülper (Ed.), *Türkçe ders kitabı çözümlemeleri* (pp. 141–156). PegemA Yayıncılık.

Gençer, Y. (2013). *Türkçe metinlerdeki bağlantı öğeleri ile okuyucuların okuduğunu anlama durumları arasındaki ilişkinin incelenmesi* [Examining the relationship between connectivity items in Turkish texts and readers' reading comprehension]. Unpublished M.A. Thesis, Nigde University, Niğde.

Kılıçkaya, F. (2020). Adult language learners' informal employment of ICT applications and websites to assess their English skills. In R. Ahmed, A. Al-Kadi, & T. Hagar (Eds.), *Enhancements and limitations to ICT based informal language learning: Emerging research and opportunities* (pp. 89–111). IGI Global.

Krajka, J. (2007). *English language teaching in the internet-assisted environment*. Wydawnictwo UMCS.

Masorong, S. K. (2010). *An error analysis performed on English 230 students’ ELPT compositions: A basis for a proposed intensive grammar enrichment* [Unpublished master’s thesis]. Mindanao State University, Marawi.

McKay, S. (2006). *Researching second language classrooms.* Lawrence Erlbaum Associates.

Savolainen, H., Ahonen, T., Aro, M., Tolvanen, A. & Holopainen, L. (2008). Reading comprehension, word reading and spelling as predictors of school achievement and choice of secondary education. *Learning and Instruction, 18(2),* 201–210. <http://dx.doi.org/10.1016/j.learninstruc.2007.09.017>

Son, J.-B. (2011). Online tools for language teaching. *TESL-EJ, 15*(1). <http://www.tesl-ej.org/wordpress/issues/volume15/ej57/ej57int/>

Ülper, H. (2010). *Okuma ve anlamlandırma becerilerinin kazandırılması* [Teaching reading and interpretation skills]*.* Nobel Yayın Dağıtım.

Uzun, G. L. (2010), Narrative differences between Orkhon inscriptions. *Journal of Korean Association of the Islamic Studies, 20(2),* 236–255.

Winne, P. H., & Butler, D. L. (1994). Student cognition in learning from teaching. In T. Husen & T. Postlewaite (Eds.), *International Encyclopedia of education* (2nd ed., pp. 5738-5745). Pergamonk.

**Appendices**

If there is only one appendix, please use the title Appendix. However, if there is more than one appendix, please use Appendices and identify them as Appendix A. Title, Appendix B. Title.

1. \* The Academic Title of the First Author, ORCID ID: https://orcid.org/XXXXX, Affiliation, Department, e-mail address [↑](#footnote-ref-2)
2. \*\* The Academic Title of the Second Author, ORCID ID: https://orcid.org/XXXXX, Affiliation, Department, e-mail address [↑](#footnote-ref-3)