**Title of Paper (Times New Roman Bold 16 pt)**

**First Author1, Second Author2** **(Times New Roman bold 10 pt)**

1Department of ………., X…….. University, Oxford (Times New Roman 10 pt)

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**ABSTRACT**

***A concise and factual abstract is required (maximum length of 150 words, Times New Roman 10 pt)). The abstract should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separate from the article, so it must be able to stand alone.***

 **KEYWORDS**: at least three key words (Times New Roman 10 pt), separated by semicolon.

**INTRODUCTION (Times New Roman bold 10 pt, centered)**

The following elements of paper (Abstract, Keywords, Introduction, Results and discussions, Conclusions, and References) need to be typed in **Single-space Times New Roman 10 pt**.

**HEADINGS (Times New Roman bold 10 pt, centered)**

The **HEADINGS** and **SUBHEADINGS**, starting with **INTRODUCTION**, appear in **UPPER CASE LETTERS** and need to be **set in bold and aligned centered**.

The font size for all **headings** and **subheadings is 10 points bold face.**

**Indentations and Equations**

The first paragraph under each heading or subheading should be flush left, and subsequent paragraphs should have a five-space indentation. A colon is inserted before an equation is presented, but there is no punctuation following the equation. All equations are numbered and referred to in the text solely by a number enclosed in a round bracket (i.e., (3) reads as "equation 3").

**REFERENCES (Times New Roman bold 10 pt, centered)**

A reference list **MUST** be included using the following information as a guide. Only *cited* text references are included.

* **For an entire book:**

Author, A. (year). *Title of work*. Location: Publisher.

Example:

Bloxham, S., & Boyd, P. (2007). *Developing effective assessment in higher education: A practical guide*. Berkshire:

Open University Press.

* **For a chapter in a book, use the following formats:**

Author, A., & Author, B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book*

(pp. ). Location: Publisher.

Example:

Doughty, C. (2001). Cognitive underpinnings of focus on form. In P. Robinson (Ed.), *Cognition and second*

*language instruction* (pp. 206-257). New York: Cambridge University Press.

* **Journal Article :( One or more authors)**

One author, with volume and issue

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin, 126*(2), 910-924.

Bush, R., Chang, M., & Ellis, A. (2010). The effect of error correction on ESL learners’ writing achievement.

*English Language Teaching, 3*(4), 168-174.

* **Thesis or Dissertation**

For a doctoral dissertation or master's thesis available from a database service, use the following reference template:

Author, A. (2003). *Title of doctoral dissertation or master’s thesis* (doctoral dissertation or master's thesis).

Retrieved from a database (website).

**Example:**

Adams, R. J. (1973). *Building a foundation for evaluation of instruction in higher education and continuing*

*education* (Doctoral dissertation). Retrieved from <http://www.ohiolink.edu/etd/>

* **For an unpublished dissertation or thesis:**

Author, A. A. (1978). *Title of doctoral dissertation or master's thesis* (Unpublished doctoral dissertation or master's

thesis). Name of University, Location.

**Example:**

Brown, M. (2000). *The impact of self and teacher evaluation on students’ writing performance*

(Unpublished master's thesis). Oxford University, Oxford.

* **Proceedings published regularly online:**

Richards, D., Ur, P., & Young, M. A. (2012). Investigating the effects of two types of feedback on

students’ writing. *Proceeding of the 4th World Conference on Educational Sciences*, *Barcelona, Spain.*

* **Proceedings published in book form:**

**Example:**

Blau, I., & Caspi, A. (2009). What type of collaboration helps? Psychological ownership, perceived learning, and

outcome quality of collaboration using Blogs. In T. Bastiaens (Ed.), *proceedings of the 4th world conference on*

*E-learning* (pp. 3329-3335). Chesapeake, VA: AACE.

* **Order of one Author’s works:**

**Example:**

Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. *Studies in Second*

*Language Acquisition, 26,* 399-432.

Lyster, R. (2007). *Learning and teaching languages through content: A counter-balanced approach.* Amsterdam:

John Benjamins.

Lyster, R., & Izquierdo, J. (2009). Prompts versus recasts in dyadic interaction. *Language Learning, 59*, 453-498.

**Tables**

Tables must be numbered and the title of the table must be placed on the top of the table. Tables must appear where (or as close as to) they are first mentioned in the text. They must be referred in the text as "Table 1".

**Table 1.** *Title of the table*

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| --- | --- | --- | --- |
| X | X |  |  |
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|  |  |  |  |

**Figures**

Figures must be numbered and the caption of the figure must come at the bottom of the figure. All the legends and the numerical values on the axes of the curves must be clear and readable. Figures must appear where (or as close as to) they are first mentioned in the text. They must be referred in the text as "Figure 1".