**The Title Must Be Concise, No More Than 15 Words**

**(Center, Garamond 14, Bold)**

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(Center, Garamond 10)

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| --- | --- |
| **ARTICLE INFO** | **ABSTRACT** |
| ***Article History:*** | (Garamond, size 10, single-spaced, past tense)  The abstract should clearly and concisely summarize the essential components of the study in a single paragraph, between **200–250** **words**. It must begin with a brief background to the problem, followed by a clear research objective. The abstract should then describe the methodology used, including the design, participants, and instruments where applicable. It should highlight the key results or findings and conclude with the main implications for theory, practice, or further research. The abstract must be written in the past tense, be self-contained, and avoid undefined abbreviations, citations, or references. Foreign terms should be italicized. A well-crafted abstract improves the article’s discoverability through indexing and search engines. |
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1. **INTRODUCTION** (this section may be presented independently or integrated with the LITERATURE REVIEW, as deemed appropriate)

All articles submitted to Datokarama English Education Journal should focus on topics within **English Language Education and Teaching, Linguistics, or Literature**. The manuscript must be written in **Garamond size 12**, **single-spaced**, in a **one-column layout** on **B5 paper**. The total length of the article should be between **5000 to 8000 words**, including abstract, tables, figures, and references. Use **Microsoft Word (.doc/.docx)** file format. Margins should be set to **2.5 cm left**, **2.5 cm right**, **2.5 cm top**, and **2.5 cm bottom**. Each paragraph must use a **first-line indent of 1.00 cm**, and spacing between paragraphs must be left clear.

The title should be specific, informative, and no more than 15 words. Avoid generic formulations such as “A Study of...” unless they are followed by precise content. Titles should maximize clarity and discoverability across databases. Use italics for non-English terms. A well-crafted title enhances visibility in indexing and abstracting services.

All manuscripts must follow the **APA 7th Edition** referencing style consistently throughout the text and reference list. Authors are strongly encouraged to organize their articles using the following standard structure: **Introduction – Literature Review – Method – Results and Discussion – Conclusion – Acknowledgements (if any) – References**.

The **Introduction** should clearly convey the **background** of the study, the **problem statement**, the **significance**, and the **research objective(s)**. This section must explain **why** the selected phenomenon is worth studying, its **novelty or innovation**, and what **gap** in the existing literature it seeks to address. It should be written in a manner that is understandable across disciplines and avoid summarizing results or diving too deeply into the literature at this stage.

Authors should include **references to relevant prior studies**, preferably from **nationally accredited or international journals**, and are encouraged to **review at least four journal articles** published in the last **five years** that align in topic, approach, or object of study. If desired, the **Introduction may be integrated with the Literature Review**, depending on the nature of the research.

The introduction must conclude with a clear explanation of how this study differs from existing research and articulate the **research gap and purpose** concisely.

Upon submission of the manuscript, the corresponding author will receive a confirmation email from the editor within one week. If no confirmation is received, the author is advised to follow up, as the submission may not have been successfully received. All submitted papers undergo a **double-blind peer review** process, ensuring that both authors’ and reviewers’ identities remain anonymous. The manuscript will be reviewed by two experts in the field, and the review process typically takes between **two to three months**. Notification of the review outcome will be sent via email. Authors are required to revise the manuscript according to the feedback and suggestions provided by the reviewers. Upon acceptance, the article will be published at no charge. This journal does not charge authors for submission or publication. After publication, the corresponding author will receive a notification via email and can freely download the article in PDF format from the journal's official website.

1. **LITERATURE REVIEW**

The **Literature Review** provides an overview of current knowledge, including substantive findings, as well as theoretical and methodological contributions relevant to the topic of study. It surveys scholarly books, journal articles, and other credible sources that relate to the research problem, offering a **description, summary, and critical evaluation** of previous works in order to justify the novelty or innovation of the current research.

This section should highlight **what has already been discovered**, **the gaps** in existing literature, and **how the current study differs from or builds upon** previous works. The goal is to position the present study within the broader academic conversation and explain its significance and contributions.

It is highly recommended that authors use **citation management software** such as **Mendeley** or **Zotero** to ensure citation accuracy. All citations must follow **APA 7th edition** and be cited **in-text**, for example:  
(Ruslin, 2020); (Ruslin & Fatima, 2022); (Rengur et al., 2024, p. 34); (Syam, n.d.).

Before publication, the editor will hyperlink the references during the copyediting stage.

* 1. **Sub Heading 1**

Use sub-headings where necessary to organize the literature review into logical themes, topics, or chronological development of the field. Each subsection should synthesize findings rather than simply summarize individual sources.

* + 1. **Sub Heading 2**

**Short quotations** (less than 40 words) should be included in the paragraph and enclosed in double quotation marks. For example:  
Deterding (1997, p. 54) said that “connected speech represents somewhat more natural data than the rather artificial vowels derived from specially articulated citation speech.”

**Long quotations** (more than 40 words) should be formatted as a block quotation, indented 1 cm from the left, without quotation marks. For example:

From the acoustic standpoint, even the sounds of words used by a speaker are one of the forms of his or her identity. Accordingly, Jacobi (2009) explained that:

Along with communicating meaning, the acoustic signal is a product of physical properties and changes, as well as of more generally all those factors that form the identity of the speaker, such as social affiliation or family origin. The choice of words but also the way they are realized differs from speaker to speaker, as well as within a speaker. Even more, from an acoustic point of view, each utterance is unique.(Jacobi, 2009, p. 2)

When paraphrasing, ensure that the **original meaning is preserved**, written in your **own words**, and properly cited. Even if you paraphrase, a **citation is still required**. For direct quotations, **quotation marks** and **page numbers** must be provided.

1. **METHOD**

This section outlines the methodological framework used to conduct the research, including the design, participants or subjects, instruments, data collection, and data analysis. The description should provide sufficient detail to allow the study to be replicated by other researchers. If previously published methods are used, they must be cited appropriately, and only relevant modifications should be explained.

The **research design** must be clearly stated, whether the study adopts a qualitative, quantitative, or mixed-methods approach. Authors should explain the rationale behind choosing the design and how it aligns with the objectives of the study. This section should also include a brief description of the research context and scope.

In the **quantitative approach**, the method should describe the identification of variables, the population, the sample and sampling techniques, the instruments used for data collection, the validation and reliability of those instruments, and the procedures for data analysis. In contrast, for a **qualitative approach**, the method should include the type of qualitative design employed, the criteria for selecting participants, data collection techniques (e.g., interviews, observations, document analysis), reflexivity considerations, and the process of data analysis.

The **participants or subjects** of the study must be clearly described. For quantitative studies, this involves identifying the population and explaining the sampling technique and sample size. For qualitative studies, this includes a discussion of participant characteristics, selection criteria, and relevance to the research question.

Instruments or tools used for data collection should be detailed. This includes questionnaires, interview guides, observation sheets, or tests, depending on the approach. If the instruments were adapted or developed by the researcher, details of their design, pilot testing, and validation process must be included. For standardized instruments, appropriate citations must be provided.

The **data collection procedure** should be explained step by step. Information on where, when, and how the data were collected, the duration of data gathering, and any ethical considerations taken during the process should be clearly stated.

Finally, the **data analysis** section should explain how the data were interpreted to answer the research questions. Quantitative studies must specify the statistical analyses conducted, the software used, and any assumptions tested. Qualitative studies should describe how themes or patterns were identified, coded, and interpreted, along with any methodological frameworks employed (e.g., grounded theory, narrative analysis).

The method section must be supported with relevant references where appropriate to strengthen the scientific rigor and credibility of the approach taken.

If the study involved human participants, authors must confirm that ethical approval was obtained from a relevant institutional review board (IRB) or ethics committee. Informed consent must be obtained from all participants prior to data collection. The name of the institution and approval number (if applicable) should be stated.

1. **RESULTS** (this section may be presented independently or integrated with the DISCUSSION, as deemed appropriate)

Present the results of your work. Use graphs and tables if appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate as to why something happened; that goes in the Discussion. Interpretation of the results should be presented in the Discussion section.

* 1. **Sub Heading 1**

Tables should be numbered sequentially and placed as close as possible to their first citation in the text. Each table must have a descriptive title above the table (Garamond 10, Bold) and use consistent formatting. Avoid vertical lines; use only horizontal lines for clarity.

**Table 1. Results of the study.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **Result A** | **Result B** | **Implication** |
| Analysis 1 | 1 | 5 | Valid |
| Analysis 2 | 2 | 6 | Valid |
| Analysis 3 | 3 | 7 | Valid |
| Analysis 4 | 4 | 8 | Valid |
| Total | 910 |  |  |

* + 1. **Sub heading 2**

Figures should be **high-resolution**, numbered consecutively, and referred to in the text. Place the **figure title below the figure** (Garamond 10, Bold), written in sentence case. If figures are adapted, include the source.

**Figure 1. The comparison of results.**

Use grayscale or high-contrast colors to ensure clarity in print and screen versions. Avoid excessive embellishments or decorative elements.

Excerpts from interviews should be numbered consecutively in the Results section. The font size for these excerpts should be set to 10 in Garamond.

1. ‘I never used Flipgrid as a teaching medium to improve students’ speaking ability. I usually take the listening materials from YouTube and other online sources. By having the experiment to make a short talk through Flipgrid, I have an idea to use Flipgrid in my teaching, too’. (P3)

If you have data from interviews, then the excerpts are necessary to be presented in the Results section. These excerpts play a crucial role in conveying the authentic voices and perspectives of the participants that offers deeper understanding of the research findings.

1. **DISCUSSION** (this section may be presented independently or integrated with the RESULTS, as deemed appropriate)

Highlight the most significant results, but do not repeat what has been written in the Results section. The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights that emerged as a result of your study of the problem.

1. **CONCLUSION**

The conclusion must present clear and concise answers to the research objectives, rather than a mere summary of the results. It should be written in the form of coherent paragraphs that highlight the main contributions of the study to the fields of English Language Education and Teaching, Linguistics, or Literature. Authors should emphasize the value of their analysis, the implications of the findings, and identify any limitations encountered during the study. Additionally, relevant recommendations for future research should be clearly stated, providing directions that could further develop the topic.

**ACKNOWLEDGMENTS “if any/optional”**

Acknowledge funding bodies and departments that supported the project, including financial assistance; provide the grant number.

**REFERENCES**

All references must be written in **APA 7th Edition** style and listed alphabetically. Authors are required to include at least **20 references**, with a minimum of **80% sourced from peer-reviewed journal articles** published within the last **5 years**. Use reference managers such as **Mendeley**, **Zotero**, or **EndNote** to maintain consistency.

References must be cited **in-text** (author–date system), and every citation must appear in the reference list. Non-English sources should be translated into English with the original in brackets (if applicable).

1. **Journal article with a DOI**

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. Psychological Review, 126(1), 1–51. https://doi.org/10.1037/rev0000126

1. **Journal** **article without a DOI, with a nondatabase URL**

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. Journal of Postsecondary Education and Disability, 31(1), 17–39. https://www.ahead.org/professionalresources/publications/jped/archived-jped/jped-volume-31

1. **Journal, magazine, or newspaper article without a DOI, from print version**

Anderson, M. (2018). Getting consistent with consequences. Educational Leadership, 76(1), 26–33.

1. **Journal article with a DOI, 21 or more authors**

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., ... Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. Bulletin of the American Meteorological Society, 77(3), 437–471. <http://doi.org/fg6rf9>

1. **Journal article with a DOI, combination of individual and group authors**

De Vries, R., Nieuwenhuijze, M., Buitendijk, S. E., & the members of Midwifery Science Work Group. (2013). What does it take to have a strong and independent profession of midwifery? Lessons from the Netherlands. Midwifery, 29(10), 1122–1128.https://doi.org/10.1016/j.midw.2013.07.007

1. **Journal article, in press**

Pachur, T., & Scheibehenne, B. (in press). Unpacking buyer–seller differences in valuation from experience: A cognitive modeling approach. Psychonomic Bulletin & Review.

1. **Journal article, republished in translation**

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood (J. Bliss & H. Furth, Trans.). Human Development, 15(1), 1–12. https://doi.org/10.1159/000271225 (Original work published 1970)

1. **Authored book with a DOI**

Brown, L. S. (2018). Feminist therapy (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000092000

1. **Authored** **book without a DOI in print version**

Burgess, R. (2019). Rethinking global health: Frameworks of power. Routledge.

1. **Dissertation or thesis from a database**

Hollander, M. M. (2017). Resistance to authority: Methodological innovations and new lessons from the Milgram experiment (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin–Madison]. ProQuest Dissertations and Theses Global.

1. **Dissertation or thesis published online (not in a database)**

Hutcheson, V. H. (2012). Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents [Master’s thesis, The College of William & Mary]. William & Mary Digital Archive. https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf

**APPENDICES** (optional)

If there are multiple appendices, label them as Appendix A, Appendix B, etc. Number formulae and equations as Eq. (A.1), Eq. (A.2), etc.; in the next appendix, Eq. (B.1), and so on. Similarly, number tables and figures as Table A.1, Fig. A.1, etc.