**TITLE OF MANUSCRIPT/ ARTICLE WITH A MAXIMUM OF ONLY 15 WORDS**

**Name**

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**Abstract:** Please write your abstract here with the font size and type of lettering as suggested by this template. The abstract is not just a summary of your study. The abstract should introduce readers about your study by stating the purpose of why you decide to chose a certain study to deal with. The method used to analyze and interpret your study is also informed in the abstract, along with the main findings to finalize your abstract. A total of 150-300 words are required for Celt journal’s abstract.

**Key words:** Key words are words that help readers to be directed to your manuscript when the words are fed into a google search engine. Three to five key words are written here.

***Abstrak:*** *Because Celt journal is published in Indonesia, thus, this part is allocated for the translation of the above English abstract into Indonesian. Seperti diinformasikan di atas, dalam abstract bahasa Indonesia, tujuan dari penulisan artikel kemudian metodologi yang dipakai dalam studi yang dibahas, beserta hasil studi atau kajian yang didapat diharapkan untuk diinformasikan dalan abtrak ini. Jumlah kata yang diminta adalah sekitar 150-300 kata. Font yang dipakai adalah italic karena bahasa yang dipakai bukan bahasa Inggris.*

***Kata kunci:*** *Kata kunci merupakan pilihan kata yang**apabila dipakai dalam google search engine, para pembaca akan diberikan pilihan artikel yang antara lain adalah artikel anda. Tiga sampai dengan lima kata kunci diminta untuk dituliskan disini.*

**INTRODUCTION**

Introduction should introduce the reason why you are writing this manuscript or article. If there have been previous studies that inspires you to write or do research on the topic you are going to discuss in this manuscript, then you should mention them here by showing the references (Name of author, 2001, p. 55). Please use the inbuilt computer’s referencing style by clicking the APA. It will help you insert you bibliography with ease.

When you have citations you must follow the APA guidelines. Examples on how to write them are as follows:

In-Text Citations:

* Paraphrased content examples

Imber-Black (2009) found that dogs can be a source of therapy for sick people.

In support of the idea that the drug industry do have a relationship to psychiatry, Smith’s (2008) research show that pharmacists would do annual workshops with psychiatrist.

* Direct Quotes (under 40 words)

Culture is a “a system of belief” that includes… (Hall, 2005, p.13).

Hall (2005) stated that the “system of belief” in culture is …

The study showed that research in culture is “a reflection of…” (Smith & Tyler, 2013, para. 8).

On the other hand, Goddard (2014) believes that “the data was unreliable” (Methods section, para. 6).

* Block Quotes (direct quotes over 40 words)

Indent block quotes five spaces or half an inch and do not use quotation marks. Like used in the rest of the paper, APA block quotes should use double spacing. In block quotes, the period goes before the parentheses. This is different from short quotes.

Williamson states that examining the outcome of research as follows:

The research outcome becomes the most important of the data as it shows the effectiveness of the research performance. Data that is collected from interviews are usually coded first to enable some kind of categorization, which later gives researchers the ability to analyze and present as the outcome. (2008, p. 205)

**LITERATURE REVIEW**

**A. Sub title**

The literature review section is the place where you talk about the state of the art in detail. You should tell readers the kinds of research, journal articles and books you have been reading to help you decide on why you have decided to do a research or deal with an issue, which you consider interesting to write for this manuscript. Usually this is the portion where many references and citations are seen.

**B. Another sub title**

SEE THE FOLLOWING SAMPLE. Kasper and Blum-Kulka (1993) note that distinctive features across cultures have been one of the cause of the inappropriate pragmatic behavior reflected in the speech acts produced by EFL learners. If there is no communication breakdown resulting from from the differences, both speakers and interlocutors may expect a positive pragmatic transfer shown across the L1 and L2 cultures. So, the higher the EFL learners’ proficiency is, the more chances they have to create pragmatic transfer because they already possess “…control over the English...” to express their intended meaning.

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The findings indicated a pragmatic transfer of the Americans who learned Japanese as a foreign language. Another example was a study of interlanguage pragmatics between Korean and English, in which a speaker’s pragmatic transfer may lead to the improper selection of particular lexical items that would cause misinterpretation by the interlocutor (Haugh, 2010, pp. 144-145).

**C. Next sub title sample**

There has been much research on the difference between the pragmatic competence of EFL learners and English native speakers. Tanck (2002) found that the non-native speakers of English tended to produce inappropriate complaints that may lead to unexpected situations. In addition, the non-native speakers were likely to personalize complaints, which in the American culture can be irksome to the interlocutors.

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**METHODOLOGY**

SEE THE FOLLOWING SAMPLE: to collect the data I used the XXX data since I want to get a clear picture on the subjects’ pragmatic competence (Bednarek, 2011, p. 540). Hence, the study employed the Discourse Completion Tasks or Discourse Completion Tests (DCTs) (Tanck, 2002; Rinnert, Nogami, & Iwai, 2006; Umar, 2006; O'Keeffe, A., Clancy, B., and Adolphs, S., 2011) which were distributed to Indonesian EFL teachers, Indonesian EFL students and American native-speaker teachers, who were selected based on convenient sampling. There were fourteen EFL students (henceforth the IES) of the Faculty of Education, English Department, Atma Jaya Catholic University of Indonesia, ten Indonesian EFL lecturers (henceforth the IEL), of the same university one teacher of *LIA Language Course*, and eight American English native speaking teachers of the Regional English Language Office, Jakarta (henceforth the ANS) participating the study.

The DCT, consisting of four situations, two of which were distractors (vide Appendix 1) was analyzed using the components of complaints by Rinnert, Nogami & Iwai (2006). I am curious as to whether the IES and IEL..

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**RESULTS**

SEE THE FOLLOWING SAMPLE. In this section, I present my findings according to the situations for which the speech act of complaint was required. I will start by describing the third situation, followed by elucidating the fourth situation.

**Situation 1:**

**You need to buy a ticket to travel to a nearby city to visit your family over the weekend. You go to the ticket office at the train**

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reflect their politeness. Finally, 75% of the ANS made use of I+C. Thus, both the IET and the ANS prefer one pattern to the others. The frequent use of Initiators by the three groups shows an awareness of face-saving strategies regardless of the different cultures (Leech, 2005; Murphy & Neu, 2005).

**Situation 2:**

**You received your final grades. You were shocked that Professor Andrea Smith gave you a C. Her class was one…**

In a different situation where subjects had to make complaints to their teacher, the IES and IET show similar ways in initiating a conversation (vide Table 3). More than eighty percent of the two groups employ address terms like *Ma’am, Professor* or *Sir*, that are accompanied by opening expressions like

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The students’ level of ability in discussion and comprehension is made on a five-point scale rating ( Scale Linkert) that is 1 = unst30T30T *unstructured/alternative, 2= sub functional, 3 = near functional, 4 = functional, 5 = expert.*

**Table 1**

**Improvement to the Level of Discussion and Comprehension with PACA (TDPdP)**

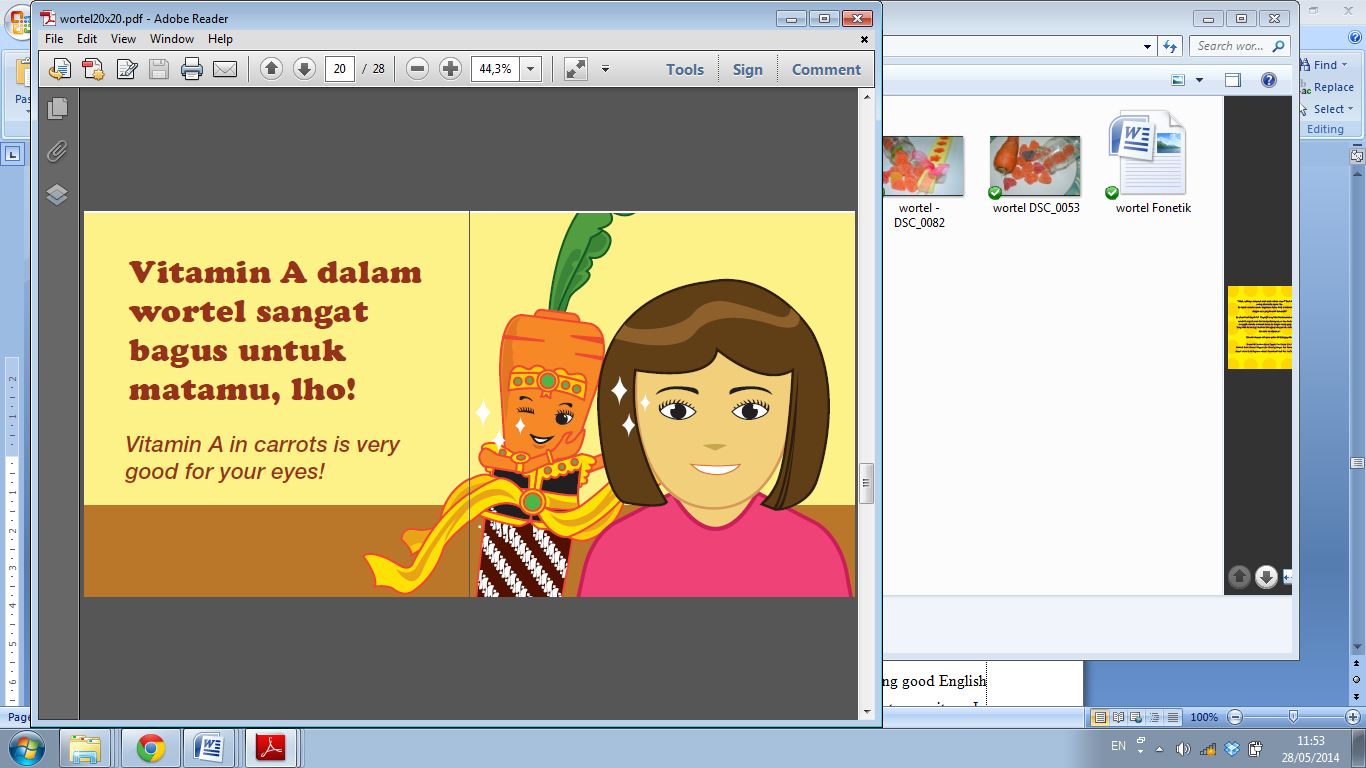
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators of Discussion and Comprehension with PACA** | **TDPdP 5**  **(Expert)** | **TDPdP 4**  **(Functional)** | **TDPdP 3**  **(*near* Functional)** | **TDPdP 2**  **(Sub-functional)** | **TDPdP 1 (unstructured/**  **alternative)** |
| 1. **Demonstrate all the concepts that are complex and accurate. including the critical illustration of how the rules and important variables affect the outcome or phenomenon. Process is described with true scientific language (TDPdP 5)** |  |  |  |  |  |
| 1. **Formulate the problem of the issues carefully. Provide the right solution that is generally true. Demonstrate the process a little bit in general.**   **(TDPdP 4)** |  |  |  |  |  |

The improvement as seen in table 1 is necessarily an outcome where conditions of …. This outcome has been influenced by the scene seen in figure 5 below:

**Figure 5**

**Kartini the carrot dancer is shown wearing the**

**Javanese Golek dance costume**



As already discussed the….

**CONCLUSION**

To this point, I have presented how the….through… Due to cultural aspects and exposures to the English pragmatic competence, there have been several differences and similarities performed by the Indonesian subjects and the ANS.

In a situation that involved no power and social status between the speakers and their interlocutors, the two groups had different preferences for

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**REFERENCES**

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Behnam, B., & Niroomand, M. (2011). An Investigation of Iranian EFL Learners' Use of Politeness Strategies and Power Relations in Disagreement Across Difference Proficiency Levels. *English Language Teaching, 4*(4), pp. 204-220.

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Takahashi, T., & Beebe, L. M. (1993). Cross-Linguistic Influence in the Speech Act of Correction. In G. Kasper, & S. Blum-Kulka, *Interlanguage Pragmatics*. New York: Oxford, pp. 138-158.

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Umar, A. M.-T. (2006, July). The Speech Act as Realized by Advanced Sudanese Learners of English. *Umm Al-Qura University Journal of Education & Social Sciences & Humanities, 18*(2), pp. 8-38.

**APPENDICES:**

**Part 1:**

**Discourse Completion Test**

*Directions: Please* ***write your response*** *in the blank area.* ***Do not spend a lot of time thinking about what answeryou should provide****; instead, please* ***respond as naturally as possible*** *and write your response as* ***you feel you would say it*** *in the situation.*

1. A classmate that you have known for a couple of years stops by your desk at the library and invites you to lunch. You want to leave school early today, so you would rather work through lunch to get ahead on your project.

Classmate: *“Hi. How have you been? Hey, do you want to go to the cafeteria and get a bite to eat?”*

You: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Part 2.**

**Demographic Information**

1. Age and Gender:

2. Nationality:

1. Occupation:
2. Educational background:
3. First language:

*Thank You*

**IN SUBMITTING YOUR MANUSCRIPT, PLEASE ALSO WRITE 15-20 WORDS FOR CELT JOURNAL TO USE AS SUBJECT INDEX. EXAMPLES OF THE CHOICE OF WORDS AND HOW IT WOULD LOOK LIKE IS BELOW:**

competence

grammatical competence

language competence

pragmatic competence

complaints

direct complaints

indirect complaints

speech act of complaints

culture

cultural aspect

EFL learner

English language

face-saving strategies

foreign language speakers

interlocutors

morphological

native speaker teachers

phonological

politeness

pragmatics