**Celt Template Starts with the Title Consisting of Not More than 15 Words in Goudy Old Style (Capitalize Each Word, Bold, font 14pt, Spacing single)**

Right Margin:

2,5 cm

Left Margin:

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Left

1,5 cm

Top Margin:

2,5 cm

Left Margin:

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**1Name, 2Name, and 3Name (Bold, font 12pt, Spacing single after 10pt)**

**1**youremail@xxxx.com, **2**youremail@xxxx.com, **2**youremail@xxxx.com **(**Regular, font 12pt, Spacing single after 10pt)

**1,2**Department, Faculty, University, City, Country **(**Regular, font 12pt, Spacing single after 10pt)

**3**Department, Faculty, University, City, Country **(**Regular, font 12pt, Spacing single after 10pt)

Left

1,5 cm

Left Margin:

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**Abstract: (Capitalize Each Word, Bold, font 11pt, Spacing single)** Please write your abstract here with Goudy Old Style, 11 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 to your study by stating the purpose of why you decided to choose 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. **(**Capitalize Each Word, Regular, font 11pt, Spacing single after 10pt)

**Key words: (Capitalize Each Word, Bold, font 11pt, Spacing single)** Key words are words that help readers to be directed to your manuscript when the words are fed into a Google search engine. 3-5 key words are written here. **(**Capitalize Each Word, Regular, font 11pt, Spacing single after 10pt + enter)

Right

1,5 cm

Right Margin:

2,5 cm

***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.*

Left Margin:

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Right Margin:

2,5 cm

**INTRODUCTION (Capslock font 12 pt)**

1 cm

This introduction section (without subsection) must include the background, literature review and objective(s). You should provide a background of your study by indicating especially that the general research area you are working on is important, central, interesting, problematic, or relevant in some way and also provide a brief literature review to indicate a gap in the previous research of your research area, in order to raise a question about it, or to extend previous knowledge in some way, then state the nature or purpose(s) or your research. It is in this section that you list your research questions or problem formulations with the objectives, state the value of your research, or indicate the structure of your article.

Bottom Margin:

2,5 cm

If there have been previous studies that inspire 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 your bibliography with ease. When you have citations, you must follow the APA guidelines. Examples of how to write in-text citations are as follows:

Chad & Wright (2022, pp. 14-16) concluded that dogs can be a source of therapy for sick people.

In support of the idea that the English language does have a relationship to Celtic history, Smith’s (2023) research shows that the phenomenon of…..

Sutopo (2019), Ramadani (2020), Taştan et al. (2020), and Jafari & Asgari (2021) evaluated the correlation between student-teacher interactions, motivation, and students’ academic achievement as being…..

Indent block quotes five spaces or half an inch and do not use quotation marks. As 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:

Indent paragraph citation’s left margin

2 cm

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. (2018, p. 205)

Right margin 13 cm

These examples should guide you to adhere with Celt’s way of publication, so please follow them well. Your manuscript may not be received by the editors if you do not make use of the font type, size and format. If you have Figures, Pictures or Tables, it is preferable that they would not be at the end of your paragraph. If they do turn up to be at the end of your discussion, then it is best to add two or three more sentences to finalize your paragraph. Please see further on how to position the mentioning of the Figures, Pictures or Tables.

**LITERATURE REVIEW**

1. **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. This section is also the part where you explain the theories adopted to analyze your data and interpret your findings. Usually this is the portion where you show your State of the Art in more detail. From here, the Research Gap and Research Novelty can be projected. Many references and citations are seen in this section. An example of what should be written in the Literature Review is as follows.

Positive teacher-student relationship is known to facilitate conducive classroom climate that will enhance students’ learning and interaction in the classroom. A good, positive classroom environment is important because this situation provides the students’ opportunities to feel capable, worthy, and confident. This condition is supported by Mazer (2012, p. 99 as cited in Da Luz, 2015) who states that students who experience heightened emotional interest are more energized, excited, and emotionally engaged by the material given in the classroom. Nielson & Lorber (2009) also note that exposure towards positive emotional stimuli will make the students able to recall newly learned information better than those who are not given any stimuli.

Upon discussing about the outcome of the research, Williamson states that:

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. (2018, p. 205)

The above statement from Williamson shows that xxxx xxxx xxxxx xxxx. With regards to this, Allen et al. (2019) classify features of teacher-student relationship into three major domains, i.e. emotional supports, classroom organization, and instructional supports. The emotional link xxx xxxx. The classroom organization xxx xxxx xxxx. Whereas, the instructional supports xxxx xxxx xxxx.

1. **Another Sub Title**

In teaching using direct instruction, there are some strategies that can be employed in the classroom. Lecturing is one of the strategies used in direct instruction. In lecturing, the teacher XXXX XXXXX XXXX materials orally (Moore, 2020, pp. 23-26). In order to conduct an effective lecturing, the teacher can utilize some technologies as the teaching aids such as films, photograph, and interactive media to get the students’ attention like suggested by Muijs & Reyn (2016) and (Borich, 2017).

In applying the direct instruction, the teacher also provides questioning in the teaching-learning process, which goes through the following steps provided by Kunjono (2018, pp. 103-112) as follows:

1. The first category

The xxxxx step is the first step to do because xxxxxxx xxxx xxxxx.

1. The second category

The second step is xxxxx because it is xxxx xxxxxxxxx xxxxxxx. In doing this, a researcher will need to:

1. Xxxxx xxxxx xxxx
2. Xxxxx xxxxx xxxx
3. Xxxxx xxxxx xxxx
4. Xxxxx xxxxx xxxx

There has been other research on the difference between the pragmatic competence of EFL learners and English native speakers. However, Tanck (2012) 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 xxxxx xxxxxx xxxxx.

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**METHOD**

The method of the research section describes what data you used in your research, where you collected/obtained your data from, how you collected them, and how you analyzed them. You can start by saying, to collect the data, I used the XXX data since I want to get a clear picture on the subjects’ pragmatic competence. 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., 2017) which were distributed to Indonesian EFL teachers, students and American native-speaker teachers, who were selected based on convenient sampling.

1. **Type of Research (Capitalize each word for the sub heading in alphabet A, B. C. etc.)**

This research makes use of a mixture of quantitative and qualitative type. It is quantitative in the xxxxxx xxxxxx xxxx. This is necessary because Thompson (2015) claims that a research in xxxxx must xxxx xxxxx.

This type of research is qualitative because, the research done has to xxxxx xxxx xxxxx. Thus, being xxxxx in nature, the qualitative aspects is following Henderson’s theory on xxxxxx (2020) to analyze and interpret the xxxxx xxxxxx xxxx.

1. **Research Subjects**

There were 30 EFL students from the English Department, of Faculty xxxx in xxxx University in Indonesia; and 15 EFL students from the English Department, Faculty xxxx in xxxx University in Japan as subjects for the research. The reason for having students xxxxxx xxxxxx xxxxxx xxxx.

1. **Research Procedure**

With regards to a research procedure theorized by Williamson (2019) and Rinnert, Nogami & Iwai (2018), who believe that the following procedures must be made to make the research valid:

1. Interviewing (use number and underline the next sub heading)

XXX XXXX XXXX. The purpose of the interview is to clarify the students’ opinion concerning the quality of teacher-student relationship that can develop supportive, positive learning environment. This is in line with Gablinske (2019), who states that “It is very important to… XXX XXXXX” (p. 202).

1. Pre-test

Pre-test was administered in the first meeting. Students were asked to write 12 sentences with their own topics for 45 minutes. In doing the pre-test, the students were not allowed to access the internet, nor to consult a dictionary in order that the results reflected their original writing competence. The pre-test result was used as one of the indicators to classify a student’s XXXXXXX XXXX XXXX. However, this pre-test XXXX XXXX XXXX.

1. Observation

In doing the observation, the teacher used a checklist to observe the student’s participation in the class activities and the student’s behavior. The field notes pertaining to the students’ habit, interaction and behavior were also made. By having observation, the xxxx xxxxx xxxxx.

1. Post-test

Post-test is as important as Pre-test for the reason that xxxxxx xxxxx is xxxxx in research, therefore, students who are xxxxx with xxxxx are xxxx xxxxx xxxx

1. Questionnaire

Giving out a questionnaire that follows the Technology Acceptance Model (TAM) theorized by Henderson (2016, pp. 34-36) becomes the last procedure in the research. This is necessary in order to xxxxxx xxxxx

**RESULTS AND DISCUSSIONS**

Present and discuss your Research Gap and Novelty as findings in this section. You can start by saying, the results of this study provide information on how the students are xxxx xxxxx. With more positive student perception, the more diligent the student could be in coming to class. A number of xxxxxx xxxxx xxxxx, thus, showing that the learning outcome of the students have been gained. The result was based on the Pre-test, which shows that 13 students gained 12% of the xxxxx xxxxx. By comparison 15 students gained 33% of the xxxx xxxx xxxx for the xxxxx xxxx. Then, 29 students were …., thus making up 20% of the xxxx. The following table shows the result in more detail:

**Table 1:**

**Students’ score range**

|  |  |  |  |
| --- | --- | --- | --- |
| Range | Grade letter | Students | Percentage |
| 81-100 | A | 1, 2, 5, 7, 10 | 12% |
| 71-80 | AB | Xx, xxx, xxx… | 33% |
| 66-70 | B | Xx, xx, xx… | 20% |
| 61-65 | BC | xx | 22% |
| 56-60 | C | xx | 10% |
| 46-55 | D | xx | 1% |
| 0-45 | E | xx | 0% |

Only use HORIZONTAL lines for tables

Position the word Table at the top of your data

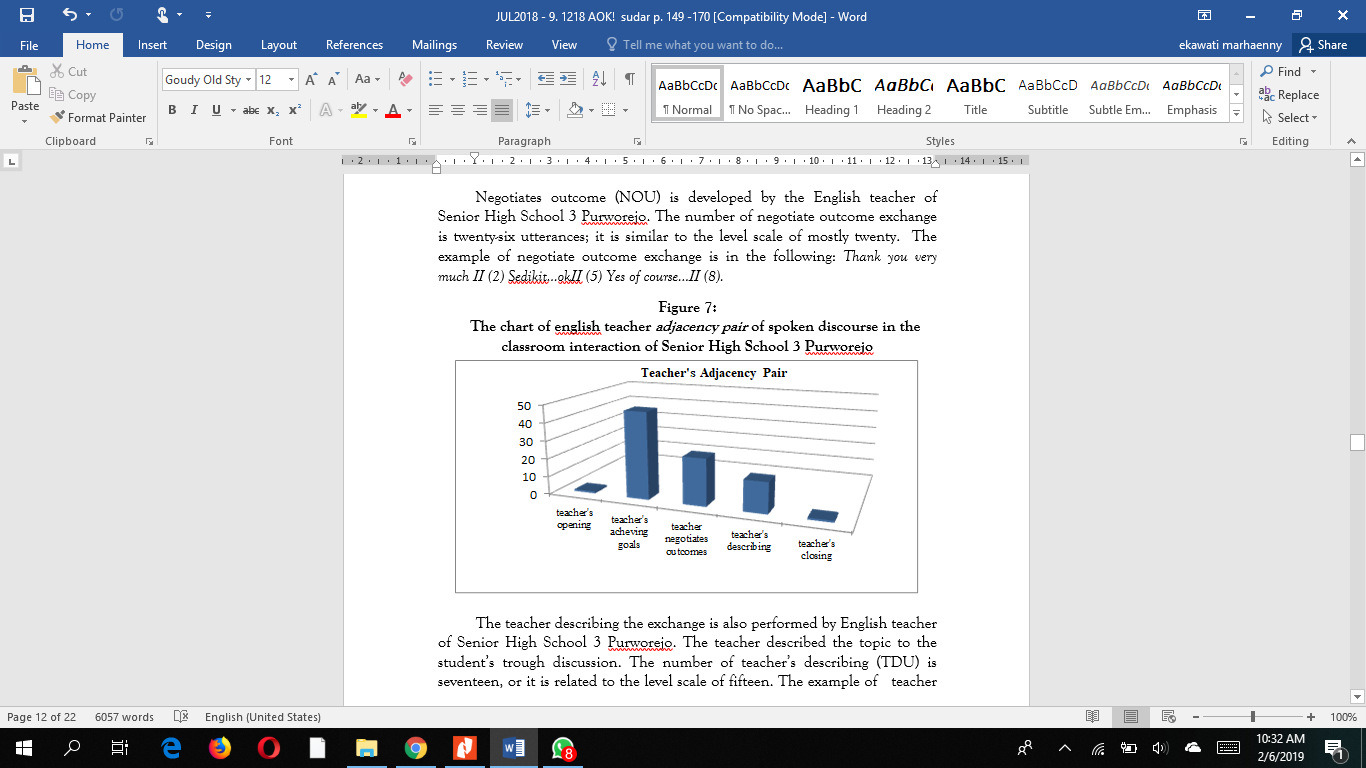
The students’ level of ability in discussion and comprehension is based on the TAM questionnaire, which informs that, first, xxxxxxx. Second, xxxxx Third, xxxxx. The questionnaire was made on a five-point scale rating from Likert, which finds the following recapitulation:

**Table 2:  
The recapitulation of the performance before and after**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect | Options | | | |
| Strongly Agree | Agree | Disagree | Strongly Disagree |
| Personal belief | 12.5% | 40.6% | 31.25% | 15.62% |
| Own checking | 21.8% | 50% | 18.75% | 9.3% |
| Own editing | 25% | 40.6% | 21.8% | 12.5% |

The result as seen in Table 2 confirms that xxxxxxx This condition is possible because xxx xxxx xxxxx. The following Figure 1 is proof that xxxx xxxx xxxxx xxxxx.

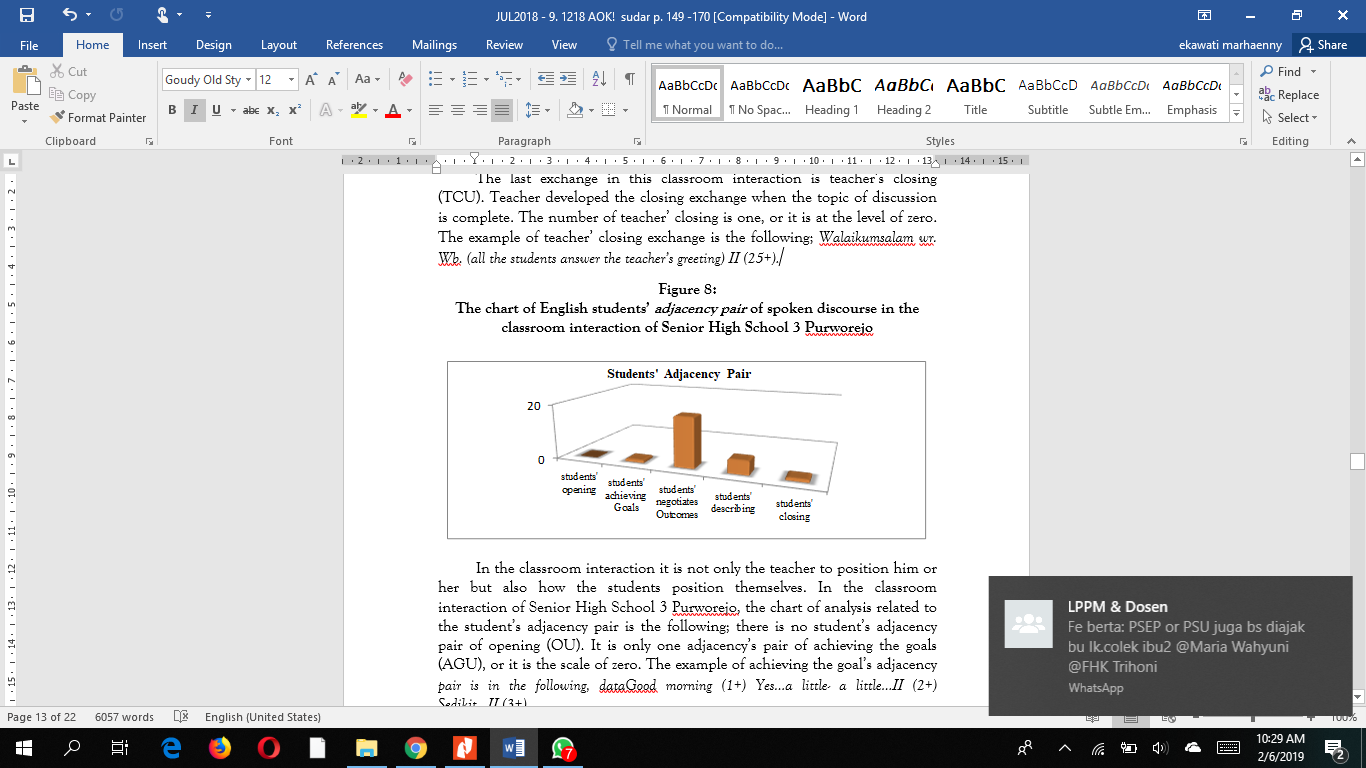
Position the word Figure at the bottom of figures/ charts/ pictures/ illustrations



**Figure 1:**

**The chart of English teacher adjacency pair of xxxx in xxxxx xxxx xxxx**

In the students’ perspectives the following result shows that xxxx xxxxx xxxx xxxxxx (see Figure 2):



**Figure 2:**

**The chart of English students’ adjacency pair of xxx in xxx xxxx xxxx**

The teacher’s and students’ opening remarks, thus becomes a xxxx xxxx towards the smooth process of English teaching and learning. For this reason, the best approach given to the Indonesian students are xxxx xxxx xxxx. By comparison, in the case of the Japanese students, the xxxx xxx xxxx.

**CONCLUSION**

This section should be more than summaries of your findings. It should go beyond the results. In this section, you can report your accomplishments by highlighting major findings, relate and evaluate your data in the light of previous research, interpret your data by making suggestion as to why your results are the way they are. Here you can also indicate the limitations of your study, and/or recommend a course of action and/or identify useful areas of further research. You can say something like… to this point, I have presented how the xxxxx through xxxx ix a xxxx xxxx xxxx. Due to cultural aspects and exposures to the English pragmatic competence, there have been several differences and similarities performed by the Indonesian versus the Japanese. In a situation that involved xxxx xxxx xxxxx. The research, is therefore xxxx xxxxx xxxxx

**ACKNOWLEDGEMENT**

Parts of this paper have been presented at the 5th Xxxx Xxx xxxx International Conference in Xxxxx, during 9-11th September 20XX. The conference was a project funded by the Ministry of Xxxxx, Xxxxx, and Xxxxx with contract no. XXX-XXX-XXXX.

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**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 answer you should provide****; instead, please* ***respond as naturally as possible*** *and write your response as* ***you feel you would say it*** *in the situation.*

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:

IN SUBMITTING YOUR MANUSCRIPT, PLEASE ALSO WRITE 15-20 WORDS FOR CELT JOURNAL TO USE AS A 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

English

EFL learner

English native

globalization

hybridity

speaker

eloquent speaker

foreign language speakers

native speaker