**Title of the Manuscript (*Preferably no more than 14 words*)**

**Author Name Surname1[[1]](#footnote-1), Author Name Surname2**

1 ………………… University, City, Country

<https://orcid.org/0000-0000-0000-0000>

2 ………………… University, City, Country

[https://orcid.org/0000-0000-0000-0000](https://orcid.org/0000-0000-0000-)

|  |  |  |
| --- | --- | --- |
| **Research Article** |  | **DOI: *DOI number will be assigned*** |
|  |  |  |

|  |
| --- |
| Abstract |
| The abstract should consist of approximately 200 to 250 words. The abstracts of research papers should encompass the purpose, methodology, results, and pedagogical implications whereas the abstracts of theoretical papers should clearly outline the general framework, unique contributions to the literature, and significant conclusions. The abstract must not include any abbreviations that have not been defined or references that have not been specified. The abstract should consist of approximately 200 to 250 words. The abstracts of research papers should encompass the purpose, methodology, results, and pedagogical implications whereas the abstracts of theoretical papers should clearly outline the general framework, unique contributions to the literature, and significant conclusions. The abstract must not include any abbreviations that have not been defined or references that have not been specified. The abstract should consist of approximately 200 to 250 words. The abstracts of research papers should include the purpose, methodology, results, and pedagogical implications whereas the abstracts of theoretical papers should clearly outline the general framework, unique contributions to the literature, and significant conclusions. The abstract must not include any abbreviations that have not been defined or references that have not been specified. |
|
|
|
|
|
|
|
|
|
|
|
| Keywords: *(3 - 5 words in alphabetical order)* |

Cite as: Surname, N. (2025). Title of the article. *Journal of Emerging Educational Studies, 2*(1), 1-23. *DOI*

INTRODUCTION

The study should be briefly and clearly introduced in this section. The aim, scope, rationale, and significance of the study should be presented in a scholarly manner with satisfactory support from the existing literature.

Following a brief introduction, the literature review or theoretical framework(s) can be placed under separate second order headings. The review of the literature should be up-to-date, comprehensive and address the need for the manuscript. The rationale for the study, the purpose(s), the hypotheses, or research questions should be given at the end of this section.

Each paragraph, including the first ones in each section, should be indented. Paragraphs should be neither too long nor too short; each paragraph should be longer than a single sentence but no longer than one manuscript page. The author(s) may prefer not to use separate literature review or theoretical framework sub-headings.

The text should not exceed a maximum of 9000 words excluding the abstract and the references. The authors are expected to submit a detailed plagiarism report obtained from a reliable plagiarism detection tool such as intihal.net, Turnitin or iThenticate. The plagiarism percentage should not exceed 20 %.

**METHOD**

The Method section should encompass the research design or study type (such as cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the details of the sampling procedure (including population description), the selection of the study group, data collection instruments and procedures, data analysis, and considerations of validity, reliability, and ethics.

**Second Order Heading**

Sub-headings such as the “Setting / Research Context, Sample / Sampling, Data Collection, Data Analysis, Instruments, Reliability and Validity can be used in this section. Depending on the scope and objectives of the study, the author is free to choose among these or other relevant sub-headings while explaining the method.

***Third Order Heading***

Sub-headings such as the “Setting / Research Context, Sample / Sampling, Data Collection, Data Analysis, Instruments, Reliability and Validity can be used in this section. Depending on the scope and objectives of the study, the author is free to choose among these or other relevant sub-headings while explaining the method.

**Second Order Heading**

Sub-headings such as the “Setting / Research Context, Sample / Sampling, Data Collection, Data Analysis, Instruments, Reliability and Validity can be used in this section. Depending on the scope and objectives of the study, the author is free to choose among these or other relevant sub-headings while explaining the method.

**FINDINGS**

The Findings section should present the outcomes of the research in the form of written text, tables, and figures, along with an explanation of the meaning behind these outcomes. The results should be presented in a specific sequence and with utmost clarity. Tables and figures must adhere to the formatting guidelines outlined in APA 7. When presenting the results, it is important to make reference to the pertinent tables and figures. The choice of sub-headings to present the results can vary depending on the study's scope and objectives. For such instances, it is recommended to use the Second Order Heading style.

**Second Order Heading**

The Findings section should present the outcomes of the research in the form of written text, tables, and figures, along with an explanation of the meaning behind these outcomes. The results should be presented in a specific sequence and with utmost clarity. Tables and figures must adhere to the formatting guidelines outlined in APA 7. When presenting the results, it is important to make reference to pertinent tables and figures. The choice of sub-headings to present the results can vary depending on the study's scope and objectives. For such instances, it is recommended to use the Second Order Heading style.

**Table 1**. Table Description

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **%** |  |
| Title | 10 |  | 16 |  |  |
| Title | 12 |  | 6 |  |

The Findings section should present the outcomes of the research in the form of written text, tables, and figures, along with an explanation of the meaning behind these outcomes. The results should be presented in a specific sequence and with utmost clarity. Tables and figures must adhere to the formatting guidelines outlined in APA 7. When presenting the results, it is important to make reference to pertinent tables and figures. The choice of sub-headings to present the results can vary depending on the study's scope and objectives. For such instances, it is recommended to use the Second Order Heading style.

****

**Figure 1.** Figure Description

The Findings section should present the outcomes of the research in the form of written text, tables, and figures, along with an explanation of the meaning behind these outcomes. The results should be presented in a specific sequence and with utmost clarity. Tables and figures must adhere to the formatting guidelines outlined in APA 7. When presenting the results, it is important to make reference to pertinent tables and figures. The choice of sub-headings to present the results can vary depending on the study's scope and objectives. For such instances, it is recommended to use the Second Order Heading style.

**DISCUSSION AND CONCLUSION**

The findings should be thoroughly discussed in this section. To enhance the discussion, it is advisable to cite pertinent studies from the existing literature. It is important to refer to recent scholarly publications. The authors should try to avoid referring to scam or predatory publications in order to maintain the integrity of their own work.

The Discussion and Conclusion sections can be divided into two separate headings based on the author's preference.

**PEDAGOGICAL IMPLICATIONS**

As an international educational journal, JEES aims to contribute to the field of education in both theoretical and practical domains. Therefore, it is highly suggested that the manuscripts reflect the pedagogical implications of the empirical studies and reviews to make their findings more meaningful for the stakeholders of education.

**LIMITATIONS AND RECOMMENDATIONS**

The authors are expected to express the limitations for their studies under this heading. Methodological issues which are rationalized within the scope of the present manuscript should not be depicted as restrictions. For instance, using a purely qualitative methodology and setting a sound basis for this choice should be regarded as a limitation. Yet, for instance, collecting quantitative data accompanied by the qualitative data with an explanatory sequential design could be an appropriate recommendation. Recommendations must be closely related to the scope of the study and the reported limitations in this section.

**Acknowledgements**

Any conflict of interest should be clarified under this heading. This can be financial, political, or personal. Expressions of gratitude towards individuals, financial support, research grants, funding sources, and affiliated organisations should be included in a distinct section preceding the list of references. Funding organisations should be referred to by their full names.

**Declaration of AI Use**

As an innovative journal, JEES does not prohibit the use of AI, which is not, arguably, possible to detect in most cases. However, they are also expected to reveal any use of AI. The authors should honestly and clearly express the reasons, the functions, the ratio of AI use in their manuscripts. Although it is not a reason for desk rejection, the use of AI in the production of the manuscript will be evaluated by the editor(s), and the final decision will be left to the Editorial Board of JEES.

REFERENCES ***(Please strictly abide by APA 7 Guidelines)***

American Psychological Association. (2021, October). *Reference Examples*. <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Arı, A., Sirem, Ö., & Kayır, G. (2021). Investigation of democracy education in Turkish primary schools. *Anatolian Journal of Education, 6*(1), 131-144. <https://doi.org/10.29333/aje.2021.6111a>

Direkci, B., Akbulut, S., Şimşek, B., Gülmez, M., & Nalçacıgil Çopur, E. (2022). Analysis of pre-service teachers’ argumentation-based academic writing process. *Frontiers in Psychology*, *13*, Article 1040332. <https://doi.org/10.3389/fpsyg.2022.1040332>

Doff, A. (1990). *Teach English*. Cambridge University Press.

Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences*. Pearson.

Cortes, Y. A. M. (2016). Unveiling pre-service teachers' attitudes toward teaching: The role of pedagogical practicums. *Profile Issues in Teachers' Professional Development, 18*(2), 47-61. <http://dx.doi.org/10.15446/profile.v18n2.49591>

Çakmak, M., & Ağar Argun, M. (2024). The contribution of school projects in the fight against digital game addiction. *Journal of Emerging Educational Studies, 1*(1), 1–11. <https://doi.org/10.5281/zenodo.14558908>

Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2009). The development and validation of a Turkish version of teachers’ sense of efficacy scale. *Education and Science, 30*(137), 74-81.

Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education, 61*, 35-47. <http://dx.doi.org/10.1177/0022487109348024>

Kalay, D., Söğüt, S., & Atasever Belli, S. (2024). In-service and pre-service perspectives: Cultivating plurilingual awareness in multicultural classrooms. *Erzurum Teknik Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *20*, 130-147. https://doi.org/10.29157/etusbed.1494165

Korkmaz, H., & Akbıyık, M. (2024). Unlocking the potential: Attitudes of tertiary level EFL learners towards using AI in language learning. *Participatory Educational Research, 11*(6), 1-19. <https://doi.org/10.17275/per.24.76.11.6>

**This work is licensed under**[**CC BY-NC 4.0**](https://creativecommons.org/licenses/by-nc/4.0/?ref=chooser-v1)

EXTENDED ABSTRACT

***(For manuscripts submitted in Turkish language only)***

**Title of the Manuscript in English Language**

**(*For submissions in Turkish only*)**

The author(s), who submit manuscripts in Turkish, are expected to write and submit an extended abstract of approximately 750 words in English. The abstract should include an overall summary of the manuscript with concise and relevant details. Tables or figures should not be placed in the abstract. In-text citations can/should be given where necessary.

The extended abstract should summarize the key points of the introduction, method, findings, discussion and conclusion. Pedagogical implications and recommendations should also be included briefly in this section.

1. a**Corresponding Author:** Name Surname, **E-mail:** editor@journalees.com [↑](#footnote-ref-1)