**Guidelines for Preparing Article**

Title (Times new romans, 16 Bold), at most in two lines (population and research sample are not to be included in the Title)

**First author's full name\*1, Second author's full name2, Third author's full name3**

**(Times New Roman, 11)**

1. Corresponding author, Organizational Affiliation of the First Author Email: [nclhp2015@gmail.com](mailto:nclhp2015@gmail.com)

2. Organizational Affiliation of the second author Email: [nclhp2015@gmail.com](mailto:nclhp2015@gmail.com)

3. Organizational Affiliation of the third author Email: [nclhp2015@gmail.com](mailto:nclhp2015@gmail.com)

**A Sample Profile of Faculty Members:**

Academic Rank (Instructor, Assistant Professor, Associate Professor, Professor), Department, University, City, Country.

Example: Assistant Professor, Department of Educational Psychology, Isfahan branchو Islamic azad university, Isfahan, Iran.

**A Sample of Student Profile:**

The Student of (Bachelor, Master, Ph.D.), Field of Study, University, City, Country.

Example: M.Sc. Student in Educational Psychology, Department of Educational Psychology, Isfahan branchو Islamic azad university, Isfahan, Iran.

**A Sample of Profile for Individuals and Freelance Researchers:**

Degree (Bachelor, Master, Ph.D.), Field of Study, University, City, Country / Organization or Workplace, City, Country.

Example: Master of Educational Psychology, Allameh Tabataba'i University / Education Department, Tehran, Iran.

**Abstract** (Times New Roman font, 12- with 150-250 words)

Abstract should be written in one paragraph and the subject matter (one or two sentences), purpose (one sentence), method (in two to three sentences including research design, statistical population, sample number, sampling method, intervention, instruments (Full name of the instrument, designer's name, and year of the design}, data analysis method ( the name of the software used should not be stated), results (two to three sentences including key findings without mentioning the numbers) and conclusions (two sentences) (Verbs should be in past tense.)

***Keywords:*** *Times New Roman 12 in italics, separated by commas and should be between 3 to 5 words.*

Introduction

The paragraph should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The special indention should be in *NONE*. The spacing of *BEFORE* paragraph is 0 and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

The *Introduction*, the beginning of the paper, provides a context or sufficient background information for the study (i.e., the significance and nature of the problem) and previous experimental results, to enable a reader who is not an expert in the topic to understand the question that is being addressed in the paper, and why it is significant. The Introduction should attract the reader to the rest of the paper. When presented properly, this section ensures that the reader will be able to understand the details of the experiment as well as its relevance to the scientific community.

The *Introduction* should (a) present the nature and the scope of the problem investigated; (b) provide enough background to orient the reader and justify the study, reviewing the pertinent literature to the problem; (c) state the reason for the study, and how it differs or is related to previous studies; (d) state the goal/objectives and method of the investigation, (e) state the general method of the investigation, (f) briefly state the major observations and principal results of the investigation.

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be carefully reviewed and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research.

Sub-subsections:

Bulleted lists look like this:

* First bullet;
* Second bullet;
* Third bullet.

Numbered lists can be added as follows:

1. First item;
2. Second item;
3. Third item.

The text continues here.

Materials and Methods

The paragraph should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The special indention should be in *NONE*. The spacing of *BEFORE* paragraph is 0 and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

In the *Materials and Methods* section, all materials used and methods followed throughout the experiment should be reported. This section should be sufficiently clear and include a detailed procedure of how the experiment was performed, both methodologically and statistically, in such a way that another competent researcher can follow and duplicate the experiment. It is vital in the *Materials and Methods* section that the reader understands the author's experimental design and how data will be analyzed.The *Materials and Methods* section allows the reader to put the work into its environmental context. Scientific reports must be reproducible; consequently *Materials and Methods* section is extremely important to the credibility of the work.

Pertinent references where, applicable, should be provided. Methods that have been well described in previous publications may be referenced rather than described. But anything that is different from previously published methods should be explicitly stated. The author should ask himself/herself this question: ***Could someone else follow my instruction in this section and perform the same experiment with the same results?*** One of the most difficult things in writing a *Materials and Methods* section is deciding how much detail to give the reader. Too much detail can make this section excessively long. The *Materials and Methods* section of the paper should be very detailed, but concise.

The Materials and Methods should be described with sufficient details to allow others to replicate and build on the published results. Please note that the publication of your manuscript implicates that you must make all materials, data, computer code, and protocols associated with the publication available to readers. Please disclose at the submission stage any restrictions on the availability of materials or information. New methods and protocols should be described in detail while well-established methods can be briefly described and appropriately cited.

Research manuscripts reporting large datasets that are deposited in a publicly available database should specify where the data have been deposited and provide the relevant accession numbers. If the accession numbers have not yet been obtained at the time of submission, please state that they will be provided during review. They must be provided prior to publication. Interventionary studies involving animals or humans, and other studies that require ethical approval, must list the authority that provided approval and the corresponding ethical approval code.

Results

The *Result*s section is often referred to as the "*core*" of the scientific paper.The purpose of this section is to present the data and observationsclearly.It describes the results obtained, but generally should not interpret the results, discuss their significance, or present conclusions. The *Result*s section should be in paragraph formandconcisely reportthe exact results of the experiment. The data must be described in words and may be accompanied by representative data in tables and figures. "A picture is worth a thousand words." However, the *Results* section is not merely a collection of tables and figures without explanatory text. If tables and figures are used, the author should provide the reader with an interpretation of what a table or figure illustrates.

All tables and figures must be referred to in the text of the results in this way (Table 1) or (Figure 1). All tables and figures must: (a) have a brief description, preferably one or two sentences; (b) be numbered consecutively and in the same sequence as they will be used in the text; (c) be appropriately labeled; (d) be formatted properly to stand alone; and (e) be headed by a caption or a title describing its contents.Tables and figures should include titles, legends (if necessary), axis and column labels, units and numbered figure headings. Figures and tables are numbered separately.

Clarity in the Results section is paramount. Statistical methods used to analyze and treat data should be pertinent and meaningful, and problems with data collection can be presented. The *Results* section should only deal with results, but briefly describe experimental approaches when necessary to understand the experiment.

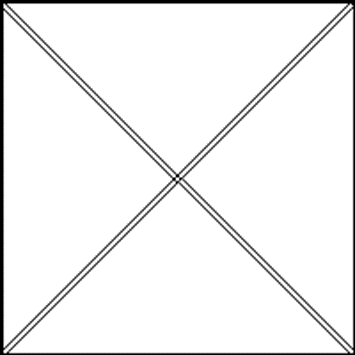
This results section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

### *Heading 3*

The paragraph should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The special indention should be in NONE. The spacing of *BEFORE* paragraph is 0 and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

Figure 1. (Times new romans, 11 Bold)

Xxxxxxxxxxxxxxxxxxxxxxxxx (Times new romans, 11 Italic)



Figures should be placed in the main text near to the first time they are cited. A caption on a single line should be centered. All figures and tables should be cited in the main text as Figure 1, Table 1, etc.

The paragraph after Figure 1 should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The *SPECIAL* indention should be 0.5, i.e., the *First Line* Indent of the paragraph should be in 0.5. The spacing of *BEFORE* paragraph is 6 pt and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

Table 1. (Times new romans, 11 Bold)

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| entry 4 | | data | | data | | data | |
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\* Tables may have a footer.

The paragraph after Table 1 should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The *SPECIAL* indention should be 0.5, i.e., the *First Line* Indent of the paragraph should be in 0.5. The spacing of *BEFORE* paragraph is 6 pt and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

Table 2. (Times new romans, 11 Bold)

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\* Tables may have a footer.

The paragraph after Table 2 should be justified. The indention of *BEFORE TEXT* is 0.5 and *AFTER TEXT* is 0. The *SPECIAL* indention should be 0.5, i.e., the *First Line* Indent of the paragraph should be in 0.5. The spacing of *BEFORE* paragraph is 6 pt and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

### *Heading 3*

The paragraph should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The special indention should be in NONE. The spacing of *BEFORE* paragraph is 0 and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

Figure 2. (Times new romans, 11 Bold)

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Figures should be placed in the main text near to the first time they are cited. A caption on a single line should be centered.

The paragraph after Figure 2 should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The *SPECIAL* indention should be 0.5, i.e., the *First Line* Indent of the paragraph should be in 0.5. The spacing of *BEFORE* paragraph is 6 pt and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

Discussion

The paragraph should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The special indention should be in NONE. The spacing of *BEFORE* paragraph is 0 and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

The *Discussion* section is the most important component of a scientific paper. The *Discussion* section serves to interpret the results and place them in a broader context by citing and discussing related studies. The purpose of the *Discussion* section is to make conclusions and evaluate the results within the general context of the research, rather than to summarize the results, although it can start with this.

The *Discussion* section is a return to the original objectives and hypotheses. It is the section of the paper in which the author should interpret his/her data and draw conclusions regarding his/her hypotheses. The author should describe in detail what s/he observed and explain why, demonstrating how the results support, or refute, his/her original hypotheses and how the results lead to the conclusions.

Authors should discuss the results and how they can be interpreted from the perspective of previous studies and of the research hypotheses of the current research. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

Conclusion

The paragraph should be justified. The indention of *BEFORE TEXT* and *AFTER TEXT* are 0. The special indention should be in NONE. The spacing of *BEFORE* paragraph is 0 and the space *AFTER* a paragraph is 6 pt. *LINE* spacing is multiple 1.2.

The *Conclusion* is the final section of a scientific paper and it should wrap everything up. The *Conclusion* section should summarize the findings of the research and explain the implications of the experiment (What does this new information mean? How can this information be used in the future?)

The *Conclusion* section restates the primary goal of the study, the hypothesis and whether the data and results collected confirm or refute that hypothesis (Why? How? If refuted, was there some sort of error or bias that affected the outcome?). This is the primary principle for a scientific paper to convince readers of the experiment’s validity. The author should never claim that a hypothesis is *correct*, *true* or *proven*; it is only confirmed or refuted.

Data Availability Statement

In this section, please provide details regarding where data supporting reported results can be found, including links to publicly archived datasets analyzed or generated during the study (see [**examples**](https://authorservices.taylorandfrancis.com/data-sharing/share-your-data/data-availability-statements/)). Data available on request from the authors .

If the study did not report any data, you might add “Not applicable” here.

Acknowledgements

The *Acknowledgments* section should be a few sentences at the end, but it is important to recognize those people (organizations and individuals) who made considerable impact on the research, provided *significant* help to the author to formulate and complete the experiment, and improved the research at any stage (from providing access to equipment or field sites to editing the manuscript). However, this is an optional section.

In this section, you can acknowledge any support given which is not covered by the author contribution or funding sections. This may include administrative and technical support, or donations in kind (e.g., materials used for experiments).

The authors would like to thank all participants of the present study.

Ethical considerations

The study was approved by the Ethics Committee of the University of ABCD (Ethical code: FR.AMU.REC.2022.500). The authors avoided from data fabrication and falsification.

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Conflict of interest

The authors declare no conflict of interest. Declare conflicts of interest or state “The authors declare no conflict of interest.” Authors must identify and declare any personal circumstances or interest that may be perceived as inappropriately influencing the representation or interpretation of reported research results. Any role of the funders in the design of the study; in the collection, analyses or interpretation of data; in the writing of the manuscript, or in the decision to publish the results must be declared in this section. If there is no role, please state “The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results”.

Appendix A

The appendix is an optional section that can contain details and data supplemental to the main text. For example, explanations of experimental details that would disrupt the flow of the main text but nonetheless remain crucial to understanding and reproducing the research shown; figures of replicates for experiments of which representative data is shown in the main text can be added here if brief, or as Supplementary data. Mathematical proofs of results not central to the paper can be added as an appendix.

Appendix B

All appendix sections must be cited in the main text. In the appendices, Figures, Tables, etc. should be labeled starting with “A”—e.g., Figure A1, Figure A2, etc.

References

In the text

A reference identified by means of an author’s name should be followed by the date of the reference in parentheses. When there are more than two authors, only the first author’s name should be mentioned, followed by ‘et al’. For example: (Chandra, 2014), (Chandra and Kumar, 2014), (Chandra et al, 2014).

At the end:

Acock, A. C. (2014). *A gentle introduction to stata* (4th ed.). Stata Press.

Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77–117). International Reading Association.

Anglin, J. M. (1993). Vocabulary development: A morphological analysis. *Monographs of the Society for Research in Child Development*, 58(2), 1–187. https://doi.org/10.1111/j.1540-5834.1993.tb00379.x

August, D., & Shanahan, T. (Eds.). (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth. Lawrence Erlbaum Associates.

Bauer, L., & Nation, P. (1993). Word families. *International Journal of Lexicography*, 6(4), 253–279. https://doi.org/10.1093/ijl/6.4.253

Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2006). *Comprehensive meta-analysis* (Version 2.2.027) [Computer software]. Biostat.

Bowers, P. N., Kirby, J. R., & Deacon, S. H. (2010). The effects of morphological instruction on literacy skills: A systematic review of the literature. *Review of Educational Research*, 80(2), 144–179. https://doi.org/10.3102/0034654309359353

Verhoeven, L., & Perfetti, C. A. (2011). Morphological processing in reading acquisition: A cross-linguistic perspective. *Applied Psycholinguistics*, 32(3), 457–466. https://doi.org/10.1017/S0142716411000154

Wang, M., Cheng, C., & Chen, S.-W. (2006). Contribution of morphological awareness to Chinese–English biliteracy acquisition. *Journal of Educational Psychology*, 98(3), 542–553. https://doi.org/10.1037/0022-0663.98.3.542