Unveiling the Path to Academic Recognition

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Unveiling the Path to Academic Recognition

A Guide to Publishing in Reputable Journals

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Dr. Liem Satya Limanta
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Dr. Niamika El Khoiri
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UNVEILING THE PATH TO ACADEMIC RECOGNITION: A GUIDE TO PUBLISHING IN REPUTABLE JOURNALS

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FORWARD

Modern academics are under increasing pressure to increase the number of research publications in highly respected journals. Their motivations are various. For some, it is required for institutional accreditation. Some depend on it for promotion. For others, it is to raise the institutional profile as a research institution. And for yet others, it is to improve the quality and value of their research and improve research training and supervision.

Many thanks to the members of the writing team represented here. Other than myself, they come from various universities across Indonesia with very different backgrounds. Each has made a valuable contribution to their shared goal, and offered valuable guidance for the benefit of the wider community of higher education.

Special thanks go to Prof. Daniel Ginting, head of the Indonesian English Lecturers Association, who coordinated the project.

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CHAPTER 1

Why Publish Journal Articles?

For many researchers and academics, it is an important step toward becoming respected in one's particular field, because researchers are expected to contribute to the field of knowledge through their research. Many universities encourage or even require their graduate research students to publish journal articles as part of their studies, although this varies depending on the university, department, or program. Some universities that do not formally require publications they strongly encourage their students to publish their research because it can help advance their academic and professional careers.

Publishing a research article in a reputable journal shows that it has received approval from experts in the field. It makes the research more widely accessible and easier for other researchers and practitioners to find. It also gives credibility and visibility to researchers and their research, and emphasizes their expertise and contribution to the field. Furthermore, published journal publications are often used as a criterion for evaluating a researcher's academic and professional performance.

Spreading the word about new research and its findings can lead to new discoveries and innovations, new technologies, and new policies. Raising awareness of research and its findings entails making the research and its findings more widely known and understood among a relevant audience, including other researchers, practitioners, the general public, and decision-makers in the field. As a result, it can aid in advancing knowledge in the field.

CHAPTER 2

About Journals and Journal Articles

Before you start writing articles, it might be helpful to look at the nature of journal articles, research journals, and how journals get published. Even though journal articles and dissertations share the same outlines of contents, they are different in several ways:

1. Many journal articles have multiple authors; writing can be collaborative.
2. Journal articles tend to be more widely read than dissertations.
3. Most journal readers are specialist experts and graduates who expect you to treat them as a peer in the research world.
4. Journal articles are much shorter than most dissertations. Most articles are from 5,000 to 7,000 words. A few journals accept papers as short as 2,500 words, and some have an upper limit of 10,000 words. The length limit has several implications:
   a. Choose a more specific topic that you can handle well within the length limits.
   b. The literature review in a journal article cannot be as comprehensive as a dissertation, so include only a small number of the most pertinent sources.
   c. Finally, you do not have space for appendices.

The peer review process

Reputable journals have a rigorous peer review process, which helps to ensure the quality, accuracy, and integrity of the research they publish. It helps to ensure that the study is original and significant, and is free of errors, biases, and other issues that might affect the validity of the findings. It also helps to ensure that the research is relevant and important to the field and that the findings are clearly and accurately reported. This can lead to greater impact and influence from the study, more citations, and increased opportunities for future collaborations and funding.

The peer review process typically begins when a researcher submits their article manuscript to the editor of a journal. The editor then sends the manuscript to several reviewers (usually two or three), who have been chosen for their knowledge and expertise in that field. The reviewers read and evaluate the manuscript, providing detailed feedback on the research methodology, results, and conclusions.

They may recommend it to either be accepted, or rejected, or resubmitted with corrections. They provide feedback to the editor and the researcher and may also suggest revisions, corrections, or improvements that must be made before the manuscript is acceptable for publication.

Single-blind and double-blind reviews

Peer review can be either single-blind or double-blind. In a single-blind review, the authors know the identities of the reviewers, but the reviewers do not know the identities of the authors. In a double-blind review, neither the authors nor the reviewers know each other's identities.

Blind review, in which the author's identity is not revealed to the reviewers, has several advantages compared to open review, in which the author's identity is known to the reviewers. It maintains objectivity, protects anonymity, encourages diversity, and promotes fairness.

First, blind review minimizes reputational bias, leading to more objective and fairer evaluations. The reviewer may be unfairly critical of the research if the author is not well-known, has a reputation for producing low-quality research, or comes from less well-known institution. On the other hand, if the reviewer is familiar with the author's past work, reputation, or affiliation with a prestigious institution, the reviewer may be more likely to favor the research or give it the benefit of the doubt.

Second, blind reviews reduce the likelihood of bias due to personal or professional conflicts of interest due to a relationship between the reviewer and the author, such as a friendship or a rivalry.

Third, authors might need to be anonymous for articles on sensitive or controversial topics. In these cases, the author's identity is revealed to neither reviewers nor readers. Anonymity allows authors to freely express their ideas, opinions, or findings without fear of retribution or of negatively impact on their professional or personal reputation. As the reviewers are unaffected by the author's identity, it also encourages a fair and objective evaluation of the manuscript. Revealing the author's identity could lead to personal or professional repercussions for the author, such as harassment, discrimination, or threats. It is relevant that the perception of what is sensitive or controversial may vary among different cultures and societies, so what may be considered sensitive or controversial in one place may not be in another.

Fourth, blind reviews also promote equity because reviewers are less likely to be influenced by unconscious bias of gender, age, race, or ethnicity. This results in fairer reviews in which reviewers are more likely to evaluate the research based on its merits. This creates equal opportunities for researchers from diverse backgrounds, and helps to ensure that the best research is published, regardless of the author's identity. However, blind review is only one step in reducing bias, and should be accompanied by other measures to promote diversity and inclusivity.

Impact factor

Reputable journals typically have a high impact factor, meaning that other researchers frequently cite the journal's articles.

The impact factor is a metric used to measure the relative importance of a journal in its field. It is calculated by dividing the number of citations received by the journal in a given year by the total number of articles published in the journal during the last two years. For example, a journal with an impact factor of 2 means that the average article in that journal has been cited twice within two years. A journal with a high impact factor is one that experts in the field frequently cite and regard as a valuable source of information. High-impact journals are often considered prestigious and respected in the academic community, and publishing an article in such a journal can enhance the author's reputation and visibility.

The impact factor, however, is not the only criterion for assessing the quality of a journal; it should be used in conjunction with other factors such as the scope, the quality of the articles, the reputation of the journal, the peer-review process, etc. The impact factor can be inflated by self-citation or by journals that have a small number of articles. Some journals in emerging fields or with a specific scope may not have a high impact factor but are still considered reputable.

Editorial board

Reputable journals have an editorial board composed of experts in the particular field responsible for ensuring the quality of the journal's articles. The editorial board typically includes an editor-in-chief, associate editors, and other experts in the field, such as professors, researchers, and practitioners.

The editor-in-chief (EIC) is the overall leader and primary decision-maker for the journal. The EIC is responsible for the general direction and vision of the journal, for managing the journal's operations, and for ensuring that the journal's articles meet the highest standards of quality and relevance to the field. He/she is ultimately responsible for deciding which articles to accept or reject for publication.

Associate editors (AEs) have a different role within the editorial board. They are specialist experts who work under the editor-in-chief's direction. They review manuscripts and give recommendations to the EIC about which articles to accept or reject for publication. They check that articles are of high quality and relevant to the field, and provide feedback to authors on revisions and improvements that need to be made. They may also be responsible for specific topics or sections of the journal.

Publishing frequency

Reputable journals have a consistent publishing schedule and a good track record of regularly publishing high-quality articles. The publishing frequency of journals refers to how often new issues or journal volumes are released. This can vary widely between journals on a regular schedule (such as monthly, quarterly, or annually) or an irregular schedule (such as when enough content is available). Some common publishing frequencies for journals include:

Monthly	: Once a month
Bimonthly	: Every two months
Quarterly	: Every three months
Semiannual	: Twice a year
Annual	: Once a year
Irregular	: Some publish articles as they are accepted, called "continuous publication journals." they do not have a fixed schedule for publishing new issues or volumes.
Occasional	: Some publish issues occasionally when suitable articles become available. These are "occasional journals" and also do not have a fixed publishing schedule.

The journal publication frequency can affect the time it takes for research to be published and the amount of content available in each issue or volume. For example, monthly journals will typically have more content available than annual journals, but the time for peer review and publication is shorter for annual journals.

Open access

Many reputable journals are now open access, which means that the articles are freely available online to anyone online to anyone without a subscription or payment, promoting the dissemination of knowledge.

Open access journals have several benefits. They are freely accessible online, so a much larger audience can read and cite them than can subscription-based journals. This can increase the visibility and impact of their research. In addition, they make scientific research and other scholarly work available to anyone with an internet connection, regardless of whether they are affiliated with a university or research institution. This can be especially beneficial for researchers in developing countries or remote areas with limited access to scholarly literature. Many funding agencies now require that the research they fund be made available through open access journals or repositories

Open access journals are typically published under a Creative Commons license or a similar open license, which allows for the free distribution and reuse of the content. Creative Commons (CC) is a non-profit organization that provides a set of copyright licenses. These licenses are legal instruments that allow creators to share their work with others; they permit others to use, distribute, and build upon a work under certain conditions.

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as they credit the creator and license their new creations under the same terms)

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Closed access journals

Closed-access journals, also known as subscription-based or pay-wall journals, make their content available only to individuals or institutions that have paid a subscription fee or have access through a library or other institution that has a subscription. Some provide the abstract or the first few paragraphs for free, but readers must pay to see the whole article. Some closed-access journals make older issues available as open access.

Closed-access journals have several benefits, although not all have the same level of quality control, digital preservation programs, or reputation:

1. They typically have a rigorous peer-review process to ensure that only high-quality research is published, maintaining the integrity and credibility of the journal and its research, and helping to increase the visibility and impact of their research.
2. They often pay authors a fee for their work.

3. They use the revenue generated through subscriptions to support the journal's operations, and might also fund future research.
4. They often have digital preservation programs to ensure their content becomes accessible over time. This is particularly important for historical research and other kinds of scholarship that may have long-term value.
5. They maintain the traditional model of scientific publishing, which is familiar to many researchers and institutions.
6. Some are dedicated to specific fields or sub-fields, which can benefit researchers in those areas by providing them with a specific platform for publishing their research. Some of these journals might not be able to survive in an open access model.

The structure of the article

Many journals require that academic articles follow a rather standard structure, comprising several distinct sections that contribute to the article's overall coherence and organization, and facilitate a more polished and reader-friendly article. These sections are introduction, literature review, methodology, results, discussion, conclusion, and references:

- The preliminaries contain the title, information about the authors, an abstract, and key words.
- The introduction sets the stage by providing necessary background information and context for the research. It also contains defines key terms and concepts, and introduces the primary idea or thesis of the article.
- The next section is the literature review. It offers a concise overview of existing research related to the topic, emphasizing any gaps or areas of limited knowledge that the present study aims to address.
- The methodology section comes next, where researchers detail the methods employed to collect and analyze data. This section provides insights into the research design, participant

selection, data collection instruments, and data analysis techniques.

- In the results section, the research findings are presented, often accompanied by relevant statistics or data supporting the conclusions drawn from the study.
- The discussion section interprets the research results and relates them back to the initial research question. It delves into the implications and significance of the findings, offering a broader understanding of their implications.
- The conclusion section summarizes the main research findings and highlights any limitations or potential avenues for future research.
- Finally, the references section lists all the sources cited in the article, adhering to the specific citation style required by the journal.

Reputation

Publishing your articles in reputable journals can boost your career advancement.The reputation of a journal refers to the level of respect and recognition that the journal has within its field of study; experts in the field regard them as reliable sources of information. Reputable journals are those known for publishing high-quality, unbiased, credible research.

Factors contributing to a journal's reputation include its rigorous peer-review process, high impact factor, editorial board, reputation of the publisher, and indexing. Moreover, a journal that has been in publication for many years and has a long history of publishing high-quality research is more likely to have a good reputation. The reputation of the publisher can also affect the reputation of the journal; publishers that have a history of publishing high-quality journals are more likely to have reputable journals in their portfolio. Recognition from professional societies and organizations can indicate that the journal is respected within its field.

However, reputation is not a fixed value and can change over time. New journals can gain reputations quickly, and established journals can lose reputation if they start to publish low-quality research or if they change their policies.

Other kinds of journals

Some journals are quite respectable but are not well-known. They might be suitable publishers for your article if they are listed in the major indexing services as peer-reviewed.

However, not all journals indexed in these databases are reputable, and the impact factor is not the only criterion to assess the quality of a journal. If you are selecting a journal to publish your article, you might need consult experts in the field, check the journal's peer-review process, and look at the quality of the articles it has published.

"Predatory journals" are journals that publish low-quality articles for a fee. Their core business is to attract paying writers, not to publish good research. They either have no peer-review process at all or have a process that will accept anything. Some have fictitious reviewer names. The websites are deceptive; they usually look very professional and convincing. Although there is no guaranteed way to differentiate them from good journals, you have several options. First, check that the journal is indexed in the major databases (see below). Second, check its Scopus rating (see below). Third, read a few articles; sometimes even the titles alone indicate low quality. If you are unfortunate enough to have submitted an article to a predatory journal, you have lost control of it and cannot re-publish it elsewhere.

Indexing

Indexing is usually essential to getting readers. Indexing refers to the inclusion of a journal or its articles in a database or index, making them easier for researchers to find. Organizations that perform indexing include databases, libraries, and abstracting and indexing services.

Reputable journals are often indexed in respected databases such as the Web of Science, Scopus, and PubMed. These databases are searchable, so scholars and researchers widely use them to find and access high quality articles. Researchers use key words representing their research topic to search for articles, and the search engine gives prominence to articles that are the best match for the topic.

These databases accept only journals they deem credible and trustworthy sources of information because they adhere to ethical research standards and have a rigorous peer-review process. Additionally, well-known companies like Clarivate Analytics (Web of Science) and Elsevier (Scopus) maintain these databases, ensuring the high caliber of the journals indexed in them. Consequently, the simplest way to find reputable journals is to search in reputable databases.

- The Web of Science database is produced by Clarivate Analytics and covers research in the sciences, social sciences, arts, and humanities. It includes journal articles, conference proceedings, and other publications, allowing users to search for articles based on their citation count and h-index, which is a metric that reflects the productivity of authors based on their publication and citation records. (Clarivate, 2022)
- Scopus is a database produced by Elsevier that covers research in the sciences, social sciences, arts, and humanities. It includes journal articles, conference proceedings, and other types of publications and allows users to search for articles based on their citation count, h-index, and other metrics.
- The National Library of Medicine (NLM) created PubMed, a free database that includes research in the medical and life sciences. It includes journal articles, conference proceedings, and other types of publications and allows users to search for articles based on their citation count, h-index, and other

metrics. PubMed provides access to the NLM's MEDLINE database, which contains bibliographic information and abstracts for millions of articles in the life sciences, biomedicine, and health-related fields.

- Education Resources Information Center (ERIC) is maintained by the Institute of Education Sciences of the US government. It is one of the best sources of educational articles.
- Core (https://core.ac.uk/) is maintained by the Open University of the UK, and is one of the largest repositories of open access research.

Different kinds of indexing

Indexing comes in different types. Citation indexing, for example, tracks citations to articles in a journal, which can be used to measure the impact and influence of the research it publishes. It involves creating a database of scholarly articles and determining the number of times each piece has been cited by other researchers in their work. This information is then used to rank the articles, authors, and journals based on the number of citations they have received. This can be used to identify influential research and measure the impact of a particular researcher or journal in a particular field of study.

Here are a few examples of citation indexing databases and tools:

- The Web of Science is a widely used citation indexing databases, covering scholarly research in the sciences, social sciences, and humanities. It includes articles, conference proceedings, and book chapters worldwide.
- Scopus is another large citation-indexing database that covers scholarly research in a wide range of fields. It includes articles, conference proceedings, and book chapters from over 5,000 international publishers.
- Google Scholar is a citation indexing tool that covers scholarly research in various fields and is freely accessible to the public.

It includes articles, conference proceedings, book excerpts, and other scholarly works.

- JSTOR is a digital library that contains thousands of academic journals, books, and primary sources in the arts, humanities, and social sciences, that can be searched by citation.

Choosing a journal for publication

By submitting your article to a well-selected journal, your research is presented to the right audience, and other researchers in the field are more likely to cite it, enhancing the visibility and impact of your work. Moreover, the reviewers and editors of the journal are more likely to have the expertise and background knowledge necessary to understand and evaluate your research. This increases the chances of getting valuable feedback and suggestions that can improve your article.

When selecting a journal to publish your research or article, consider factors such as relevance, impact factor, peer review process, audience, open access, publication time, publication fee, and publication format.

First, the journal should be relevant to your topic and should publish articles within your field of study. Check the journal's scope and focus and ensure that your research fits well. Editors almost always reject articles outside their journal's scope, no matter how good the articles are. Even if your article were accepted, it would be less likely to be read by people interested in your topic.

Check the kinds of articles they accept; your article must be a good fit. Some journals accept only experimental-type studies, while others allow essays and critical reviews.

Next is the impact factor. Publishing in high-impact journals can also help increase your chances of getting your research cited by other researchers in the field, which can increase the visibility and impact of your research. Additionally, these journals tend to have a higher readership and more visibility, which means that your research will have a greater impact on the field, improve your reputation as a researcher, and increase your chances of obtaining funding or other opportunities.

The third is the peer review process. Good journals have a rigorous peer review process in place and helps to ensure that the research meets the standards of scientific rigor and adherence to ethical guidelines. Check if the journal has a double-blind peer review process; it is a good sign of the journal's quality. When you submit your article to a journal with a rigorous peer review process, you can be confident that knowledgeable experts will understand and evaluate your research. Even if they do not immediately accept it, they can provide valuable feedback and suggestions that can help improve the article.

Fourth is the audience. Consider who the journal's audience is and whether it aligns with your target readership. Knowing your target audience means understanding the people who will be most interested in your research and who will benefit the most from it. When you submit your article to a journal with an audience that aligns with your own, you can be confident that your research will be read by people who are interested in your topic and who can understand and use it. This increases the likelihood that other researchers in the field will cite and use your research.

Some journals have a wider audience than others, and some are more specialized. This can affect the way your research is received and the kind of feedback you will get from the readers. For example, a general-purpose journal might have a broader readership, but it may also have a more varied audience. A specialized journal, on the other hand, will have a smaller but more focused readership. Some journals are specifically for practicing professionals and do not accept articles of original research.

Fifth, open access journals allow anyone to read articles without a subscription. This increases the visibility and accessibility of their research, so open access articles are more likely to be cited, increasing the impact of your research.

The eighth is the publication timeline. The journal should have a reasonable time-frame for publishing your article once it has been accepted; this ensures that your research is made available to the public in a timely manner. A journal with a long publication timeline takes a long time for your research to be made available to the public after it has been accepted for publication. This can be a disadvantage for researchers who want their work to be read and cited as soon as possible. For example, if you were considering submitting an article to a journal that publishes a new issue every June, and you want to submit in May, it is probably too late for the next issue, and you would have to wait for over a year for the next issue.

On the other hand, a journal with a shorter publication timeline means that your research will be available to the public more quickly after it has been accepted for publication. This can be an advantage for researchers who want their work to be read and cited as soon as possible or for researchers working on time-sensitive topics. Additionally, a shorter publication timeline can also help increase the visibility and impact of your research, and increase the likelihood that other researchers in the field will read and cite your research.

The ninth is the publication fee. Most open access journals charge a fee for publishing articles, also known as "article processing charges" (APCs). Do your research on fees *before* submitting your article, because it can affect the choice of journal to which you submit your article.

The cost of publication can be a significant for researchers with limited budgets. Publishing in a journal that charges a large fee can be a disadvantage, especially if you need to publish multiple articles. However, you might be able to find a journal with more affordable fees that will still allow greater access by those who may not have the financial resources to pay for an article.

A few open access journals do not charge fees at all, apparently because they have other sources of income. Some journals offer fee waivers or discounts for authors from low-income countries or for authors who are unable to pay the fees. It is worth researching these options and inquiring about them with the journal. University academics may be able to apply for funds to pay fees, because many universities have research funds for that purpose. However, the university might also set criteria on the kind of journal for which they fund publication.

The tenth is the publishing format. Some journals publish articles in print, while others publish them online. Be sure to check the format of the journal to which you are considering submitting. If you prefer to have your article published in print, you should look for a journal that publishes in print. This can be an advantage for researchers who prefer the traditional format of a printed journal, or for those who want to have a physical copy of the article.

On the other hand, publishing online can be an advantage for researchers who want their articles to be more widely accessible and easily discoverable online through Internet search engines, meaning more people can find and read your research. Some journals also offer a choice of both print and online formats, which gives authors more flexibility.

The Scopus system for rating journals

Scopus has a system for rating international journals. If you are on academic staff, some institutions might pay your publication fee if the quartile rating is high enough.

Based on its criteria, Scopus assigns each journal a percentage, which is then used to rank each in one of four quartiles:

- Quartile 1 (Q1, 75%-99%) Assessed as being the highest quality and most influential.
- Quartile 2 (Q2, 50%-74%)
- Quartile 3 (Q3, 25%-49%)
- Quartile 4 (Q4, 0%-24%) This is the lowest level.

If you have located a journal for your article, you can check its Scopus rating by viewing https://www.scopus.com. Create an account (if you do not already have one), and go to the "sources" menu. (JF Publisher, n.d.)

To publish your article in a higher ranked journal, consider these tips:

- Follow the journal's standards for structure.
- Make sure your topic is up to date and interesting. Your article needs to say something that is new, unique and significant that has not yet been researched. Anything looking out of date will probably be rejected.
- Most of your references need to be in the last 5-10 years. Only recent articles are useful in many fields, especially those that have recently had a paradigm shift. However, old sources still retain high value in some other fields.
- Edit and proofread very thoroughly, especially if you are writing in a language other than your first language.

  (Cf. Jakadjournal, 2023)

CHAPTER 3

The Art of Introduction: Setting the Stage

An introduction sets the stage for the rest of the article. It helps your readers to understand and engage with the content and gives a clear sense of the background or context of the topic, the main idea or thesis of the article, or the key terms and concepts that will be used throughout the piece. This makes it easier for your readers to follow the argument and understand the significance of the information presented in the article. Moreover, an introduction indicates a clear structure, making it easier for the reader to follow the flow of ideas and arguments. As a result, readers may find the article more compelling and are more likely to read it.

Purposes

The introduction serves several key purposes. It provides background information and context that help the reader understand the topic and its importance.

The first way to provide background information and context is to give an historical background on the topic, including any important events or developments that have led to the current state of the issue. Here is an example an introduction on the topic of English language teaching:

English language teaching has a long and varied history, dating back to the 18th century, when it first began to be taught as a foreign language. In the early days, the method of teaching was primarily grammar-translation, where the focus was on translating sentences from the target language to the native language. However, in the early 20th *century, the emphasis shifted towards more communicative approaches, such as the Direct Method, where the focus was on teaching students to communicate in the target language. In recent years, there has been a shift towards task-based and content-based language teaching, which emphasizes the use of language in real-life situations. This paper will explore the historical development of English language teaching, examining key methods and approaches that have been used over time and the impact they have had on the field. In this example, the historical background is provided by mentioning the early days of teaching, the 18th century, grammar-translation method, the early 20th century, Direct Method, task-based and content-based language teaching, and recent years. This gives the reader a sense of the historical context of the topic and allows them to understand the evolution of English language teaching methods over time.*

Define key terms and concepts

Define any technical terms or jargon that you use throughout the paper so that the reader can understand the topic more easily. Several strategies are helpful:

- Define terms in the context of the topic. Explain how the term or concept relates to the topic being discussed and why it is important.
- Use formal, precise definitions, using quotations if necessary.
- Use simple, clear language. Avoid using jargon or complex language when defining key terms and concepts, as this can make the paper difficult to understand for your audience.
- Give examples. Examples can show how a term or concept is used in practice, and helps your readers to understand its meaning.
- Compare and contrast. Compare and contrast the term or concept with similar or related terms or concepts to help the reader understand its unique characteristics.
- Do not include dictionary definitions of words if you use them with their ordinary meanings.
- Do not use the term in the definition of the term.

- If a specialist term has multiple meanings, you might need to discuss the different meanings in your literature review.

See the example below of how a term or concept relates to an English language teaching topic and why it is important in the introduction.

In recent years, the concept of "task-based language teaching" has gained popularity in the field of English language teaching. This approach emphasizes the use of authentic, real-life tasks to teach language, rather than focusing on language forms and grammar. The goal of task-based language teaching is to provide students with the opportunity to use the language in a meaningful and functional way. This approach is important because it has been shown to improve students' communicative competence and their ability to use the language in real-life situations. This paper will explore the concept of task-based language teaching in depth, examining its theoretical foundations, key principles, and practical applications in the classroom.

In this example, the term "task-based language teaching" is introduced and explained in the context of English language teaching. The author also explains why this concept is important by mentioning how it improves students' communicative competence and their ability to use the language in real-life situations. The paper will go on to explore the concept in depth, which is also highlighted.

Provide relevant information on the magnitude of the issue

Present information that will give your readers a sense of the scope or magnitude of the issue. This can include information such as the number of people affected by a particular issue, the economic or social impact of a problem, or the prevalence of a certain phenomenon. It helps to establish the significance of the topic and gives the reader a sense of the context in which the research or analysis has taken place. It also helps to establish your credibility by showing that you have reliable data to support your arguments.

For example, in an introduction discussing the topic of English language teaching, the author might provide statistics on the number of people learning English as a second language worldwide, the number of English language teachers in a certain country, or the percentage of students who pass standardized English language tests.

Current context

Discuss the current state of the topic, including any recent developments or ongoing debates, current events or circumstances that are related to the topic of the article. This helps your readers to understand the topic's relevance, significance, and timeliness, and also to see how it relates to current events or issues. Giving the current context might also help to engage your readers by showing them how the topic relates to their experiences and concerns.

For example, in an introduction discussing the topic of English language teaching, the author might provide the current context by mentioning recent changes in curriculum standards, the role of new technologies or the effects of the current political climate on language education.

Include a brief literature review

Although it is quite common to include a literature review in the introduction, it can vary depending on the specific requirements of the journal and the nature of the research. Some journal's publication guidelines specifically require a literature review in the introduction. However, depending on the scope and depth of the research, the literature review might be more extensive and could be separated into a longer, separate section. (See next chapter.)

Give an overview of the current state of research on the topic, highlighting any gaps or inconsistencies in the existing literature. Summarize the most recent and relevant studies on your particular topic, including key findings, arguments, and perspectives. Be concise and to the point so that your readers are not overwhelmed with too much information at the beginning of the paper. This also gives your readers a context for your research, which helps establish the significance of the research.

Below is an example of a brief literature review of English language teaching in the introduction:

English language teaching has been the subject of extensive research and scholarship in recent years. Studies have shown that task-based language teaching (TBLT) is an effective method for improving students' communicative competence, particularly in the areas of listening and speaking. However, there is a lack of research on the effectiveness of TBLT in the areas of reading and writing. Additionally, while TBLT has been found to be effective in improving students' language proficiency, there is a need for further research on how it impacts students' motivation and engagement in the language learning process. This paper will contribute to the existing literature by examining the effectiveness of TBLT in the areas of reading and writing and by exploring the relationship between TBLT and students' motivation.

Provide a thesis or purpose statement

At the end of the introduction, clearly and concisely state in one sentence the main idea or purpose of the paper. This informs your readers on what they can expect to learn from the rest of the paper, and guides them to follow the argument or analysis that you will present. It also helps your to stay focused on the main idea and organize the paper's content logically and coherently.

For example, in an introduction discussing the topic of English language teaching, the author might provide a purpose statement like: "This paper examines the effectiveness of task-based language teaching in improving students' reading and writing skills."

If that example were expressed as a thesis statement, it might be: "Task-based language teaching is effective in improving students' reading and writing skills."

Providing a hook

It helps to engage your readers by starting the paper with a hook, that is, a sentence or a phrase that makes them want to know more about the topic and to continue reading. It can create a sense of intrigue, that is, a sense of mystery or curiosity that the reader feels when they start reading the paper. However, do not try to grab attention with glitzy hooks; they will only make you look foolish.

A hook should be related to the paper's topic, and it can be a surprising fact, a provocative question, an interesting quote, a personal story or anecdote, or an engaging statement relating to the reader's experiences. For example, in an introduction discussing the topic of English language teaching, the author might provide a hook like: "Only one in five English language learners feel confident speaking in English." or "Is it possible to able to speak English fluently and confidently in just six months?"

CHAPTER 4

The Research Context: The Literature Review

A literature review is a systematic summary and critical evaluation of the existing research on the topic, highlighting the gap in the literature that the current research aims to fill. It gives readers an idea of the field's current state, and it helps to establish the significance of the research being presented. It also helps to provide context for the research and to define key terms and concepts.

In doing so, you construct a comprehensive picture of the existing knowledge on a particular topic. This enables you to position your own work within an ongoing scholarly dialogue, contributing to the accumulation of knowledge of the field.

You have several other good reasons to include a literature review in your work. First, when the research is focused on a specific aspect of a larger field, a literature review in the introduction can provide an overview of the existing research on the topic, and help define key terms and concepts. Second, when the research aims to fill a gap in the existing literature, a literature review can highlight the gap so that your current research can fill it. Third, a literature review helps to establish the significance of your research.

Identifying gaps and research questions

A research gap is a specific topic or question that lacks research, knowledge, or understanding, and might take the form of an unresolved contradiction or inconsistency in the findings. Researchers have not yet fully explored it and provided answers, and gap indicates that there is more to discover about this specific topic. It is like a puzzle with a missing piece—the gap is the missing piece that, once filled, would complete the picture and provide a clearer view of the whole subject. The gap indicates that there is room for new research and insights, and that further investigation is necessary. Identifying a research gap helps your to design studies to fill that gap and contribute new knowledge to the field.

Research gaps can occur in any field of study and at any stage of research development. They can range from small and specific to broad and general, from theoretical to practical, and from local to global.

To find research gaps, compare the results of previous studies to check for differences or disagreements in their findings, interpretations, or conclusions on a particular aspect of a topic. Contradictions can emerge due to variations in research methodologies, sample sizes, contexts, or other factors. Addressing these contradictions becomes an opportunity to fill gaps by conducting more comprehensive and well-designed research that could potentially resolve or shed light on the conflicting outcomes.

Example 1
One study might suggest that a certain method is highly effective, while another might find no significant impact from the same method.

Example 2
If you find that that a specific topic lacks research in a certain population, your study can focus on that population.

Example 3
In the context of English language teaching research, consider a scenario where some studies suggest that digital language learning apps have a significant positive impact on vocabulary acquisition, while others find no substantial difference compared to traditional methods. This contradiction indicates a gap in our understanding of how technology affects language learning outcomes. Researchers can

delve into this gap, examining factors such as learner preferences, app design, and contextual variables to provide a more nuanced perspective that helps reconcile the conflicting findings.

The nature of gaps tends to vary according to the state of research in that topic. A topic described as "relatively new" or "not well-established," has not been extensively researched or studied; it might be emerging or evolving, with limited knowledge or understanding. In these cases, the research findings may be pioneering in nature and can be expected to provide significant new insights on the topic. In contrast, a well-established research topic has already been studied extensively, and already has a significant body of knowledge. In these cases, research tends to be more confirmatory, building on previous findings and seeking to refine an understanding of the topic.

Here are a few examples of how discrepancies or inconsistencies in the findings might be identified in English language teaching studies.

Example 1
A study on the effectiveness of task-based language teaching (TBLT) in improving students' speaking skills finds that TBLT is more effective than the traditional grammar-translation method. However, another study conducted with a different group of students and a different TBLT approach found no significant difference between TBLT and the traditional method in terms of speaking skills. This inconsistency in the findings raises questions about the effectiveness of TBLT and highlights the need for more research to determine under what conditions TBLT may be more effective.

Example 2
A study on the use of technology in the English language classroom found that students who used a particular computer-assisted language learning (CALL) program improved their vocabulary retention more than students who did not use the program. However, a subsequent study found that students who used a different CALL program did not

show any significant improvement in vocabulary retention compared to those who did not use the program. This inconsistency in the findings suggests that the effectiveness of CALL programs may depend on the specific program used, and raises the need for more research to understand which features of CALL programs are most effective.

Example 3
A study on the use of authentic materials in the English language classroom found that students who were exposed to authentic materials had a better understanding of cultural context and improved their overall language proficiency. However, another study found that students who were exposed to authentic materials had a harder time understanding the material and showed no significant improvement in language proficiency. This discrepancy in the findings highlights the need for more research to understand when and how authentic materials should be used in the classroom to maximize their effectiveness.

To find areas lacking research, search databases such as Web of Science, Scopus, and PubMed, or by reading through the existing literature on the topic. Here are several examples of research gaps:

Example 1
A review of the literature on English language teaching for adult learners finds that there is a dearth of research on the specific needs and challenges of adult learners. This lack of research highlights the need for more studies to understand how to best teach English to adult learners, who may have different learning styles and motivations than children or young adults.

Example 2
A review of research on the use of technology in English language teaching finds that there is little research on the use of virtual reality (VR) in the classroom. This lack of research suggests that more studies are needed to understand the potential benefits and drawbacks of using

*VR in English langua*ge teaching, and how it can be effectively implemented in the classroom.

Example 3
A review of studies on the effectiveness of teacher feedback in English language teaching finds that there is a lack of research on the use of technology-mediated feedback, such as feedback given through digital platforms. This lack of research highlights the need for more studies to understand the potential benefits and drawbacks of technology-mediated feedback and how it can be effectively used in the English language classroom.

Example 4
A review of the literature on English language teaching for heritage language learners finds that there is a lack of research on how to effectively teach heritage languages in a multilingual context. This lack of research highlights the need for more studies to understand the specific needs of heritage language learners and to develop teaching methods that are appropriate for multilingual contexts.

The awkward question of significance

Just because a paper might fill a gap in the literature not mean it is the best paper in the circumstances. Any research needs to answer the questions, “So what?” and “Who cares?”

If an editor must choose between two well-written articles, the paper with the more significant topic is more likely to be published and cited, because it makes a greater contribution.

You can identify significance when choosing a topic because it is “an attribute of the research problem, not the research findings.” (Hiebert et al. 2023, p. 107.) Look for a better research question and ask: “What difference will it make?” “What implications will it have?” “What benefits does it offer?” “Will it advance the field further?”

Contextualizing research

A literature review provides the necessary context for your research. It sets the stage by giving readers a comprehensive understanding of the existing knowledge, theories, and research related to our topic. In other words, it provides the background information and framework that allows our readers to grasp the significance and relevance of our research within the broader field of study.

Imagine your research as a puzzle piece, and the literature review as the surrounding pieces that help us understand where our piece fits and why it matters. The context provided by the literature review helps readers see the bigger picture and understand why your research question or objective is important.

Example 1
If your are conducting research on the effects of mindfulness practices on students' academic performance, the literature review would summarize previous studies on mindfulness, its applications in educational settings, and its potential impact on cognitive abilities and well-being. Presenting this background information gives your research credibility and relevance, as your readers can understand how your study contributes to an ongoing conversation within the academic community.

Example 2
If your research is centered on innovative teaching methods in language education, your literature review could delve into the historical evolution of language teaching approaches. Starting from traditional grammar-translation methods that dominated language education in the 19th century, your review might progress to the emergence of communicative language teaching in the mid-20th century and the subsequent development of task-based learning and technology-integrated approaches. By tracing this historical trajectory, you illuminate how language teaching methodologies have evolved in response to changing pedagogical theories, technological advancements,

and a deeper understanding of language acquisition. This historical background helps your readers appreciate the diverse influences that have shaped English language teaching practices and sets the stage for understanding the innovative teaching approach you are about to introduce in your research.

Establishing credibility

A thorough, well-written and insightful literature review demonstrates your expertise and credibility as a researcher. It shows that you have a sound understanding of the field and are aware of key concepts, theories, and studies. Your comprehension of the field becomes apparent as you navigate and elucidate key concepts, theories, models, and pivotal studies that have shaped the subject. Your literature review shows your ability to assimilate a wide array of sources, analyze critically, and present your findings in a coherent synthesis.

References to reputable sources and accurate depiction of their contributions show that you have engaged with scholarly content thoughtfully and respectfully, and have found a place within the established research within the larger academic discourse within the field.

Example

In the realm of English language teaching research, a well-constructed literature review might not only summarize distinct language acquisition theories but also assess their strengths and limitations across different contexts. By discussing the seminal works of prominent researchers such as Krashen, Vygotsky, or Chomsky, we showcase our awareness of the key figures who have played pivotal roles in shaping the theoretical landscape of the field. This depth of engagement solidifies our credibility and expertise, fostering confidence in our capacity to offer valuable insights through our research.

Justifying research methodology

The literature review also helps you justify your chosen methodology. By discussing how previous researchers have approached similar questions, you can establish a solid foundation for the methods that you have chosen, enhancing the credibility and validity of your research approach.

When you dive into the literature, you gain insights into how others have selected and justified methodologies to address comparable research objectives. By evaluating these past studies, you can draw connections between your research and theirs, identifying shared characteristics or goals. Furthermore, by highlighting the strengths and limitations of previous methodologies, you can demonstrate how your chosen approach addresses any gaps or weaknesses in the existing literature. This shows that you have critically assessed the available methods and also that your methodology is a thoughtful response to the specific needs of your study.

Example

In the context of English language teaching research, if our study aims to explore the impact of peer collaboration on writing skills among English learners, we might discover that previous researchers have used qualitative interviews or surveys to gather insights from both students and teachers. By discussing these approaches in our literature review, we can explain how our research aligns with their objectives, making our choice of methodology appear well-informed and logical.

CHAPTER 5

What to Include in the Literature Review

Writing a literature review involves reading and analyzing existing research studies on a topic, including journal articles, books, conference proceedings, and other sources of information. This involves critically and carefully evaluating their quality, relevance, and significance.

In essence, this is a process of discernment and judgment. It requires you to select sources that are closely related to your research, impactful, and methodologically sound. Include relevant sources even if you do not agree with them; you can provide a critique. Good selection of sources ensure that they are not only trustworthy and applicable but also contribute meaningfully to advancing the understanding of our chosen subject.

Journal articles usually have a limit on the number of words, so you might have to select only the most relevant articles; you do not have space for a more comprehensive, review such as a dissertation.

Make sure you include enough recent research so that your literature review represents the current state of knowledge on your topic. While some fields are more sympathetic to older works, reviewers might reject your article simply by finding that most of the sources in your literature review are old.

Key concepts and definitions

In your review, include key terms and concepts for the reasons mentioned earlier. Including these elements helps ensure that our readers have a clear understanding of the foundational ideas and terminology related to your research topic. This could include the terminology used by the authors of the studies you are reviewing.

Example

In the field of English language teaching research, let's say we are conducting a literature review on the effectiveness of different teaching methods for improving vocabulary acquisition among English as a Second Language (ESL) learners. In this scenario, we would want to include key terms and concepts to ensure that our readers understand the fundamental ideas and terminology relevant to our research. In the introduction of our literature review, we might start by explaining the importance of vocabulary acquisition for ESL learners. To ensure clarity and shared understanding, we would incorporate key terms and concepts like vocabulary acquisition. We would clearly define what vocabulary acquisition means in the context of our study–the process of learning and retaining new words, phrases, and their meanings. Another example is ESL Learners. We must define who ESL learners are–individuals learning English as a non-native language. By incorporating these key terms and concepts, we are ensuring that our readers understand the specific terminology used in a study and can follow our discussion effectively.

Comparative analysis

When discussing multiple studies in the literature review, highlight any similarities or differences in how key terms and concepts are defined and used by different authors. This practice helps your readers understand the variations and nuances in terminology within the field. By comparing the ways different authors use terminology, you enable your readers to grasp the diversity of perspectives and interpretations.

As we review various studies in English language teaching research, let's consider the concept of "language proficiency." We might notice variations in how authors define and utilize this key term. For example, Study 1 defines "language proficiency" as the ability to use

English accurately and fluently in different contexts. The authors emphasize grammatical correctness and appropriate vocabulary usage. Meanwhile, Study 2 takes a slightly different perspective. They define "language proficiency" as not only accurate language use but also the ability to comprehend and produce complex texts. Their focus is on higher-order language skills such as critical thinking and argumentation. Next, Study 3 presents another angle. For them, "language proficiency" includes not only linguistic competence but also sociolinguistic awareness. They highlight the importance of understanding cultural nuances and sociocultural contexts in language use. By comparing these definitions and usages, we demonstrate to our readers that the term "language proficiency" can hold different meanings depending on the specific study's emphasis. This practice enables us to showcase the variety of perspectives within the field of English language teaching research, enriching our readers' understanding of the broader context in which these studies are situated. Incorporating these comparisons into our literature review provides a more holistic view of the terminology and concepts employed, allowing readers to navigate the research landscape with a deeper appreciation of the diverse viewpoints and interpretations that contribute to the field's complexity.

Synthesis of findings

The "synthesis of findings" essentially means to bring together and integrate the outcomes and conclusions from the various studies you have reviewed. It allows you to craft a unified narrative that connects the different research pieces. By using consistent terminology, you enable your readers to understand the relationships between the studies, how they related with one another, and how they relate to your research topic. This approach also shows that you have critically analyzed sources and established connections between them.

Example

You have reviewed three studies investigating diverse feedback methods' effects on enhancing writing skills in ESL students. After *analyzing them, you are ready to synthesize the findings. Here's how we can incorporate key terms and concepts to present a coherent narrative. Study 1 discovered that explicit corrective feedback resulted in notable improvements in grammar accuracy and sentence structure among ESL learners. Study 2 delved into the impacts of peer feedback and noted that while it positively influenced vocabulary development and creative expression, its effect on grammar accuracy varied. Study 3 centered on automated feedback through language learning software, revealing its contribution to swift error identification, though sometimes lacking in nuanced explanations.*

Now let us synthesize them with key terms and concepts. In synthesizing the findings of these reviewed studies, a consistent theme emerges regarding feedback methods in English language teaching. All three studies emphasize the pivotal role of feedback in enhancing language skills. Explicit corrective feedback, as highlighted in Study 1, demonstrates its effectiveness in improving grammar accuracy and sentence structure. Peer feedback, discussed in Study 2, not only fosters vocabulary growth and creative expression but also underscores the need for a balanced approach to address grammar concerns. Similarly, automated feedback, as explored in Study 3, offers the advantage of swift error identification, albeit with limitations in providing comprehensive explanations for language nuances. In all three studies, the concept of 'feedback' resonates as a key term, encompassing various methods and strategies aimed at advancing language proficiency. The consistent use of this terminology aids in constructing a unified narrative that connects these different findings within the larger context of English language teaching research. By incorporating key terms like "feedback," "grammar accuracy," "vocabulary growth," and "creative expression," we're weaving a coherent thread through the studies, allowing our readers to easily follow our analysis and comprehend the shared themes and variations across the research.

Historical development

"Telling the story" of how a topic has progressed over time makes a topic much easier for your readers to understand. This means explaining when and how the topic emerged, how it has been studied over time, and what key ideas or theories have shaped its trajectory. An historical development of the topic lets your readers see the evolution of your topic, gain insights into significant milestones or changes, and see how past events have shaped the current state of knowledge. This also helps them to appreciate the broader context and significance of your topic, including the challenges, opportunities, and changes, setting the stage for the significance of your study.

Example

You are conducting a study on the use of technology in English language teaching. To provide a historical overview, you would research and outline the key developments in technology integration within this field. This enables readers to grasp the trajectory of technology's impact on English language teaching, from its initial stages to its current state.

In examining the historical development of technology integration in English language teaching, we find a trajectory marked by significant shifts and innovations. The earliest instances of technology's role in language education date back to the use of audio recordings and language labs in the mid-20th century. These early tools primarily focused on audio-based language learning, allowing students to practice listening and pronunciation skills (Siemens & Tittenberger, 2009).

Throughout the 1980s and 1990s, the emergence of personal computers brought about a new phase of technological advancement. Language learning software and computer-assisted language learning (CALL) programs gained popularity, offering interactive exercises and multimedia elements that enhanced vocabulary and grammar acquisition (Davies et al., 2013).

The turn of the 21st century witnessed a proliferation of internet-based resources and online learning platforms. This era saw the rise of web-based language courses, virtual classrooms, and communication tools that connected learners across geographical boundaries. The introduction of online collaborative platforms facilitated peer interaction and expanded opportunities for language practice. More recently, the integration of mobile devices, smartphones, and applications into language teaching has led to a flexible and personalized learning experience.

Mobile-assisted language learning (MALL) allows students to access learning materials on-the-go, transforming their language learning journey into a seamless part of daily life (Cakmak, 2019). In the present landscape, we observe the convergence of various technologies, including artificial intelligence, natural language processing, and virtual reality, into language education. These advancements continue to reshape the methods and possibilities of English language teaching, ushering in an era of personalized, interactive, and immersive learning experiences.

Theoretical frameworks

A theoretical framework is coherent set of established theories, models, or concepts that provide a foundation for understanding a topic of study.

Frameworks help you in many ways. They can guide your research questions, research design, and data collection. They act as a lens through which you can interpret and analyze your data, and explain phenomena. They link your study to broader concepts, allowing you to explore the connections to theoretical concepts and practical strategies.

Example

Imagine you are conducting a study on the effectiveness of communicative language teaching (CLT) approaches in improving speaking skills among ESL students. To contextualize our research *and provide a theoretical framework, we might introduce the concept of CLT and its theoretical underpinnings.*

In your study on the effectiveness of communicative language teaching (CLT) approaches, we draw upon a theoretical framework that centers on sociocultural theory. CLT is rooted in the belief that language learning is most effective when learners engage in meaningful communication and interaction within authentic contexts. This approach aligns with sociocultural theory, which emphasizes the role of social interactions, collaboration, and cultural context in shaping language development.

Sociocultural theory, as proposed by Vygotsky, posits that learning is a social activity that occurs through interaction with more knowledgeable peers or mentors. Within the realm of English language teaching, this theory suggests that language learners benefit from engaging in real-life conversations and activities that mirror the language use in authentic settings. CLT, with its focus on interactive and contextualized learning experiences, aligns with the principles of sociocultural theory.

Your study seeks to explore how CLT practices align with sociocultural theory and how they contribute to ESL students' speaking skill development. By examining how learners engage in communicative tasks and collaborate in language learning, you aim to shed light on the ways in which sociocultural theory informs the effectiveness of CLT in language teaching.

By introducing the theoretical framework of sociocultural theory and explaining its relevance to the communicative language teaching (CLT) approach, you establish a conceptual foundation for your study.

Critiques of previous work

When critiquing previous studies related to your topic, you draw conclusions on their strengths and weaknesses, identifying any potential biases or methodological shortcomings, and pinpointing areas of limitations or gaps. You will find that some articles have great strengths that contribute greatly to the field, so you do not have to always find fault.

Critiquing previous work not only showcases your understanding of the complexities within the field but also establishes the rationale for your own research by highlighting areas where your study can contribute or address shortcomings.

Example

In critiquing the previous studies that have explored the effects of digital language learning platforms on vocabulary acquisition in English language teaching, you uncover a range of strengths, limitations, and areas for improvement. This analysis serves to provide your with a nuanced perspective on the existing body of research and informs the direction of our own study.

Several strengths emerge from the reviewed studies. Notably, many studies use rigorous research designs, incorporating control groups and pre- and post-tests to measure vocabulary growth accurately. You observe that the utilization of technology offers the advantage of tracking individual learning progress and engagement patterns, enhancing the precision of data collection. Furthermore, the inclusion of diverse learner populations adds to the generalizability of findings across different contexts.

However, certain limitations and methodological flaws also come to light. Biases related to participant self-selection and attrition rates are prevalent in some studies, potentially skewing the results. You note that the short duration of some interventions limits our ability to gauge long-term retention of vocabulary gains. Methodologically, the reliance on self-reporting or automated assessments without considering contextual nuances raises questions about the depth of vocabulary understanding achieved.

In addition, you also identify a notable gap in terms of investigating the transferability of acquired vocabulary into authentic language use contexts. While many studies focus on isolated vocabulary acquisition, they may overlook the application of these words in practical communication. This gap underscores the need for studies that delve into the pragmatic use and retention of acquired vocabulary beyond controlled learning settings.

Furthermore, your observation indicates that the lack of attention to individual differences and learning preferences raises questions about the adaptability of digital platforms for diverse learners. Few studies address the potential impact of cognitive or socio-cultural factors on the effectiveness of vocabulary learning through technology. In conclusion, while the previous studies offer valuable insights into the effects of digital language learning platforms on vocabulary acquisition, your critical analysis reveals the presence of biases, methodological limitations, and gaps. Your study aims to build upon these findings by addressing these limitations, exploring the application of acquired vocabulary in real-life communication, and considering individual differences in learners' experiences with digital platforms.

Relation to your research

When you relate the literature review to your research, you link your literature review to your specific research objectives and hypotheses. This shows how your study builds upon the insights, findings, and gaps identified in the existing literature, and how your research aligns with or diverges from previous work. This gives your readers a context for understanding the significance and relevance of your study within the broader field.

Example

By connecting the findings of the literature review to your own research objectives in the realm of English language teaching, you establish a meaningful relationship between existing knowledge and your study's goals. Your research aims to delve into the impact of student-centered pedagogical approaches on reading comprehension in ESL learners. This connection allows you to contribute to the field by addressing gaps and extending the understanding of effective *language teaching practices. The insights you have gained from the literature review highlight a consistent trend towards the efficacy of student-centered approaches in enhancing language learning outcomes. Drawing on studies that emphasize the importance of active student engagement, collaborative learning, and personalized instruction, you position your research within a well-informed theoretical framework. This alignment not only guides your hypotheses but also demonstrates the relevance of your study in the context of established principles in English language teaching.*

Furthermore, while the literature review showcases the positive outcomes associated with student-centered approaches, you also observe variations in the implementation strategies and outcomes across studies. This observation informs our research design and methodology, as we seek to uncover nuanced factors that may influence the effectiveness of such approaches in specific learning environments. By linking the literature review to your research, you identify a gap in the existing research—the need for a more in-depth exploration of the contextual factors that mediate the success of student-centered approaches.

Your study aims to fill this gap by conducting a comparative analysis of diverse ESL classrooms, examining the interplay between classroom dynamics, teacher roles, and learner characteristics. In conclusion, our research builds upon the insights gained from the literature review by extending the exploration of student-centered pedagogical approaches in English language teaching. By addressing contextual nuances and examining variations, we contribute to the field's understanding of how these approaches can be effectively implemented and adapted in diverse language learning settings.

CHAPTER 6

The Methodology Report

This chapter contains general advice on the methodology section in a research article. It cannot be a general handbook on methodology, which would require a small library of its own.

The guiding principles

Several principles guide you in writing the methodology chapter:

1. *Write the report in past tense.* It describes what actually happened. This differs from a research plan, which is written in the future tense. Researchers always start with a research plan, although the details of the original plan are not normally included in the article. Readers only need to know what was actually done.
2. *Report actions in chronological order.* By "telling the story", you make the report easy for your readers to follow.
3. *Be accountable and transparent.* By explaining what you did accurately and honestly, you promote the integrity of your work. This includes demonstrating compliance with ethical standards, decraring interests, reporting your failures and your actions to remedy them, and giving your reasons for acting as you did.
4. *Give enough detail for other researchers to replicate your study.* The principle is sound and usually appropriate, and is often used as a measure of rigorous research. Ensure there is sufficient information for someone else to replicate the study.

   However, it can be difficult when maximum article lengths force researchers to omit lengthy instruments such as questionnaires. Moreover, some research is simply not reproducible. For example, most activities called "action research" intentionally make irreversible changes in their contexts. Archeologists dig up sites and extract artifacts. Ethnographers often depend on a unique and non-reproducible pathway into a culture.

5. *Maintain research alignment*. That is, the literature review, the methodology, the data, and the analysis must all address the research question. Moreover, good alignment helps you to gather all the data you need and prevents you from collecting irrelevant data.
6. *Demonstrate that data is valid*. Different methodologies use different kinds of tests of data validity, for example procedures for writing and testing tools, cleaning data of errors (duplicates, omissions, misspellings, incorrect formats), and statistical tests. The methodology section is a cornerstone of scientific research papers, and a well-presented and justified methodology contributes significantly to the overall quality and credibility of the study. In contrast, a paper with noticible errors will be rejected very early.

In the past, most methodology reports de-emphasized the researcher as a person and emphasized what was done. While well intended, this gave rise to methodology reports that were mostly in passive voice. "The crystalline substance was placed in a test tube." To overcome this problem, some style guides now allow active voice, "I placed the crystalline substance in a test tube."

A common outline

The methodology chapter must contain a clear, step-by-step, detailed explanation of the research method, from recruitment to data collection and analysis. Emphasize the rigor of your research methods. Discuss steps taken to minimize bias, control extraneous variables, and enhance the reliability and validity of your study.

Some procedures are already quite standardized, but you still need to give the details in your context. It is quite likely that you will implement innovations that deviate from common practice, and if so, give more details to justify your innovations.

Provide your rationale for key methodological choices, such as the selection of a particular research design, sampling method, or statistical analysis. This helps reviewers and readers understand the thought processes behind your decisions.

If possible, seek feedback from colleagues or mentors before submitting your article. Their advice and constructive feedback can strengthen the manuscript by helping you to address any potential concerns or weaknesses in the methodology.

Many researchers collect their own data in the field, and the outline below is common for a methodology report in an article, whether the research is qualitative or quantitative. Some items require lenthy discussion, while some might require very few words.

It is also a good fit with journals that strictly require an outline as introduction, literature review, methodology, results, discussion, conclusion, and references.[1]

1. *Research design*. Describe the overall plan for the study, whether it is experimental, observational, correlational, etc. Include details about the structure and logic of the study and your justification for choosing that design. It should be clear why you chose a qualitative or quantitative approach. It should also be clear how the chosen methodology aligns with the research questions or objectives.
2. *Variables and measures*. Describe any relevant variables and measures that affect your methodology.

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1. Some other methodologies are less suited to a strict outline of introduction, literature review, methodology, results, discussion, conclusion, references. For example, literature analysis studies usually progress though the data, placing the analysis immediately after each item of data. That is, the research goes though the document and analyzes it, comparing it with the current academic literature. Some other literature analysis studies follow an outline closer to that of an essay.

3. *Participants.* Give a thorough description of the participants or subjects (demographics, sampling procedures, sample size, and any relevant characteristics).
4. *Some researchers do pre-research.* They ask questions before the research proper to catch any relevant issues that did not appear in the literature review.
5. *Choose or write data collection tools*. Explain the tools, instruments, or materials used in data collection. If existing instruments were modified, provide details about the adaptations. These may be observation charts, procedures, questionnaires, or any other kind of tool, and should include a way to record the data gathered. Researchers commonly write their own new tools. However, in a few fields it is better to choose existing tools if the validation of a tool would be a major research project by itself.
6. *Pilot test the tools and revise as needed*.
7. *Report ethical procedures.* Discuss how you addressed ethical concerns, including how you informed participants and obtained their consent, confidentiality, and any approvals obtained from ethics review boards.
8. *Methods for recruiting participants.*
9. *Collect data until you reach a set limit.* Desribe your data collection procedures and methods (interviews, surveys, focus groups, etc.) In some cases, it is the whole sample (however you have defined it). In other cases, it is saturation, that is, when further data-gathering would not get any more new data.
10. *Report how you stored the data*. In many cases, the data is confidential and you are ethically obliged to prevent disclosure.
11. *Analysis methods.* The methodology chapter should also be natural preparation for the results report and data analysis. Describe the statistical or qualitative methods used to analyze the data, and explain why these methods were chosen and how they align with the research question

For many kinds of research, your methodology report is now complete. The next stage is reporting the results.

CHAPTER 7

Unfolding Insights: Presenting and Discussing Your Findings

Getting results is not enough. You must also effectively present them to your readers as new insights in order to contribute to the overall impact and significance of your research.

Research findings are conclusions or results gained through a systematic investigation or experiment. They are often based on the analysis of empirical data collected through various research methods. Research findings contribute to the body of knowledge in a specific area of study and provide insights into real-world phenomena. They can also serve as the basis for further research, policy-making, and decision-making.

This section of the article is essential to demonstrate the validity of the pathway from data to conclusions. For example, a researcher who demonstrates a correlation might erroneously draw conclusions about causation. A researcher might have incorporated unjustifiable assumptions when interpreting data. A researcher might have drawn a plausible conclusion that is not necessarily supported by the data.

Why publish your research findings

The first reason for publishing research findings is the dissemination of knowledge. By publishing your research findings, you share your discoveries with the research community and beyond to practitioners, policymakers, and the public (Lavis et al.

2003). By presenting the results of your study in a clear and accessible manner, you contribute to the collective body of knowledge in your field.

Translation into practice, policy, or further research is the final step in the research process By sharing your suggestions for future research, you can stimulate changes in practice, new policies, further research, and perhaps collaboration with other researchers.

Another benefit of publishing research findings is replication and validation. That means that other researchers can independently replicate your research using the same or similar procedures. Other researchers might use a different population or a different setting to validate your findings, but their work helps to confirm the reliability, validity, and generalizability of your research. In doing so, researchers can build stronger evidence, increase confidence in findings, and make more significant contributions to knowledge in the field. This is important because findings that cannot be replicated raise doubts about them and undermine confidence in the research (Viera 2023).

The third benefit of publishing research findings is transparency and accountability. Researchers can openly address any limitations, constraints, or potential biases in their study, ensuring that the findings are presented within the appropriate context (Rabasco 2023). This transparency fosters trust in the research community and provides a basis for critical evaluation and scrutiny. Transparency and accountability are essential to ensure the integrity and trustworthiness of research findings. Transparency refers to the openness and clarity with which researchers communicate their methods, data, and analysis to the scientific community and the public. By providing detailed information about study design, data collection procedures, and statistical analyses, researchers enable others to replicate and validate their findings (Mayernik 2017). Transparent reporting allows for a thorough evaluation of the research, promoting the identification of potential biases, errors, or limitations that may impact the reliability of the results. It also fosters scientific collaboration and knowledge sharing, as other researchers can build upon existing research and contribute to the cumulative growth of knowledge within a particular field.

Research accountability refers to your responsibility as a researcher to conduct your studies with the highest standards of ethical conduct and professionalism. Researchers are accountable for the accuracy, honesty, and rigor of their work, ensuring that their findings are based on valid data and sound methodologies. Accountability also entails the proper handling and management of research funds, and adherence to ethical guidelines and regulations. By being accountable, researchers safeguard the credibility and reputation of the scientific community, maintain public trust, and ensure that policymakers, practitioners, and the public at large can rely on research findings (Mayernik 2017). Furthermore, accountability contributes to the ongoing improvement of research practices, as it encourages continuous self-reflection, peer feedback, and quality assurance measures to enhance the reliability of research findings.

What to include in research findings: Qualitative studies

The results of qualitative studies are usually set out as follows:

1. *Restate your objective*. Begin by restating the main objective or research question of your study. This helps to set the context for the findings that follow.
2. *Describe the context*. Many qualitative studies require a description of the social, demographic or cultural context.
3. *Describe the data*. Clearly and concisely describe the information that was collected.
4. *Present your results*. Present your findings systematically. Use tables, graphs, or charts to visually represent your data and highlight any significant trends, patterns, or relationships that emerged. Be sure to label and appropriately caption any figures or tables presented. Some qualitative studies also

include ancillary statistical information; if so, present the results of any statistical analyses.

5. *Discuss the key findings*. Discuss and interpret the main findings of your study, focusing on their significance and implications. Relate your findings back to your research question or objective and consider how they contribute to the existing literature. Support your interpretations with references to previous studies or theories.
6. *Discuss any unexpected or counter-intuitive findings*. These will be of most interest to your readers.
7. *Limitations*. Address any limitations or constraints that may have affected your findings, such as sample size, data collection methods, or potential bias. Discuss the potential impact these limitations may have had on the validity or generalizability of your results.

What to include in research findings: Quantitative research

Presenting qualitative findings typically involves the following steps:

1. *Restate your objective*. Begin by restating the main objective or research question of your study. This helps to set the context for the findings that follow.
2. *Describe the data*. Clearly and concisely describe the data that was collected. Specify the sample size, relevant characteristics, and any key variables used in the analysis. Summarize the data collection methods employed.
3. *Present your results*. Present your findings systematically, starting with descriptive statistics if applicable. Use tables, graphs, or charts to visually represent your data and highlight any significant trends, patterns, or relationships that emerged. Be sure to label and appropriately caption any figures or tables presented.
4. *Present a statistical analysis*. Present the results of any statistical analyses, present the test results. Include any relevant statistical measures, such as data validation, p-values,

confidence intervals, effect sizes, or regression coefficients. Clearly state the significance and interpretation of the statistical results.

5. *Discuss the key findings*. Discuss and interpret the main findings of your study, focusing on their significance and implications. Relate your findings back to your research question or objective and consider how they contribute to the existing literature. Support your interpretations with references to previous studies or theories.
6. *Limitations*. Address any limitations or constraints that may have affected your findings, such as sample size, data collection methods, or potential bias. Discuss the potential impact these limitations may have had on the validity or generalizability of your results.
7. *State any other findings and sub-analyses*. If your study produced any unexpected or secondary findings, briefly mention and discuss them. Consider including any sub-analyses conducted on specific subgroups or variables.

The discussion section

The discussion section is a critical component that follows the results.

Its first purpose is to present an interpretation and explanation of the results of the study (Dunton 2021). By delving into the meaning and implications of the findings, you can shed light on the broader significance of your work. You can discuss how the results align with or challenge existing theories, offer explanations for unexpected outcomes, and provide insights into the underlying dynamics. This process of interpretation ensures that your research findings are not seen in isolation but are understood within a larger context.

Furthermore, the discussion section also allows you to reflect on the limitations of your study. You need to acknowledge any constraints, biases, or other factors that might have influenced the results. This transparency helps readers to understand the scope and generalizability of the findings, and encourages future research to address these limitations.

The discussion section can also include suggestions for further research. You have an opportunity to delve deeper into the implications of your findings and articulate the significance of your work in relation to existing literature and theories. Your suggestions contribute to the ongoing dialogue and help to guide future research endeavors. Other researchers may propose future studies to build upon your findings, address gaps in knowledge, or test alternative hypotheses.

How does a discussion section differ from a conclusion?

The discussion section and the conclusion in a research paper serve different purposes and have distinct characteristics:

Discussion	Conclusion
Focuses on interpreting and explaining the results obtained from the study. It involves a comprehensive analysis and critical evaluation of the findings in the context of previous research.	Provides a concise summary of the main points discussed throughout the entire paper, including the introduction, methods, results, and discussion. It aims to wrap up the paper by restating the main findings and their significance.
Discusses the implications of the results, explore potential explanations and mechanisms, highlight interesting patterns or relationships observed in	A condensed version of the discussion section, presenting a brief summary of the main findings, their implications, and the broader significance of

the data, and critically evaluate the strengths and limitations of the study. They may also suggest areas for further research or offer practical recommendations based on the findings.	the study (Enago Academy 2023).
Typically longer and more detailed than the conclusion (Dunton 2021). It allows for a thorough analysis of the results, integration with prior research, and critical evaluation of the study	Usually shorter, providing a concise wrap-up of the entire paper
Usually follows the results section, where the findings are presented. It is a significant part of the main body of the paper.	Usually located at the end of the paper, serving as the final section before references or appendices.

How to structure a discussion section

A discussion section typically follows the results section and has a specific structure (Azar 2006; Paltridge & Starfield 2020). Although the exact details of the structure may vary depending on the field and research design, it usually follows this general outline:

1. *Introduction*. Start the discussion section with an introductory paragraph that sets the stage by summarizing the main findings obtained from the study (Paltridge & Starfield 2020).Briefly restate the research question or objectives and give a context for the subsequent analysis.
2. *Interpretation of results*. Then move into a detailed interpretation of the results, focusing on explaining and

evaluating what was found (Mccombes 2022). Make connections between your findings and the existing literature, highlighting similarities or divergences from previous studies (Azar 2006). Address any unexpected or contradictory results, and offer potential explanations or limitations (Azar 2006; Paltridge & Starfield 2020).

3. *Significance and implications*. In the next section, delve into the broader significance and implications of the findings. Explain how your results contribute to the field, whether they support or challenge existing theories, and how they advance knowledge (Mccombes 2022). This section may involve discussing practical applications, policy implications, or areas for future research.
4. *Limitations*. Acknowledge and discuss the limitations of your study. Address any constraints or weaknesses in the research design, methodology, or data analysis, as well as potential sources of bias (Mccombes 2022; Paltridge & Starfield 2020). This transparency strengthens the credibility and reliability of your research.
5. *Conclusion*. If the discussion section is a little long, conclude it with a concise summary that reinforces the main findings and their significance (Azar 2006; Mccombes 2022). This paragraph should tie together the various points discussed throughout the section and reaffirm the overall argument or conclusion of the study.

How to avoid some common mistakes

1. Do not simply restate the results already presented in the results section (Paltridge & Starfield 2020). Focus on interpreting and explaining the meaning of the results, and give insights into their implications and significance.
2. Avoid unsupported speculation and claims (Azar 2006), even though it is acceptable to offer potential explanations or hypotheses to account for unexpected results. Limit your

speculation to the evidence and logical reasoning and clearly distinguish it from established findings.

3. Avoid generalizing the results of the study beyond its scope or sample size (Mccombes 2022). Acknowledge the limitations and constraints of your study and clearly identify the generalizability of the findings.
4. Do not ignore or omit contradictory evidence or anomalies. This omission would undermine the credibility and reliability of your research. Instead, address and explain any discrepancies and contradictory results that do not align with your conclusions. the proposed hypotheses or existing theories. (Paltridge & Starfield 2020).
5. Do not ignore or omit evidence that is inconsistent with existing theories. (Paltridge & Starfield 2020).
6. Give a critical evaluation of your study's strengths and weaknesses. Identify and acknowledge any limitations or sources of bias in the research design, methodology, or data analysis (Mccombes 2022). Intellectual honesty and transparency are key. This also offers insights into potential areas for improvement in subsequent research.
7. Suggest potential avenues for future research (Azar 2006).

Discussion of implications

The discussion of implications allows for a broader interpretation and understanding of the results in relation to existing literature and theoretical frameworks. This helps to refine and expand theoretical models, challenge existing assumptions, and identify avenues for future research. Ultimately, the discussion of implications allows for a more comprehensive and nuanced interpretation of research findings, fostering productive dialogue and facilitating the integration of new knowledge into existing frameworks.

By discussing the practical implications of your findings, you can also shed light on the real-world relevance and potential applications of your research. In this way, you help to bridge the gap between academia and practice (Alex 2023) and increase the impact and relevance of your study. This aspect of research facilitates evidence-based decision-making in various fields, such as healthcare, education, policy, and business.

CHAPTER 8

Drawing Conclusions and Making Suggestions

After doing collecting information about the targeted journals, and writing the article including findings and discussion, it finally comes to the knowledge synthesis that provides conclusions and gives suggestions.

First, the conclusions of your research must be based on the discussion of the issues stated in the introduction. It should restate the main points of the thesis statement but avoid word-by-word repetition. Restatement may include some key words, but it should vary the phrasing.

For example, a thesis statement of a paper such as "Many young people leave rural areas due to limited educational opportunities, lack of job vacancies, and underdeveloped entertainment facilities" might be restated in the conclusion as "In conclusion, three factors cause young people to leave their rural homes, namely difficulty to pursue further education, to find jobs, and to get some fun."

Second, the conclusion should not add new arguments; it cannot add something has not been discussed in the paper. A synopsis of the main ideas and a discussion of the consequences should make up the conclusion of a research paper. It is imperative that you avoid making novel assertions towards the conclusion of a study project. This will simplify the conclusion and make it easy to read and grasp. It will also help to keep the credibility of the paper.

Incorporating fresh arguments at the end of the paper can have several unfortunate consequences:

1. Your readers might have difficulty understanding the paper's reasoning..
2. It might convey that you are trying to convey too much information.
3. It looks as if you are unsure what you want to communicate. It looks like a last-minute attempt to add new material, although your readers do not have the prior knowledge necessary to appreciate the argument.

By examining the body of the paper before writing the conclusion, you can prevent the inclusion fresh points of contention. This will make it easier to be sure that you have covered the paper's major ideas and that the logic is sound. You can also ask a colleague to read the manuscript and comment on whether the conclusion presents any fresh points of contention.

Third, include a summary of the research findings in your conclusion. They might support or contradict earlier claims made about the subject, highlight areas of past research that need improvement, and close any gaps in the body of relevant research. Go over the ramifications of your findings in this portion of the publication. A well-written summary will help your readers to understand the contribution of your work and recognize the importance of the results.

The summary of research findings should comprise the following components:

1. Start with a restatement of the research question or hypothesis that was addressed in the paper. This will assist readers in recalling the paper's goal.
2. Include a concise overview of the methodologies used to collect and analyze the data. This will help the readers to comprehend easily that the findings are reliable and valid.
3. Summarize your key findings. This should be done concisely and clearly, and the conclusions must be supported by data.

4. Include a discussion of the implications of the findings for theory, practice, and future research. This will help the readers see the study's importance and contribution to the subject.

Finally, discuss of the implications of your findings and identify areas for future research. This section should typically include the following key elements:

1. Discuss the implications of the findings for theory, practice, and future research. It is important to highlight your contribution to the field, without overstatement.
2. Identify topics or areas for future research based on your findings. Be explicit in your recommendations.
3. If relevant, make recommendations to policymakers, practitioners, and other stakeholders. Be precise and practical, so that your recommendations can be implemented.

CHAPTER 9

Crafting Format and References

In academic writing, crafting accurate and well-structured references is crucial for establishing the credibility and validity of research. Properly cited sources lend authority to the research, demonstrate a thorough literature review, and acknowledge the contributions of previous scholars. Readers will understand how references contribute to the scholarly conversation and support the author's arguments.

Journal formatting guidelines

Journals normally have specific formatting guidelines and it is crucial that you follow them. If the journal requires a certain format and you do not comply, your article will be rejected without even being read.

Formatting requirements can include the use of a template, word count limits, preferred font styles, and instructions for using figures, tables, and other visual elements. Articles must also meet certain other technical requirements for acceptance by journals that are included in the major databases, such as using a set of key words for their search engines. Some require a digital object identifier (DOI) for each article, and an ORCID number for each writer.

Some journals produce their own style guides, which include different systems for referencing and presenting bibliographies. However, they are usually quite similar to the most well-known style guides discussed below.

Common format standards

This chapter assists you to cite sources within your writing (in-text citation) and how to list your sources at the end of your document (variously called "References", "Reference List", "Works Cited" or "Bibliography").

This is a step-by-step guide on how to include citations in your text and create a list of references. It introduces your to three of the most well-known reference styles, namely APA, MLA, and Chicago. It will walk you through the nuances of each style, so you can apply the appropriate one depending on your discipline and the requirements of your target journal. This chapter will also explore ways to efficiently manage references using Mendeley citation management software in Microsoft Word. This tool simplifies the citation process, organizes your references, and ensures accuracy throughout your manuscript.

Referencing: A short overview

Referencing, also known as citation, is a technique of acknowledging and attributing someone else's works used in research to support and reinforce the ideas of the researcher. As a student or scholar, you have access to a vast repository of ideas, theories, concepts, perspectives, and arguments, presented by other authors, many of whom have devoted significant time to conduct research. All that is required of you is to acknowledge their input in your project.

Referencing is done at two stages. The first is a concise reference within the main text known as "in-text citation." The second is a comprehensive list at the end of the document consisting of the name of author, publication date, name and location of the publishing company, title of a journal, a book, or a book chapter, and often, Digital Object Identifier (DOI).

Why is referencing important?

Referencing is not just to avoid plagiarism; it has some other essential roles in an academic work. The first role is that referencing serves the purpose of recognizing the input of other researchers in your study. Essentially, it involves crediting other authors whose words and concepts you have utilized.

Second, your readers should have enough information to locate the document that you cited.

Third, citations also make your writing more persuasive. Look at the two following paragraphs: which one seems more authoritative?

Version 1

Research on self-regulated learning (SRL) emphasizes the importance of learners' ability to monitor and control their learning process. Self-regulated learners exhibit proactive behaviors such as setting goals, planning strategies, and monitoring progress, which leads to improved academic performance. These findings highlight the significance of incorporating SRL strategies in educational practices to enhance students' learning experiences and outcomes.

Version 2

Research on self-regulated learning (SRL) emphasizes the importance of learners' ability to monitor and control their learning process (Zimmerman, 2000). Self-regulated learners exhibit proactive behaviors such as setting goals, planning strategies, and monitoring progress, which leads to improved academic performance (Pintrich & De Groot, 1990). These findings highlight the significance of incorporating SRL strategies in educational practices to enhance students' learning experiences and outcomes.

Both paragraphs are the same, but the first paragraph has no citations. It might be equally engaging as the second one, yet the second holds greater credibility and persuasion because it included the sources of your ideas. It shows that the topics you are addressing hold significance within your specific academic community.

When do you need to reference?

Printed books are not the only sources that require acknowledgment. Any words, contents, concepts, ideas, or data obtained from external sources needs proper citation. The following table illustrates when you need and no need to reference:

Table When to reference and not to reference

Reference when you are using words or ideas from:	No need to reference when you are:
1. Books and journal articles 2. Theses and dissertations 3. Newspapers and magazines 4. Pamphlets and brochures 5. Films, documentaries, television programs or advertisements 6. Websites or electronic resources 7. Letters, emails, online discussion forums 8. Personal interviews 9. Lecturers or tutors. (Not always necessary but check with your lecturer or tutor about their preferences before you draw on their ideas.) 10. Reprinted diagrams, illustrations, charts, or pictures.	8. Writing your own observations or experiment results, for example, a report on a field trip 9. Writing about your own experiences, for example, a reflective journal 10. Writing your own thoughts, comments or conclusions in an assignment 11. Evaluating or offering your own analysis 12. Using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore.

Different styles of referencing

There are several referencing styles i.e., methods used for citing the sources of work. The citation format used in your document is typically influenced by the academic discipline the author is writing in and is often determined by academic institutions or publishers. Consequently, it is common to see different journals require different referencing styles. This chapter focuses on three popular referencing styles: American Psychological Association (APA), Modern Language Association (MLA), and Chicago. These styles vary in terms of formatting, use of punctuation and the order of information, and differ in both in-text citations, and reference lists.

There are two types of in-text citations: parenthetical and narrative. In parenthetical citations, the author's name and publication date are enclosed in parentheses. For instance:

They are widely accessible to individuals from various social backgrounds who are interested in learning (Gershon et al., 2021; Czerniewicz et al., 2017; Yu et al., 2019).

In narrative citations, the author's name is integrated into the sentence, and the year follows in parentheses. For instance:

Baturay (2015) outlines three key characteristics of MOOCs: openness, participation, and distribution.

APA (American Psychological Association)

APA appeared in 1929 as *Publication Manual of the American Psychological Association*. Over time, the style underwent revisions and editions, resulting in the publication of seven editions thus far. This section is based on 7th edition.

In-text citations

The author component of the in-text citation format varies based on the number of authors and is abbreviated in certain instances. When referencing a work with one or two authors, include the surname(s) of the author(s) in every citation. For a work with three or more authors, include only the surname of the first author followed by "et al." in every citation, even in the first citation.

As previously stated, parenthetical citations have the authors' names in brackets and use "&" between the authors' names: (May & Smith, 2021, p. 18). Note that the page numbers are necessary when you give direct quotations. Meanwhile, narrative citations have the authors' names as part of the sentence (that is, outside of brackets) place the year and page numbers in brackets immediately after the name, and use "and" between the authors' names: May and Smith (2021, p. 18).

The following table shows the basic APA in-text citation styles:

Author type	**Parenthetical citation**	**Narrative citation**
One author	(Jack, 2020)	Jack (2020)
Two authors	(Zahra & Ling, 2021)	Zahra and Ling (2021)
Three or more authors	(van Derson et al., 2020)	van Derson et al. (2020)
Group author with abbreviation: First citation	(National Institute of Mental Health [NIMH], 2022)	National Institute of Mental Health (NIMH, 2022)
Group author with abbreviation: Subsequent citations	(NIMH, 2022)	NIMH (2022)
Group author without abbreviation	(Gajah Mada University, 2020)	Gajah Mada University (2020)

Have a look at some examples below:
Jack (2020) stated that "the number of local languages has decreased" (p. 112).
The author found a decreasing number of local languages (Jack, 2020).

Zahra and Ling (2021) argued that "environment impacts language acquisition" (p. 58).
Language acquisition is influenced by environment (Zahra & Ling, 2021, p. 58).

When citing three or more authors, utilize the first author's name followed by "et al."
The research conducted by Clark and colleagues (2022) revealed that the intervention lacked evidence from clinical trials.

It seems that the intervention lacked evidence from clinical trials (Clark et al., 2022).

When referencing multiple works within the same set of brackets in your text, arrange your citations in the same order they appear in your reference list. This means they should be organized alphabetically and, for works by the same author, from oldest to newest, separated by semi-colons. For instance:
(Craig, 2020; James & Bob, 2023; Xu et al., 2018).
(Craig, 2016; 2020)
(Wahid Institute, 2019a; 2019b)

In your text, include only the last names of the authors (e.g., Smith & Billy, 2019). However, if you have two authors with the same last name who have published in the same year, differentiate them by using their initials (e.g., K. Brown, 2018; N. Brown, 2018).
Rebecca (2015a) argues that children are often forced to grow up too quickly.

Children who are allowed to play spontaneously and without excessive structure have been shown to be happier (Rebecca, 2015b).

To differentiate between multiple works by the same author published in the same year, append a letter after the year, like 2021a, 2021b. This alphabetical order should match their sequence in the reference list, where the first source is labeled 'a', the second 'b', and so forth. For instance:
Rebecca (2015a) contends that children are frequently compelled to mature prematurely. Studies have indicated that children who engage in unstructured play are often happier (Rebecca, 2015b).

Reference list

The following table elaborates how to make a reference list according to APA style from different sources.

Source	Format	Example
Book	Author(s). (The date). *The title.* The name of the publishers. A URL or DOI if it is an electronic book.	Richard, B & Nunan, D. (2018). *Introduction to ESL/EFL writing*. Pearson/Longman.
Book chapters	Author(s). (Date). The title of the chapter. In the editor(s), *The title of the book* (page numbers for the chapter). The name of the publishers. A URL or DOI if it is electronic.	Diaz, A. (2014). Required skills for the digital era. In B. Richard & D. Nunan (Eds.), *Digital literacies for classroom activities* (pp. 25-58). Facet.
Journal articles	Author(s). (Date). Title. *Title of Journal*, volume number (issue number), page numbers of the whole article. DOI.	Smith, J., & Johnson, A. (2020). The impact of climate change on biodiversity. *Environmental Science Journal, 15*(3), 45-57. DOI: 10.1234/esj.2020.001
Conference papers	Author(s). (Date). Title of paper. In A. Editor & B. Editor (Eds.), *Title of proceedings* (page numbers). Publisher. DOI OR URL if relevant.	Cismas, S. C. (2010). Educating academic writing skills in engineering. In P. Dondon & O. Martin (Eds.), *Latest trends on engineering education* (pp. 225-247). WSEAS Press.

Thesis	Author(s). (The date of publication). *The title*. [Doctoral dissertation/ thesis/ Master's dissertation/ thesis, Institution Name]. A URL or DOI if it is an electronic book.	Doe, J. (2021). *Understanding the Effects of Social Media on Adolescent Mental Health* [Doctoral dissertation, University of XYZ]. Retrieved from https://www.example.com/dissertation123
Printed newspaper articles	Author(s). (Date). Title of article. *Title of Newspaper*, page numbers of the whole article.	Asep, S. (2017, February 8). The age of Sundanese culture. *Bandung Bulletin*, p. 13.
Online newspaper articles	Author(s). (Date). Title of article: Subtitle. Title of Newspaper. URL	Umar, P., & Ustman A. (2019, March 7). Religious community struggles to maintain the welfare. *The City Post*. https://www.citypost.com/
Web pages and documents	Author(s). (Date). *Title of web page*. Publisher/Site sponsor name. URL	Department of Health. (2016, November 13). *Physical activity and mental health*. Queensland Government. https://health.qld.gov.au/learning-at-home/physical-activity-and-health
Images	Last name, Initials. (Year). Image title [Format]. Site Name. URL	Thomson, M. (2020). Canon wren [Photograph]. Flickr. https://flic.kr/p/2icfzq4

YouTube Videos	*YouTube Channel's name*. (Date of publication). *Title of video*. YouTube. URL.	*Asian Boss*. (2020, June 5). *World's leading vaccine expert fact-checks COVID-19 vaccine conspiracy: Stay curious #22* [Video]. YouTube. https://www.youtube.com/watch?v=WQdLDMLrYIA
Multiple works by the same author in the same year	Reference each book separately as usual and make clear whether this is a second book by the same author or not by putting 'a' for the first book, 'b' for the second, 'c' for the third, and so on after the year.	Smith, J. (2019a). *The Art of Writing*. Publisher A. Smith, J. (2020b). *Mastering Grammar*. Publisher B. Smith, J. (2021c). *Effective Communication*. Publisher C.

Modern Language Association (MLA)

The Modern Language Association (MLA) style was established by the Modern Language Association of America in 1883. It is applied across a range of disciplines within linguistics and literature. The information in this section is sourced from the 9th edition of the MLA Handbook (2021).

In-text citations

The parenthetical citation format includes the surname of the author and the relevant page number enclosed within parentheses.

Table Parenthetical and narrative citation in MLA

Author type	**Parenthetical**	**Narrative / Prose**
No author	… (Issues in Language Teaching, 15)	it is stated in *Issues in Language Teaching* that … (15)
One author	… (Richards, 15)	Richards highlights that … (15)
Two authors	… (Richards and Renandya, 10)	Richards and Renandya confirm … (10)
Three or more authors	… (Richards et al. 15)	According to Richards et al., … (15)
Group author with abbreviation First citation[2] Subsequent citations	…(World Health Organization [WHO], 8) … (WHO, 8)	A study by World Health Organization (WHO, 8) indicated that… WHO (8) informs that …
Group author without abbreviation	… (World Bank, 20)	World Bank mention, "…" (20)

Have a look the following examples of parenthetical and narrative MLA in-text citation:

The key factor in understanding speech from non-native speakers is being familiar with the topic (Gass and Varonis,163).

Gass and Varonis discovered that the key factor in understanding speech from non-native speakers is being familiar with the topic (163).

Reference list

In MLA, the reference list is usually called "works cited". The following table elaborates how to make a reference list according to MLA style from different sources.

Reference list

Table Format and example of works cited in MLA

Source	Format	Examples
Books	Author(s). The title. The name of the publishers, the date of publication. A URL or DOI if it is an electronic book.	Doe, A. B. (2018). *Digital Literacy in the 21st Century*. XYZ Press. DOI:10.1234/567890
Book chapters	Author(s). "The title of the chapter". The title of the book, edited by the editor(s), date of publication, page numbers for the chapter. A URL or DOI if it is electronic.	Brown, James, et al. "Maximising AI Tools for Research." *Routledge Handbook of Research*, edited by Mike Smith, 2023, pp. 181–210.
Journal articles	Author(s). "Title of the Article." Title of Journal, volume number, issue number, date of publication, page numbers of the whole article. DOI if available.	Smith, A. B., & Johnson, C. D. (2023). "The Impact of Technology on Education." *Journal of Educational Technology*, 12(3), 45-60. DOI:10.1234/567890.

Conference papers	Author(s). "Title of paper". *Title of Proceeding or Conference, Location, date of conference. Date of publication*, page numbers. DOI or URL if relevant.	Johnson, E. F., & Brown, M. G. (2022). "The Role of Artificial Intelligence in Healthcare." *Proceedings of the International Conference on Artificial Intelligence in Healthcare*, New York, USA, June 15-17, 2022, 25-40. DOI:10.1234/567890.
Thesis	Author(s). *The title.* Institution Name. Date of publication. A URL or DOI if it is in an electronic form.	Smith, J. R. (2021). *Exploring the Impact of Climate Change on Coastal Communities.* University of Environmental Sciences. Retrieved from https://example.com/thesis123456789.
Printed newspaper articles	Author(s). "Title of article." *Title of Newspaper*, date, page numbers of the whole article.	Dina, J. "New Study Shows Increase in Online Shopping Trends". The Daily News, 2 Mar. 2011, pp. A1-A2.
Online newspaper articles	Author(s). "Title of article." *Title of Newspaper*, date, page numbers of the whole article. The URL.	Dina, J. "New Study Shows Increase in Online Shopping Trends". The Daily News, 2 Mar. 2011, pp. A1-A2. https://dailynews.com/

Web pages and documents	Author(s). "Title of the Document or Article." *Title of the website*, date of publication. URL	Mark, J. "Benefits of Outdoor Activities for Children". *Healthline,* April 10, 2022. Retrieved from https://www.healthline.com/child-care/outdoor-activities-benefits
Images	Artist's Last Name, First. "Title of digital image." Date, Website, Publisher or Sponsoring Organization, URL (no https://).	North, Mike. "Julia's Garden." 6 Nov. 2019, *Flickr*, flic.kr/p/ZhjTkq.
YouTube video	Creator(s). *Title of the Video.* Date of publication, URL sources. Online video.	Martin, R. *How to Mix Colours for More Different Colours.* 8 Nov. 2008, www.youtube.com/watch?GHtyakQ. Online video.

Multiple works by the same author	Use the author's name only in the first entry. For subsequent entries, replace the name with three hyphens (---) followed by a period and the title. The three hyphens represent the same author as in the previous entry. Works under the same author name are sorted alphabetically by title, not by publication year.	Smith, John. Art of Writing. Publisher, 2020. ---. Crafting Stories. Publisher, 2021. ---. Writing Techniques. Publisher, 2022

Chicago Manual of Style

The establishment of the Chicago Manual of Style (CMOS) dates back to 1906 under the auspices of the University of Chicago Press. The discussion here pertains to the 17th edition of CMOS. This style guide delineates the humanities style, particularly notes and bibliography, which finds favor among scholars in disciplines such as arts, literature, and history.

In-text citation

The Chicago 17th referencing style employs a format that includes both footnotes and a bibliography. In this system, you mark in-text citations with a superscript number and include a corresponding reference citation within the footnote. These footnotes are sequentially numbered throughout your document. When the same citation is mentioned again, it can use the shortened version of citation. Additionally, you must include a comprehensive list of all the references cited in your document in the bibliography section. It is important to remember that the first line of each footnote citation should be indented.

Example of a footnote

... learners' multiple languages or knowledge of other languages as a useful resource for their linguistic and cognitive development, and therefore make them part of their teaching practices.[1]

Footnote (at the bottom of the page)

1. Saxena, Marylin Martin-Jones, "Multilingual resources in classroom interaction: Eth-nographic and discourse analytic perspectives." Language and Education, 27 (2013): 286. https://doi.org/10.1080/09500782.2013.788020

The following part of this chapter elaborates how to create footnotes (full and short note) and bibliography from different sources.

Book

Full note	Author first name last name, Book Title: Subtitle (Place of publication: Publisher, Year), Page number(s). 1. Bill Johnston. *Values in English language teaching* (London: Routledge, 2003), 24-26.
Short note	Author's last name, *Shortened book title,* page(s). 2. Johnston, *Values in English,* 60.

Bibliography	Author last name, first name. *Book title*. Place of publication: Publisher, Year. Johnston, Bill. *Values in English language teaching*. London: Routledge, 2003.

Book Chapter

Full note	Author's First Name Last Name, "Title of the Chapter," in *Title of Book, edited by Editor(s)' full names* (Place of publication: Publisher, Year), page (s). 1. John S. Mire, "Seeing Green World" in *Economy and Global Warming*, ed. John S. Mire et al. (Publisher Press, 2012), 65.
Short note	Author's last name, "shortened title of the chapter" page(s). 2. Mire, "Seeing Green," 58-62.
Bibliography	Author Last Name First Name. "Chapter or Essay Title." In Book Title, edited by First Name Last Name, page range. Place of Publication: Publisher, date. John S. Mire, "Seeing Green World" in Economy and Global Warming, ed. John S. Mire et al., 58-63 Publisher Press, 2012, 65.

Journal article

Full note	Author first name Last name, "Article Title," Journal Name Volume, no. Issue (Month or Season Year): Page number(s). DOI or URL. 1. Li, Wu, "Translanguaging in language teaching." *Applied linguistics* 37.2 (2019): 8-29. https://doi.org/10.1093/applin/amx039
Short note	Author last name, "Shortened Title," Page number(s). 2. Wu, "Translanguaging," 10-14.
Bibliography	Author last name, First name. "Article Title." *Journal Name* Volume, no. Issue (Month or Season Year): Page range. DOI or URL. Wu, Li. "Translanguaging in language teaching." *Applied linguistics* 37.2 (2019): 8-29. https://doi.org/10.1093/applin/amx039.

Newspaper article

Full note	Author(s) first name Last name, "Article Title," Newspaper Name, Month Day, Year, URL when relevant. 1. Nina A. Loasana, "Indonesia Seeks to Close Vaccination Gap As it Passes 200 Million Shots," *Jakarta Post*, 10 November, 2021, https://www.thejakartapost.com/news/2021/11/09/indonesia-seeks-to-close-vaccination-gap-as-it-passes-200-million-shots.html.

Short note	Author last name, "Shortened Article Title." 2. Loasana, "Indonesia Seeks".
Bibliography	Author first name Last name, "Article Title," Newspaper Name, Month Day, Year, URL. Loasana, Nina A, Indonesia Seeks to Close Vaccination Gap As it Passes 200 Million Shots," *Jakarta Post*, 10 November, 2021, https://www.thejakartapost.com/news/2021/11/09/indonesia-seeks-to-close-vaccination-gap-as-it-passes-200-million-shots.html.

Website

Full note	Author last name, first name. "Page Title." Website Name. Month Day, Year. URL. 1. Jack Krashen "A Guide to the Academic Writing" Scribbr, April 26, 2020, https://www.scribbr.com/academic-writing/.
Short note	Author last name, "Shortened Page Title." 2. Krashen, "Academic Writing".
Bibliography	Author last name, first name. "Page Title." Website Name. Month Day, Year. URL. Krashen, Jack. "A Guide to the Academic Writing" Scribbr, April 24, 2020, https://www.scribbr.com/academic-writing/

Images

According to Chicago style guidelines, it is advised to include image citations solely within the notes, excluding them from the bibliography.

Full note	Author's first name Last name, *Image Title*, Format description, Website Name, Month Day, Year, URL. 1. Greg Joe, *World of Words*, photograph, Flickr, April 15, 2019, https://flic.kr/p/3.
Short note	Author last name, *Shortened Image Title*. 2. Joe, *World of Words*.
Bibliograp hy	Author's last name, First name. Image Title. Format description. Website Name. Month Day, Year. URL Joe, Greg. *World of Words*, photograph, Flickr, April 15, 2019, https://flic.kr/p/3.

YouTube Videos

Full note	Author's first name Last name, "Title of video," Additional information, Month, Day, Year, Format, Video length, URL. 1. Rebecca Miu, "How to make a proper citation," Scribbr, October 9, 2023, educational video, 0:20 to 0:46, https://youtu.be/3RTU2UEo
Short note	Author last name, "Shortened Video Title," Timestamp(s). 2. Miu, "Proper citation," 0:46.

Bibliography	Author last name, First name. "Video Title." Additional information. Month Day, Year. Format, Video length. URL. Miu, Rebecca "How to make a proper citation," Scribbr, October 9, 2023, educational video, 0:20 to 0:46, https://youtu.be/3RTU2UEo

Citation Software

Writing scholarly papers needs the citation of relevant literature. Managing references, in-text citations, and manually integrating these in the suggested format is time-consuming and boring. For this reason, reference managers are applications that help writers to search, store, and organize literature. In addition, these platforms allow users to systematically insert citations and references in any style while preparing a manuscript. This section introduces a popular citation management tool called Mendeley. See below for step-by-step guidance on using Mendeley to organize and manage references, making the task or crafting references easier and more efficient.

Mendeley

Mendeley serves as a tool for managing references and fostering academic connections, aiding in research organization, online collaboration, and staying updated with the latest scholarly works. It offers features such as automatic bibliography creation, seamless online collaboration, effortless paper importation from various research platforms, personalized paper recommendations based on your readings, and convenient online access to your research materials from any location.

Getting started: Download Mendeley

To start using Mendeley, download the application for your desktop. It is free. Simply type 'Mendeley' onto Google and it will direct to the downloading browser. Figure 1 below illustrates the downloading steps for windows. Don't worry, if you use MacOS or Linux, the downloading links are also available; just click.

Installing Mendeley

After downloading, the next step is to install the application by double-clicking on the downloaded file. Find out where the file is located on your laptop after successfully downloading it and double-click on the file.

Here are the steps for installing Mendeley on your laptop

1. First, you will see installation options. Choose "Anyone" so that all users on your laptop can use the application. Then, select "Install."
2. Next, if there is a confirmation prompt, choose "yes," and the installation will proceed until completion.
3. To run it for the first time after installation, select "Run Mendeley Reference Manager" with a checkmark and then choose "Finish."
4. After installation is completed, the Mendeley Reference Manager application will open. To use the application, you need to have a Mendeley account. To create a Mendeley account, follow the following steps:
   a. To create a Mendeley account, open your web browser and go to the https://www.mendeley.com.
   b. Click on "Create a free account" to start the registration process.
   c. Enter your email address in the email field and select "Continue."
5. Next, fill in the "Given Name" (first name), "Family Name" (last name), and "Password" fields.
   a. When creating a password, please keep in mind the following criteria: it should be at least eight characters long, include at least one number, have a combination of uppercase and lowercase letters, and contain one symbol

to create a strong password. For example, a secure password could be something like “S3mang@t123.” Once you've completed the form, select “Register.”

b. Welcome to Mendeley.

Installing Mendeley Cite for Microsoft Word

In order to use Mendeley reference manager for your manuscripts, your must install Mendeley Cite. Mendeley Cite streamlines the referencing process when writing research reports by allowing you to easily insert references from your Mendeley library into Microsoft Word documents. Mendeley Cite is an Add-in application for Word that can be used without opening or even installing your reference manager. It enables you to insert one or more references and automatically generates a bibliography from the citations that you have inserted.

To install this additional add-in in Microsoft Word, follow these steps:

1. Open the Mendeley Reference application that you have installed on your laptop. Then, log in with your registered account.
2. In the top menu, select “Tools”
3. Then choose “Install Mendeley Cite for Microsoft Word.” You will be directed to a download page using your web browser.
4. You need a login access to the Microsoft page.
   a. If you have no an account, please register first by clicking on "Sign up for a free account."
   b. If you already have an account on the Microsoft page, you can log in directly.
5. Once logged in, it will be displayed as shown below. Choose "Open in Word."
6. The Mendeley Cite add-on will be successfully installed and integrated into your Microsoft Word application.
7. To access this application, go to the "References" menu and find "Mendeley Cite."

Let's practice!

Follow these steps to use Mendeley effectively in in-text citations and reference list or bibliography:

1. Download the documents such as books and journals in PDF format that you want to use as references.
2. Launch the Mendeley app and select "Create Folder" to generate a new folder.
3. On the folder's right panel, right-click and choose "Add Files," then select the PDFs you've gathered as references.
4. Synchronize the newly added PDFs to link them directly with MS Word when you search for them. To do this, click "Sync" in the menu below.
5. After successful synchronization, double-check the reference information, including author details, etc.
6. Next, open the MS Word document you are currently writing.
7. Place the cursor at the end of the sentence where you want to add a citation or quotation.
8. Click on the "References" tab, and then click "Insert Citation." Enter the author's name or title to search for the desired citation.
    a. Alternatively, after clicking "Insert Citation," go to Mendeley, select the journal you want to cite, and then click "Cite."
9. Then, to create a bibliography, place the cursor at where you want to the bibliography to appear in your paper.
10. Click on "References" and select "Bibliography."
11. Wait for the bibliography to appear.

Conclusion

Crafting references is not just a everyday task but a skill that significantly elevates the quality and credibility of academic writing. The guidelines and insights provided in this chapter serve as a valuable resource, empowering writers to navigate the intricate landscape of citations with confidence. By adhering to established citation styles such as APA, MLA, and Chicago, writers can ensure the accuracy and consistency of their references, thus enhancing the overall impact and persuasiveness of their publications.

In addition to understanding citation styles, utilizing reference management tools like Mendeley plays a crucial role in streamlining the referencing process. These tools automate citation formatting, organize references efficiently, and facilitate collaboration among researchers. Incorporating reference manager tools not only saves time but also minimizes errors, ensuring that references are accurate and up to date. This not only enhances the quality of academic writing but also contributes to a more seamless and professional presentation of research work.

CHAPTER 10

Submitting Your Article

You want the reviewer to find your article interesting and informative, with language that flows easily, without the distractions of any small errors. Before you submit your article, edit and proofread it very thoroughly for errors of spelling, grammar, language style, and punctuation. Use software to check the spelling and grammar, and if possible, get someone else to proofread it.

When you are ready to submit, follow the journal's instructions. In some cases, you will email your article to an editor, but it is now more common to upload your article to specialist publication software on a website. You will be asked to agree with the journal's publication rules. This will always include a statement that the article is not under consideration for publication anywhere else. You must identify the authors, and might be asked to state any conflicts of interest, especially relating to funded research.

The journal editor with normally acknowledge receipt of your article, but might then take a very long time to give you any answer about acceptance. Some journals have a website where you can log in to see the current stage of the review.

If the delay is unreasonably long, you might email the editor. Many events can cause delay, especially as most reviewers are volunteers. The reviewer might want to consult someone else for advice, or it might be might be examination time at their university. They might feel that they do not have the right expertise to give a review, so they return the article to the editor who must then find another reviewer.

If your research is sound and you have submitted the article to an appropriate journal, it is quite likely that your article will be accepted for publication.

However, articles can be rejected for many reasons, and a rejection does not indicate that you have failed in any way. When journals accept only a limited number of articles for each issue, your article might have met all requirements but it is not as good as other articles. In some cases, the next issue is already full so they did not even read your article.

If the reviewer finds that your article is good but needs some corrections, the editor might ask for corrections and give you a deadline to submit a corrected version.

CHAPTER 11

Writing Articles More Quickly

Some academics are under pressure to publish more, but their articles still need to be high quality. Here are some tips, and you might be able to add your own:

1. Collaborate so that you can contribute your strengths and get colleagues to contribute in aspects where you are weakest.
2. Recruiting respondents can be time consuming. If possible, have a pool of respondents ready at the planning stage. Use your networks to gain ready access to sources of respondents.
3. If an article is very long, you might be able to split it into two articles of acceptable length.
4. Electronic surveys can gather data much more quickly than face-to-face, especially if you have easy access to respondents. The software can then collate data for analysis.
5. If you have access to a set of unique data, it can be the basis of a good article. I was once asked to submit an article with a deadline only ten days away. I did an error analysis of the language in journal articles that were written by non-native speakers. If you have access to institutional records of a program that is unique in some way, you might be able to write a program evaluation.
6. Save time with ethics approvals if you are in the US. For the purpose of ethical compliance, some activities are even not considered research under some conditions: oral history, biography, literary criticism. Moreover, some other kinds of research are exempt from the oversight of the ethics committee if they meet certain conditions, including classroom research,

educational tests, surveys, interviews, and observations of public behavior.

7. It is now quite common to publish excerpts of dissertations as journal articles. Literature reviews are a prime candidate, although they might need to be split into several articles. Methodological innovations are also quite suitable.
8. To write a literature review, find the best way to use your search engine. It will not only find sources quickly, but indicate which are the most relevant based on your search words. Some search engines now claim to have AI that does not limit the search to your search words.
9. Use a citation generator. Many are now available:
   a. mendeley.com has already been mentioned. You may also search articles on the search menu. When your're finished, click "Insert bibliography" and it lists all sources at the end of the document.
   b. Zotero (https://www.zotero.org/) is very popular, and it also has a facility for coding data.
   c. https://quillbot.com/ The left menu contains an icon with the symbol "
   d. scholar.google.com After find an article, click on the " symbol and copy it with different referencing system.
   e. https://typeset.io/citation-generator/apa-28t1c
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ABOUT THE AUTHOR

Short Bio Prof. Dr. Daniel Ginting

Daniel Ginting, born on June 4, 1970, in Malang, is an accomplished academician specializing in English Language Teaching (ELT) and educational technology. Serving as Dean of the Faculty of Language and Arts at Universitas Ma Chung from 2019 to 2023, he has significantly contributed to academia, fostering growth and innovation. With expertise in English Language Teaching with Technology, he enhances student learning experiences. Daniel is also President of the Indonesian English Lecturers Association (IELA), advancing English language education in Indonesia. Recognized for his exceptional leadership and mentorship, he garners respect from colleagues, students, and collaborators. Known for his dedication to research ethics and community engagement, Daniel Ginting is esteemed for his multifaceted contributions to education and society.

Scopus :
http://www.scopus.com/inward/authorDetails.url?authorID=57192887438&partnerID=MN8TOARS

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https://scholar.google.co.id/citations?user=URAXPqMAAAAJ&hl=id

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Yusawinur Barella is an accomplished English lecturer at Tanjungpura University. Born on October 2, 1981, in Pontianak, she has been teaching at the university since 2005. Specializing in English Education, her expertise lies in teaching English for Specific Purposes. She passionately engages with students from various faculties, imparting practical language skills and knowledge tailored to their specific fields of study. With a strong commitment to academic excellence, She is contributes significantly to the language education programs at Tanjungpura University, inspiring and guiding students towards success in their English proficiency and professional development.

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Ahmad Madkur, born on December 6, 1987 in Lampung, is a lecturer at Department of English Language Education, Faculty of Tarbiya and Teachers Training, State Islamic Institute (IAIN) of Metro, Lampung, Indonesia. Madkur obtained his bachelor's degree in English Language Education from State Islamic College (STAIN) Jurai Siwo Metro in 2012, and then earning a master's degree in the same field from State Islamic University (UIN) Syarif Hidayatullah Jakarta in 2015. He has just finished his Ph.D. at the School of Education, Deakin University, Australia. His research interests encompass multilingualism, teachers' beliefs, ELT within Islamic schooling context, and innovations in language pedagogies. In addition to his commitments to teaching and research, Madkur serves as a board member of the Indonesian English Lecturer Association (IELA). He can be contacted at email: ahmadmadkur@metrouniv.ac.id

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Niamika El Khoiri, an Assistant Lecturer in the Department of English at the Faculty of Letters, Universitas Negeri Malang, brings a wealth of expertise in English Language Education. Holding a Doctorate in English Language Education from Universitas Negeri Malang, along with an M.A. in TESOL studies from The University of Queensland, Brisbane, Australia, and a BA in English Language Education from Universitas Negeri Malang, she embodies a dedication to scholarly pursuits. Specializing in critical thinking, professional development, and English Language Teaching (ELT) with a focus on writing, Niamika is a leading figure in her field. Her teaching areas span English language skills and writing, where she imparts invaluable knowledge to her students. Her research, evident in publications like "Logical Fallacies in Indonesian EFL Learners' Argumentative Writing: Students' Perspectives" in DINAMIKA ILMU, showcases her commitment to advancing the understanding and practice of ELT.

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Short Bio Prof. Ross Woods, Ph.D.

Ross Woods obtained his Doctor of Humanities in London. He served in Indonesia from 1978-98 in many roles, including teaching in an international school, research supervisor, Assistant Dean, college lecturer, board member, language program coordinator, and advisor to various institutions. Since 1998, he has been Principal or Academic Dean of the Australian Centre for Advanced Studies and is currently President of Worldwide University in Arizona, USA.

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