

Writing English Manuscripts for International Publication

การเขียนต้นฉบับภาษาอังกฤษสำหรับการตีพิมพ์ในระดับนานาชาติ

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สถาบันภาษา
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Outline of the Talk

Types of manuscript

***Guidelines when submitting your
manuscript***

Review process

***Tips on how to ensure quality of your
manuscript***

Q & A session

Type of Manuscripts

- Research articles
- Academic articles
- Short discussion articles (including interviews and idea sharing)
- Book reviews

Research Articles

- A research article is a report of an original study conducted by the author in which raw data have been collected and analyzed and the conclusions are drawn from the results of the analysis. – A primary source

Academic Articles

- An academic article is a review article that is written about others' work to review existing theories and concepts, making a comparison, suggest new directions, or identify patterns among existing research studies, providing an overview of the topic of interest. – A secondary source

Short Discussions—Interviews & Idea Sharing

- A short discussion includes interviews of researchers and scholars on a particular topic of interest and idea sharing in which the authors share some practical tips primarily based on their own experiences.

Book Reviews

- A book review is a critical evaluation in which the authors describe and analyze a book based on content, style, and merit.
- Other reviews, e.g. test reviews, software reviews, online material reviews

Guidelines when submitting a manuscript

- Choosing the right journal



Language Testing is a fully peer reviewed international journal that publishes original research and review articles on language testing and ... |

[View full journal description](#)

This journal is a member of the [Committee on Publication Ethics \(COPE\)](#).

Guidelines when submitting a manuscript

- Choosing the right journal

| Chula's Scopus indexed journals 2022 | | | |
|--------------------------------------|---|--------------------------------------|--|
| Q1 | Journal of Urban Culture Research Faculty of Fine and Applied Arts | JUCR | |
| Q1 | PASAA Language Institute | PASAA | |
| Q2 | Tropical Natural History Faculty of Science | TNH | |
| Q2 | Nakhara: Journal of Environmental Design and Planning Faculty of Architecture | NalKhara | |
| Q3 | Engineering Journal Faculty of Engineering | ENGINEERING JOURNAL | |
| Q3 | Journal of Metals, Materials and Minerals Metallurgy and Materials Science Research Institute | | |
| Q3 | Applied Environmental Research Environmental Research Institute | AER | |
| Q3 | Thai Journal of Veterinary Medicine Faculty of Veterinary Science | | |
| Q3 | Thai Journal of Pharmaceutical Sciences Faculty of Pharmaceutical Sciences | TJPS | |
| Q3 | Journal of Health Research College of Public Health Sciences | emerald PUBLISHING | |
| Q3 | Manusya : Journal of Humanities | MANUSYA | |
| Q3 | Southeast Asian Journal of Economics Faculty of Economics | SOUTHEAST ASIAN JOURNAL OF ECONOMICS | |
| Q4 | Asian Biomedicine Faculty of Medicine | ASIAN BIOMEDICINE | |

Guidelines when submitting a manuscript

- Research articles
 - Content: Manuscripts must be based on empirical research contributing to bridging theory and practice in the field.
 - Design: Quantitative, qualitative, or mixed-method research findings are accepted.
 - Word limit: Eligible manuscripts should not exceed 8,500 words, including references and appendices.
 - An abstract of no longer than 200 words is also required.

Guidelines when submitting a manuscript

- Academic articles
 - Content: Manuscripts must present a comprehensive review of current scholarship and interest in the field.
 - They can refer to others' works and should provide a critical discussion of implications or applications for theory and practice.
 - Word limit: Manuscripts with references should not be longer than 4,500 words.
 - An abstract of no longer than 200 words is also required.

Guidelines when submitting a manuscript

- Short discussions
 - Content: Short discussion allows professionals in the field to share their hands-on experience in working or conducting research.
 - It may focus on site or online activities, action research, or research tips.
 - Word limit: Manuscripts should be in the range of 1,500-3,500 words.
 - No abstract is required.

Guidelines when submitting a manuscript

- Book reviews & other reviews
 - Content: Reviews must be based upon recent books in the fields.
 - The review must be a critical evaluation of the book chosen.
 - Word limit: Manuscripts should not exceed 1,200 words.
 - No abstract is required.

Guidelines when submitting a manuscript

- Referencing/Citation → APA, 7th Edition
- Author's bio-data of 50 words, an affiliation, and a (formal) email address must accompany each submission.
- Author must specify in an accompanying email which category the submission is for.

Guidelines when submitting a manuscript

- Manuscripts must be carefully edited & proofread for language quality; otherwise, they may be returned for revision before the peer review process is undertaken or may be rejected at the desk rejection step.

Peer Review Process

- Step 1: Initial screening
- Step 2: Peer review (2 to 3 reviewers)
- Step 3: Acceptance/rejection decision
 - Accepted without any revision
 - Accepted with minor revision
 - Accepted with major revision
 - Resubmitted with major revision
 - Rejected

Reasons for desk rejection

- The topic/scope of the study is not relevant to the scope/focus of the journal.
- The topic does not have sufficient impact, nor does it sufficiently contribute new knowledge to the field.
- There are flaws in the study design.

Reasons for desk rejection

- The objectives of the study are not clearly stated.
- The study organization is problematic and/or certain components are missing.
- There are problems in writing or serious infelicities of style or grammar.

Reasons for desk rejection

- The manuscript is not a research/academic article.
- The language of the manuscript is not the academic genre.
- There are ethical issues of concern/problems with plagiarism.
 - Intentional plagiarism & Accidental plagiarism
 - Self-plagiarism

Reasons for desk rejection

- The manuscript does not follow the submission guidelines of the journal.
- The manuscript is not free of commercialism.

Evaluation of the contents

- Originality
- Contribution/Impact (Significance of research)
- Breadth & Depth of the literature review
- Research questions/focus of research

Evaluation of the contents

- Methodology
- Results
- Discussion
- Implications/Conclusion

Evaluation of the contents

- Organization
- Title accuracy
- Quality of writing
- Likelihood of passing “the test of time”

Tips on how to ensure the quality of the manuscript

- Introduction
- Literature review
- Methodology
- Results
- Discussion
- Conclusion
- Abstract

Introduction

- Serves as an orientation for readers of the manuscript, giving them the perspective they need to understand the sections that are going to follow
- Gives sufficient background of the topic of the study, describing the history of the topic development as well as why the researcher consider the research topic to be important

Introduction

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Introduction

- A good introduction → A funnel



5 stages of the introduction

- **Stage 1:** Author establishes a context, or frame of reference, by giving background information to help readers understand how the research fits into a wider field of study.

5 stages of the introduction

- **Stage 2:** Author reviews the findings of other researchers who have already published in his/her area of interest— essentially an organized collection of references, or citations, to other works which are listed in a separate section of the manuscript.

5 stages of the introduction

- **Stage 3:** Author indicates an area that is not treated in the previous literature, but that is important from the point of view of his/her work → pointing out why more research needs to be conducted in this area.

5 stages of the introduction

- **Stage 4:** Author formally announces the purposes of the research or what the study hopes to achieve, with research hypotheses (if any) included.

5 stages of the introduction

- Author needs to make sure that the research question is
 - Significant
 - Feasible
 - Clear
 - Ethical

Ask yourself these questions

- How might answers to this question advance knowledge in the field?
- How might answers to this question improve educational/professional practice?
- How might answers to this question improve the human condition?
- Why is it important to answer this question?

Stating your research objectives

1. Purposively—You indicate the main purpose or purposes of the study.

In general, the statements that identify the purpose of the study are generally easy to find. Simply look for keywords such as ‘aim,’ ‘goal,’ ‘purpose,’ ‘objective,’ etc.

- *The purpose of this study is to*
- *The present research aimed at*

Stating your research objectives

2. Descriptively—You describe the main feature of the research.

The statements that describe the main feature of the study often include action verbs such as ‘describe,’ ‘present,’ ‘report,’ ‘investigate,’ ‘examine,’ ‘explore,’ etc.

- *The study identified the relationship between...*
- *The study reports on...*

5 stages of the introduction

- **Stage 5:** Author indicates expected outcomes, possible benefits, or applications of the work, including its contribution to the existing body of knowledge in this area.
 - Theoretical significance
 - Practical benefits

OR

- Benefits for different stakeholders

Literature Review

- Tells a suitable story about the relevant previous work that enables the author to demonstrate how his or her work is situated within, builds on, or departs from earlier publications

Literature Review

- Demonstrates how the study is related to existing research studies
- Shows the audience how much the author knows about the chosen topic
- → “Do your homework”

Literature Review

- Focuses on both summarization and synthesis of the arguments and ideas of others
- Is a foundation and as support for a new insight that the study contributes

Literature Review

- Recognize what kind of evidence is relevant and essential for the validation of an argument
- Include both summary review and critical review

Literature Review

Katz and Aspden's national survey (1997) is one of the few empirical surveys that have compared the social participation of Internet users with non-users. Controlling statistically for education, race, and other demographic variables, these researchers found no differences between Internet users and nonusers memberships in religious, leisure, community organizations, and in the amount of time users and non-users reported spending communicating with family and friends. From these data, Katz and Aspden concluded that "[f]ar from creating a nation of strangers, the Internet is creating a nation richer in friendships and social relationships" (p. 86).

Literature Review

Katz and Aspden's conclusions may be premature because they used potentially inaccurate, self-report measures of Internet usage and social participation that are probably too insensitive to detect gradual changes over time. Furthermore, their observation that people have friendships on-line does not necessarily lead to the inference that using the Internet increases people's social participation or psychological well-being: to draw such a conclusion, one needs to know more about the quality of their online relationships and the impact on their off-line relationships.

Critical review

- The *breadth* of different pieces of work—how wide a range of the possible subject matter defined by the research questions or objectives do different studies cover?
- The depth of different pieces of work—how detailed is the analysis of the subject matter in each of the selected research studies?

Critical review

- The *relevance* of each study to the study's specific questions or objectives:
 - How much of the subject matter that the study focuses on do different studies cover?
 - Are subjects missed out in different sources?
 - Are the research methods adopted in one source more useful in answering research questions than those adopted in another?

Critical review

- Gaps in the form of relevant questions that do not appear to have been tackled by the other authors
- Contradictions and inconsistencies, both within a single study, and as a result of making comparisons between the work of different authors

Summary review

Gunuc (2014) investigated the relationship between student engagement and academic achievement. There were 304 participants...

Alicea et al. (2016) observed how classroom engagement benefited learners...

Carini et al. (2006) collected data from students' tests and GPAs and found a positive connection between...

Brown (2020) analyzed evidence of learning engagement using self-report and discovered that...

How not to write a literature review

1. Mismatch between claim and support
2. Illogical reasoning
3. Inconsistency of terms and concepts
4. Questionable assumption
5. Lack of awareness of implications of terms
6. Overreliance on prevalence literature

How not to write a literature review

7. Narrow view
8. One-sided argument
9. Simply reporting
10. Weak justification

Practical guideline for a literature review

- Select studies that relate most directly to the problem at hand
- Tie together the results of the studies so that their relevance is clear
- When conflicting findings are reported across studies, carefully examine the variations in the findings and possible explanations for them

Practical guideline for a literature review

- Organize the review according to the major points relevant to the problem
- Note the relative importance of results from the studies reviewed
- Provide the closure for the section by providing a summary and pulling together the most important points

Practical guideline for a literature review

- Reliable sources of data
- Up-to-date sources of data → 5 years

Methodology

- Includes clear and precise description of how the study was conducted and the rationale why specific research design and data collection procedures were chosen

Methodology

- Sufficiently provides information to enable readers to judge the study's validity of the study
- Sufficiently provides information to allow other researchers to replicate the study

Methodology

- Study design
- Population & Sample, including sampling method and sample size
 - Human subject protection
- Instrumentation—both development and validation
- Data collection procedures
- Data analysis

Methodology

- Always write the method section in the past tense
- Provide enough detail that another researcher could replicate the study, but focus on brevity
- Avoid unnecessary detail that is not relevant to the findings of the research

Methodology

- Read through each section of the method section for agreement with other sections—if steps and procedures are mentioned in the method section, these elements should also be present in the results and discussion sections

Results/Findings

- States the results or findings, with or without interpretation or discussion
- Should be arranged in a logical sequence such as in the same order as the research questions previously formulated

Results/Findings: Do's

- Make sure all researcher questions are answered
- Appropriately categorize and present the results
- Use non-textual elements (e.g., figures, graphs, charts, tables, etc.) appropriately and effectively to further illustrate the findings

Results/Findings: Don'ts

- Don't report background information
- Don't ignore negative or unexpected results
- Don't include raw data or intermediate calculations
- Don't show subjectivity in reporting findings
- Don't present the same data or repeat the same information more than once
- Don't confuse figures with tables

Discussion

- Interprets the meaning of the results and describe their significance in light of what has already been known about the research topic being investigated
- Explains any new discovery or understanding about the research topic by explaining how such discovery or understanding is related to or help expand the literature previously reviewed

Why is it necessary to write a good discussion?

- The discussion is often considered the most important part of a paper.
- The discussion is where the author explores the underlying meaning of his/her research.

Why is it necessary to write a good discussion?

- This is where the author needs to present the importance of his/her study.
- This section of a paper is not strictly governed by objective reporting of information.

Why is it necessary to write a good discussion?

- Discuss your results/findings in ways that “move the field forward!”

What should be avoided when writing a discussion?

- Do not waste entire paragraphs restating the results.
- Do not introduce new results in the discussion.
- Do not be confused with the use of verb tenses.

What should be avoided when writing a discussion?

- Use of the first person is acceptable, but too much use of the first person may actually distract the reader from the main points.
- Avoid bias.

Hedging

- Hedging refers to the process whereby the author reduces the strength of a statement.
- Hedging is any manipulative, non-direct sentence strategy of saying less than one means.

Hedging

| Parts of speech | Possible hedging words |
|--------------------|--|
| Verbs | suggest, indicate, estimate, assume, appear, seem |
| Modal verbs | may, might, can, could, will, would, should |
| Adverbs | probably, possibly, perhaps, maybe, apparently, seemingly, conceivably |
| Adjectives | probable, possible, uncertain, unlikely |
| Nouns | probability, possibility, assumption, evidence, likelihood, claim |

Hedging

- One of the plausible explanations is that...
- This could be explained that...
- This is probably because...
- The findings seemed to suggest that...
- It might be speculated that...
- It is likely that...

Conclusion

- Presents the implications of the results based on what the author has actually experienced/discovered/learned while conducting the study
- Acknowledges limitations of the study

Conclusion

- Briefly highlight the strengths of the study.
- Provide recommendations based on the actual limitations of the studies

Abstract—Indicative abstract

- The indicative abstract is a guide to the contents of an article that does not reveal what the contents are in any detail.
- The subject and scope of the original article and sometimes the method by which the problem was solved are included.
- The indicative abstract should cover: the problem, its significance, possible solutions or hypothesis explaining it, and the methodology used to test a hypothesis or a solution.
- Indicative abstracts make readers curious about the work by posing questions but withholding specific answers.

Abstract—Indicative abstract

There has been an increasing concern that doctors who work long hours and become sleep deprived are prone to making mistakes. The aim of the present study was to explore the relationship between sleep deprivation and mortality rates in cardiovascular surgeries. To prove a hypothesis that sleep deprivation was not related to mortality in cardiovascular patients, a total of 5,381 cases of cardiovascular surgeries performed between January 2000 and December 2012 were retrospectively analyzed. Complication rates of cases performed by sleep deprived surgeons were compared with cases performed by surgeons who were not sleep deprived.

Abstract—Informative abstract

- The informative abstract includes the findings of the study.
- The informative abstract is an abstract written for a strictly-structured document such as a journal article and a thesis.
- It gives the reader a sense of the major picture of a document without including the details.

Abstract—Informative abstract

There has been an increasing concern that doctors who work long hours and become sleep deprived are prone to making mistakes. The aim of the present study was to explore the relationship between sleep deprivation and mortality rates in cardiovascular surgeries. To prove a hypothesis that sleep deprivation was not related to mortality in cardiovascular patients, a total of 5,381 cases of cardiovascular surgeries performed between January 2000 and December 2012 were retrospectively analyzed. Complication rates of cases performed by sleep deprived surgeons were compared with cases performed by surgeons who were not sleep deprived. The findings showed that only a small percentage of 7.8% of the cardiovascular patients were operated on by sleep deprived surgeons and there was no statistically significant difference between the mortality rates of patients with both groups of surgeons. Thus, it could be concluded that sleep deprivation does not have any effect on morbidity rates in cardiovascular patients.

The ABC of a good abstract

- **Accuracy:** a good abstract includes only information included in the original document.
- **Brevity:** a good abstract gets straight to the point, contains precise language, and does not include superfluous adjectives.
- **Clarity:** a good abstract does not contain jargon or colloquialisms and always explains any acronyms.

The ABC of a good abstract—Ask yourself these questions

- How accurate is my abstract? Is it consistent with the information in the original document?
- How brief is my abstract? Did I substantially reduce the amount of text necessary to convey the main ideas?
- How clear is my abstract? Can a non-specialized reader easily understand all the Information?

Abstract

- Include all five moves of an abstract (introduction, study objectives, methodology, results, and conclusion/implications)

Abstract

| Move # | Typical Labels | Implied Questions |
|---------------|---|--|
| Move 1 | Background/introduction/situation | What do we know about the topic? Why is the topic important? |
| Move 2 | Present research/purpose | What is this study about? |
| Move 3 | Methods/materials/subjects /procedures | How was it done? |
| Move 4 | Results/findings | What was discovered? |
| Move 5 | Discussion/conclusion/implications/ recommendations | What do the findings mean? |

Abstract

(1) A number of postpartum women develop serious mental health problems at a time of major life change and increased responsibilities in the care of a newborn infant. (2) Such psychiatric symptoms can have significant consequences for both the new mother and family.

(3) The objective of this study was to evaluate postpartum women for psychiatric symptomatology including cognitive disturbances, anxiety, depression, and anger to better meet their needs for support and involve them in the care of their infants.

(4) A total of 52 postpartum mothers at the Bronx Lebanon Hospital Centers were interviewed within five days of delivery and the presence of psychiatric symptoms was determined using the 29-item Psychiatric Symptom Index.

(5) Despite the fact that adult mothers were happier when they were pregnant (71.4% versus 29.4%; $p = 0.010$) and less likely to be worried, about their babies' health (25.7% versus 52.9%, $p = 0.003$), adult mothers demonstrated higher depressive symptomatology ($p = 0.009$), higher amounts of anger ($p = 0.004$), and greater overall psychiatric symptomatology ($p = 0.005$) than adolescent mothers. (6) Mothers whose infants were in the neonatal intensive care unit did not report significantly higher psychiatric symptomatology than mothers whose infants were healthy.

(7) Physicians need to be aware of the high levels of depression and anger present among postpartum women so that appropriate support can be given.

Abstract

- Make sure the English and Thai versions of the abstract are parallel (if required)

Final tips

- Always have the manuscript edited by a native speaker of the language.
- Read a lot!



Q&A

Check out:

<https://www.culi.chula.ac.th/en/pasaa/1!!>

Thank you! 😊

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- http://prtl.uhcl.edu/portal/page/portal/WC/Files/TIPSHEET_WRITINGABSTRACT
- <http://www.indiana.edu/~wts/pamphlets/abstracts.pdf>
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