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# Scrutinizing Writing for Research Publication Purposes in Reputable Journals – Road to Conaplin 18

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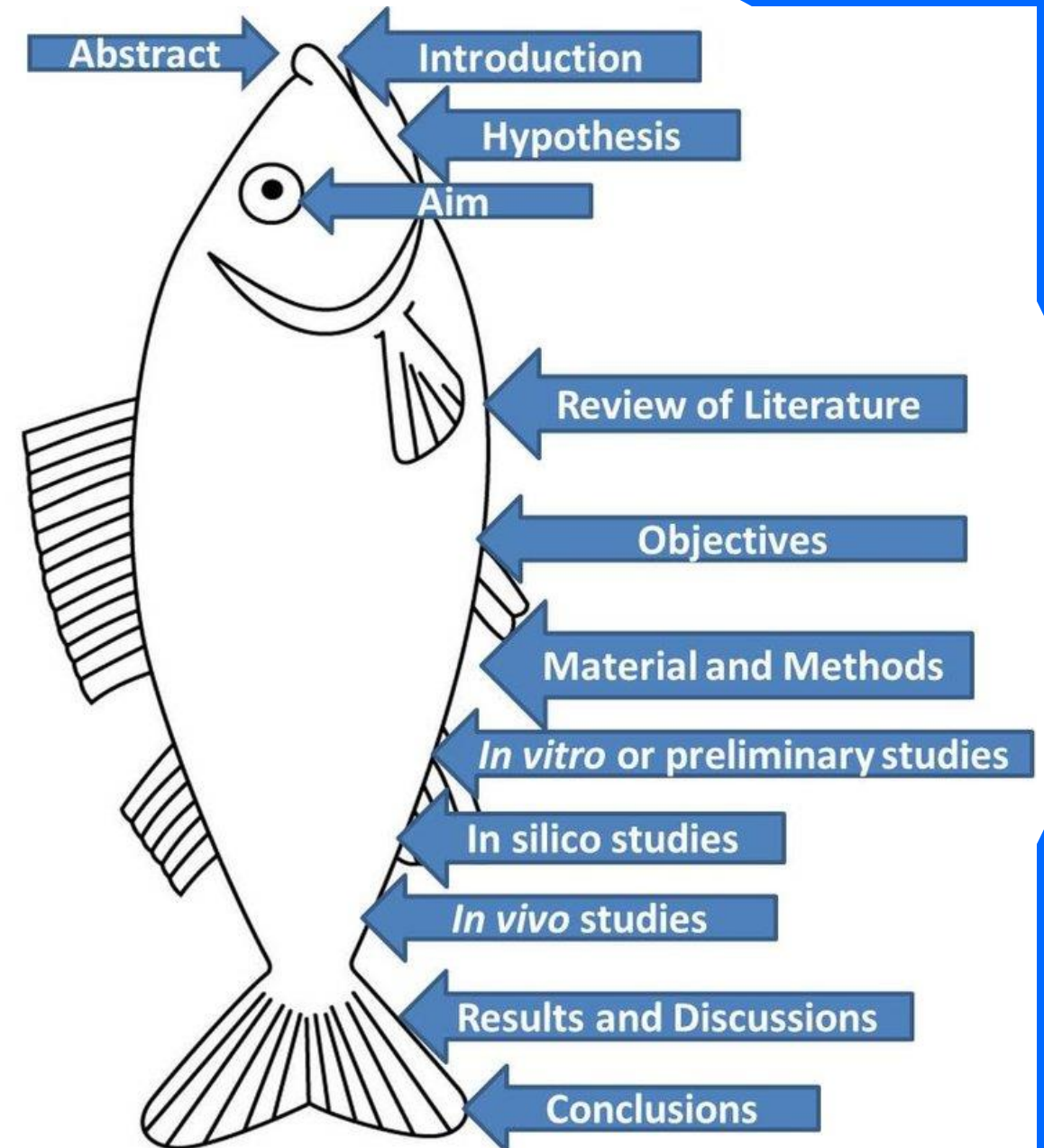
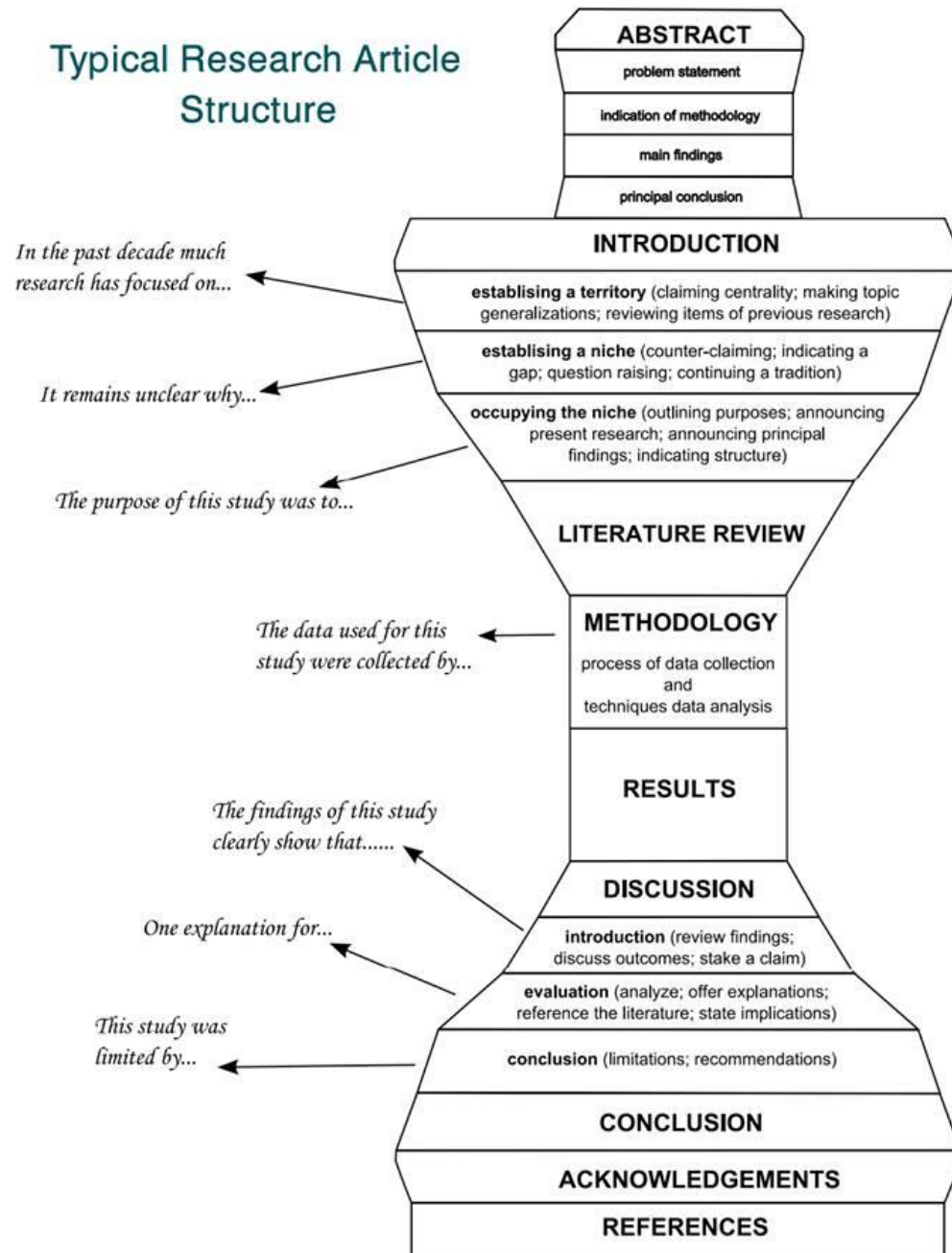
# Three key terms in crafting an article for publication

(Cambridge Online Dictionary)

- ✓ Structure: the way in which the parts of a system or object are arranged or organized, or a system arranged in this way
- ✓ Substance: the most important part of what someone has said or written
- ✓ Style: a way of doing something, especially one that is typical of a person, group of people, place, or period
- ✓ Like building a house, *structure* is the layout; *substance* is the material to make the house; and *style* is the specifications in making each room



## Typical Research Article Structure



# Title

- Title should be specific, informative, concise, unambiguous, and reflect the content of the manuscript.
- Avoid specialist abbreviations and uncommon abbreviations.
- Typically, a preferred title contains three points, but no standard sequence:
  1. Research variable(s)
  2. Research context
  3. Methodological approach

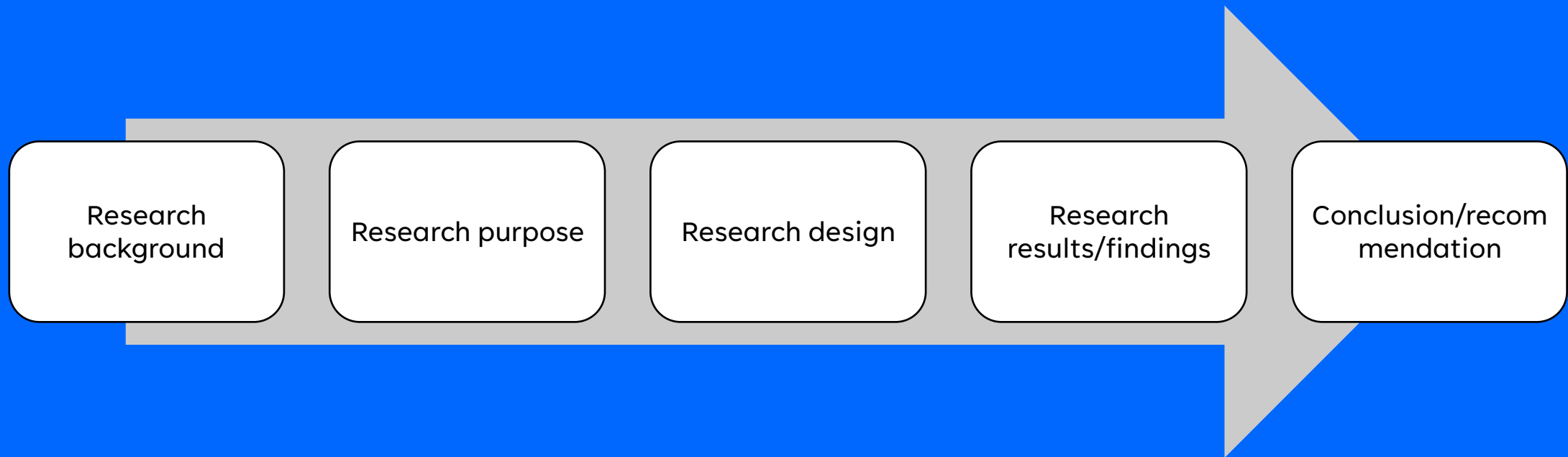
# Sample Research Article Titles

Exploring the relationship between foreign language motivation and achievement among primary school students learning English in China (Hu & McGeown, 2020)

**Does** foreign language learning influence EFL learners' cultural intelligence (CQ)? A mixed-methods approach to exploring EFL learning as a contributor to CQ (Wang & Yu, 2025)

**“I will resume my research work when things settle down”:** A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)

# Abstract





# Example of a research article abstract

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences*

Despite a surge of studies on the construction of researcher identities among English as a Foreign Language (EFL) teachers, insufficient attention has been paid to their ongoing identity development after establishing a researcher identity. Using narrative inquiry, this study investigated how an EFL academic transitioned from being a rising star in research to becoming a teaching-focused academic midcareer with emotional flux in situated socio-institutional contexts. Data were collected from semi-structured interviews, narrative frame, institutional documents, and the participant's academic profile. The data analysis revealed that while the participant started her research journey as a confident novice researcher, she faced negative emotions arising from encounters with potential bias in academia, institutional managerial practices, and diminished self-agency with waned research motivation. Such negative emotions gradually escalated, posing severe impediments to her researcher identity. Eventually, these impediments resulted in her research stagnation and subsequent transformation of her identity into that of a teaching-focused EFL academic midcareer. The findings provide a nuanced understanding of the complexities involved in the continuous development of EFL academics' researcher identities in the changing landscape of higher education. (Lu & Zhang, 2024)

Research background – highlighting a gap from previous studies



Research purpose/objective



Research design – mentioning techniques



Research findings



Conclusion – underscoring significance of the study

# Keywords

- Keywords are used for indexing and searching
- Words and phrases selected should reflect the essential topics
- Only abbreviations firmly and unambiguously established in the field should be used.
- Alphabetically ordered
- Number of keywords may vary



# Introduction (Lit. Review embedded)

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- Establishing a territory
- Establishing a niche
- Presenting the present work



# Example of establishing a territory in Introduction

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences*

Over the last two decades, there has been a surge of studies on the researcher identity [citations here] [....] Many higher education institutions with managerial practices expect EFL academics, like their counterparts in other disciplines, to be active and productive researchers [....] However, EFL teachers are at a disadvantage in conducting research [....] Thus, EFL academics are likely to confront challenges and emotional flux in conducting research. This emotional flux, encompassing both positive and negative emotions, can impact their interpretation [....] A focus on the emotional experiences [...] can enhance our understanding of the complexities of conducting research and the continuous process of constructing and reconstructing researcher identities.

According to Sachs [citation here], teacher identity serves as a framework that guides teachers on how to behave, think, and understand their profession and position in society. Understanding teacher identity is crucial as teachers' self-perception as professionals influences their practices and ongoing development [citations here].

Establishing a territory – highlighting the significance of the research topic / research issue



Establishing a territory – connecting the topic with research focus



Establishing a territory – stating the main theory and its significance

# Example of establishing a niche in Introduction

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences*

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With researcher identity gaining prominence in the field of teacher education, **increasing attention has been paid to how to assist EFL teachers in becoming researchers [citations here]. However, there is a lack of studies** on the continuous identity construction and negotiation of EFL academics after the formation of their researcher identities. [...] **To obtain a more holistic view** of the professional development of the academic workforce, **we need to further explore** these alternative identity development trajectories [citations here].

Establishing a niche – indicating the current interest in researching the topic in the field



Establishing a niche – Indicating a gap from previous studies



Justification for addressing the gap

# Example of presenting the present work in Introduction

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

Against such a backdrop, **this study draws on the approach of narrative inquiry to examine** how an EFL academic reconstructed her professional identity amid emotional flux in her research experiences. **This, in turn, contributes to our understanding of critical factors that may impede academics' maintenance and development of a researcher identity. Moreover, this study may provide implications** for university administration and management on how to facilitate EFL academics in cultivating a robust and enduring researcher identity with continuous professional growth in higher education. **This study was guided by one central research question: How does an EFL teacher shift her professional identity from a promising novice researcher to a teaching-focused EFL academic in relation to the emotions she has encountered in her research experiences?**

Presenting the present work – stating the research purpose



Presenting the present work – stating the research contribution



Presenting the present work – stating the implication



Presenting the present work – stating the research question(s)

# Research Method

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- **Contextualizing study methods**
  - Identifying methodological approach
  - Describing the setting
  - Introducing the subjects
  - Rationalizing the decisions
- **Describing the study**
  - Describing the data and how to acquire it
  - Describing tools/instruments
  - Explaining research procedure
  - Rationalizing the decisions

- **Establishing credibility**
  - Preparing the data
  - Describing data analysis
  - Rationalizing the decisions



# Example of contextualizing study method in Research Method

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

Connelly and Clandinin [citation here] proposed that teacher identity can be conceptualized as “stories to live by” (p. 4), encompassing a range of positive and negative emotions [citation here]. Narrative inquiry is an effective method for exploring “the stories of the experiences that make up people’s lives” [citations here]. Narratives, as suggested by Connelly and Clandinin [citation here], enable individuals to make sense of their social connections, rationalize actions, and regulate emotions, thereby contributing to the development of personal and professional identities. Thus, narrative inquiry serves as an effective tool for exploring teachers’ emotions and identities through stories [citation here]. Informed by a narrative perspective, this study aimed to gain a nuanced understanding of the complexities of Emily’s professional identity transition amid emotional flux. It also aimed to explore how she navigated these complexities and reconstructed her professional identity, transitioning from a research-oriented academic to a teaching-focused EFL teacher within a contextualized milieu.

Contextualizing study methods – identifying methodological approach



Contextualizing study methods – rationalizing the decision of selecting the research method



Contextualizing study methods – reinforcing the significance of the method



Contextualizing study methods – stating the research purpose using the research method



# Example of describing the study in Research Method

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

Over the course of one academic semester, spanning approximately 4 months, the first author collected data from multiple sources. These included one narrative frame, two semi-structured interviews, institutional documents, and the participant's academic profile. First, a narrative frame adapted from Teng [citation] was sent to Emily to elicit her general views on her professional identities. The narrative frame encompassed several themes, ranging from the participant's educational background and various professional roles to her current research engagement and perceptions of being an EFL teacher. The narrative frame is presented in the appendix. After Emily returned the completed narrative frame within 1 month, the first author conducted the first semi-structured interview with her. Initially, the questions were directed toward Emily's narrative frame responses, enhancing the researchers' understanding of her answers. The first author then proceeded to ask Emily about her personal and professional experiences, emotions, and attitudes toward being an EFL teacher and researcher. During the interview, Emily was invited to narrate her research experiences, including the most memorable events and associated emotions. During the second interview, she was encouraged to reflect on her research engagement [...] In both interviews, the first author, serving as the interviewer, engaged in meaning construction with Emily [50], aiming to elicit critical events infused with Emily's strong emotions and their impact on her research practices and identity changes.

Describing the study – Identifying data sources



Describing the study – Describing data collection instrument



Describing the study – Explaining research procedure



Describing the study – Rationalizing the decisions



# Example of establishing credibility in Research Method

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

Using theoretical frameworks related to teacher identity and emotion, **this study employed a qualitative, inductive approach** [citation] to analyze Emily's emotions and identity development in her research experiences.

Data analysis was conducted as follows. **First, Emily's interview transcripts and narrative frame were thoroughly reviewed and coded.** Special attention was given to the different emotions she experienced (e.g., confidence, joy, stress, anxiety, lostness, self-doubt, frustration, powerlessness, and hope) in research practices and how these emotions were intertwined with her different identities (e.g., a confident research beginner, a stressed and anxious novice researcher, a struggling and dilemmatic academic, a priority-changing academic with multiple roles, and a stagnated researcher). **As a result, five major themes** reflecting Emily's emotional identities were identified.

Then, after identifying the five themes, **we proceeded to review them and compose mini-stories** focusing on the dimensions of time, the participant's personal and social interactions, and context within the framework of narrative inquiry [citation]. By constructing and reconstructing the social meaning within these mini-stories of Emily's emotional identities, **the storyline of her narratives was thus developed**, shedding light on the emotional journey and identity development in her research experiences. Lastly, the two authors engaged in lengthy discussions to analyze the data and reach a consensus on the data analysis outcomes. **This collaborative approach helped enhance the validity of the study.**

Establishing credibility – Identifying approach to analyzing the data



Establishing credibility – Describing data analysis initial stage and results

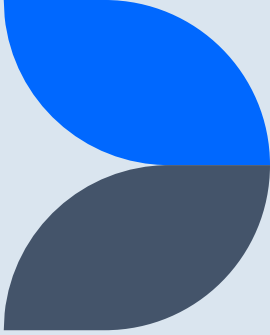


Establishing credibility – Describing data analysis further stages and final results



Establishing credibility – Rationalizing the decisions in data analysis procedure

# Results/Findings and Discussion



- Providing background information
- Reporting results in a quantitative or qualitative manner or mixed
- Discussing the results
  - Interpreting the results
  - Comparing results with previous studies/theories
  - Providing reasons for the (un)expected results
  - Evaluating results

# Example of writing Results/Findings and Discussion

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

In this section, we present the trajectory of Emily's professional identity development after the establishment of her researcher identity in chronological order. Emily's identity trajectory, marked by a range of emotions, centers on the following five themes.

Emily joined University X in 2007. In her narrative frame, she described her feelings toward research back at that time as "confident and competent" (Narrative frame). This confidence stemmed from the research competence she gained during her MA studies. Second, the systematic training in research methodology that she had received laid a solid foundation for her future research work. Third, her first paper publication filled her with happiness and confidence.

## Excerpt from the interview

The above quote indicates Emily's positive stance on the academic training she underwent during her MA studies. She was confident about her research abilities upon joining the institution. Subsequently, she continued cultivating her novice researcher identity in her workplace by consistently applying for research grants and writing manuscripts. Her first successful attempt at research funding applications also brought her joy.

Providing background information –  
Stating the aim



Providing background information –  
Preparing the sequence/scope of data  
presentation



Reporting results – details (Qualitative  
manner)



Reporting results – supporting data  
(Qualitative manner)



Reporting results – Interpretation



Reporting results – details

# Example of writing Results/Findings and Discussion (Cont'd)

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

The critical incidents Emily experienced during her research practices served as narrative sites [citations] for the construction and reconstruction of her researcher identity amid emotional flux within her socio-institutional setting. To begin with, potential bias in academia was a key influential factor in Emily's researcher identity negotiation as regards complex emotions. This potential bias led to her struggles with academic dilemmas and hindered her researcher identity development. Echoing previous studies [citations], the present study found that the unequal power relations and their potential bias in Emily's research experiences induced intense negative emotions, which led to her transition from a confident novice researcher to a struggling one. For instance, upon learning at a conference that an established scholar had secured a research grant on a similar topic to hers, Emily experienced increased stress and anxiety regarding her research direction.

Discussing the results –  
interpreting the results



Discussing the results – explaining  
supporting evidence toward  
interpretation



Discussing the results – agreeing  
with results from previous studies



Discussing the results – providing  
supporting evidence/reason



## Another example of writing Results/Findings and Discussion (Cont'd)

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

Meanwhile, Emily's self-agency was hindered by diminished intrinsic research motivation and a priority change from research to teaching. Unlike previous studies demonstrating how external constraints negatively influence teachers' agency and identity formation [citations], the present study found that Emily's suppressed self-agency in developing her researcher identity mainly stemmed from personal factors. For instance, Emily's research motivation waned after her promotion to associate professorship, which resulted in a lag in her research endeavors. Emily eventually reached stagnation at her midcareer stage, as evidenced by her choice of the teaching track over the teaching-research track in the most recent key performance appraisal. The transformation of Emily's identity from a rising star in research to a teaching-focused midcareer EFL teacher indicates the fluid, dynamic, and complex nature of teacher identity [citation], subject to the influences of contextual and personal factors [citation].

Discussing the results – Stating the results



Discussing the results – comparing results with previous studies (disagreement)

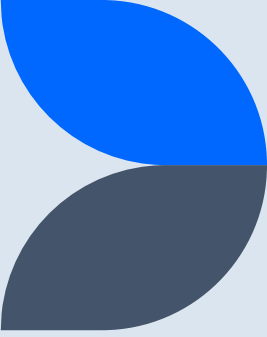


Discussing the results – providing supporting evidence/reason



Discussing the results – interpreting the results

# Conclusion



- Restating the research focus/objective/aim
- Evaluating the current study
  - Summarizing the results
  - Stating the contribution of the current study
  - Pointing out positive evidence/example of the current study
  - Noting specific gaps or limitations in knowledge or research
- Drawing implications
  - Making recommendations for future research or practice
  - Suggesting the applicability of results
  - Making a hypothesis for future research

# Example of writing Conclusion

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

Using narrative inquiry, this study provides a detailed account of an EFL academic's transition from a rising star in research to a teaching-focused EFL teacher midcareer. **Throughout this transition, the academic's research emotions and researcher identities were intricately intertwined** and mutually influenced within her specific socio-institutional context. **The study demonstrates how** the participant's self-agency, institutional structures and systems, and power relations in academia considerably shaped her emotional responses and identity development. **These findings can enhance our understanding of the complexities involved in forming and maintaining a researcher identity for EFL academics amid changing academic landscapes, which may hold relevance for EFL teachers experiencing similar educational changes globally.**

Restating the research focus/objective/aim



Evaluating the current study – summarizing the results



Evaluating the current study – Stating the contribution



Evaluating the current study – Pointing out positive evidence/example



# Example of writing Conclusion (Cont'd)

*Topic: A narrative inquiry of an EFL academic's emotions and identities in research experiences (Lu & Zhang, 2024)*

**Some implications can be drawn** from this study for the sustainable professional development of EFL academics with a solid researcher identity. First, in the context of managerialism in higher education *[citation]*, EFL teachers need to exercise self-agency while reflecting on their emotional experiences and developing an integrated professional identity despite contextual constraints. [...] **By exercising self-agency, EFL academics can overcome obstacles** to identity development within the performativity culture by combining external socio-institutional demands with their own internal professional needs.

**This study has two limitations.** First, there was **a lack of observational data** on Emily's researcher identity development through her actual engagement in professional practices. **Future research is warranted to explore how** EFL academics experience various emotions and continuously (re)construct their researcher identities in real practices, such as conducting research individually and collaboratively, **to gain a deeper understanding** of the development of EFL academics' researcher identities.

Drawing implications – making recommendations for future practice



Drawing implications – suggesting the applicability of results



Evaluating the current study – identifying specific limitation



Drawing implications – making recommendation for future research

# References and in-text citations

- Give full bibliographical details of references and list them in alphabetical order of author
- Number of references and up-to-dateness may vary

*Articles should contain no more than 15 references. Of these, no more than two should relate to the author's own work. (Q1 Journal, UK-based)*

*The sources cited should at least 80% come from those published in the last 5 years. Citations from journal should be at least 80% of the total references cited. (Q2 Journal, Indonesia-based)*

*Unless they are classic references, all references should be dated within the last 5 years of writing. (SpringerNature)*

- All quotations and citations must comply with the reference applied in the journal: APA, MLA, Chicago, Vancouver, IEEE

# Language style, spelling, and abbreviations

- Give a short definition for discipline-specific term, which may not be familiar to all academic readers
- Inclusive language should be taken into account, depending on the journal's policy
- Equations should be written, according to the journal's housing style
- Keep abbreviations to a minimum. Typically, Non-standard abbreviations should not be used unless they appear at least three times in the text and after it is defined upon first use in the text
- Spelling should be consistent in the entire paper: American, British, or other types

# Declarations and statements

- Declaration of author's contributions
- Declaration of conflicting/competing interest
- Declaration of ethical considerations (e.g., use of previous works)
- Declaration of Generative AI in academic/scientific writing (e.g., <https://www.sciencedirect.com/journal/artificial-intelligence/publish/guide-for-authors>, Elsevier)
- Declaration of sex- and gender-based analyses report
- Acknowledgements and funding statement



“

There is no such thing as good  
writing, only good rewriting.

Robert Graves

”



# Thank you

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