

# HOW TO PUBLISH IN INTERNATIONAL JOURNALS

Scopus®



# WHO AM I?

- ✦ Ass Prof at Universitas Pendidikan Indonesia
- ✦ S1 = UPI; S2 & S3 = The University of Iowa, AS
- ✦ Reviewer and/or Editor:
  - ✦ Ampersand (Elsevier – Scopus Q1)
  - ✦ Studies in English Language and Education (Scopus – Q1)
  - ✦ Journal of Language and Education (Scopus Q2)
  - ✦ IJAL (Scopus Q2)
  - ✦ Transactions on Asian and Low-Resource Language Information Processing (Scopus Q4)
- ✦ Research areas:
  - ✦ Language description/documentation
  - ✦ Discourse/text/genre analysis



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Article • *Open access*

Arabic lexicon in Sundanese language: An ethnolinguistic study on the pilgrimage ceremony of the indigenous people in Dukuh village

Qodim, H., Rohandy, F., Kurniawan, E.

*Indonesian Journal of Applied Linguistics*, 2022, 12(2), pp. 361–373

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Related documents

Article • *Open access*

Does Journal Indexation Matter? A Genre-Approach Move Analysis of Nursing English Research Article Abstracts

Lubis, A.H., Kurniawan, E.

*Journal of Language and Education*, 2022, 8(2), pp. 92–105

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# MAIN POINTS

01

FINDING THE RIGHT JOURNAL

02

IDENTIFYING WHAT JOURNAL WANTS

03

DRAFTING YOUR PAPER AS PER JOURNAL GUIDELINESS

04

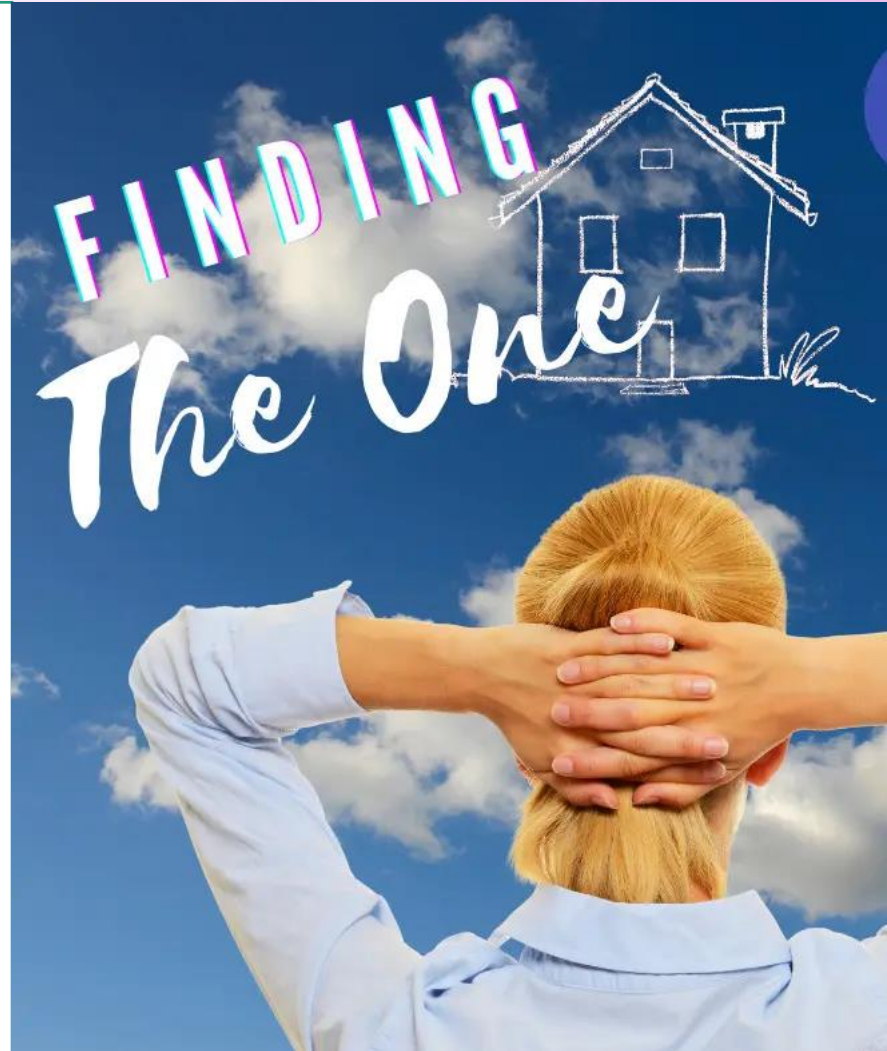
SUBMIT YOUR PAPER



A photograph of several white Scrabble tiles on a light-colored wooden surface. The tiles are arranged to spell out the word 'RIGHT'. The 'R' is on the left, followed by 'I', 'G', 'H', and 'T'. A blue banner with white text is overlaid across the center of the image. The background is slightly blurred, showing more tiles and a dark object, possibly a bowl or a container.

# HOW TO FIND THE RIGHT JOURNAL

- ✦ Finding the right journal is like finding your loved one. Be patient and persistent.
- ✦ 'Shooting in the dark' is not the right way.
- ✦ Explore Scopus.com or Scimago (and the like) to assess potential candidates.
- ✦ See where your colleagues (of the same area of research) publish their works.
- ✦ You can consult or try out a 'matchmaker' (<https://journalsuggester.springer.com/>)



# APPLIED LINGUISTICS JOURNALS



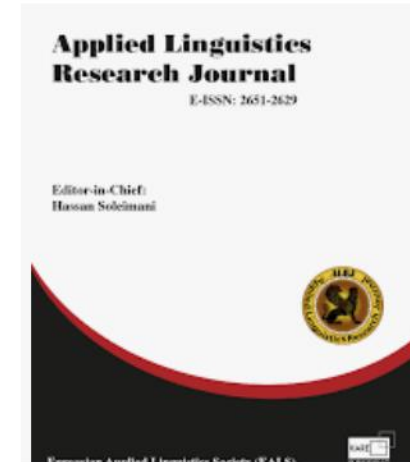
Applied Linguistics | ICI ...  
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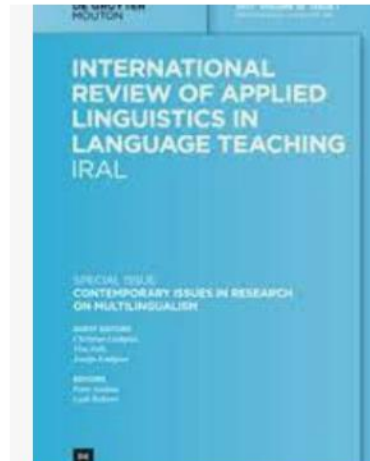
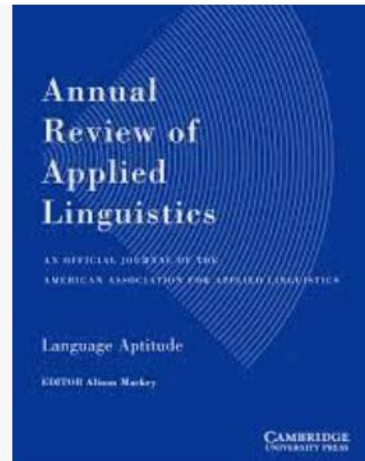
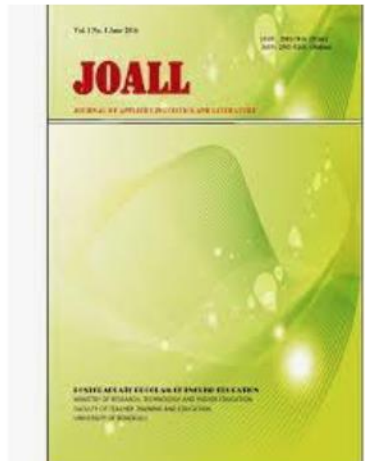
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Indonesian Journal of Appli...  
ejournal.upi.edu




Applied Linguistics Resea...  
alrjournal.com





A photograph of several white Scrabble tiles on a wooden surface. The tiles are arranged to spell out 'L S R T'. A magnifying glass is positioned over the tiles, focusing on the 'S' and 'R'. The background is a light-colored wood grain.

# HOW TO KNOW WHAT THE JOURNAL WANTS

- 
- ✦ Browse through the journal published papers and get a sense of what they like.
  - ✦ Read "Guidelines for authors" and download "Paper Template" (if any)
  - ✦ Check out some papers and read them through (and make note of):
    - ✦ the format of the paper
    - ✦ the preferred style/tone of writing
    - ✦ language features



What  
Do You  
Want?

# HOW TO WRITE



- ✓ TITLE
- ✓ AFFILIATION
- ✓ ABSTRACT
- ✓ KEYWORDS
- ✓ CONTENTS  
(IMRAD+C)

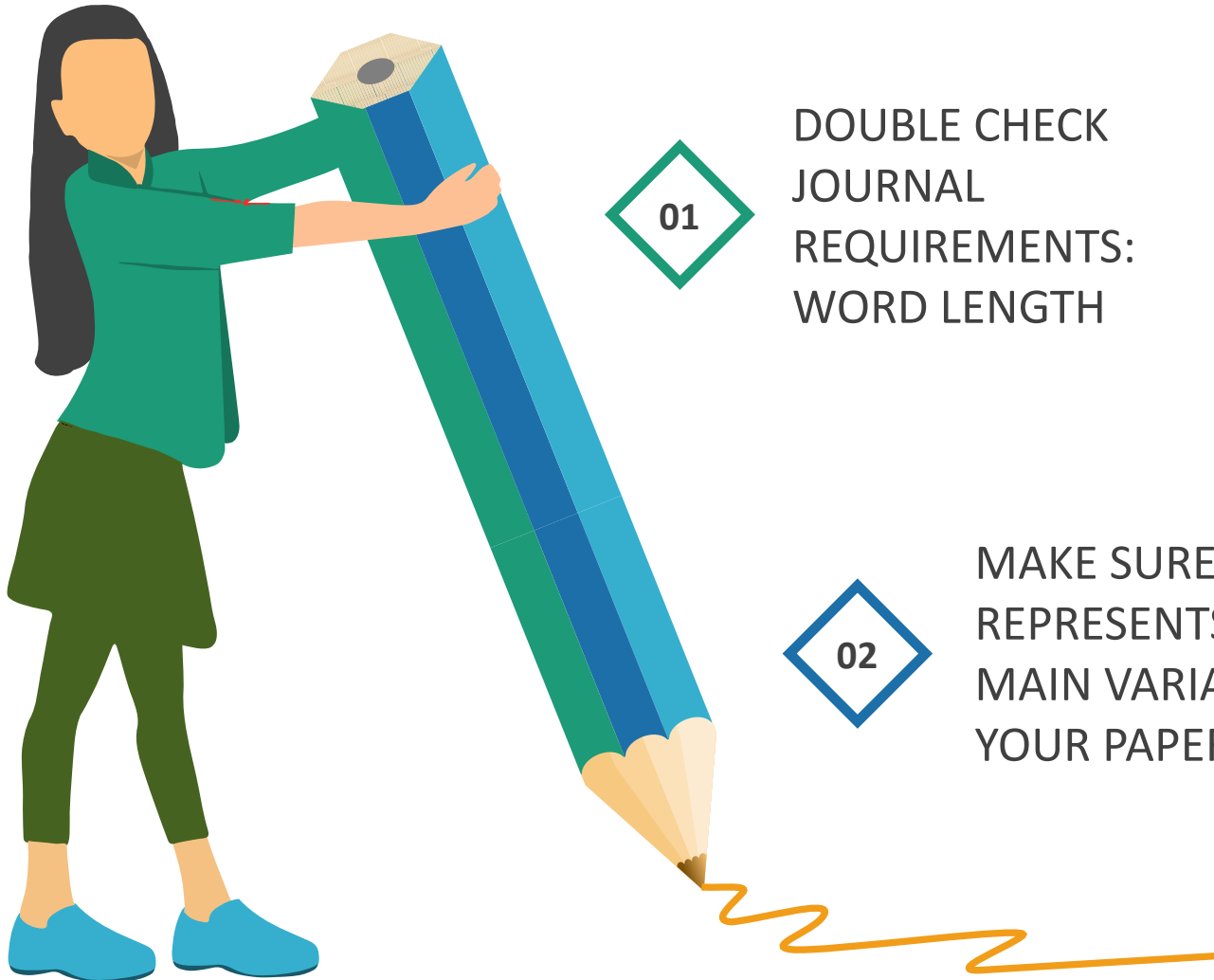
HOW TO WRITE

# TITLE

# NOT SO GOOD SAMPLES

- Developing Students' Reading Ability By Using Student Team Achievement Division (STAD) Technique (A Classroom Action Research in the Second Year of VIII class of SMP Negeri 2 Cibitung)
- Upaya Peningkatan Hasil Belajar Bahasa Inggris Materi Place And Building Melalui Metode Bermain Peran Berbasis Kecerdasan Linguistik Pada Siswa Kelas VIII-B MTsN 4 Kutai Kartanegara Kabupaten Kutai Kartanegara Semester II Tahun Pelajaran 2016/2017

# DOS



01

DOUBLE CHECK  
JOURNAL  
REQUIREMENTS:  
WORD LENGTH

03

YOU MAY STATE THE  
METHOD/APPROACH

02

MAKE SURE IT  
REPRESENTS THE  
MAIN VARIABLE OF  
YOUR PAPER

04

YOU MAY USE  
SUBTITLES &  
QUESTIONS

# DON'TS

DO NOT MAKE YOUR RESEARCH REPORT TITLE INTO A TITLE OF AN ARTICLE

01



02

DO NOT WRITE A TOO LENGTHY TITLE (Aver: 20 words)

DO NOT WRITE THE LOCATION OF YOUR RESEARCH

03

04

DO NOT STATE FINDINGS

# LET'S ANALYZE WHAT'S WRONG!

Upaya Peningkatan Hasil Belajar Bahasa Inggris Materi Place And Building Melalui Metode Bermain Peran Berbasis Kecerdasan Linguistik Pada Siswa Kelas VIII-B MTsN 4 Kutai Kartanegara Kabupaten Kutai Kartanegara Semester II Tahun Pelajaran 2016/2017

HOW MANY WORDS?

LOCATION? YEAR?

FINDING?



# LET'S FIX IT!

Upaya Peningkatan Hasil Belajar Bahasa Inggris Materi Place And Building Melalui Metode Bermain Peran Berbasis Kecerdasan Linguistik Pada Siswa Kelas VIII-B MTsN 4 Kutai Kartanegara Kabupaten Kutai Kartanegara Semester II Tahun Pelajaran 2016/2017

**ALTERNATIF:**  
Metode Bermain Peran Berbasis Kecerdasan Linguistik dalam Pengajaran Bahasa Inggris

# Sample Effective Titles



- Conferencing approach in promoting writing ability: A classroom action research study on language creative writing in Indonesian language (*Indonesian Journal of Applied Linguistics – Scopus-indexed*)
- Improving teachers professionalism through materials development, information technology and classroom action research (*TEFLIN Journal – Scopus-indexed*)

HOW TO WRITE

# AFFILIATION





# AFFILIATION

01

USE YOUR REAL NAME

02

DO NOT SHORTEN LAST NAME

03

NO ACADEMIC TITLES

04

DOUBLE CHECK JOURNAL REQUIREMENTS FOR AFFILIATION, ADDRESS, ETC.

**IMPROVING TEACHERS' PROFESSIONALISM  
THROUGH MATERIALS DEVELOPMENT,  
INFORMATION TECHNOLOGY AND  
CLASSROOM ACTION RESEARCH**

**Emalia Iragiliati Sukarni**

*State University of Malang, Indonesia*

**Dwi Winarni**

**Yuliana Tri Nirmayanti**

*National Plus Catholic High School St. Albertus Malang, Indonesia*



HOW TO WRITE

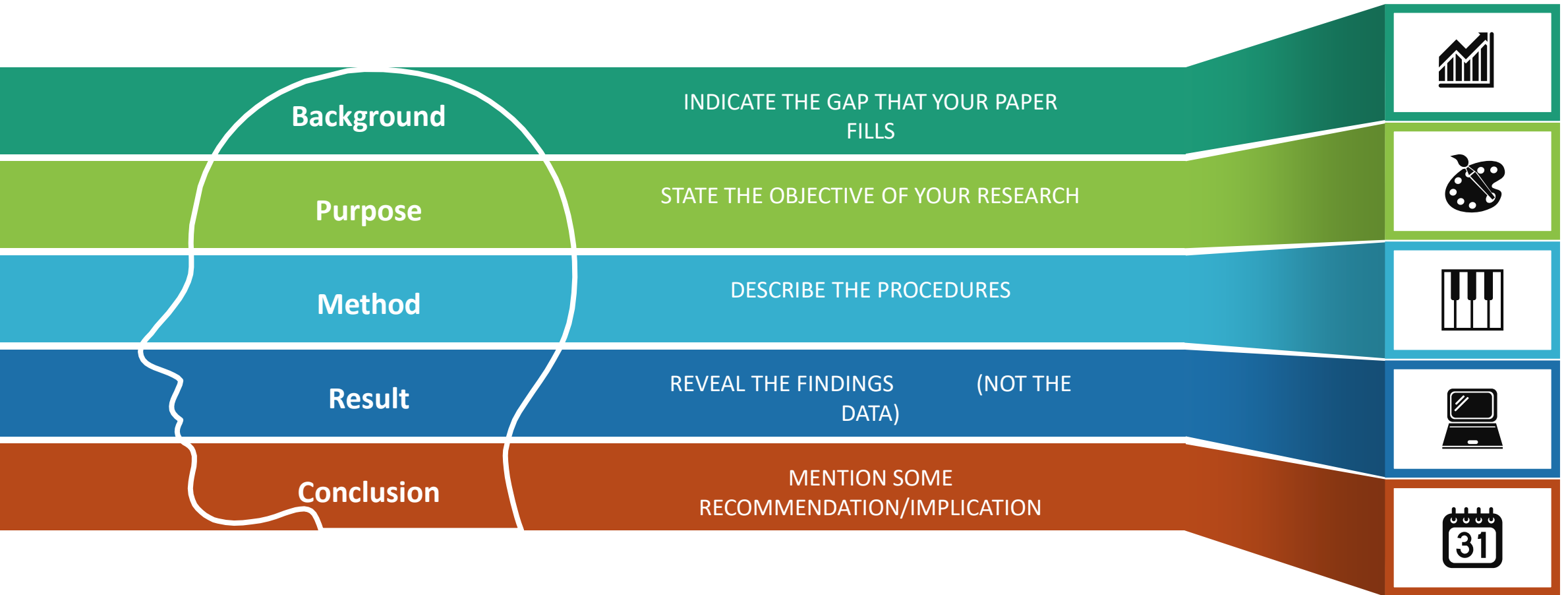
# ABSTRACT



@erikurn

eri\_kurniawan@upi.edu | Universitas Pendidikan Indonesia | Publikasi Internasional

# Abstract



# SAMPLE ABSTRACT

BACKGROUND

PURPOSE

METHOD

RESULT

CONCLUSION

## ABSTRACT

Although a significant number of studies have been conducted to explore the rhetorical structures of research article abstracts, there is a paucity of research specifically comparing the move patterns, and linguistic features of tourism research article abstracts published in international and national journals. Such a comparison is quintessential to address a notion that journal indexation may factor into the quality of textual organization in abstract writing. Employing Hyland's (2000) analytical framework, the paper analyzed 120 tourism research article abstracts from international journals indexed by Scopus and Indonesian journals indexed by Sinta. Findings revealed more similarities than differences across the two corpora. All of Hyland's five moves were generally found in the abstracts, with M2 (Purpose), M3 (Method), and M4 (Product) as the most occurring moves in both data sets. An exception was found in M1 (Introduction) and M5 (Conclusion), where M1 was favored and M5 was excluded in Sinta-indexed abstracts, yet the reverse was true of Scopus-indexed counterparts. In terms of the linguistic features, present tense and active voice were evidently dominant across both data groups, with a notable exception in Method move, where past tense and passive voice were more favorable. These findings appear to suggest that journal indexation does not profoundly influence abstract writing. Recommendations and implications for academic writing for publication purposes are also discussed.

**Keywords:** Journal indexation; move analysis; research article abstract; Scopus; tourism





# LET'S ANALYZE AN ABSTRACT!

## **Title: The Importance of Grammar in Learning a Second Language**

**Abstract:** This paper examines the importance of grammar in learning a second language. The study involved 50 participants who were divided into two groups, one group received grammar instruction while the other group did not. The results showed that the group that received grammar instruction performed better on the language proficiency test. The study concludes that grammar is a crucial factor in second language acquisition.



# LET'S COMPARE!

## The Importance of Grammar in Learning a Second Language

This paper examines the importance of grammar in learning a second language. The study involved 50 participants who were divided into two groups, one group received grammar instruction while the other group did not. The results showed that the group that received grammar instruction performed better on the language proficiency test. The study concludes that grammar is a crucial factor in second language acquisition.

## The Role of Explicit Grammar Instruction in Enhancing L2 Proficiency: An Empirical Study

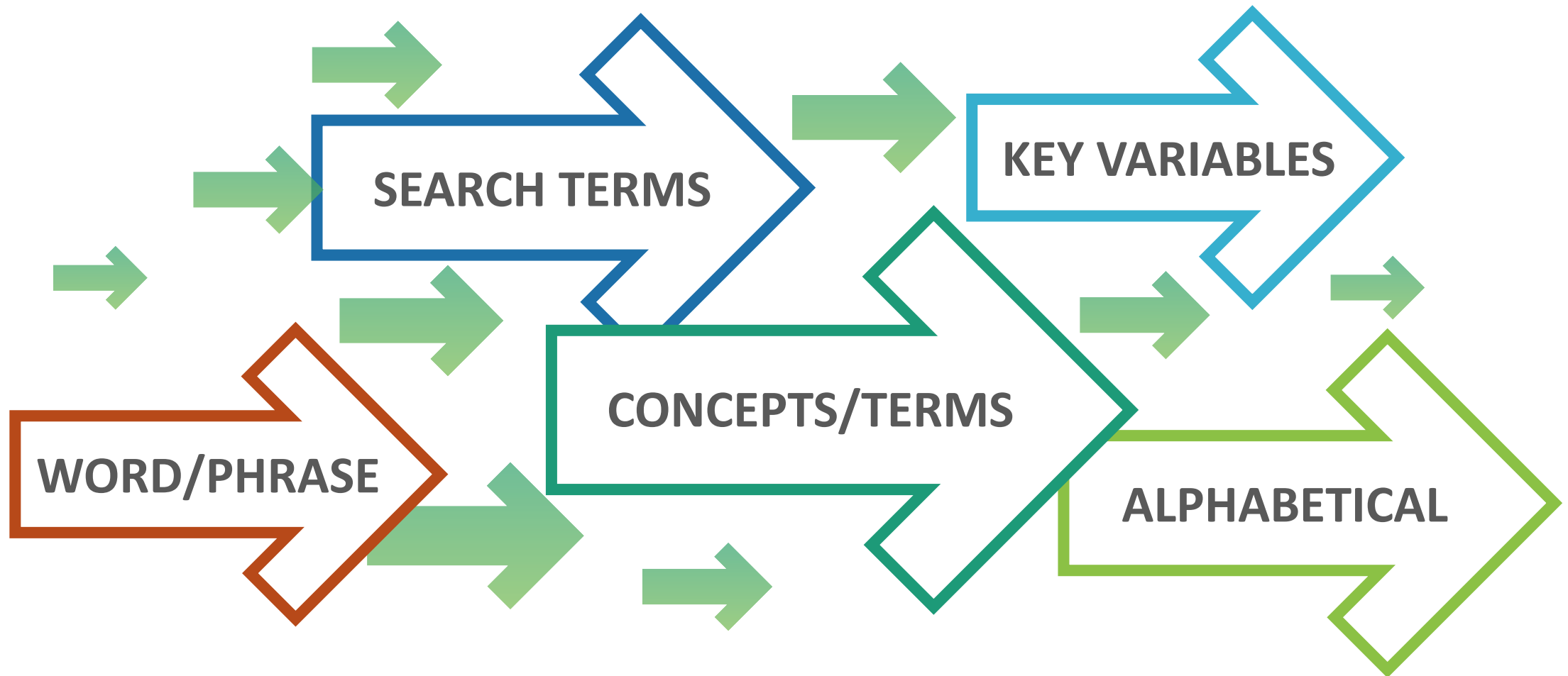
This study investigated the impact of explicit grammar instruction on second language (L2) proficiency. Fifty intermediate-level learners of English as an L2 were randomly assigned to two groups: the experimental group, who received 10 hours of explicit grammar instruction, and the control group, who received no instruction. Both groups completed a pre-test and a post-test measuring their L2 proficiency in listening, reading, speaking, and writing. The results revealed that the experimental group outperformed the control group on all measures, indicating that explicit grammar instruction can enhance L2 proficiency. Specifically, the experimental group showed significant improvement in their use of verb tense, word order, and sentence structure. The findings suggest that incorporating explicit grammar instruction into L2 teaching can facilitate language acquisition and enhance language performance.

HOW TO WRITE

# KEY WORDS



# KEYWORDS



## The Rhetorical Structure and Research Gap Strategies of Journal Article Abstracts in Language-Related Fields Published in High-impact International Journals



**FIND  
THE KEYWORDS!**

Received  
03/02/2022

Received in revised  
form 29/03/2022

Accepted  
26/01/2023

### ABSTRACT

Authors should attract readers to read their articles from the very beginning of the article; this is important because readers will stop reading an article if they are not sure that they will obtain new, interesting and important information from the article. This study aims to investigate the rhetorical moves found in a research article abstract (henceforth RAA) published in high-impact international journals and how authors employ a research gap strategy (henceforth RGS) in their article abstracts. One hundred abstracts were chosen from ten high-impact international journals in language-related fields (henceforth LRF) for this study. The results showed that the RAAs have at least 4 moves (Moves 2, 3, 4, and 5) while only 55 or 55% of them have an RGS in the abstracts. The most frequent RGS used by the authors was Strategy 2 and the least employed strategies were Strategy 1 and Strategy 4. This implies that, although publishing in high-impact international journals, authors in LRF tend not to use Strategy 1 (nonexistence or absence of research on a particular topic or aspect) and Strategy 4 (contrasting or conflicting previous research findings) in their RAAs but they may address these strategies in their article introductions.

HOW TO WRITE

# IMRAD+C

**1**

**2**

**3**

**1** INTRODUCTION:  
What is known?  
(Our understanding of the world)

**2** What is unknown?  
(What's the gap we want to fill?)

**3** How and why  
should we fill the gap?  
(Your rationale and purpose/hypothesis)



# SAMPLE INTRODUCTION

Rhetorically, an abstract can consist of up to 5 moves: situating the research/introduction or Move-1, presenting the research purpose or Move-2, describing the methodology/method or Move-3, indicating the results and the argument or Move-4 and stating points to applications or wider implications and interpreting the scope of the paper or Move-5 (Hakim et al., 2021; Hyland, 2007; Swales & Feak, 2009). Particularly, Move-1, or establishing the study or introduction is probably the most important part of the abstract because this is the first sentence to be read by readers and this is also the first opportunity for the author/s to encourage people to read the entire abstract and article. According to Hyland (2007), 'One way that writers claimed significance was by opening their abstracts with a promotional statement. (p. 75). Therefore, this sentence must be as attractive and convincing as possible. In other words, authors must convincingly promote their article to readers starting from the first sentence in their abstract by stating the rationale for the study.

Another way of promoting an article is by addressing an RGS in the abstracts to show readers the newness or novelty of their research topic or title (Arianto, et al., 2021), particularly in Move-1 (situating the research/introduction) of the abstract. According to these authors, the novelty of research addressed in the abstracts is when authors present their RGS to capture the interest of readers and motivate them to go on reading the remaining parts. According to Martin & Perez (2014), authors should use the right rhetorical devices to show the value of their research and secure interest among readers of the particular discourse community. This is a way authors could promote their work. However, Miles (2017) claims, '...the idea of finding gaps in the research has been troubling for most researchers. For a considerable period, there were no formal or established frameworks for identifying or characterizing research gaps' (p. 3). Thus, what is considered a research gap by some researchers may not be considered a research gap by other researchers.



# METHOD

USE SUBHEADINGS

DESCRIBE AND  
JUSTIFY EACH PART

STRUCTURE THE  
SECTION  
CHRONOLOGICALLY

DO NOT DESCRIBE  
WELL-KNOWN  
METHODS IN DETAIL

FOLLOW THE  
GUIDELINES OF THE  
JOURNAL

DO NOT PROVIDE  
UNNECESSARY  
DETAILS



# SAMPLE METHOD

## The Corpus of the Study

For this study, 100 RAAs were chosen from 10 different high-impact international journals; 1) ten abstracts from Modern Language Journals (MLJ), 2) ten abstracts from Language Teaching Research (LTR), 3) ten abstracts from Journal of Second Language Writing (SLW), 4) ten abstracts from Studies in Second Language Acquisition (SLA), 5) ten abstracts from English for Specific Purposes (ESP), 6) ten abstracts from English for Academic Purposes (EAP), 7) ten abstracts from Studies in Second Language Learning and Teaching, 8) ten abstracts from Language Learning, 9) ten abstracts from Applied Linguistics, and 10) ten abstracts from Brain and Language. The abstracts were from the recent issues of these journals to assure the current characteristics of the articles in the journals. The corpus of the study is presented in Table 1 below.

## Data Collection Techniques

Following Abdi and Sadeghi (2018), both qualitative and quantitative or a mixed method approach was used in this study. According to Creswell (2009), mixed methods research is an integrating approach in which two forms of data using different designs that include different philosophical assumptions and theoretical frameworks are employed in the same study.

The initial investigation was on the possible moves in the abstracts. Swales and Feak (2009) suggest that an abstract can consist of up to five possible communicative units or moves; these are Move 1 (Background/Introduction/Situation), Move 2 (Present research/purposes), Move 3 (Methods/Materials/Subjects/Procedures), Move 4 (Results/Findings), and Move 5 (Discussion/Conclusion/Implications/Recommendations). However, in the current study, we followed the framework suggested by Hyland (2007). Hyland also suggested

# RESULTS SECTION



RESULTS CORRESPOND TO RESEARCH QUESTIONS



STRUCTURE YOUR RESULTS AROUND THE DATA



ORGANIZE THE RESULTS IN A LOGICAL WAY



PRESENT YOUR FINDINGS. DO NOT INCLUDE RAW DATA.



PROVIDE BOTH TEXT AND ILLUSTRATIONS



BE CONCISE



# ANALYSIS



PINPOINT THE RELEVANT DATA AS YOU ARE ANALYZING



SUMMARIZE YOUR ANALYSIS AT THE END OF THE SECTION



ANALYZE THE DATA BASED ON THE TOOL YOU ADOPT.



WRITE ABOUT THE PATTERNS YOU FOUND FROM THE RESULTS



# SAMPLE RESULT & ANALYSIS

## Move Analysis Results in the RA Abstracts

The move analysis results show that almost all abstracts included in this study have all five moves in their abstracts. The complete data are displayed in Table 3 below.

### *The Distribution of Rhetorical Moves in the RA Abstracts*

Moves	MLJ	LTR	SLW	SLA	ESP	EAP	SLT	LGL	APL	BRL	Total	Category
	10	10	10	10	10	10	10	10	10	10	100/ %	
Move-1 (introduction/ background)	4	6	7	9	6	5	4	7	8	8	66/ 66%	<b>Regular</b>
Move-2 (purposes)	10	8	10	9	9	8	8	7	8	8	85/ 85%	Regular
Move-3 (methods)	10	10	10	10	9	10	10	10	10	10	99/ 99%	Regular
Move-4 (results/ findings)	10	10	10	9	10	10	10	10	10	10	99/ 99%	Regular
Move-5 (conclusion/ suggestion/ implication)	7	9	10	6	9	8	10	6	10	9	84/ 84%	Regular

Table 3 shows that none of the five moves can be classified as compulsory in the RAAs; they are all categorized as regular. Also, the majority of the RAAs have a Move-2 (purposes), Move-3 (methods), Move-4 (results/findings) and Move-5 (conclusion/suggestion/ implication) while only some of them (66 or 66%) have a Move-1 (introduction/background).

# SAMPLE RESULT & ANALYSIS

## Extract 1 (a complete move abstract)

(S1)Implicit causality (IC) is a well-known phenomenon whereby certain verbs appear to create biases to re-mention either their subject or object in a causal dependent clause. (S2)This study investigated to what extent Korean learners of English made use of IC information for predictive processing at a discourse level, and whether L2 proficiency played a modulating role in this process. (S3)Results from a visual-world eye-tracking experiment showed early use of IC information in both L1 and L2 listeners, yet the effect was weaker and emerged later in the L2 group. (S4)None of three independent and inter-correlated proficiency measures modulated L2 listeners' processing behavior. (S5)The findings suggest that L2 listeners are able to engage in prediction during real-time processing at a discourse level, although they did so to a more limited extent than native speakers in this study. (S6)We discuss these findings in light of similar evidence from other recent work. (SLA-7)

Extract 1 was taken from an article titled 'Predictive Processing of Implicit Causality in a Second Language: a. Visual-World Eye-Tracking Study' written

# DISCUSSION + CONCLUSION

PRESENT KEY RESULTS



Contents



Contents

PROVIDE EXPLANATIONS FOR EACH RESULT

COMPARE THE RESULTS WITH PREVIOUS THEORIES



Contents



Contents

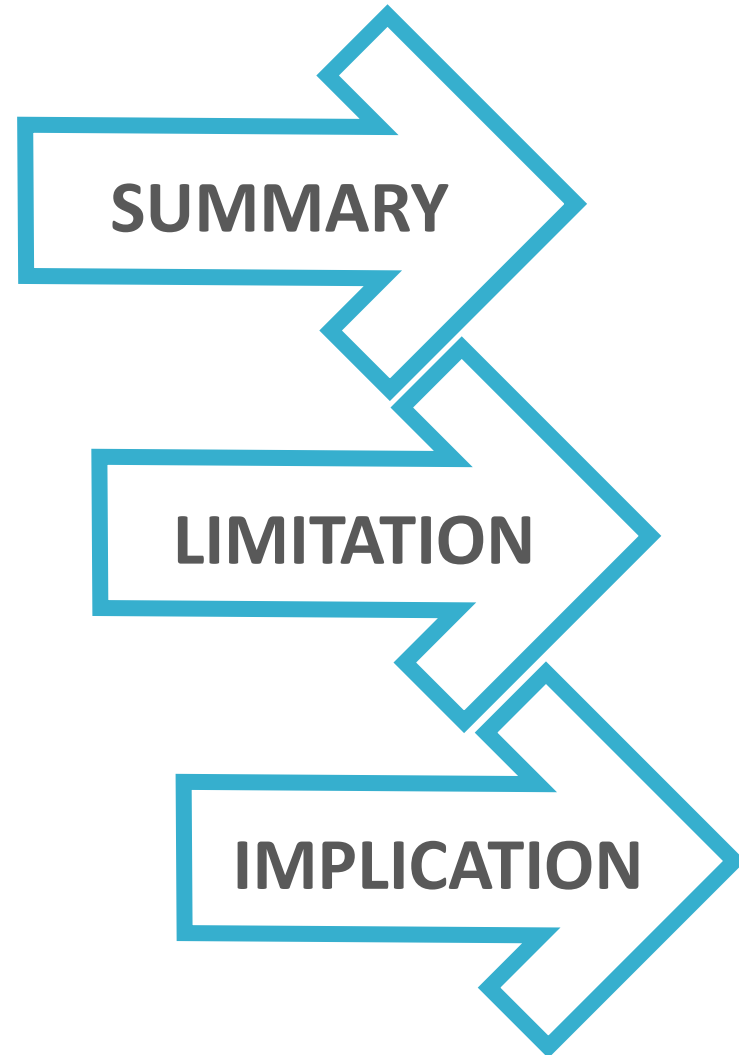
MENTION LIMITATIONS &/IMPLICATIONS

# SAMPLE DISCUSSION

The findings of this study also show that the majority of authors publishing in high-impact international journals in LRF tend to justify their research projects in their RAAs by referring to the lack of information or study results on a particular topic or to follow up on the research results or suggestion from previous studies. Arianto, et al. (2021) also found that Strategy 2 (stressing insufficient research in a specific area) was used frequently by international authors in their RAAs and introduction sections to justify their research project. According to Arianto, et al., this is aimed at filling the gap found in the previous studies. Similarly, Robinson, et al. (2011) suggest that the claim of insufficient research occurs because of the limited number of research studies related to a certain area, and the findings are too small to contribute to the body of knowledge. Chen and Li (2019) suggest that the strategy of claiming insufficient research on a particular aspect was used the most frequently by Chinese applied linguistics authors in the literature review section of their journal articles. This strategy seems to be popular among authors in the discipline of Applied Linguistics or English Language Teaching writing in English and publishing in international journals including high-impact journals.



# SAMPLE CONCLUSION



In this study, it is found that the majority of RAAs in LRF published in high-impact journals have four moves (Moves-2, 3, 4 & 5). However, unlike the findings of previous studies, Move-5 (conclusion/suggestion/implication) is also frequently used in the RAAs. As also found by other researchers such as Pho (2008), Samraj (2002) and Suntara & Usaha (2013), and Saeew & Tangkiengsirisin (2014), this is probably because of a limited number of words allowed for an abstract or the authors may have thought that the centrality claim and an RGS can be advocated later in the introduction section of the article.

In this study only 100 RAAs from 10 different journals were included to be analyzed; these abstracts may not represent other high-impact journal abstracts in language-related disciplines. Therefore, future studies could include abstracts from more high-impact international journals to be more representative. Also, in this study there are only two aspects of the abstracts

One implication of the findings of this study is that authors in language education or applied linguistics should write complete abstracts particularly including purposes, methods, results or findings, and conclusions when submitting an article to a high-impact international journal in English.

A top-down view of several white Scrabble tiles on a light-colored wooden surface. The tiles are arranged to spell out the word 'SUBMIT'. The 'S' tile is at the top, followed by 'U', 'B', 'M', 'I', and 'T' in a slightly curved line. A black circular object, possibly a pen or a small bowl, is partially visible on the right side of the tiles.

NOW,  
IT'S TIME TO SUBMIT.

- ✦ Before you submit, (re)check:
  - ✦ writing/grammar errors (use Turnitin & Grammarly or human professionals)
  - ✦ the suitability of the format, style and voice
  - ✦ supplements (cover letter, short bio/author info, graphs, etc.)
- ✦ Go through the submission process (via a journal system or an email)
- ✦ A notification mail immediately pops in after submission.





Good luck, mate.



ANY QUESTIONS?