



Writing Academic Paper for International Publication

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Overview



- **Finding “an Inspiration”**
- Final research process and Research Report
- Conceptualization of manuscripts
- Short listing of Journal, Author’s Guide
- Preparing Manuscript
- Expert consultation and Peer review
- Editing & Proof reading
- Final submissions

Section I: Introduction

Establishing a context



Ordering your information form **General to Specific:**

1. General statement(s) about a field of research to provide the reader with a **setting for the problems** to be report.
2. More specific statements about the aspects of the problem **already studied** by other researchers.
3. Statement (s) that indicate **the need for more investigation.**
4. Very specific statement(s)giving the **purpose/ objectives** of the writer's study.
5. Statement(s)that give a **value or justification** for carrying out the study.



Elements

- Introduction/ Background
- Problems statement
- Research questions
- Aim/ Objectives
- Rational/ Justification

Section II: Literature Review



Three **functions** of literature review:

- Expanding information form **background information**; giving your readers needed to understand your study
- Assures your readers that you are **familiar** with the important research that has been carried out in your area.
- Establishes **your study** as **one link in a chain** of researches that is developing and enlarging in your field.

(support information in Chapter I)



Citations Focus

1. Information prominent citation

Refers to research in the **general area** of your study and may appear in Chapter I as well (beginning of Chapter II)

- Few studies investigated ethical implications of food advertisements (Pengpid, 2009)

2. Author prominent citation

Refers to studies more **closely related to your own**.

Last name of author + date + Information

- Pengpid (2010) investigated ethical implications of food advertisements on SA television.



Order of Citations

- Most **distantly to more closely** to your research
- If literature review describing **history** of research in your area, you may arrange your citation **chronological order**.
- Group them according to **different** approaches to the research problems taken by different authors.
- The citation within each group can then be ordered **chronologically or form general to specific**.

Information Prominent Citations

Reporting Facts



Topic + **Verb (present)** + Fact +
(Reference)

Physical

inactivity

increase

risk for obesity

(Pengpid, 2009)

Tense in an **Information Prominent** Citations (Several Authors)



Several
researchers have studied the relationship between
physical activity and obesity
(Pengpid, 1999; Skaal,
2000, Ntuli, 2005)



General statements about the research



- Present perfect tense is used in general describe **the level of research activity** in an area.

Level

+

Verb

(Present perfect)

+ Topic

Little research

has been done

on obesity amongst
in MPH students.

Author Prominent: Findings from Specific Studies



Pengpid

(2009)

found
showed
reported
noted
observed

that

lecturers
allocated equal
supervising time to
all MPH students

Section III Methodology



Information elements include in method:

- Introduction
- Research Design
- Setting and site selection
- Population/Sample
- Sample size calculation, sampling procedure/ techniques
- Data collection tools (reliability, validity, pre-testing, translation)
- Data collection methods and procedure
- Data analysis
- Ethical considerations

Choosing Verb Tense for Samples and Populations



- Describing **populations: Present Tense Verbs**

Example: All students who apply for admission to the University X **take** IQ test.

- Describing **samples: Past Tense Verbs**

Example:

The men interviewed **were** primarily from Botswana.

The participants **were** between the ages of 7 and 13.

Choosing the Correct Verb Tense in procedural Descriptions



- The procedures you used in carrying out your study should usually be described in the **Simple Past tense**.

Example:

- Surveys **were** sent out to students at 180 colleges.



Choosing the appropriate verb voice : Active or Passive

- We can use both **Active** or **Passive** Voice

Use with following considerations:

- Passive voice used to describe procedure in order to **depersonalize**
- Placing emphasis on the **procedure and how** it was done
- Should placing ***old information*** near the beginning of sentence and ***new information*** at the end.

Example



Active Voice

Agent + Main verb + Object + Complement
(active)

We applied empowerment to the.....

Passive Voice

Subject+ Main verb + agent + Complement
(passive)

Empowerment was applied (by investigators) to.....



Data Collection Tool

- 1: Overview: give a general idea of the tool and **purpose** for which it is intended.
- 2: Description of **principal parts**: each major part of the tool is described in logical sequence.
- 3: Functional description: shows how various features describe in Step 2 **function together**.



Chapter IV: Results

Two basic elements of inform

- **Element 1:** A statement that **locates** the figure(s) where the results can be found.
- **Element 2:** Statements that **present** the **most important of the findings**.



Choosing Verb Tenses for Results

- **Element 1:** Locating the Figure = Present Tense

Example:

- Results of t-test **are** presented in Table 1.
- Table 4 **summarises** the test results on food consumption behaviours.

Choosing Verb Tenses for Results



- **Element 2:** Presenting the Findings = Past Tense

Example: The study **found** positive high relationship between television viewing and food consumption behaviours ($r = .87$, $p < .05$).



Structure

- Introduction
- Descriptive information of participants
- Results by objectives



Section V: Discussion, Conclusion and Recommendations

Elements:

5.1 Discussions

5.2 Conclusions

5.3 Recommendations



Discussions

Discussion = the statements that **comments** on the results

Functions of comments:

- **Generalize** form the results;
- **Explain** possible reasons for the results;
- **Compare** the results with results form other studies.



Commenting on the Results

1. when **compares** your results with the results of other studies, use the **present tense**.
- **Example:** This **is consistent** with earlier findings suggesting that personal characteristics **are** not related to food consumptions.



2. When gives a **possible explanation** for the results use a **modal auxiliary**.

- **Example:** These results **can/ may** be explained by considering.....

3. When **generalises** form the results, use **may or tentative verbs**.

- **Example:** Hyperactive children **may** be generally responsive to amphetamines.

or

- It **appears/seems/ is likely** that hyper active children are generally responsive to amphetamines

Elements in Discussion

Specific Reference to the Study



1. A reference to the main **purpose or objectives** of the study;
2. The most important findings, whether or not they support the **original hypothesis**, and whether they agree with the findings of other researchers;
3. Possible **explanation** or speculations about the findings;
4. Limitations of the study that restrict the extent to which the findings can be generalised.

Elements in Recommendations



- General statement about the Study
- Implications of the study (generalisations from the results);
- Recommendations for the future research and practical applications (check your rational/ significant/ value of the study in Chapter I.)

Example: The approach outlined in this study *should be replicated* in other hospitals.



References

- All citations are in the list.
- All reference in the list are used in citations.

Check !!!
It's your own
responsibility

Acknowledgements



- Main contributor to researches
- Institutions/ community
- Respondents
- Other supporters



Abstracts

- Background
- Purpose
- Method
- Results
- Conclusion

- **Max 300 words**