



Effective Author Guidelines for Successful Research Articles: Feedback from a Thai EFL Teaching and Learning Context

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Abstract

This study investigated author guidelines for research conduction and research article writing in the area of English communication. It examined the success of students' research articles using the guidelines by three reviewers. It also assessed the effectiveness of the guidelines when used to evaluate the students' articles by experienced students. The research was carried out after a methodology course offered to a group of 51 Thai undergraduate students who completed 17 research articles altogether. A set of author guidelines was developed by three present and former course lecturers. It was concerned with 17 elements, that is, title, abstract, keywords, introduction, objective(s), literature review, data collection methods, research ethics, data analysis methods, findings, discussion, conclusion, contribution, citing and referencing, plagiarism, English use, and tidiness and neatness. The articles' success scores fell into a successful category, the second-highest level. The effectiveness of the guidelines was also placed into an effective category, i.e., the second-highest level. This study encouraged student and novice researchers to employ the author guidelines as well as other frameworks and offer their manuscripts for consideration in international journals so that fruitful results from Thai EFL contexts can be observed.

Keywords: Author guideline, Research article, Student research, EFL, Thai

1. INTRODUCTION

Research promotes educational sustainability by instilling individuals with systematic, logical, critical, creative, and evidence-based ways of thinking. Therefore, educational institutions worldwide encourage their staff and students to conduct and publish research papers in prestigious journals. Research publications also influence academic advancement and employment, as well as university world rankings such as QS World University Rankings and Times Higher Education's World University Rankings. Thai universities keep up with the global movement and teach their students research methodologies. However, Thai scholars most probably have not published their research to the fullest extent. The observation is based on the author's survey of EBSCO Discovery Service in October 2025. An exploration found that Thais have contributed 0.72% of the world's research publications on English and related topics in

the past five years. Although English is primarily used only in specific contexts within Thailand's foreign language learning environment (EFL), this study believes that researchers majoring in English-related fields can increase their research publications when they have access to effective guidelines, become more confident, and offer more manuscripts to international journals.

At a Thai university, undergraduate students majoring in English for communication are taught an independent study (IS) course. The course requires the students to complete a small-scale research project in the form of a research article. It is recommended that the completed research articles be offered for consideration at international conferences or academic journals. A survey conducted before the present study found that, among the 27 research projects completed in three consecutive semesters, three of the students' research articles have been published in an international conference proceeding run by the students' university (Inyok et al., 2024; Mana et al.; Petkhong et al., 2024), and the findings of one project contributed to a paper published in a Thai Citation Index (TCI) journal (Kaewneam, 2025). The four publications make up approximately 15% of all the students' articles. The publication percentages could have been greater when everyone was confident in their research articles and submitted the manuscripts to international journals. In this scenario, it was considered that more effective guidelines could accelerate the process of research conduction and writing up research articles and could bring about more submissions and publications.

While author guidelines can cover information beyond research conduction, for instance, aims, scope, and formatting (System, 2025), the present study focuses on recommended research components by journals. Research interest in such author guidelines can be found from Wu et al.'s (2016) study, where the researchers finalized author guidelines as benchmarks for developing qualitative manuscripts. The guidelines were described in five categories: 1) introduction/background, 2) literature review, 3) methods, including approach, recruitment and sampling, data collection, analysis, and human subjects, 4) results/findings, and 5) discussion. More recent research is interested in how plagiarism, systematic reviews, meta-analyses, and the use of artificial intelligence are addressed in research papers (e.g., Javed & Ahmed, 2025; Sun, 2021; Goldberg et al., 2022; Rosen et al., 2024; Goyanes et al., 2025). Similar to Wu et al. (2016), the present research aimed to achieve effective guidelines for developing manuscripts for peer-reviewed journals. Such direct guidelines are hard to find in contemporary journals, most probably because they are regarded as the authors' job. In this situation, availability of author guidelines is even more desirable for novice researchers.

This study assigns weights to novice researchers, particularly student researchers. Although new researchers can learn about research from books and classes on research methodologies, the contents are often too overwhelming for them. Although training in research methodology has shown improvement in research competencies (Siribhon & Nicharee, 2025), a study that has extended to a publication attempt is hard to find. Accurate and dependable author guidelines are significant for novice researchers. Furthermore, manuscripts in general will go through rigorous peer-review processes of individual journals before publication. Therefore, apart from effective author guidelines, this study also invited three reviewers to examine the students' research articles to better understand the nature of the student research. This

study aimed at author guidelines that would be valid for both quantitative and qualitative studies in the area of English communication. More recent issues were taken into account as the investigation prevailed. It is anticipated that knowledge learned from this study will also be useful for novice researchers outside the research context, inside or outside Thailand, and in other research fields in the social sciences.

Research Objectives

The objectives of the study were to 1) develop author guidelines for research conduction and writing research articles in the area of English communication; 2) investigate the success of the students' research articles using the guidelines; and 3) evaluate the effectiveness of the author guidelines.

2. LITERATURE REVIEW

Research is a logical and systematic way of finding answers to questions (Neuman, 2006). Evans & Gruba (2005) point out that in research, a problem arises before a question: "Research is nearly always an attempt to find a solution to a problem that you have identified". You believe that the present way of doing things is inadequate in some way or that existing theory does not explain the observable behavior of a system satisfactorily" (pp. 58–59). Therefore, researchers seek new information or new understanding by way of research (Cambridge University Press, 2025) to have more comfortable environments, more efficient transportation, and healthier food options, to name just a few.

Researchers publish their research work so that the knowledge will reach out and be beneficial for the public and the whole world (Evans & Gruba, 2005). Two common channels of dissemination of research include academic journals and conferences. Generally speaking, the first channel is more influential than the second when the journals are stored in high-stakes indexes such as ScienceDirect, Scopus, and Web of Science because they are disseminated on a global scale. It will take quite some time for research articles to be accepted for publication when they go through the journals' peer-review processes. The second channel, or conferences, is usually organized by educational institutions. Research work presented there is usually published in conference proceedings after oral presentation sessions. The conferences may be run annually, and the peer review of the research articles less intense, and it will take less time for publication.

Although the depth and length of the research articles published in journals and conference proceedings may differ, they are based on the same absolute research components. For example, a research article published in The New English Teacher journal is built on a title, information about authors and affiliations, the article info, an abstract, keywords, and these sections: introduction (including literature review); methodology (including instruction, participants, research instruments, data collection, and analysis); results and discussion; conclusion; references; and appendices (Sirijanchuan & Tangkiengsirisin, 2025). In an article published in the proceedings of an international conference, the paper's components include a title, authors and affiliations, an abstract, keywords, and sections on introduction, research objectives, research methods (including population and sample, data collection, and data analysis),

research results, discussion, conclusion, acknowledgment, and references (Petkhong et al. 2024). As observable from the two articles, The absolute components of research comprise: 1) title, 2) abstract, 3) keywords, 4) introduction, 5) objective(s), 6) literature review, 7) data collection and analysis methods or methodology, 8) results/findings, 9) discussion, 10) conclusion, and 11) references.

An exploration of author guidelines of 20 international journals publishing research articles on English communication and related areas found that the majority of them, except for three, are not concerned with the characteristics of the absolute research components but other important matters, for instance, the article length and the submission platform. The first journal is the International Journal of TESOL & Education (2025), in which the author's guidelines are given through video tutorials on how to identify the research problems and research gaps and how to write the introduction, the literature review, and the methodology and how to present the results. The other two journals are Arab World English Journal (2025), or AWEJ, and Liberal Arts and Social Studies International Journal (2025), or LAASSIJ. AWEJ identifies seven of the eleven absolute components reported above, except for title, keywords, objective(s), and references. LAASSIJ identifies ten of the eleven absolute components, except for the objective(s). Like the majority of journals, references are detailed in relation to one referencing style, such as APA 7th edition. Objectives are incorporated into the introductions in the journals without specifications of their characteristics. The characteristics of the other nine components as identified in AWEJ and LAASSIJ can be presented as follows.

1. The title is brief, clear, and appropriate to the contents and objective(s) of the research, summarizing the main ideas of the study.
2. The abstract covers the research objective(s)/question(s)/aim(s)/purpose(s), methodology/methods/research design, and key findings. It may also include the significance of the study, the research problem, and conclusions/recommendations.
3. The keywords are those representing key concepts.
4. The introduction contains the research problem, the rationale for choosing the problem (background and context), the significance of the study, the research scope, and a brief methodology. The objective(s)/purpose(s)/research question(s)/hypothesis(es) are presented at the end of the introduction. The organization of the contents moves from a general subject area to a specific topic of inquiry.
5. The literature review presents how the study fits within the larger field of the study and includes previous studies, views, and approaches related to the research problem(s) being investigated. Key concepts are defined. The related literature is described, synthesized, summarized, and critically evaluated. As a result of the literature review, a research gap should emerge, and a conceptual and theoretical framework or model should be established.
6. The data collection and analysis methods/methodology address the research objective(s) and are concerned with how research is conducted, including details about research materials, participants, instruments, data collection procedures, and analysis. The contents are presented in subsections. The methods/methodology is described to the extent that it can be replicated by other interested researchers. Justifications of the research materials and participants

are reported. Confirmation of the validity and reliability of the instruments has taken place.

7. The results/findings are reported objectively in a logical sequence, making use of numbers, tables, and figures.
8. The discussion explains new understanding or insights emerging based on the problem investigated. It presents discussion, explanation, and interpretation of the findings. It gives a combination of the findings and support from previous studies and scholars' views and arguments that are included in the literature review. When the findings are different from previous studies/views/arguments/theories, reasons for the differences are explained. The discussion engages the reader to think critically about the research problem and the findings. It can acknowledge the limitations of the study, return to explain the research problem, and highlight the significance of the study and how it contributed to the understanding of the research problem and filling the research gap.
9. The conclusion is drawn on the research findings. It gives readers ideas about the practical implications of the findings and provides roadmaps for future research on the subject.

(Arab World English Journal, 2025; Liberal Arts and Social Studies International Journal, 2025)

Knowledge about the characteristics of the research components is critical for novice researchers, because the quality of research manuscripts before they are accepted for consideration at academic journals is influenced by the features. In fact, both acknowledgment of the limitations of the study and ways to fill more research gaps, as identified in numbers 8 and 9, can be reported in the conclusion section, where ideas for future research are recommended.

3. METHODS

3.1 Context

The present research commenced after an IS course. The course is offered to 4th-year undergraduate students majoring in English for communication at a Thai university. The course is completed within 15 weeks, with three hours of class contact in each. The students are asked to conduct a research project in the field of English communication. The course is lectured on by one member of the program staff at a time. The students work out a research project with two or three team members, and the program lecturers choose to supervise the students' projects based on their mutual interest. It has been four consecutive semesters where complete research is presented in the form of research articles of about 5,000–7,000 words and built on 13 components (cf. 4.2 Materials). It is also recommended, but not made compulsory, that the completed research articles be offered for publication at international conferences or in academic journals.

3.2 Materials

Two kinds of materials were investigated in the study. That is, an old set of author guidelines and students' research articles. The author guidelines were employed to teach, supervise, and evaluate students' research articles that were built on 13

components: title, author(s) and affiliation(s), abstract, keywords, introduction, objective(s), literature review, research method(s)/methodology, findings, discussion, conclusion, references, and appendices. These guidelines can be found in Table 1. The other kind of materials were the students' research articles that were completed as part of the recent IS course. Topics of the 17 research articles included the use of English social media across generations, the cultural interest in motivating English learning, enhancing vocabulary through the Cake application, struggles in studying English literature, using an e-book to enhance knowledge of idioms, the cultural influence on aspirations in learning English, the effect of VALORANT, an online game, on English-speaking skills, the development of English vocabulary through a short movie, the development of knowledge of parts of speech through an e-book, local vs. international customers' satisfaction with hotel services, using ChatGPT to learn English, self-directed learning through online resources, using TikTok to enhance abbreviations and slang in workplace communication, factors affecting the English-speaking ability of engineering students, the impact of social media use on the attention span of Gen Zs, and the use of Bingo games and Domino games to develop English vocabulary.

3.3 Participants

Three groups of people were invited to participate in the study: former lecturers of the IS course, former students of the IS course, and reviewers in effect in the field of English communication. The first group of participants were two of the four program lecturers who used to teach the IS course and the present course lecturer. The two former lecturers were invited to validate the author guidelines with the course lecturer. The insider perspectives of the two former course lecturers and the participatory observation of the present course lecturer were necessary in this study. Insider perspectives and participatory observations are encouraged when descriptive and objective data are expected to provide a firm ground for insightful, interpretive, and reflective data (Lynch, 2003). The second group of participants comprised 59 students who completed 21 projects while taking the IS course before this study. After the course, the students were asked to contribute their research articles and to evaluate the effectiveness of the guidelines together with their team members. They were contacted through the course's online group that was created during the course. All in all, 17 groups agreed to participate in the study and returned the evaluation form. The research materials made up 81% of all the research projects and 86% of the research participants. The third group of participants were three reviewers in effect in the field of English communication. They were lecturers in English for Communication: one from the research site and the other two from other universities. They were invited because they had published research articles in international journals, and they have experience reviewing research articles for international journals. The reviewers' knowledge and experience were valuable for the reviewing process conducted to imitate the real steps done in academic journals.

3.4 Instrument

The author guidelines developed in this study became a research instrument when they were employed to examine the success of the students' research articles. The original guidelines were based on the latest version employed in the IS course (cf. 4.2 Materials). These guidelines were compared against recent interest in author guidelines, including plagiarism, systematic reviews, meta-analyses, the use of

artificial intelligence, and the emphasis on new knowledge in research conduction (Javed & Ahmed, 2025; Sun, 2021; Goldberg et al., 2022; Rosen et al., 2024; Goyanes et al., 2025; Cambridge University Press, 2025). The guidelines finalized by the three course lecturers (cf. 4.3 Participants) were concerned with 17 research article components: 1) title, 2) abstract, 3) keywords, 4) introduction, 5) objective(s), 6) literature review, 7) data collection methods, 8) research ethics, 9) data analysis methods, 10) findings, 11) discussion, 12) conclusion, 13) contribution, 14) citing and referencing, 15) plagiarism, 16) English use, and 17) tidiness and neatness (see Table 1).

The guidelines were checked by the course lecturers for accuracy to the research conventions, suitability for the real teaching and learning context, and capability to prepare the students to conduct research and write up research articles for publication. They were also tested for practicality with a research article by three former students who were not the research participants. The lecturers scored the article on a scale of four: 1, not successful; 2, moderately successful; 3, successful; and 4, very successful. The lecturers individually examined the article first and brought the results to a discussion. The final version of the author guidelines was agreed upon by consensus. The author guidelines also built up the effectiveness evaluation form. The form asked respondents to evaluate the guidelines on a scale of four: 1, not effective; 2, moderately effective; 3, effective; and 4, very effective. In addition, the owners of the trailed article were asked to check the comprehensibility of the guidelines. They chose one of the options: -1, incomprehensible; 1, comprehensible; and 0, not sure. They returned a score of 1 for all items. The results ensured the practicality of the evaluation form.

4. FINDINGS

The analyses yielded findings on an updated set of author guidelines, the success of the students' research articles, and the effectiveness of the author guidelines.

4.1 The Author Guidelines

The author guidelines comprised 17 elements of research conduction and research article writing, as shown in Table 1. They were originally from an old set of author guidelines employed in the IS course.

Table 1: Old vs. Updated Author Guidelines

Old Author Guidelines		Updated Author Guidelines
Elements	Elements	Characteristics
1. Title	1. Title	The title fits the body of research and is attention-grabbing.
2. Author(s) and affiliation(s)	2. Abstract	The abstract covers the research objective(s), data collection methods and analysis, main findings, and key conclusions.
3. Abstract	3. Keywords	The keywords are correct and appropriate.
4. Keywords	4. Introduction	The introduction covers the research context, problem, gap, rationale for the study, and

		important concepts. A brief overview of the research method is given.
5. Introduction	5. Objective(s)	The objective(s) emerge from the introduction. They are clearly presented.
6. Objective(s)	6. Literature review	Key related literature is included. The review provides the research framework.
7. Literature review	7. Data collection methods	The data collection methods address the research objective(s). They are described and validated.
8. Research methods/methodology	8. Research ethics	There are no traces of ethical misconduct.
9. Findings	9. Data analysis methods	The analyses are correct.
10. Discussion	10. Findings	The findings cater to the research objective(s) and are adequately described.
11. Conclusion	11. Discussion	Important findings are discussed. Previous research findings and related literature are cited.
12. References	12. Conclusion	Recommendations on the applicability of the research findings and suggestions on future research are given.
13. Appendices	13. Contribution	New knowledge/understanding is produced and can be contributed to the area in which the research is based.
	14. Citing and referencing	The citations are correct and appropriate. The typing style is consistent.
	15. Plagiarism	There are no traces of plagiarism.
	16. English use	The report is presented in academic English. The English usage is correct.
	17. Tidiness and neatness	The paper is tidy and neat.

Most of the elements, nine of them, were kept as in the old version; that is, title, abstract, keywords, introduction, objective(s), literature review, findings, discussion, and conclusion. Two elements were omitted from the updated scope, that is, author(s) and affiliation(s) and appendices. The three course lecturers considered that adding details about author(s) and affiliation(s) was an easy job for the students, needing no special attention. The appendices section was considered to be important because original calculations or examples of materials, for example, could be presented there. However, because it was identified as optional for most research articles, it should not be among the criteria for evaluating research articles. Two of the elements were improved to highlight their existence. First, the methods section was separated into two, that is, data collection methods and data analysis methods. Second, the referencing heading was changed to citing and referencing. Three new elements were added to address important concerns in research. These are research ethics, contribution, and plagiarism. In addition, to encourage publications in international journals, English use and the tidiness and neatness of research manuscripts should also be emphasized.

4.2 The Success

The reviewers' scores on the success of the student's research articles were calculated for means (M) and standard deviation (SD), and the means were interpreted (I) as follows: 1.00–1.44 not successful (n. successful), 1.45–2.44 moderately

successful (m. successful), 2.45–3.44 successful, and 3.45–4.44 very successful (v. successful), as shown in Table 2.

Table 2: Success of the Research Articles and Effectiveness of the Author Guidelines

Elements	Success			Effectiveness		
	M	SD	I	M	SD	I
1. Title	3.59	1.00	V. Successful	3.24	0.66	Effective
2. Abstract	2.82	0.81	Successful	3.12	0.70	Effective
3. Keywords	3.29	0.69	Successful	3.24	0.97	Effective
4. Introduction	2.35	0.79	M. successful	3.29	0.69	Effective
5. Objective (s)	2.41	1.00	M. successful	3.12	0.86	Effective
6. Literature review	2.35	0.70	M. successful	2.94	0.83	Effective
7. Data collection methods	2.12	0.86	M. successful	2.88	0.99	Effective
8. Research ethics	1.24	0.75	N. successful	3.12	0.93	Effective
9. Data analysis methods	3.18	1.01	Successful	3.18	0.81	Effective
10. Findings	2.59	1.00	Successful	3.18	0.95	Effective
11. Discussion	2.53	0.87	Successful	3.18	0.81	Effective
12. Conclusion	1.88	0.86	M. successful	2.94	0.75	Effective
13. Contribution	2.29	0.77	M. successful	3.00	0.87	Effective
14. Citing and referencing	3.29	0.99	Successful	3.18	0.81	Effective
15. Plagiarism	3.94	0.24	V. successful	2.94	1.14	Effective
16. English use	2.47	0.94	Successful	3.24	0.75	Effective
17. Tidiness and neatness	3.35	0.61	Successful	2.88	0.99	Effective
Grand M	2.69	0.68	Successful	3.10	0.14	Effective

At the overall level, the success of the students' research articles when evaluated by the three reviewers fell into the successful level (Grand M = 2.69). The scores of the majority of the elements were spread around the successful and moderately successful levels (8 and 6 elements, respectively). A few elements fell into the not successful and very successful levels (1 and 2 elements, respectively). The elements receiving the highest mean scores included plagiarism (M = 3.94), title (M = 3.59), and tidiness and neatness (M = 3.35). The first two fell into the very successful levels, and the third one was at the successful level. The elements receiving the bottommost mean scores included research ethics (M = 1.24), conclusion (M = 1.88), and data collection methods (M = 2.12).

4.3 The Effectiveness

The former students' scores on the effectiveness of the author guidelines were also calculated for means and standard deviation, and the means were interpreted as follows: 1.00–1.44 not effective (n. effective), 1.45–2.44 moderately effective (m. effective), 2.45–3.44 effective, and 3.45–4.44 very effective (v. effective), as shown in Table 2.

At the overall level, the effectiveness of the author guidelines in preparing the student researchers for research conduction and research article writing according to the experienced students' feedback was considered to be at the effective level (Grand M = 3.10). The topmost elements were found to be in the identification of the characteristics of the introduction (M = 3.29), title, keywords, and English use, all of which received the same mean scores (M = 4.24). The bottommost elements were those

in the literature review, conclusion, and plagiarism, which received the same mean score, that is, $M = 2.94$.

5. DISCUSSION

The author guidelines developed in this study share similarities with those offered by the Arab World English Journal (2025) and the Liberal Arts and Social Studies International Journal (2025), because all are concerned with research conduction and research articles. The similarities are in the absolute components, that is, title, abstract, keywords, introduction, objective(s), literature review, research methodology, findings, discussion, conclusion, and references. The author guidelines investigated in this study, however, reflect more of what should be highlighted arising from the teaching and learning perspectives, that is, data collection methods, data analysis methods, research ethics, contribution, plagiarism, English use, and tidiness and neatness.

When looking into the characteristics of each of the elements, slight differences between the author guidelines investigated in this study and the others can be observed. For example, the ability to grab a potential audience's attention is visibly emphasized in the guidelines investigated in this study. The existence of the rationale for the study is not necessary in the abstract investigated in this study. However, many real research papers also present the component, for example, in a paper analyzing Italian and Japanese companies' investor relations communication policies (Camiciottoli, 2020). In the study, the rationale of the study is presented first at the beginning of the abstract. The guidelines developed in this study recommend including a research gap in the introduction, while the element may be presented in the literature review in other frameworks. The characteristics of discussion as recommended in Arab World English Journal (2025) and Liberal Arts and Social Studies International Journal (2025) are described in more detail than the guidelines developed in this study. That is, this part can discuss the research problem and gaps stated from the start of the research. It can also acknowledge the limitations of the study.

As for the success of the student research articles, it is deemed to be similar to a normal situation. When the students had completed their research articles, the overall mean scores fell to only the second-highest levels. The mean scores were also distributed in the middle, including the moderately successful and successful levels combined. At the successful level in this study, the element that reflected most success was plagiarism. This is most probably because the concern was emphasized in the course; it was a requirement that the research articles be checked through a Thai plagiarism check program called Akarawisut, according to the course lecturer. The success, as reflected in the titles and tidiness and neatness, was probably a result of the supervision process. When examining the first bottommost element, research ethics, it was found that it was more because of the lack of reports on ethical considerations in the articles. In fact, ethical procedures or considerations should always be reported to ensure that the pursuit of knowledge nurtures the rights of the research participants (Neuman, 2006). The other two bottommost elements were the data collection methods and the conclusions. This is because they were missing information about the measurements of the reliability of the research instruments and recommendations for future research. Measurement of research instruments is another important procedure that should be reported in research articles. In 2024, Kaewneam explored 21 research

papers on English communication and found that 14 of them included information about the reliability of their research instruments. Furthermore, recommendations for future research are highly recommended because they can be future agendas for the area of knowledge investigated (Costa, 2024).

Like the level of success, the student researchers' feedback on the author's guidelines in preparing for research conduction and writing up research articles also fell to the second-highest level, that is, the effective level. The feedback is quite satisfactory considering the fact that the reflection was based on real experiences approximately a month after the course, not influenced by the course grades, while the author's guidelines remained fresh in their memories. On the one hand, the means of all the elements falling into the effective levels, indicating that the identification of the characteristics was sufficiently understandable for the student researchers. On the other hand, the literature review and conclusion, receiving the lowest mean scores, may be the two most challenging parts during the research conduction and when writing up the research report. When writing the literature review, researchers will have to inspect the accumulation of knowledge that underpins the study that also demonstrates an area where the present research should be conducted, build the present research on the previous studies, and present the credibility of the research and researchers (Evans & Gruba, 2005; Neuman, 2006). The complexity of literature review writing was also observable during the trial of the author guidelines in this study, when the varieties of the scores given by the three course lecturers were mainly found in the literature reviews. When writing the conclusion, complex procedures have to take place; for example, presenting a summary of the whole project; suggesting practical implications and directions for future research; returning to the research problem; and reporting on the limitations of the studies (Stephen & Velmurugan, 2020). The student researchers may not have fully comprehended the concept of plagiarism either. However, they learned to avoid the action of plagiarism by not using sources without citations. They may also have used state-of-the-art technology, such as paraphrase AI programs, during the writing up.

6. CONCLUSION

It is believed in this study that systematic, logical, critical, creative, and evidence-based thinking can be promoted through the process of research conduction and reporting. It is also anticipated that the publication of research will increase when novice researchers are provided with a set of effective guidelines. This study has unpacked the nature of research conduction and reports completed by the student researchers from a real teaching and learning environment. It is also anticipated that the findings from this study could enhance understanding of research instruction, conduction, and dissemination through research articles. It is most probable that the guidelines are applicable to other EFL contexts. When manuscripts written based on them are offered for journal's consideration. They will have to go through the peer-review process and may be asked for minor or major revisions, but the guidelines can be a good effective start for the manuscripts. While an evaluation of other kinds of academic writing is done through rubrics and categorized into bands, an assessment of research article manuscripts is like checklists for quality that are later officially examined by the journal's reviewers. Using the recommended guidelines can pinpoint certain elements for improvement before submission.

In addition, the major limitation of this study lies in the possibility of collecting the data from the students' research articles after the course. The students completed the course as part of an undergraduate program in their fourth year. A longitudinal research project is needed to understand and prove more about the effectiveness of the author guidelines developed in the present study or any other principles. The research should possibly follow the student researchers' publications a few years after a master's degree graduation, in spite of the peer review and publication processes. An investigation into careful use of artificial intelligence (AI) to evaluate manuscripts of research articles using author guidelines updated in this study or other frameworks before submission might be of some help in promoting more publications.

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