

METU FLE ELT Talks Sessions

Assoc. Prof. Dr. Erdem Akbaş

13.12. 2023

'Ready to submit your article?': Publication Processes and tips for early-career researchers

SWADA Research Group: <https://avesis.erciyes.edu.tr/arastirma-grubu/swada>

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- Please scan the QR code..
- <https://www.menti.com/alozsfjiyfga>
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- Visit <https://www.menti.com/> and use the code: **2120 7676**

Lextutor analysis: K1-K2 and academic words:

<https://www.lexutor.ca/vp/eng/>

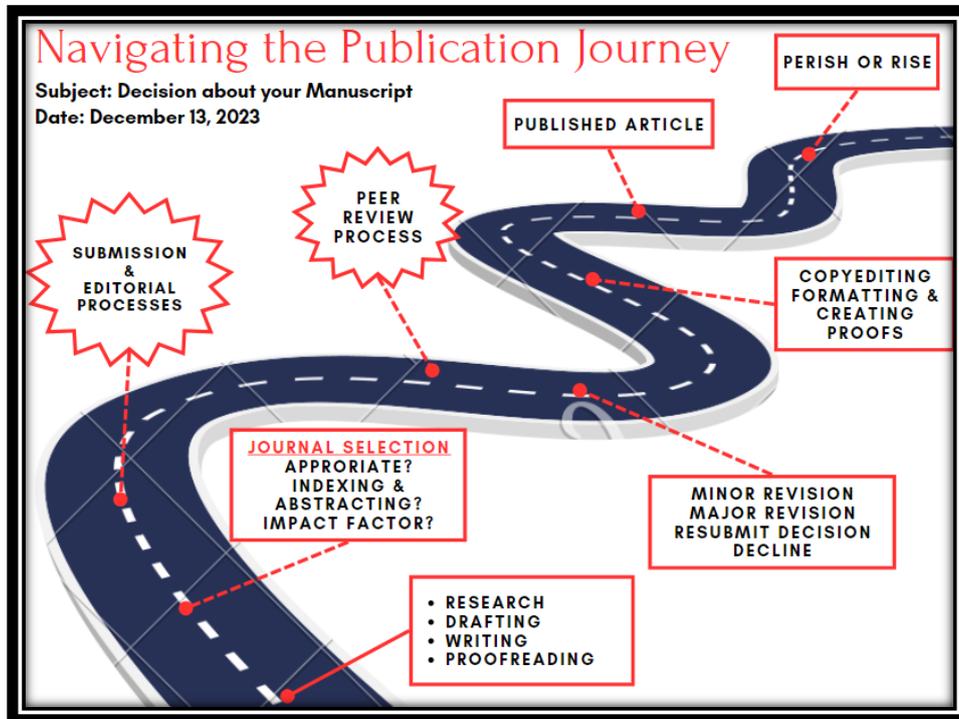


Figure by Dr. Erdem Akbaş: Navigating the Publication Journey.

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- **Elsevier Journal Finder:** <https://journalfinder.elsevier.com/> And copy & paste the following title and abstract:

The developmental trajectory of contrast markers in children's writing across four grade levels

The use of contrast markers (CMs), one important type of connective creating semantic links both within and beyond the sentence (Robertson, 1968), is an explicit way of text cohesion (Halliday & Hasan, 1976) which develops gradually in childhood as logical reasoning advances (Piaget, 1928). This paper investigates the developmental trajectory of CMs in English across four grade levels to understand a particular aspect of language acquisition, that is 'expressing various types of contrast'. We aim to reveal how frequently and diversely CMs are employed by children and report the differences between the overall use and that of the most frequent CMs across grade levels and types of texts. Through a frequency-based quantitative approach and contextual analyses, a set of 65 CMs constructed drawing on several existing taxonomies were searched in the Growth in Grammar (GiG) Corpus (Durrant & Brenchley, 2018), a corpus of school writing produced by children at schools in England from Year 2 to Year 11. The results show that the variety and the number of CMs increase across grade levels signalling a significant change as they get older. We also found that the frequencies of CMs differed significantly both across grade levels and genres of writing (literary vs. non-literary texts) in the corpus. In addition, it is noteworthy to evidence that the frequency of overall use of CMs significantly varied between Y2-Y6; Y6-Y9 and Y6-Y11, suggesting that Y6 (ages 10-11) stands in the middle of the V-shaped developmental curve. The findings also indicated that there are significant differences in the most frequent CMs (i.e., *but*, *yet*, and *although*) for each grade level.

- **Wiley Journal Finder:** <https://journalfinder.wiley.com/search?type=match>

Understanding the role of personality in explaining L2 learners' DMC disposition

Recent years have seen a growing research interest in the notion of directed motivational currents (DMCs) that defines highly intense motivational surges oriented to a much-desired goal of personal significance. However, the learner characteristics that induce individual-level variability in DMCs have yet to be explored. In particular, the role of personality in explaining variations in the DMC disposition remains empirically unresolved. The current study addresses this gap by looking at whether the five-factor model (FFM) personality traits help explain variations in the DMC disposition among 172 Turkish undergraduate students majoring in teaching English as a foreign language (EFL) at a state university in Turkey. Data were gathered using the 50-item version of International Personality Item Pool (IPIP) and the 12-item DMC Disposition Scale. Multiple linear regression analysis showed that personality traits significantly predicted variability in the DMC disposition, together accounting for 42% of the variance. Conscientiousness and extraversion appeared as the strongest predictors. The findings in general bring preliminary insights into the learner characteristics that underlie individual-level variability in DMCs, as well as having implications in particular for facilitating individual-level DMC practices in the context of second/foreign language (L2) learning.

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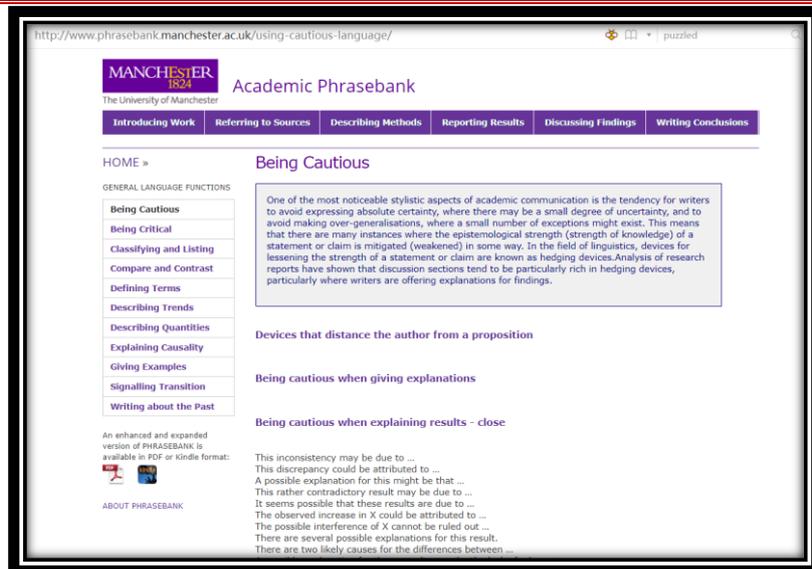
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(login required first) WoS Search: <https://icr.clarivate.com/icr/browse-journals?query=ewAiAGMAYQB0AGUAZwBvAHIAaQBIAHMAIlgA6AFsAlgBPAFkAOgAgAEwAQQBOAEcAVQBBAEcARQAqACYAIABMAEKATgBHAFUASQBTAfQASQBDAFMAIlgBdACwAlgBjAGkAdABhAHQAaQBvAG4ASQBuAGQAZQB4ACIAOgBbACIAQQBIAEMASQAiAF0ALAAiAGoAYwByAFkAZQBhAHAlgA6ADIAMAAYADEAfQA%3D>

(login required first) Scopus Search:
<https://www.scimagojr.com/journalsearch.php?q=144747&tip=sid&clean=0>

A personal example for a Cover Letter (Barbaros & Akbaş):
<https://drive.google.com/file/d/1Jg3mf0jaYoBoKchmKNSKxg95OrzeLEgR/view?usp=sharing>



The screenshot shows the Manchester PhraseBank website. The page title is 'Academic Phrasebank' and it is part of 'The University of Manchester'. The navigation menu includes 'Introducing Work', 'Referring to Sources', 'Describing Methods', 'Reporting Results', 'Discussing Findings', and 'Writing Conclusions'. The main content area is titled 'Being Cautious' and contains a text box with the following text: 'One of the most noticeable stylistic aspects of academic communication is the tendency for writers to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalisations, where a small number of exceptions might exist. This means that there are many instances where the epistemological strength (strength of knowledge) of a statement or claim is mitigated (weakened) in some way. In the field of linguistics, devices for lessening the strength of a statement or claim are known as hedging devices. Analysis of research reports have shown that discussion sections tend to be particularly rich in hedging devices, particularly where writers are offering explanations for findings.' Below this text box, there are several sub-sections: 'Devices that distance the author from a proposition', 'Being cautious when giving explanations', and 'Being cautious when explaining results - close'. The 'Being cautious when explaining results - close' section contains several examples of hedging devices: 'This inconsistency may be due to ...', 'This discrepancy could be attributed to ...', 'A possible explanation for this might be that ...', 'This rather contradictory result may be due to ...', 'It seems possible that these results are due to ...', 'The observed increase in X could be attributed to ...', 'The possible interference of X cannot be ruled out ...', 'There are several possible explanations for this result.', and 'There are two likely causes for the differences between ...'. The page also includes a sidebar with 'GENERAL LANGUAGE FUNCTIONS' and a list of categories: 'Being Cautious', 'Being Critical', 'Classifying and Listing', 'Compare and Contrast', 'Defining Terms', 'Describing Trends', 'Describing Quantities', 'Explaining Causality', 'Giving Examples', 'Signalling Transition', and 'Writing about the Past'. At the bottom of the page, there is a note: 'An enhanced and expanded version of PHRASEBANK is available in PDF or Kindle format.' and a small logo for 'ABOUT PHRASEBANK'.

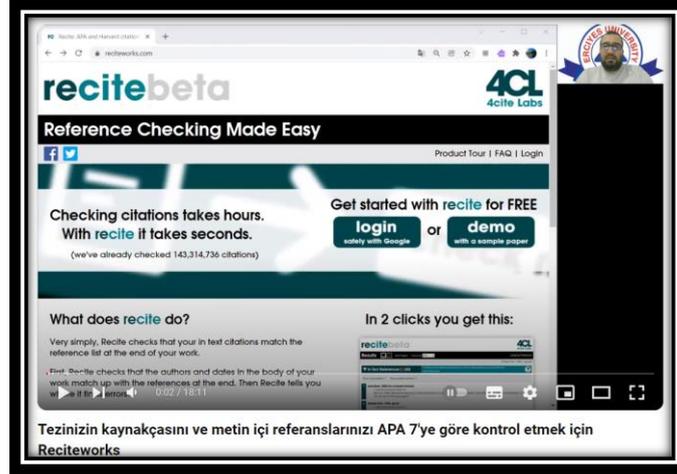
Manchester PhraseBank for Multiword Units

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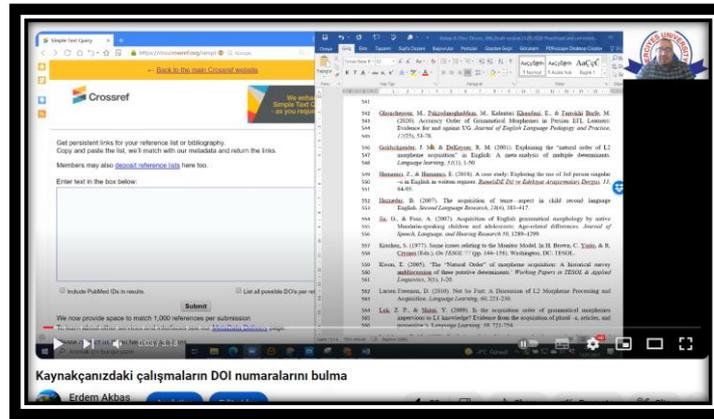
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<https://www.youtube.com/watch?v=HW7hA28zt68>



<https://www.youtube.com/watch?v=m3b5jfzxf4>

- Your article, not you, can determine the keywords.
- For this, you can visit any word cloud website: <https://www.wordclouds.com/>
- Paste your entire article (excluding references) as text.

UBYT: Teşvik: <https://cabim.ulakbim.gov.tr/ubyt/>