INTERNATIONAL ASSOCIATION OF EDUCATORS

Research Completion Certificate

IN RECOGNITION OF SUCCESSFUL COMPLETION OF THE PROJECT

"ACADEMIC WRITING: HOW TO GET YOUR RESEARCH PUBLISHED"

Type of Project: Education, Research and Development

Project ID Number: INASED_2023_R&D_24

Final Report Approval Date: 20.12.2023

Project Dates: 06.03.2023 to 06.12.2023

Dr. Chang Yang
Chair
Innovation and Research Committee

27.12.2023

ACADEMIC WRITING: HOW TO GET YOUR RESEARCH PUBLISHED

PROJECT FINAL REPORT

INASED

December 2023

TITLE OF THE PROJECT:

ACADEMIC WRITING: HOW TO GET YOUR RESEARCH PUBLISHED

TYPE OF PROJECT: Education, Research and Development

PROJECT PARTNERS

- International Association of Educators, USA

- Çanakkale Onsekiz Mart University (ÇOMU), Turkiye

- Başkent University, Turkiye

- Sh. Ualikhanov Kokshetau University, Kazakhstan

- Kh. Dosmukhamedov Aytrau State University, Kazakhstan

- Margulan University (Pavlodar Pedagogical University), Kazakhstan

- Kazakh Ablai Khan University of International Relations and World Languages,
  Kazakhstan

- K. Zhubanov Aktobe Regional University, Kazakhstan

PROJECT DATES: 06/03/2023 to 06/12/2023 (9 Months)

PROJECT TEAM:

Assoc. Prof. Dr. Kürşat Cesur, *Çanakkale Onsekiz Mart University,* (Project Coordinator)

Prof. Dr. Mustafa Yunus Eryaman, *Çanakkale Onsekiz Mart University,* (Research Expert)

Prof. Dr. Salih Zeki Genç, *Çanakkale Onsekiz Mart University,* (Research Expert)

Assoc. Prof. Dr. Adil Çoruk, *Çanakkale Onsekiz Mart University,* (Research Expert)

Assoc. Prof. Dr. Levent Çetinkaya, *Çanakkale Onsekiz Mart University,* (Research Expert)

Assoc. Prof. Dr. Martina Riedler Eryaman, Çanakkale Onsekiz Mart University, (Research Expert)

Dr. Lecturer Selim Soner Sütçü, *Başkent University*, (Research Expert)

Lecturer İsmail Satmaz, *Çanakkale Onsekiz Mart University*, (Research Expert)

Lecturer Dr. Ulaş Yabanova, *Çanakkale Onsekiz Mart University,* (Research Expert)

Assoc. Prof. Abdol Eleonora, *Kh. Dosmukhamedov Atyrau University,* (Research Expert)

Lecturer Dr. Tatyana Mikhailova, *Sh. Ualikhanov Kokshetau University,* (Research Expert)

Lecturer MA Aliya Zholdabayeva, *Pavlodar Pedagogical (Margulan) University,* (Research Expert)

PhD. Candidate, Senior Lecturer Alpysbayeva Saulet Tasybekovna, *Kazakh Ablai Khan University of International Relations and World Languages,* (Research Expert)

Senior Lecturer Akkenzhe Trusheva, *K. Zhubanov Aktobe Regional University,* (Research Expert)

Res. Asst. Dr. Samet Doykun, *Çanakkale Onsekiz Mart University,* (Research Assistant)

Lecturer Emre Uygun, *National Defence University,* (Research Assistant)

BUDGET PLANNING

Lectures:	$30 ($10 each)
Conference Fee:	$50 for the Project Coordinator
	$50 for the Researcher
Accommodation:	$75 for the Project Coordinator
	$75 for the Researcher
Travel Fees:	$35 for the Project Coordinator
	$35 for the Researcher
Total Budget:	$350

Table of Contents

Preface

Academic writing and publication of scholarly work might be a troublesome process, especially for the novice researcher. In a rapidly growing community of academic researchers, where hundreds of papers are published periodically, the quality and quantity of articles present in the literature gradually increase, which makes it harder to publish. The body of knowledge in academic writing and publication usually focuses on the subject from a theoretical perspective or lays down practical instructions in the form of handbooks or short journal articles (Hall, 2014; Nesi & Gardner, 2012). Such works help the scholar audience become familiar with the steps to take in academic writing and publication, as well as the conventional rules for and expectations of academic writing from the reader's perspective. Numerous seminars, conferences, and speeches exist on the matter to guide researchers in disseminating their work in the most suitable way possible. The purpose of the current project is to contribute to this body of practical guides for researchers. Therefore, the project aimed to give online lectures via a MOOC (Massive Open Online Course), within the scope of a webinar called "Academic Writing: How to Get Your Research Published", on the topics of academic writing, avoiding plagiarism, and the publication process for papers. More than 1200 online learners participated in the study and new participants can join the project as the webinar is now available (esertifika.comu.edu.tr). The participants were anticipated to be knowledgeable about the overall procedure for academic writing, publication, and publication ethics after completing the webinar. In this regard, the element of research interest in the project is the participants' overall satisfaction with the webinar. So, in this study, the satisfaction levels of participants are assumed to be an indicator of their understanding and success in academic writing and publication processes as it would be impractical to longitudinally monitor and report on the quantity and quality of their published research articles.

I, as the project coordinator, express my gratitude to the International Association of Educators for funding this research. I would like to extend my kind regards to all partnering institutions and my project team of dear colleagues. The contribution we aspire to make to the community of scholars and their contentment with us in this project are held dear by us. Hence, it is anticipated that the webinar created, and the findings revealed in accordance will contribute to the body of relevant works.

07.12.2023

Assoc. Prof. Dr. Kürşat Cesur

Project Coordinator

<center>**Theoretical Framework**</center>

The theoretical framework of the study is outlined in this section under three headings: academic writing, avoiding plagiarism, and getting published. In addition to providing a review of literature, each heading is written with a practical purpose as the headings featured and detailed hereunder correspond with the lecture topics to be given to the participants of the current study.

Academic Writing

Academic writing is a piece of writing, the purpose of which is to help reader comprehend a subject (Nesi & Gardner, 2012). It does so in a manner that is clear, on-point, focused, structured, and proven. The most prevalent pieces of academic writing are essays, articles, and reports. Academic writing is formal both in tone and style but does not necessarily require the use of long sentences and unintelligibly complicated choice of words (Biber & Gray, 2010).

In academic writing, each field has specific conventions of writing, vocabulary, and discourse sorts, but there are some universal qualities of academic writing that apply to all subject areas (Hyland, 2013). In an academic piece of writing, usually, the focus is on the subject instead of the writer, so maintaining an objective and impersonal style in writing can make it more convincing (Lancaster, 2016). For instance, writing "it will be argued that the use of first language in ELT is beneficial" instead of "I will argue in the essay that…" is such a use of language style. In addition, utilization of passive forms and formal verbs, if possible, to replace phrasal verbs are advised. In doing so, remember to be coherent and cohesive with the use of markers (firstly, secondly, etc.) and linkers (as a result, therefore, etc.) for the ease of the reader, and never let your points be left out without reasons and examples, but prove them (Giltrow & Valiquette, 1995; Swales, 1990). Avoid the use of personal pronoun "I" as well as contractions, extreme statements, and non-colloquial English. Overall, researchers who desire to disseminate their findings in a scholarly piece of writing, therefore, are urged to use an objective, impersonal style, structured with formal vocabulary.

Features of Academic Writing

Academic writing has a central matter or theme, every part of which contributes to the main argument with no recurrences or digressions. The objective in academic writing is to inform. To inform, some characteristics as the following are to be adhered according to the

relevant body of literature (Biber & Gray, 2010; Brown & Aull, 2017; Giltrow & Valiquette, 1995; Hyland, 2013; Lancaster, 2016).

- *Complexity:* Written language is more complex than that of spoken.

- *Formality:* Any colloquial words and expressions should be avoided.

- *Objectivity:* Reference to the writer or reader should be little, preferably non-existent since the focus is on informing and making an argument, not on you.

- *Explicitness:* How parts of the academic text relate to one another is your responsibility by using signaling words. Academic writing is explicit.

- *Hedging:* You should decide upon your viewpoint on a specific matter or the power of your claims.

- *Responsibility:* You are the responsible party for providing evidence and justification for your claims in writing.

Parts of Academic Writing

Before diving into main sections of an academic paper, it would be worthwhile to provide APA (American Psychological Association) heading levels. APA style papers usually use heading levels varying from one to five as in Table 1 (APA, 2020).

Table 1

APA 7 Heading Levels and Formatting

Level	Format
1	**Centered, Bold, Title Case Heading**
	Text with a new paragraph…
2	**Flush Left, Bold, Title Case Heading**
	Text with a new paragraph…
3	***Flush Left, Bold and Italic, Title Case Heading***
	Text with a new paragraph…
4	**Indented, Bold, Title Case Heading, Ending with a Period.** Text…
5	***Indented, Bold and Italic, Title Case Heading, Ending with a Period.*** Text…

As for the sections of academic writing, details are as follows (see Online Writing Lab, 2021).

1. *Cover Page*: It constitutes the first page of your text.

2. *Page Header:* Including first three words of the title at max, this header appears in the upper right corner of every page in the paper. The header and the page number should be split with five spaces.

3. *Running Head:* Being an abbreviated title that is 50 characters at max, the header is in all uppercase letters, flush left at the top of the title page below the header.

4. *The Title:* Your main heading should summarize the general idea of the text in a simple and explanatory manner, typed in upper- and lower-case letters and centered on the page.

5. *The Identity Information:* It should have your title, name, and institutional affiliation. Name should be typed in upper- and lower-case letters, centered, and double-spaced one line below the title. Then comes the affiliation.

6. *Abstract:* The summary of the article is presented.

7. *Page Header:* As aforementioned, it should appear in every page of the paper.

8. *The Title:* The title is centered, one double-spaced line above the body.

9. *The Body:* A comprehensive summary of your paper, typed as a single non-idented block paragraph without exceeding 960 characters.

10. *Table of Contents:* It includes the leveled headings of your article.

11. *Introduction:* Use present tense here and make a brief introduction to the topic.

12. *Background:* Give short information about the topic.

13. *Aims and Research Questions:* Explain your aim and ask your questions.

14. *Importance of the Study:* "Why is the study important?"

15. *Assumptions of the Study:* "What are your assumptions?"

16. *Limitations:* Explain study's limitations.

17. *Literature Review:* Here, you present the works you referred while trying to comprehend and investigate your research problem.

18. *Method:* As a language point, please use past tense here. Under method, setting is the context of the study, where and how it takes place, and participants are our researched group. Data collection tools and procedures are clearly explained step-by-step. Then, data analysis techniques are provided.

19. *Findings:* The data collected is shown, which may be in tables, graphs, or diagrams. It's all author's choice.

20. *Discussion:* This may be merged with the findings part. The main purpose of it is to discuss the results to draw a conclusion.

21. *Conclusion:* Writer's final points are included here. Issues raised in the introduction part should be recalled and mixed with the points made throughout the findings and discussion to draw a clear conclusion. It should give the impression that the purpose has been achieved.

22. *Implications:* "What can be done with reference to your results?"

23. *References:* List the works you cited throughout the paper in accordance with the APA style.

24. *Appendices:* Any type of material you used while researching can be attached to the article as an appendix (e.g., a questionnaire or a listening passage you assigned during research).

Avoiding Plagiarism

To avoid plagiarism, it is first needed to be known what the definition of the term is and what it encapsulates. Plagiarism is the act of knowingly or unknowingly presenting somebody else's notions or point as your own through including these to your own paper without fully acknowledging that you are presenting their ideas (Howard, 2016). Every form of material, be it published or not, is covered under this act. There also is self-plagiarism, which is the term used to describe the action of those who use their previous written academic ideas or points without referring to their previous study (Roig, 2010), quite possibly with the intention of boosting the number of articles one publishes without integrity.

By referring to the ideas and points we take from other resources, we can avoid all kinds of plagiarism. That is, use of citations is the way to avoid plagiarism. Use citations when and where necessary, except for common knowledge, field specific common knowledge, and general common knowledge, which do not necessitate any sort of citation.

Features of Citations

In APA (2020) manual, three sorts of information are needed in a citation. As for the first two, the author's last name and the work's date of publication must always be present. Other than that, the page number, which should be only in a direct quotation, is the third info. According to the manual, some features of citations are presented below in Table 2.

Table 2

APA 7 In-text Citations

Citation	Explanation
Idea-focused citation	The author and date are in parentheses at a suitable place in or at the end of a sentence as in Cesur (2021)
Research-focused citation	Only the date is in parentheses as in (Uygun, 2023)
Chronology-focused	Both the author and date are integrated into the sentence. E.g., In 2020, Cesur and Uygun…
Initial and subsequent citations (for 1-2 authors)	You can omit the year in citations after the first citation. E.g., Cesur (2010) admitted that… Surname's results are of the same…
Authors with same surname	Even if the years are varying, use initials. E.g., A. Karakas (2005) and B. Karakas (1999).
Sources with three+ authors	Use the first author's surname followed by "et al." in all citations. E.g., (Cecile et al., 2020). In reference list use of et al. begins with 7+ authors.
Sources with two or more six+ author groups with same first name	If two+ six author groups shorten to the same surname, cite the surnames of as many following authors as needed to avoid any confusion. E.g., (Abe, Cecile et al., 2001) and (Abe, John et al., 2003)
Sources with no author	Use the first few words of the title in quotation marks, in italics for self-contained item. E.g., ("Writing Strategies," 2001) or (Second Language Acquisition, 2001). If it is an edited work, use editor's names in the author position.

Citing multiple sources in a reference	Arrange by order of the reference list and use a semicolon between works. E.g., Several researchers claim that … (Cesur, 2020; Uygun, 2023; Topkaya, 2021)
Representative works	Use e.g. (for sample citation) before parenthetical citations. E.g., there have been many reports on the topic (e.g., National Institute of Mental Health, 1998; Weist, 2002).
Using see also	Use "see also" after major work (Roy, 1995; see also Embar-Seddon, 2000).
Using quotations	Taking another author's words exactly. E.g., Hillocks (1982) similarly reviews dozens of research findings. He writes, "The available research suggests that teaching by written comment on compositions is generally ineffective" (p. 267).
Using three dots	When you omit some of the author's original words, use these to indicate you omitted something.
Using brackets	If you need to insert additions into a quotation, use these.
Using single quotation marks	If the material quoted already has a quotation, use these.
Using block quotation marks	For 40+ word-quotations, use block quotations.
Using secondary sources	If you haven't read the work you are referring to, give the reference for the secondary source – what you read as in Cesur (2020, as cited in Uygun, 2022).

APA 7 Referencing Style

To write a list of references, we use a certain style. Clearly set and consistent rules that make references comprehensible to the reader is called a style, with the most prevalently recognized styles of APA, MLA, and Harvard Referencing System (Giltrow & Valiquette, 1995). We mostly use the APA style in the field of English language teaching (ELT), some of which are provided in Table 3 according to APA 7 (APA, 2020; Open Library, n.d.). However, stylistic changes may be demanded for different types of journals or edited books. Refer to your editors or have a look at the provided author guidelines section on their webpages if available.

Table 3

APA 7 References

Reference Type	Format
Journal article	Author Surname, Initial. (Year). Article title: Subtitle. *Journal Title, Volume*(issue), Page-Page. https://doi.org/10.xxxx
Book	1st Author Surname, Initial., & 2nd Author Surname, Initial. (Year). *Title of book: Subtitle* (X ed.). Publisher.
Book chapter	1st Author Surname, Initial., 2nd Author Surname, Initial., & 3rd Author Surname, Initial. (Year). Title of chapter: Subtitle. In Initial. Editor Surname (Ed.), *Title of book: Subtitle* (X ed., pp. Page-Page). Publisher. DOI.
Thesis	Author Surname, Initial. (Year). Thesis title: Subtitle [Doctoral dissertation/Master thesis, Name of University]. Name of Hosting Site. URL
Website document	Author Surname, Initial. (Year). Title of document: Subtitle [Description of resource]. Title of Source Website. https://www...
CD-ROMs	Author Surname, Initial. (Year). *Title of CD-ROM* [CD-ROM]. Publisher.
Other sources	See more in APA (2020).

Getting Published

Firstly, as a definition, an academic journal, also known as a scholarly journal, is a regular publication that provides scholarship in a specific area of study. Academic journals are persistent, open platforms for the presentation, inspection, and discussion of research. Typically, they are peer-reviewed or refereed. Therefore, publication in academic periodicals is considered under this heading, which is divided in three segments: pre-writing, while-writing, and post-writing.

Pre-Writing

Our first section is pre-writing, in which we look on why to write for an academic journal and how to tailor our articles to the journal of our choice. You would want to write for an academic journal for your own professional development to receive enough scholarly points

as well as for the development of your own profession since the studies you share create a new perspective or develop the ones already known so that future research can find its way (Blake & Bly, 1993). It is a cycle of development. In pre-writing, firstly prepare a journal shortlist to decide upon the best choice of journal that can accept your study to publish (Hall, 2014). To do that, you can ask yourself two questions: "Which journals do you usually read related to your study?", "What journals do you aim to cite in your paper?" Another way is to just ask your colleagues about it.

Once you have found the journal of your desire, check for its scope, goals, previously published articles and review its editorial board to ensure your paper is suitable for the journal. There are some other things you may want to consider like the academic level of the journal, style of the journal, difficulty of getting published, professionalism or estimated publication time.

While-Writing

Primarily while writing, do not forget the rules! We revealed them in-depth in the previous section of the study. You may want to see the instructions for authors, which set up rules of writing such as word count, formatting, or style in the journals you view. Properly follow the format, organize your paper in the journal's conventions, do not have any language errors or wrong corrections, so care the language, and do not forget to list your references (Hall, 2014).

Start preparing your tables and figures if you have any. Cover each aspect of the manuscript with your literature review but be careful not to just summarize the literature in a listing style. You need to use analyzing, synthesizing, and paraphrasing techniques to provide a strong and comprehensible theoretical framework with what is going on in the field about the topic (Blake & Bly 1993). Discuss the known, identify the gap, and relate the study to your gap.

Starting with the abstract, do not use any abbreviations, stay in journal's word limit, mention your aim, methodology and main findings, and be comprehensible. In the introduction part, secondly, provide a clear background, your focus, importance of the study, and international perspective (generalizability of the findings). Thirdly, include all the subheadings the journal necessitates in the methodology part and detail your methodological practices. Then, under the findings, in which you present your findings in order of importance, simply narrate your findings in order of importance. Following that, state the implications of your findings and relate it to previous studies to find out whether they are in consistency with yours in the

discussion part. Acknowledge the limitations of the study and write your implications or recommendations for future research in the conclusion section.

Post-Writing

Revise your work. One of the most important steps is the process of reviewing the paper to make sure there are no inconsistencies, language errors, or plagiarism of any type (Hall, 2014). You can do that with self-reviewing, in which as the name suggests, you review the paper yourself. Specifically focus on one thing after another. At your first revision for example, look for language errors only. Then, look for inconsistencies only if any. Another type of review is peer reviewing. The term peer here refers to somebody you know of the same field, who may be a colleague or a friend on which you can rely. Following the self-review process, you need to ask a peer or two to review your paper as well because they, as a third person, can see what you may have missed while revising your own work. However, peer review also means the evaluation of your work by the qualified members of your profession to decide on whether to publish your article or not in a peer reviewed journal.

In the publication process, write a cover letter, which is a chance for you to better explain yourself and your study to have your chances of getting published upped. It will help the editor understand you better. Explain the study in your own words, referring to the focus and scope of the journal and respond to each comment by the reviewers. Then, consider the information given in Table 4 (Blake & Bly, 1993; Hall, 2014).

Table 4

Desirable and Undesirable Features of an Article

What the publisher looks for	What the publisher does not look for
Relevance and attraction of the work to the readers of ELT field	Too much theoretical knowledge but insufficient practice
Clear and coherent writing, and maintaining a balance between theory and practice	Too little theoretical framework to justify or clarify the study
Generalizability	Lack of awareness of recent work in the field
Awareness of recent work in the field	Too local contexts of no interest to readers in international contexts
	Interesting but underdeveloped idea to publish

If you get published after following these steps, announce your study on social media, using hashtags and keywords, and tagging your significant others such as co-authors, publisher, or your affiliated institution. However, do not brag about your success – stating your title only and your study –, so be professional using an understandable daily language to clarify the importance of your study, why it will be a significant step for the field, and the like. Videorecording yourself and explaining the study in your own words to share it may be a clever idea. Creating a researcher profile on Google Scholar, ResearchGate, or LinkedIn and so on is another thing you may want to do. After publication, share your e-prints and link your research in your social media signatures.

The Project

The project was approved in March and ended in December 2023 (9 Months).

IS | **INASED Secretary** ∨
secretary@inased.org

Re: A Project on Academic Writing   05/03/2023 - 14:26

Kime: · kursatcesur@comu.edu.tr

Dear Dr. Cesur,

It is our great pleasure to inform you that INASED Research and Innovation Committee approved your project application entitled "Academic Writing: How to Get your Research Published."

Since you are planning to collect data from human participants, you will need to plan well in advance to ensure that you have obtained ethical approval before starting work on your project and have given consideration to how you are going to handle the information you collect.

We would appreciate if you send us the ethical approval form from your institution in order to finalize the process.
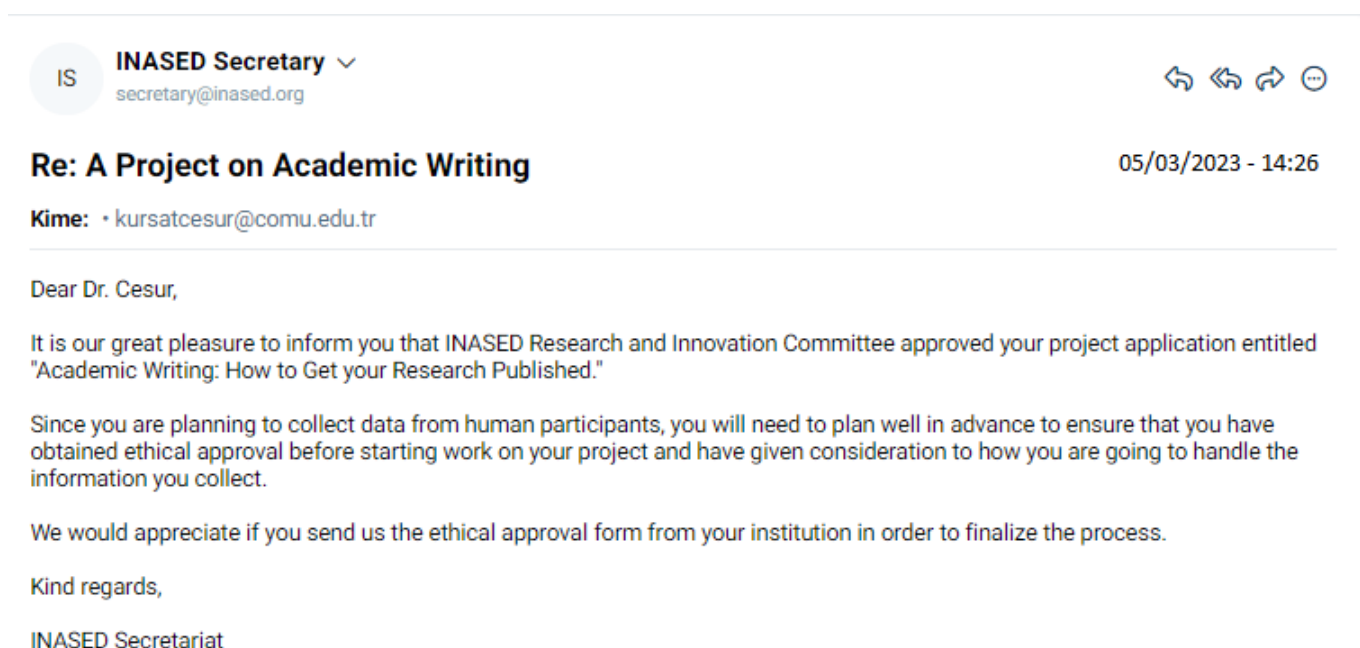
Kind regards,

INASED Secretariat

Figure 1: Approval Decision of the Project

In the context of this research, an online seminar, also can be called a webinar was developed in the first 3 months. Three asynchronous lecture videos were then embedded into the website of Continuing Education Center of ÇOMU.

KURSAT CESUR ⌄
kursatcesur@comu.edu.tr

Report 1: A Project on Academic Writing   14/09/23 - 10:53

Kime: · secretary@inased.org

Bilgi: · kursatcesur17@gmail.com

Gizli: · yunuseryaman@gmail.com; · eryaman@comu.edu.tr

Dear Administration of INASED,

Our Project on "Academic Writing: How to Get your Research Published" is succesfully being managed. In the first 3 months (April, May, June 2023), we developed the MOOC for Academic Writing and made it ready on the website. You can check the link.

https://inased.org/inased-news/academic-writing-how-to-get-your-research-published/

The project will accept participants from all over the world. We aim to reach to at least 1000 participants for this project.

Kind regards.

Assoc. Prof. Dr. Kursat CESUR
Project Coordinator

Kimden: secretary@inased.org;
Kime: kursatcesur@comu.edu.tr; - 19/04/23 - 10:14
Konu: Re: A Project on Academic Writing

Figure 2: First Progress Report of the Project (First 3 Months)

Surveys were held with the purpose of revealing the satisfaction levels of participants, which this study assumes to be an indicator of the webinar's contribution and effectiveness for the processes of academic writing and publication. Second progress report was sent to the INASED to prove the dissemination of the project was achieved. See the following figure for the second progress report of the project.

Project Website:

https://inased.org/inased-news/academic-writing-how-to-get-your-research-published/

Webinar on Academic Writing will also be available after the project ends. It is free and can be accessed in the following link:

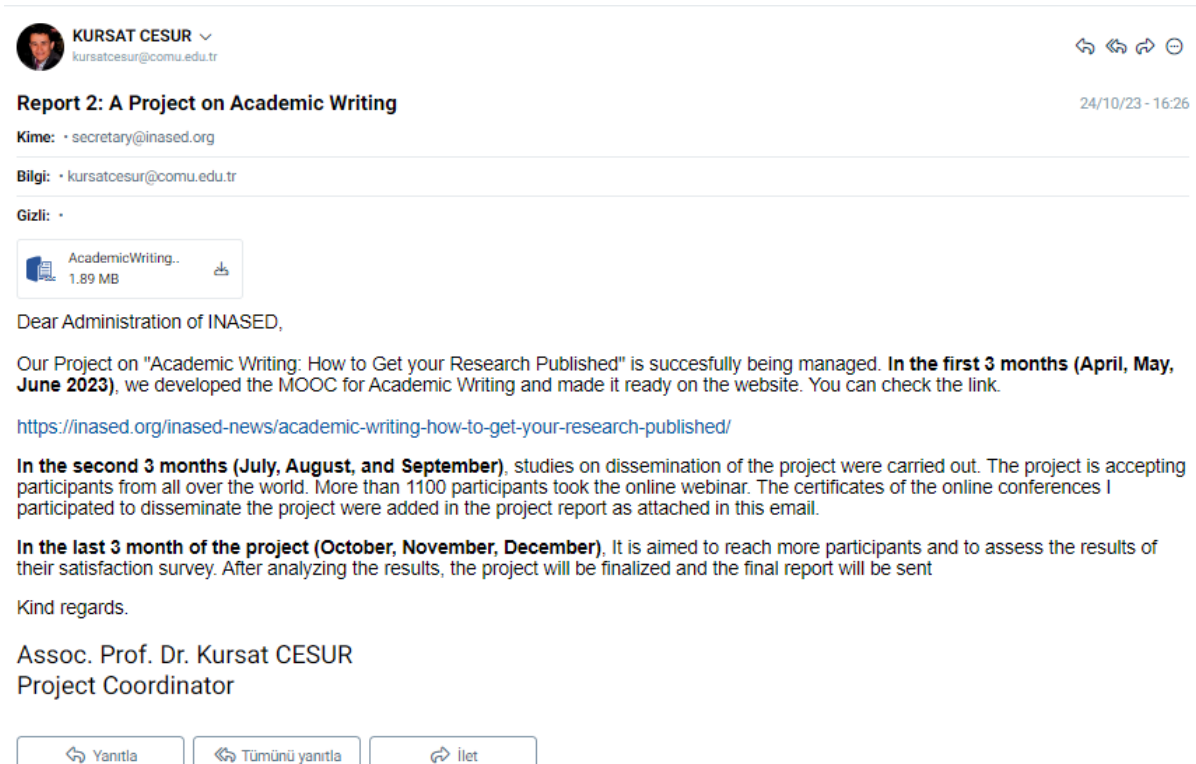https://esertifika.comu.edu.tr/tr/sertifika/academic-writing-how-to-get-your-research-published-187

Figure 3: Second Progress Report of the Project (Next 3 Months)

Final report was written and submitted on 6 December 2023.

Method

Research Design

This study follows a quantitative survey research design, which is an organized and regulated process for gathering and analyzing data on a population or group (Fowler, 2013). In this design, the target population is identified, a representative sample is chosen, a standard survey instrument is used, and statistical analysis is used to compile and analyze the data with the objective of defining and summarizing the traits, mindsets, viewpoints, or actions of the target population while also spotting patterns and trends among certain people or groups (Neuman, 2013).

Setting and Participants

The current study's setting is online as it was conducted within the distance learning platform of the Continuing Education Center. Participant population consists of scholars and graduate students, who desire to publish their research items. Sampling is done randomly since

every participant who take the webinar is to fill out a satisfaction survey before getting a certification of participation. When the final report was being prepared, there was 1216 participants who took the webinar. This number will increase as the project will still be there on the website. See the total number of participants who took the webinar until 15.11.2023.
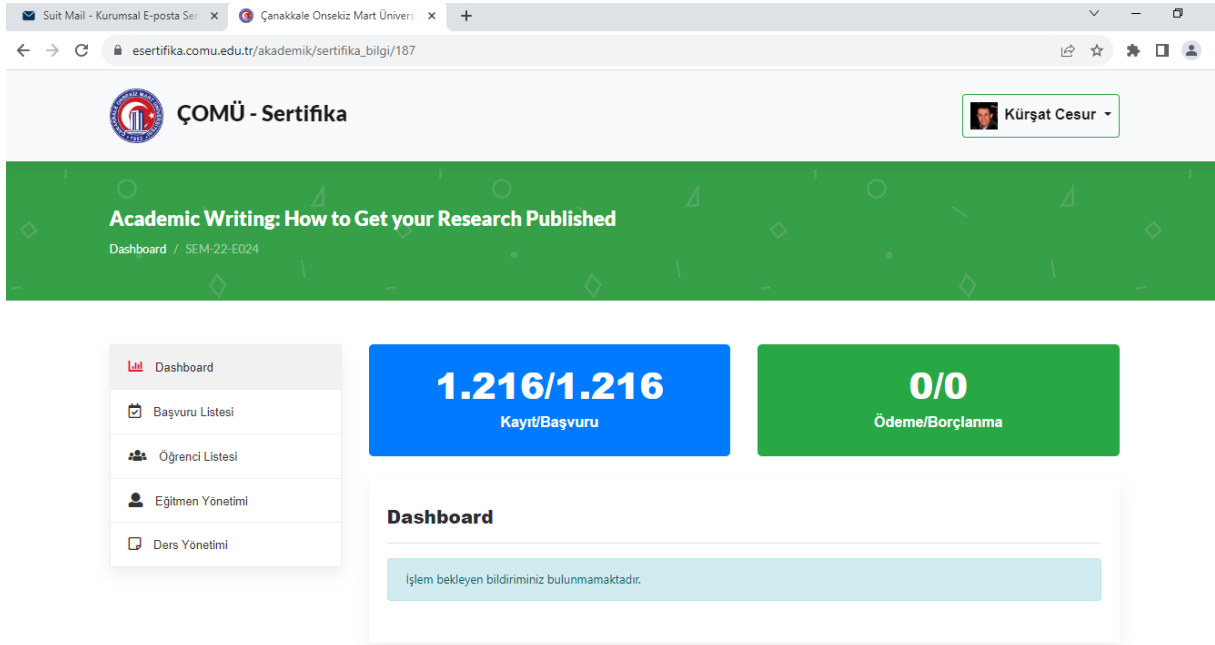

Figure 4: Total number of participants

Among 1216 participants 140 participants completed the MOOC (Massive Open Online Course) Student Satisfaction Survey. Participants were from Türkiye (n= 134), Kazakhstan (n=2), Azerbaijan (n= 1), Djibouti (n= 1), Gambia (n= 1), Malaysia (n= 1). 90 of the participants were females and 50 of them were males.

Figure 5: Samples from the participants

Data Collection Procedures

Quantitative data was gathered with the use of an adapted version of the MOOC (Massive Open Online Course) Student Satisfaction Survey developed by Kumar and Kumar (2020) to assess the satisfaction levels of the study's participants. In the original instrument, there are 20 items under five subscales as Course Content (CC), Course Delivery (CD), Course Assessment (CA), Course Support (CS), and Overall Satisfaction (OS). The constructs have a validity score higher than the accepted threshold level (AVE > .50) according to Fornell and Larcker (1981). Each construct has a reliability coefficient value of more than .70 and a composite reliability of more than .85. However, in the context of this research, no assessment is present, so the CA construct is omitted from the survey, which would not affect reliability or validity as Kumar and Kumar (2020) do not provide an overall reliability or validity score. Therefore, the data was collected through the employment of a survey with a number of 16 items under four constructs on a Likert-type scale of 1 to 5 (strongly disagree to strongly agree).

In the collection of data, ethical principles were considered. an Ethical Board Approval was granted by the university at which the study was conducted (See Appendix A). Informed consent forms will be provided, clearly explaining the purpose of the study and what the participant consents to do when opting to participate in it. The forms will be provided with the surveys on the Continuing Education Center's platform, through which online quantitative data is to be gathered.

Data Analysis

The handling and analysis of data is to be done with the use of the IBM SPSS Statistics Software version 26. Initially, the responses provided to the survey will be presented descriptively with their means and where, on the Likert-type scale, these scores correspond. Thereafter, skewness and kurtosis values of the data are to be provided in order to conduct inferential analyses in accordance, with the purpose of identifying whether the satisfaction levels of participants differ in terms of their demographical features.

<div align="center">

Dissemination of the Project

</div>

The platform for the training (MOOC) is available for public use. Anybody who desires to improve their academic writing skills may benefit from it. The platform is provided by ÇOMU Continuing Education Centre as well as other stakeholder institutions' website and social media.

In addition, the coordinator of the project participated in an international academic events and winter school where he introduced the project in his plenary speech.

1. Modern Problem of Academic Writing at 2nd Online International Scientific and Practical Conference "MULTICULTURAL COMMUNICATION: MODERN ISSUES OF FOREIGN LANGUAGE TEACHING", Astana, Kazakhstan.

2. "ACADEMIC WRITING: OPPORTUNITY FOR SUSTAINABLE DEVELOPMENT." for the conference «Globally Interconnected: New Opportunities and Challenges for Sustainable Development»on 16th March. Almaty-Kazakhstan.

AL-FARABI KAZAKH NATIONAL UNIVERSITY

KEYNOTE SPEAKER CERTIFICATE

Presented to

Dr. Kursat Cesur

In recognition of outstanding contribution as keynote speaker of the presentation entitled
"ACADEMIC WRITING: OPPORTUNITY FOR SUSTAINABLE DEVELOPMENT."
for the conference
«Globally Interconnected: New Opportunities and Challenges for Sustainable Development»on 16th March

Dean of Philological faculty
Professor
B.U.Dzholdasbekova

Almaty, 2023

3. Advanced training course in the field of higher and secondary vocational education "Teacher's Winter School-2023" on the topic of: "Academic Writing: How to get your Research Published" at A.K. KUSSAYINOV EURASIAN HUMANITIES INSTITUTE, Astana, Kazakhstan.

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN
A.K. KUSSAYINOV EURASIAN HUMANITIES INSTITUTE

WINTER SCHOOL

CERTIFICATE OF APPRECIATION

TO THE LECTURER

Kursat Cesur

for delivering a lecture in the advanced training course in the field of higher and secondary vocational education "Teacher's Winter School-2023" on the topic of: "Academic Writing: How to get your Research Published".

Vice-Rector for Academic and Scientific Affairs
Doctor of Historical Science, Professor   Akhmetov K. A

Head of the Foreign Languages Department
Candidate of Pedagogical Science, Docent   Volkova L.V.

JANUARY 2023 ASTANA, KAZAKHSTAN.

Findings

The answers to the satisfaction survey can be seen in the following table:

Table 5

Academic Writing Course Participants' Satisfaction Levels (N = 140)

	Strongly Disagree $f(\%)$	Disagree $f(\%)$	Neutral $f(\%)$	Agree $f(\%)$	Strongly Agree $f(\%)$
1. I understood the objectives of the course	0(0%)	0(0%)	3(2.1%)	32(22.9%)	**105(75.0%)**
2. I found the course modules adequate	0(0%)	2(1.4%)	8(5.7%)	47(33.6%)	**83(59.3%)**
3. I found the course modules easy to understand and follow	1(0.7%)	3(2.1%)	5(3.6%)	32(22.9%)	**99(70.7%)**
4. I found the multimedia materials (videos) used to be engaging	3(2.1%)	3(2.1%)	9(6.4%)	52(37.1%)	**73(52.1%)**
5. I found the multimedia materials used to be relevant to the course contents	1(0.7%)	2(1.4%)	7(5.0%)	39(27.9%)	**91(65.0%)**
6. Examples, illustrations or real-world cases were used effectively to explain things.	1(0.7%)	3(2.1%)	7(5.0%)	47(33.6%)	**82(58.6%)**
7. I was comfortable with the pace of the program.	1(0.7%)	2(1.4%)	7(5.0%)	42(30.0%)	**88(62.9%)**
8. I did not have problems with course delivery	1(0.7%)	1(0.7%)	7(5.0%)	31(22.1%)	**100(71.4%)**
9. I was able to relate each of the learning objectives to the learning I achieved	0(0%)	4(2.9%)	4(2.9%)	49(35.0%)	**83(59.3%)**
10. The course met my expectations.	4(2.9%)	1(0.7%)	7(5.0%)	47(33.6%)	**81(57.9%)**

11. I was able to navigate the course site easily	1(0.7%)	5(3.6%)	0(0.0%)	34(24.3%)	**100(71.4%)**
12. The MOOCs support service was quick	2(1.4%)	2(1.4%)	30(21.4%)	40(28.6%)	**66(47.1%)**
13. Interacting in the forums helped me to clarify things I did not understand.	4(2.9%)	4(2.9%)	45(32.4%)	39(28.1%)	**47(33.8%)**
14. Overall, I am satisfied with the quality of this course.	3(2.2%)	3(2.1%)	4(2.9%)	41(29.5%)	**88(63.3%)**
15. Overall, I have improved the knowledge/skills	2(1.4%)	1(0.7%)	5(3.6%)	44(31.7%)	**87(62.6%)**
16. I am encouraged to enrol in another course in future	1(0.7%)	2(1.4%)	8(5.8%)	28(20.4%)	**98(71.5%)**

Note. Bold typed numerical datum denotes the most chosen option to the pertaining scale item.

Based on the findings presented in Table 5, participants in the Academic Writing course, who actively engaged in the satisfaction survey comprising 16 items rated on a scale ranging from 1 (strongly disagree) to 5 (strongly agree), generally expressed high levels of satisfaction with both the design features and the overall implementation of the course. The mean scores for the entire scale revealed a substantial degree of agreement among participants ($M = 4.46$, $SD = 0.54$), a trend consistent across all subscales of the instrument. Specifically, items categorized under the distinct subscales of course content ($M = 4.54$, $SD = 0.52$), course delivery ($M = 4.52$, $SD = 0.59$), course support ($M = 4.23$, $SD = 0.67$), and overall satisfaction ($M = 4.54$, $SD = 0.63$) demonstrated relatively comparable mean scores.

Conclusion

In conclusion, the project "Academic Writing: How to Publish Your Research" has been a significant undertaking aimed at empowering researchers and scholars with the essential skills required to navigate the intricate landscape of academic writing and publishing. With an impressive participation of over 1200 individuals, this project has truly made an impact on the academic community.

The satisfaction survey, a vital component of our project evaluation, yielded insightful results from the 140 participants who generously shared their feedback. It is immensely gratifying to report that a substantial majority of respondents expressed high levels of satisfaction with the project, affirming its usefulness in their academic pursuits. This positive feedback underscores the relevance and effectiveness of the content delivered throughout the project.

From demystifying the intricacies of manuscript preparation to elucidating the submission and review processes, the project has endeavored to provide a comprehensive guide for researchers at various stages of their academic careers. The overwhelmingly positive response from our survey participants is a testament to the project's success in meeting its objectives.

As we reflect on the journey of "Academic Writing: How to Publish Your Research," it is evident that the project has disseminated valuable knowledge. In light of the project's success, it is our hope that the skills acquired and insights gained will continue to benefit participants in their future research endeavors. We extend our heartfelt gratitude to all those who contributed to the success of this initiative, from the dedicated project team to the enthusiastic participants who made it a collaborative and enriching experience.

As we end this project, we anticipate that the ripple effects of this project will continue to resonate within the academic community, empowering researchers to confidently navigate the intricate world of academic writing and contribute meaningfully to the scholarly discourse. The webinar prepared at the end of this project will be available free of charge. We hope future researchers will also get benefit from the product.

Thank you to everyone who played a role in making the project "Academic Writing: How to Publish Your Research" a resounding success.

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Appendix A - Ethical Board Approval

Sayı : E-84026528-050.01.04-2300088896   14.04.2023
Konu : Başvuru İncelenmesi

Sayın Doç. Dr. Kürşat CESUR

Yürütücülüğünüzü yapmış olduğunuz 2023-YÖNP-0313 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 13.04.2023 tarih ve 05/30 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 30- Sorumlu yürütücülüğünü **Doç. Dr. Kürşat CESUR**'un yaptığı "Academic Writing: How to Get Your Research Published" başlıklı araştırmanın, Bilimsel Araştırmalar Etik Kurul ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

Prof. Dr. Salih Zeki GENÇ
Kurul Başkanı