Optimal Writing For Research Article In Engineering Journals

Yousif I. Al Mashhadany

Department of Electrical Engineering, College of Engineering, University of Anbar, Iraq

Abstract - *Composing an expressive, exact examination article can be an overwhelming assignment, and frequently, journalists don't know what to incorporate and how to pass on the data. Luckily, science and building diary articles follow an adequate arrangement. It contains a presentation that incorporates a difficult explanation, an audit of writing, a diagram of the paper, a techniques segment specifying the strategies utilized, isolated or consolidated discoveries, conversation and application segments, a last outline and an ends segment. Here, each of these is depicted in detail utilizing models from the distributed writing as an outline. Direction is additionally given with respect to the technique, commencement, and audit measure.*

There is nobody right approach to compose a scholastic exposition. While the structure, standards and models introduced here depend on articles that have showed up in driving scholarly diaries, you may need to adjust them to adjust to the necessities of a specific diary, scholastic office, or study pioneer, however the undertaking that you as an ace specialist ought to be is the style of composing and introducing the data that was finished. All parts of it are secured through this work. Any scientist can adhere to the guidelines, ends, and techniques depicted in this work and will discover acknowledgment for his exploration work with a serious extent. This article presents the main challenges of academic writing and publication in engineering journals. It reveals some of the most common mistakes in the process of manuscript submission and writing, and offers some possible solutions.

Keyword: Optimal Writing , Research Article , Solution of Good Writing, Best Style writing.

1. INTRODUCTION

Composing a diary article can be an upsetting cycle, yet separating it into sensible undertakings can make this routine bulky. These sensible undertakings can be distinguished by recognizing the basic components of a fruitful article and how they cooperate to deliver the ideal result: a distributed periodical article. Generally, various dialects and societies are written in various styles and with an unexpected association in comparison to English writers. This can fuel the issue for non-local English essayists. In this article, I layout the fundamental components of an English-language diary article on designing or science, while giving a practical model and rules for the writers.

A large number of the experiences in this article were drawn from my own perusing of different diary articles, both in the survey cycle and after distribution, just as the great and awful articles. Nonetheless, there are likewise an enormous number of good books accessible that additionally address the issue of academic composition. In this work, all the thoughts that encourage composing the article in electrical designing will be introduced, as it gives a full portrayal in the utilization of accentuation and the best possible utilization of words. This article will support any author, new or old, who communicates in English or not, to be an exceptional academic distribution. In this section, the attention will be on the essential ideas of composing the building article, on a background marked by writing in the designing specialization, the kinds of articles that analysts are keen on composing, and the sorts of distribution that scientists in building sciences desire.

2. FUNDAMENTAL CONCEPT

Before author starts to write, he should spend some time thinking about the article content. At this stage, he should write down ideas in a free form, creating a general outline for the paper. I suggest to him consider such questions as:

➢ What is the message of the paper?

➢ What is the new result or contribution that you want to describe?

➢ What do you want to convince people of?

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If he has not already done so, he should conduct a thorough literature search to identify those important contributions that are related to his work. As he is ready to submit your article, it is always helpful to do one more search; including articles that were published just as he submits his paper will show that he is aware of the current work going on in his field [?]

As he gets ready to write, try to summarize these initial ideas into concrete bullets that will eventually become paragraphs. Start to organize these bullets into a logical structure and develop them in the form of key sentences. If the outline is convincing, then the article will be successful. Likewise, a weak outline cannot be saved by any good writing skills, Figure 1, is shown the main element for research work.

Figure 1. Mean Element of Research Work

Research Article
A research article reports the results of original research, assesses its contribution to the body of knowledge in a given area, and is published in a peer-reviewed scholarly journal. A given academic field will likely have dozens of peer-reviewed journals. For university professors, publishing their research plays a key role in determining whether they are granted tenure. Once, research articles had only a limited audience consisting mainly of other scholars and graduate students.

Contribution In Research Articles
The concept of research contribution means different things to different people. For some scholars, the idea of contributing to research can be a source of pride, particularly if their efforts to publish their work are rewarded by an editor who explicitly recognizes the value of their work and its contribution to knowledge. However, the pressure to contribute can also create bitterness, with researchers having to decipher the enigmatic feedback of editors and reviewers opining that their work makes little or no contribution to research. The idea of contribution may also be viewed with cynicism by scholars who are prepared to play the academic game by emphasizing their contribution to our understanding even if they themselves are not convinced of the value of their work. Also, the idea of contributing to knowledge can be a source of tension and rivalry, with researchers disagreeing over the criteria used to define what counts as a "contribution". Finally, because there are many different ways of framing and presenting contributions in research articles, contribution may also be a source of confusion. For example, while some authors claim to make major contributions, others emphasize the limited scope of their work by humbly stating that they "hope" to make a contribution to the literature. Meanwhile, others simply aim to contribute to a "conversation" on an important issue in both the academic and social domains [ref 1].

A word of warning is in order. Readers looking for advice about how to practice the "art" of contribution to increase their chances of seeing their work published may be disappointed by what I have to say. My aim is not to offer advice but to provide a conceptual analysis of contribution. I begin by providing an overview and assessment of the question of contribution – admittedly an incomplete assessment, but one that I hope is sufficiently elaborate to provide a reasonable basis for understanding how the concept is viewed and defined in the world of research, and particularly in accounting research [ref 2].

Contribution Statement Instructions
Every new submission must include a contribution statement (maximum of 350 words). The purpose of the contribution statement is for his to provide a clear and concise understanding of the primary contribution provided by his manuscript. The statement should:

1) Clearly articulate the ways in which the research provides insight to a consumer-relevant question.

2) Situate your research within the existing knowledge on the topic.

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3) Explain what the research adds to what is already known about the consumer-relevant problem.

His contribution statement will be shared with the editor, associate editor, and reviewers during the review process to help the review team to understand the intended contribution.

Publish Of Research Article

The publication process is a shared responsibility. Besides the writing, reviewing, publishing, and editorial teams, readers are one of the most important pillars of this process. Readers and authors cannot be dealt with separately, because most of the readers are authors. The varieties of articles and improvement in presentations reflect the rising interest and enthusiasm of writers and readers. Increasing number in critical comments and author's reply can be considered as a post-publication peer review process. Impact Factor, which was used as a proxy for the relative importance of a journal, is now being considered a misleading tool in assessing the quality of a paper or the researcher.

3. BACKGROUND

While the findings of your study form the foreground of your research, it is equally important to establish the background of your study. A well-written background will provide your study with a context and prompt the readers to read the rest of your paper.

However, most authors struggle with writing the background of the study. Another common problem author's encounter is distinguishing between the background and the literature review, which are critical aspects of any research paper. The two terms are often used interchangeably; however, they have clearly defined roles. So in this article, I will cover the basics of writing the background and explain how it is different from the literature review.

i. Structure The Background

In this section, the author usually outlines the historical developments in the literature that led to the current topic of research concisely. If the study is interdisciplinary, it should describe how different disciplines are connected and what aspects of each discipline will be studied.

Additionally, authors should briefly highlight the main developments of their research topic and identify the main gaps that need to be addressed. In other words, this section should give an overview of your study. The section should be organized as:

➢ What is known about the broad topic?

➢ What are the gaps or missing links that need to be addressed?

➢ What is the significance of addressing those gaps?

➢ What are the rationale and hypothesis of your study?

The background section, therefore, should provide general information about the topic of your research and emphasize the main aims of the study. Please ensure that you only discuss the main and relevant aspects of the studies that have led to your aims. Do not elaborate on them as this should be done in the literature review section. The background section should discuss your findings in a chronological manner to accentuate the progress in the field and the missing points that need to be addressed. The background should be written as a summary of your interpretation of previous research and what your study proposes to accomplish.

ii. Common Mistakes In Writing The Background

While writing an effective background, you ought to steer clear of some mistakes. The most common mistakes in writing the background include the following:

a) Don't write a background that is too long or too short. Focus on including all the important details but write concisely.

b) Don't be ambiguous. Writing in a way that does not convey the message to the readers defeats the purpose of the background, so express yourself keeping in mind that the reader does not know your research intimately.

c) Don't discuss unrelated themes. Try and center your discussion around the pivotal aspects of your research topic i.e. highlight the gaps in the literature, state the novelty of the study, and the need to conduct the study.

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d) Don't be disorganized. Not discussing the themes in a chronological manner can confuse the reader about the progress in the field, so try and organize your writing carefully.

iii. The Difference Between The Literature Review And Background

Many authors find it difficult to discern the difference between the literature review and the study background. The literature review section should follow the background section, as the second section of your manuscript/thesis. This section basically supports the background section by providing evidence for the proposed hypothesis. This section should be more comprehensive and thoroughly describe all the studies that you have mentioned in the background section. It should also elaborate on all studies that form evidence for the present study and discuss the current trends.

To write this section, you will need to do a thorough literature search on different studies that relate to the broad topic of your research. This will introduce the readers to the area of your research. Following this, you should present a more focused survey of the specific studies that are associated with the precise objective of your study. It would be ideal to organize them thematically and discuss them chronologically so that readers are aware of the evolution and progress in the field. In other words, separate themes should be discussed chronologically to highlight how research in those fields has progressed over time. This will highlight what has been done and what are the future directions that need to be worked upon.

4. ACADEMIC ARTICLE STRUCTURE

This is a guide to the format, structure, and style of modern engineering journal articles. You will note that there are significant differences between journal articles and the class lab reports that you have written in the past. There are a few matters of structure which are more rigid (e.g., how to present figures), but overall the structure is less rigid. This means that there is more freedom to put together the information in an effective way, but also more responsibility for choosing what that best way is. Also keep in mind that journal articles exist in a different environment than lab reports. Most importantly, journal articles are peer-reviewed. When an article is submitted to a journal, it is sent to a few other scientists (called referees in this context) who decide whether the article is up to the standards of the journal. This is somewhat like the process of grading lab reports. The biggest difference is that the "grading" is essentially pass/fail. Luckily, unless there is a fundamental flaw in the article, it can be revised and resubmitted.

i. Title Of Article

The title, with a maximum of 8-15 words, is the first piece of bait that could lure a potential reader to notice and explore your research. The following general recommendations regarding the title:

a) A title should attract the reader's attention.

b) Journal editors prefer formal titles that are not too "clever" or "cute".

c) The title should clearly reflect the main theme, issue or position discussed in the article.

d) The title should be as specific as possible given the restrictions on length.

e) Some of the keywords listed after the abstract should appear in the title.

f) A title should preferably answer the following questions:

➢ What will be researched?

➢ How will the topic be researched?

➢ With whom? – Describes the research population and units of measurement

➢ Where / in what context will the study be conducted?

In order to answer these questions, Grobler (2003) suggests the following basic structure for a title: Main theme or research topic:

Research design + population + geographical area

ii. Abstract

The abstract is a short summary of an article with a maximum length of 200 – 250 words. Most readers first scan the abstract in order to decide whether reading the rest of the article would be worthwhile. The abstract, therefore, serves as an important "window display" or "advertisement" for your work and provides an opportunity to impress the reader [xx]

The main problem with abstracts is that they are often so vaguely written that they do not grab the reader's attention. One should always try to give the reader enough concrete information in an abstract to get them interested in your work [xx]

The most recommendations that an abstract should include the following seven elements:

a. The abstract has to start with a brief theme sentence to orientate the reader about the overall issue addressed in the article. This sentence should grab the reader's attention.

b. The abstract should then indicate the main aim or purpose of the study.

c. The academic and/or practical importance of the study should be explained.

d. The methodology used in the study should also be briefly described.

e. The main findings of the study should be summarized.

f. A statement of conclusions should indicate the contribution made by the study in filling gaps in the literature.

g. Finally, the practical or managerial implications of the study's findings should be highlighted where appropriate.

Also consider the following principles when writing the abstract [xx]:

a. Since the abstract is a summary of the article, nothing should be in it that it not also included in the main text.

b. An abstract is not an introduction. The article should be complete without the abstract. One way to ensure this is to write the abstract after you have completed the rest of the article.

c. The abstract is normally written as a single paragraph. It is self-contained (i.e., it should be understandable without requiring the reader to read something else).

d. The abstract should not contain any figures, tables or in-text references, just normal text. In-text references may, however, be included when one is replicating a previous study and this is specifically mentioned in the abstract.

iii. Keywords

A maximum of 6-8 keywords should be included in the article directly after the abstract. The keywords serve as hooks that draw the attention of potential readers and are also used to locate articles in an electronic database [xx].

The keywords should preferably reflect the discipline, sub-discipline, theme, research design and context (industry and/or country) of the study. Where appropriate, frequently used synonyms may be used as separate keywords. The keywords should be typed in sentence case and in italics. Sentence case means that only the first letter of the first keyword and the first letter of all proper nouns (Afr: "eiename") are written in capital letters.

iv. Introduction

The introduction (recommended length: 500-1000 words) can be described as "… an executive summary that gives the reader and enticing glimpse of what is to come" [xx]. As such, the introduction must grab the reader's attention by stimulating attention, interest, desire and action [xx]. In other words, the introduction must effectively "sell" the study. Unfortunately, the introduction is often the most difficult part of an article to write [xx].

This section deals with three issues related to the drafting of an introduction. The six elements that are generally found in an introduction are first listed. This is followed by two examples of well-written introductions. Finally, the six elements of an introduction are discussed in more detail.

➢ Best Introduction Elements

An introduction generally consists of six elements:

a. The writer first has to state the broad theme or topic of the study.

b. Once the broad theme/topic has been introduced, its academic and practical importance (if applicable) has to be explained. In short, you should provide a convincing answer to the question: "Why should anyone give a damn about this article?" [xx].

c. The author next summarizes the available literature and cites the most important previous studies that are relevant to the current research. If an existing study were replicated, this should be clearly stated here. One should also include an in-text reference to the study that was replicated.

d. Next, the author indicates the most important gaps, inconsistencies and/or controversies in the literature that the current study will address. The author also explains the study's main contribution in such a way that the benefits to the reader are accentuated.

e. The introduction must always provide a clear indication of the following:

➢ The core research problem/question to be addressed in the study,

➢ The specific research objectives that will guide your research,

➢ The context in which the study will be conducted, and

➢ The units of analysis of the study.

f. Finally, one has to provide the reader with an outline of the structure of the rest of the article.

➢ **Optimal Sample For Introduction Written**
The sample for (Yousif Al Mashhadany 2020) publish with Bulletin of Electrical Engineering and Informatics ; Vol. 9, No. 6, December 2020, pp. 2261~2269 [xx]

"*The high performance is a goal for all designers to get better, faster, or more efficient than others. This paper proposes a design for virtual reality (VR) of modified PUMA 560 by hybrid controller between adaptive neuro fuzzy inference system (ANFIS) controller and fractional order proportional, integral, derivative (FOPID) controller. The main purpose is to obtain the optimal trajectory by get the best value of controller's parameters that regulate the manipulator movements smoothly to the desired target. The procedure of design start by obtains the optimal values of the traditional PID controller parameters normally. The next step is applied the FOPID controller with high accuracy. It is high performance to control the perplexing physics system than, the classical integer order of PID controller. The final step to get high performance of the control system under considers is achieved by hybrid between FOPID with ANFIS controller which used the pervious output as predictive point. The whole proposed hybrid controller model was simulated and reproduction by MATLAB Version 2019b and Robotic system Toolbox 9. The optimal design of this controller is applied with 3D model of modified PUMA 560 which design by using VR technique under MATLAB/Simulink*" [xx].

Analysis of this sample according to the six elements in introduction writing as follow:

[E1] Starts at the beginning of line 1.

[E2] Starts at the beginning of line 3 and continues at the start of line 9 until the end of line 15.

[E3] Starts in line 7, before "Early packaging research …"

[E4] Starts in line 9, before "Despite these works …"

[E5] Starts at the beginning of line 2.

[E6] Starts at the beginning of line 8.

➢ **Extra Notes For An Introduction**
The introduction is perhaps the most important sections in a research article. Nearly every reader will at least skim through the introduction. The introduction is also written with the strictest requirements in terms of organization.

The First Paragraph, it should follow the inverted triangle principle: start with a broad statement and become more detailed until finally identifying the specific problem that the paper addresses. The purpose of the first paragraph is to interest the reader in the paper, to clearly identify for the reader what the paper will address, and to quickly bring the

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reader to the edge of knowledge in the field the paper addresses [xx]. The paragraph should end with the general problem addressed by the paper.

The next sentences of the introduction narrow the topic. These sentences often contain citations to other work and build up to a specific lack of knowledge that culminates in the problem statement. This section can vary in length from one to many sentences, but the general goal is to educate the reader about an important gap in knowledge that the paper will address [xx]. By following this procedure, the introductory paragraph will serve its purpose of attracting the reader, identifying the context of the problem, and specifying the general direction of the article. After reading this paragraph, the reader should be able to safely set aside the article if he concludes that the topic is not applicable to his area of research. Hence, the statement of the problem should be specific enough for the reader to anticipate the kinds of results that will be reported. Writing in this way, your article will be read by more people and not overlooked by your colleagues in the field.

*The Second Paragraph f*ollowing the introductory paragraph is a series of paragraphs that traditionally function as a literature review [xx]. The remaining paragraphs should focus on the state-of-the-art knowledge base and the significant differences between what has already been published and the new contribution that your article is presenting. Together, these paragraphs give another guiding principle: The literature review identifies the seminal historical contributions, outlines the state of knowledge, and justifies the novelty of the article's contribution.

The literature review should be based on refereed journal articles to the extent possible. Conference proceedings can be referenced where they never resulted in journal publications; web sites can be referenced where they present unique, multi-media oriented content. Keep in mind that non-refereed material does not bolster an argument. Hence, the literature review gives credit to our predecessors and justifies the need and novelty of the article's contribution.

The Final paragraph the introduction ends with the "road-map" paragraph. This paragraph outlines the remaining sections of the paper. It can either give a general outline of the contribution, or a specific, section-by-section breakdown of the remaining article. This paragraph serves two important functions. First, it puts the complete contribution of the article in the context of the previous contributions, thereby, emphasizing novelty and the extent of the new contribution. Second, it guides the expert reader, who may want to skip sections of your article, to the sections that interest him. Thus, we have our final principle for the Introduction: End the introduction by outlining for the reader the specific contribution of the article and tell the reader the overall organization, This paragraph will also help you organize your logic: if this paragraph is unclear, the rest of the paper will be built on a weak foundation.

v. Background (Literature Review)

The literature review (recommended length: 1000-1500 words) represents the theoretical core of an article. In this section, we will discuss the purpose of a literature review. We will also consider how one should go about to find appropriate literature on which to base a literature review and how this information should be managed. Finally, we will answer four questions that first-time researchers often battle with when compiling a literature review. These questions are:

➢ Which aspects should I include in a literature review?

➢ How should I go about to synthesize information in a literature review?

➢ How should I structure a literature review?

➢ What writing style should I use when compiling a literature review?

a) Structure A Literature Review

The purpose of a literature review is to "look again" (re + view) at what other researchers have done regarding a specific topic [xx]. A literature review is a means to an end, namely to provide background to and serve as motivation for the objectives and hypotheses that guide your own research [xx].

A good literature review does not merely summarize relevant previous research. In the literature review, the researcher critically evaluates, re-organizes and synthesizes the work of others [xx]. In a sense, compiling a literature review is like making a smoothie or fruit shake: The end product is a condensed mix that differs totally in appearance from the individual ingredients used as inputs.

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The key to a successful literature review lies in your ability to "digest" information from different sources, critically evaluate it and present your conclusions in a concise, logical and "reader-friendly" manner. This process is illustrated in Figure 1.

First-time researchers often naively believe everything they read or are scared to criticize the work of others. However, academic research is all about critical enquiry! It is, therefore, extremely important that you critically evaluate the material that you read. Do you agree with the arguments and conclusions of other researchers? If you disagree, why? Can you identify contradictory arguments or findings? How could one explain these contradictions? Do the findings of previous studies apply in all contexts or are the findings context- specific? What are the criticisms against the conceptual models or measurement approaches discussed in the literature? Which limitations should be considered when interpreting the results of previous research?
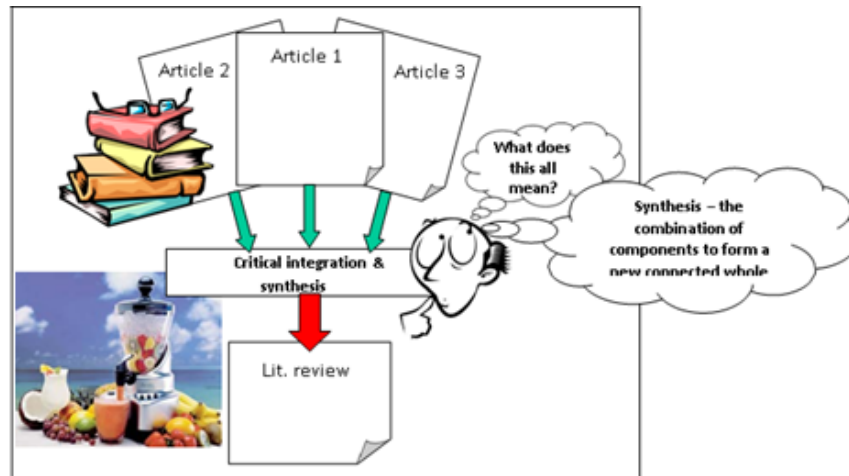

Figure 1: Producing an integrated literature review

You have to carefully read the most recent available literature with a view to identify specific gaps, inconsistencies and/or controversies that may form the basis of your own research. Always show that you have considered an issue from a number of angles and that you are aware of the arguments for and against a specific point of view. Many researchers in services marketing, for example, use the SERVQUAL measurement scale without considering existing criticisms against it.

To compile a proper literature review, one has to overcome three specific challenges, namely:

➢ Finding appropriate literature on a specific topic.

➢ Managing the information.

➢ Presenting a logical, synthesized and reader-friendly review of the current knowledge relating to a specific topic.

b) Literature Review Purposes
Use the following steps to search for information on which to base your literature review:

Step 1: Find and read the basis articles listed in the document on research topics, which is available on the many web sites.

Step 2: Identify possible search terms (keywords) from these basis articles by listing the main concepts/constructs mentioned in the articles. The main concepts/constructs of a study are normally listed in the title, keywords, abstract and introduction. Use these keywords as search terms in further searches for relevant literature.

Step 3: Once you have identified appropriate search terms, you can consider the following search strategies: you can usually start by specifying that the articles must be "peer reviewed/scholarly" AND "available in full-text". I also specify that I want to search the last three years only. If I then cannot find what I want, I drop the aforementioned restrictions in the following order:

➢ Increase the time period to the last five and then to the last ten years.

➢ Drop "full-text" – This widens the search to include references to academic articles that are not available in full-text on the particular database, but that may be available elsewhere or in hard copy format in the UP library.

➢ Drop "peer reviewed/scholarly" – This widens the search to include non- academic journals and industry magazines.

➢ Try a different set of search terms.

c) Optimal Style Of A Literature Review

It can become quite a challenge to manage the information gathered for a literature review and get the optimal style for your literature review with consider the following tips:

➢ Initially limit the time period of your searches to the last three years. Increase the time period incrementally if you cannot find any relevant articles.

➢ Keep a record of the complete reference to a book, journal article or web page. This will save you the trouble of having to find the source again when you have to compile the list of references of your final proposal or research article.

➢ Because the contents of the web can change from one day to the next, it is best to print copies of any web pages from which you have taken information. This will ensure that you have a permanent record of the information which you have consulted. These printouts will also contain the relevant URL and the date on which the information was accessed.

➢ Diarise the due dates of all library books and inter-library loan items. You will be fined if you return books late and may even be "blacklisted", which means that you will be prevented from borrowing books in future.

➢ Place all your printed articles together in a box or file so that you do not have to search for a particular article, as this can waste a lot of time.

d) How Literatures Review Compiling

As was mentioned above, a literature review is not merely a chronological summary of what different authors have said about a specific topic. To compile a good literature review, you have to "digest" the available literature and then provide a critical evaluation and synthesized summary of the current knowledge related to your chosen topic.

First time researchers often battle with four main questions when compiling a literature review:

➢ Which aspects should I include?

➢ How should I go about to synthesize information?

➢ How should I structure a literature review?

➢ What writing style should I use?

e) Avoidance Things In Literature Review

A literature review is NOT a chronological summary of what other people have said or found. In other words, it should not be written in the form: "Author A said this, author B said that …" The most difficult challenge in compiling a literature review is to digest or synthesize, not merely summarize, existing knowledge. Novice researchers often copy and paste information without "digesting" the information at all. This is totally unacceptable!

In this section, we will consider how to synthesize three types of information, namely definitions, lists of attributes, factors or criteria and opposing viewpoints on a specific issue. you must be clearly define all the constructs/concepts and discipline-specific technical terms used in your study. It is best to define a construct/concept or technical term immediately after it is introduced for the first time in your writing.

Many studies points out that a good definition should: "(a) specify the construct's conceptual theme, (b) in unambiguous terms, (c) in a manner that is consistent with prior research, and that (d) clearly distinguishes it from related constructs. A good definition should also specify the extent to which values of the construct are expected to differ across cases, conditions, and time. Also, when the construct is conceptualized as being multidimensional, the relations between the sub dimensions and the superordinate construct should be specified".

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Defining constructs/concepts and other technical terms generally means borrowing definitions from the literature. Unfortunately, different authors often provide different definitions for the same construct. One should NEVER merely list these different definitions one after the other in a literature review. Rather "dissect" the definitions and then try to answer the following questions:

➢ What are the main communalities and differences between the existing definitions of a construct? Can existing definitions be grouped or categorized based on these differences?

➢ Are there distinguishable "schools of thought" on the topic? If so, what do these "schools of thought" have in common and how do they differ?

➢ Have there been changes over time in the way in which a particular construct is defined?

Keeping it short: A concise writing style is especially important in the case of an academic article. Remember: Journal space is limited! Therefore, once you have written a first draft of your article, you need to work through it again … and again … and again to clear away the underbrush that clutters your discussion [xx]. This presents a very difficult challenge. Consider the following guidelines:

➢ Keep your sentences short. Sentences longer than three lines are often difficult to read and understand.

➢ Beware of sentences containing the word "and". Such sentences can often be split into shorter ones.

➢ Practice weeding out unnecessary words by editing other people's work. Hone your skills in this way, as it will assist you to shorten your own writing.

➢ After you have written your first draft, put the article aside for a day or two. You will be surprised at the errors and unnecessary words you discover once you have given yourself a "writer's break".

➢ Read your article aloud! If you have to gasp for air while reading, the sentence or paragraph is definitely too long.

➢ While reading, constantly ask yourself the following:

• Have I clearly defined this concept/construct?

• Am I making logical sense here?

• Am I repeating myself?

• How can I shorten this?

➢ Ask your research partner and an intelligent layperson (a parent, friend or family member who is not a subject-specialist) to read the article. Have them point out errors and, especially, aspects that are unclear. Do not argue with them if they point out things that are confusing. If they don't understand you, your study leader will most probably also be confused [xx]

vi. Methodology

The methodology or methods section (recommended length: 500-1000 words) describes the steps followed in the execution of the study and also provides a brief justification for the research methods used [xx]. It should contain enough detail to enable the reader to evaluate the appropriateness of your methods and the reliability and validity of your findings. Furthermore, the information should enable experienced researchers to replicate your study [xx].

The methodology section typically has the following sub-sections:

1) Sampling

➢ Description of target population, research context and units of analysis

➢ Sampling

➢ Respondent profile

2) Data collection

➢ Data collection methods

3) Measures (Alternatively: Measurement)

It is extremely important that you describe your methodological choices in all the sub- sections in enough detail so that a reader who is not involved in your study will know exactly what you did and why. You should also motivate and justify ("regverdig") your methodological choices so that the reader can see that your choices are appropriate and scientifically sound.

One could justify methodological choices in several ways:

➢ Explain that the choices made are the most practical / feasible given the study's objectives, the nature of the target population and available resources, BUT do not use resource constraints as your only motivation.

➢ Indicate that other leading researchers have used a similar approach (i.e., cite other articles to justify your choices).

➢ Indicate that the methodological choices are appropriate and scientifically sound given the "best practice" guidelines or requirements that apply to the specific research approaches (e.g., qualitative research, survey research, experimental research, etc.) used in your study. Cite sources to support your arguments in this regard. WARNING! Do not try to apply the "best practice" guidelines that apply to survey research to other forms of research, such as qualitative research!

A) Optimal Methodology Sample
   You should discuss the following issues in the sub-section on sampling:

   1) Clearly describe the target population (-s) of and context (-s) in which the study was conducted. Also remind the reader about the units of analysis of the study.

   2) Describe the sampling method used in detail. This description should, where possible, include:

a) A description of and motivation for the specific sampling method used,

b) An indication of any disadvantages associated with the use of the specific sampling method (e.g., disadvantages in term of the generalizability of the findings),

c) A description of the sampling frame used (if applicable),

d) A description of how sampling units were selected, and

e) An indication of:

➢ The target sample size.

➢ How this was determined.

➢ The realized sample size (i.e., how many questionnaires were received back),

➢ The response rate (i.e., realized sample size the number of questionnaires handed out or respondents approached), and

➢ The number of usable questionnaires that were analyzed (realized sample size - any questionnaires excluded from data analysis because of a high incidence missing responses).

3) Provide a demographic and/or behavioral profile of the respondents who participated in the study. This profile can also be included at the start of the results section. If possible and applicable, present evidence that the sample size is sufficiently large and that the respondents are representative of the target population.

If you have followed a two-stage design, you should discuss and motivate the sampling approaches used in the different stages separately. You may use bulleted 4th level headings to structure your discussion.

B) Style Of Methodology Collection Results
You should discuss the following issues in the sub-section on data collection:

a) Briefly describe how you pre-tested the data collection instrument (-s) used in your study and mention the specific pre-testing method (-s) used [xx].

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b) Describe how the data was collected. This description should include:

➢ A clear description of and motivation for the data collection method used.

➢ A cross-reference to the final data collection instrument (e.g., survey questionnaire or discussion schedule) included as an annexure to the article.

➢ A description of how the data were collected (i.e. of the data collection process).

➢ An indication of whether incentives were used to encourage respondent participation.

➢ An indication of the time period during which the data were collected.

Students following a two-stage design should discuss the data collection methods used in the different stages separately. You may use bulleted 4th level headings to structure your discussion.

You can motivate your decisions regarding a data collection method by:

➢ Explaining that the chosen method is the only feasible option given the unique circumstances of your study; and/or

➢ Showing that other experienced researchers have used a similar approach in studies on the same or a related topic (cite relevant sources to support your arguments in this regard).

vii.   Results Presentation

The results section (recommended length: 1000 - 1500 words) summarizes the data collected for a study in the form of descriptive statistics and also reports the results of relevant inferential statistical analyses (e.g., hypothesis tests) conducted on the data [xx]. In short articles or reports of single empirical studies, the results and discussion sections are sometimes combined [xx].

You need to report the results in sufficient detail so that the reader can see which statistical analyses were conducted and why, and to justify your conclusions. Mention all relevant results, including those that are at odds with the stated hypotheses [xx].

There is no fixed recipe for presenting the findings of a study. We will, therefore, first consider general guidelines and then turn our attention to options for reporting descriptive statistics and the results of hypothesis tests.

1)   GUIDELINES FOR OPTIMAL RESULTS DESCRIPTIVE
a) You should present your findings as concisely as possible and still provide enough detail to properly justify your conclusions, as well as enable the reader to understand exactly what you did in terms of data analysis and why.

b) You may assume that the reader has a working knowledge of basic statistics (i.e. typically the contents covered in a 1st year statistics course). It is, therefore, not necessary to discuss basic statistical procedures in detail. You may, however, have to explain advanced multivariate statistical methods (e.g., repeated measures ANOVA, two- or n-way ANOVA, multiple regression analysis and factor analysis) in non-technical terms.

c) Figures and tables often allow one to present findings in a clear and concise manner. However, consider the following:

➢ Stick to the following "golden rule" when using tables and figures: If you can say it in a sentence or paragraph, do so. Use tables to present detailed findings. Reserve figures for the really important stuff that has to be portrayed visually. DO NOT repeat the same information in a table and a figure.

➢ You should ideally not have more than 3 – 5 tables and 1 – 2 figures in the body text of your article.

➢ Figures take up valuable space in a research article and should only be used when it is essential to report the most important findings in a graphical format.

➢ A reader should not have to look at a table or figure to follow the discussion of the results in the text. The information in a table or figure merely corroborates or supplements the discussion [xx]. Information presented in a table of figure should, therefore, always be summarized and discussed in the text [xx].

➢ Always provide clear cross-references to tables and figures in the text. These cross-references should always precede the specific table or figure.

➢ While it is important to walk the reader through a table or figure in the text in order to point out important results, a table/figure should also stand on its own with a caption at the top and notes at the bottom to allow the reader to understand its purpose and contents without having to read the text [xx].

➢ Make sure that your tables and figures are properly formatted in accordance with the technical care guidelines on working with tables and figures contained in the document.

d) You should always interpret all research findings for the reader. Do not leave it to the reader to try and figure out what the numbers in a table or figure mean [xx], however, warns that findings are often susceptible to alternative interpretations. You, therefore, need to carefully consider all the possible ways in which your results can be interpreted.

e) To save space, you may use accepted statistical abbreviations, in tables, figures and in brackets in the text when reporting statistical findings. All statistical abbreviations that are not Greek letters are italicized [xx]. If you are concerned that readers may misunderstand a specific abbreviation, use the complete term the first time with the abbreviation in brackets or add a note to the bottom of a table or figure to explain the abbreviations used.

2) STATISTICS DESCRIPTIVE FOR RESULTS

The descriptive statistics that you have to report will, primarily, be determined by your research objectives, the level of measurement of the variables involved and by the requirements of your study leader. Consider the following guidelines:

a) You have to report and interpret appropriate univariate descriptive statistics for all the questions, scales and scale items, as well as for all composite (total) scale scores used in your study.

b) Univariate descriptive statistics should be presented in the same order as that of the questions in your data collection instrument on which they are based.

c) Make sure that the specific univariate descriptive statistics you report are appropriate given your research objectives and the nature (i.e., level of measurement) of your data [xx].

d) You have to be selective when choosing which specific univariate descriptive statistics to report for data at a given level of measurement. SPSS, for example, routinely calculates 12 different descriptive measures for data at an interval or ratio level of measurement in its "Explore" function. DO NOT report all 12 the available options! Choose those that are most appropriate and that you are best able to interpret.

e) Whenever you report a mean (average), it should be accompanied by the associated standard deviation.

f) If the focus of your research objectives is on the composite (total) scale scores derived from multiple item measures, then you should first report relevant univariate descriptive statistics for the composite scores before reporting univariate descriptive statistics for the individual scale items involved. In other words, first describe the forest before you describe the individual trees. You may decide to only show univariate descriptive statistics for the composite (total) scores in the body text of your article and report univariate descriptive statistics for the individual items in an appendix.

g) If the focus of your research objectives is on comparing the scores of different sample sub-groups (e.g., the mean scores of males compared to the mean score of females), then you may show univariate descriptive statistics for each of the subgroups along with the descriptive statistics for the overall sample in a single table.

3) COMMON MISTAKES IN RESULTS DESCRIPTION

In this section we listed the common mistakes and how to avoid them, In the table below, we identify common mistakes people make drafting their Results section (the "Don'ts") and suggest ways to correct these problems (the "Dos") as shown table 1.

Table 1: Common Mistakes in Results and its avoidance

Don'ts	Dos
Don't include all your data. (Obviously, you won't have enough room!)	Select only the information that is most relevant to the question you want to answer in your manuscript. Include information that may or may not support your hypothesis since you should let your readers know that you have carefully considered all the data relevant to your research question.
Don't use text to describe everything.	Some data might be better understood in a more visual format, like a table or figure. In theory, if you're able to capture the essence of most of your data by using clear graphs and illustrations, the text portion of the Results might be one of the shortest sections of your paper.
Don't repeat the data you include in figures, tables and legends.	Your text should complement the graphical information and vice versa. If you aren't able to describe information like controls, statistical analyses, actual p values, and key observations in your figure legends, then include it in the Results section.
Don't jump around by discussing different data in an unorganized fashion.	Organize your information in the order presented in the Methods section (usually chronological) or from most to least important. Regardless of how you arrange the overall structure of the Results section, within each paragraph, you should start with the most important information first.
Don't write long explanations.	Keep your descriptions concise. Eliminate phrases that establish passive-voice structures. When you use the active voice and choose strong verbs, your sentences will shrink, and your message will be clearer.
Don't use exact numbers that are meaningless out of context.	Where appropriate, consider describing the data's significance and magnitude using percentages and other comparison-oriented numbers. By doing so, you will better highlight relevant trends and help your readers digest your information. After all, what's more memorable? A series of random digits or percentages?

We hope that the above list of dos and don'ts for writing the Results section of your research paper will help you as you edit and prepare your journal manuscript for submission. If you apply these 10 tips, we are confident that your Results section will be clearer and more concise, thus making it easier to properly share your new discoveries with the world!

viii. Discussion

In many ways, the discussion section (recommended length: 1000 – 1500 words) is the most important section in an article [xx]. Because it is the last thing a reader sees, it can have a major impact on the reader's perceptions of the article and of the research conducted [xx].

Different authors take different approaches when writing the discussion section. According to [xx] Summers the discussion section should:

a) Restate the study's main purpose.

b) Reaffirm the importance of the study by restating its main contributions.

c) Summaries the results in relation to each stated research objective or hypothesis without introducing new material.

d) Relate the findings back to the literature and to the results reported by other researchers.

e) Provide possible explanations for unexpected or non-significant findings.

f) Discuss the managerial implications of the study.

g) Highlight the main limitations of the study that could influence its internal and external validity.

h) Discuss insightful (i.e., non-obvious) directions or opportunities for future research on the topic.

The aforementioned eight elements are often mixed in a discussion section; in other words, they do not always appear in a strict sequence. You may use 3rd level headings to structure the discussion section.

The discussion section should not merely restate the findings reported in the results section or report additional findings that have not been discussed earlier in the article. The focus should rather be on highlighting the broader implications of the study's findings and relating these back to previous research. Make sure that the conclusions you reach follow logically from and are substantiated by the evidence presented in your study [xx].

ix. Conclusion

The final section of the paper does not introduce any new information or insights: it merely summarizes and concludes. This section is longer than the abstract and generally includes more specific conclusions. It is often more quantitative than the abstract, however, listing equations or citations should not be necessary [xx]. The summary and conclusions section also has a more fluid literary style than the abstract.

A good format for this section is to write it in two paragraphs. The first paragraph summarizes various sections of the article. The second paragraph draws the important conclusions. The summary paragraph is different than that at the end of the introduction section. Here, the summary paragraph draws on the fact that the reader knows all of the new results presented in the article. It then summarizes what the important results where. The conclusion paragraph identifies the significant conclusions. [xx] Suggests two possible formats for this second paragraph:

a) Organize based on logical flow for points that are interconnected

b) Organize based on merit, where the most important items appear first

It is important to remember that this paragraph should not present new information. It may combine parts of the article to underscore an important conclusion, but it cannot present information that could not be gleaned from the other sections. A third, optional, paragraph may identify future research directions that flow naturally from the article. The guiding principle for the summary and conclusions section may be formulated as follows:

The summary and conclusions section tells the reader what has al- ready been read and draws the important conclusions—keep it short and make it as specific as possible If the reader wants to know specifically what aspects of a problem your paper will address, he will often read the introduction and then the summary and conclusions section. Hence, it is important that all of the significant findings are summarized and united in the significant conclusions. Follow these guidelines and your papers will have maximum impact and receive the most positive reviews that your work warrants.

x. Article References

All reference works cited in the paper must appear in a list of references that follow the formatting requirements of the journal in which the article is to be published. You may not include references that were not cited. Refereed journal articles, research monographs, and books are preferred over less stable or reliable sources, such as personal communications, unreformed conference proceedings, or web-site addresses.

In the works-cited list, Core elements are given in the order show below, with the punctuation as detailed below. The fields in bold are used for journal article references. Omit any element from an entry where it isn't relevant.

a) Authors name.

b) "Title of the article".

c) Title of container, (title of the journal)

d) Other contributors

e) Version

f) Number, (volume and part/issue number)

g) Publisher

h) Publication date

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i) Location. (For journal articles this is the page number range of the article, in the case of online journals, the page number range for the article, and a DOI or URL are also given)

There are many standard forms for arrange the above nine parameters in citation of reference name, in this work will describe the famous such as IEEE Citation Style; APA Citation Style; Chicago Citation Style.

xi. Additional Items

A) Future Work
There two main elements must be considering in write the future work as follow:

Element 1: Design issues present one of the main limitations of this study. The causal relationships were tested with a single study, while a true test of the causality would measure constructs in different time periods. Also, we did not test for reversal causal effects, which might have influenced the mediation effects between the constructs [xx]. Although the sample size was deemed acceptable, a larger sample would have allowed us to run more powerful analyses. Due to our sample constraints, we could not measure non-response bias, a potential threat to the validity of our results. In addition, we failed to measure an individual's need for novelty.

Element 2: This personality trait might interfere with customer perceptions of experiential services, and therefore future studies should incorporate this individual level factor in the study design. Also, future work should control for weather, mechanical problems and other factors that might influence customer perceptions.

The current research was limited to three aspects of the affective experience (i.e., novelty, control and hedonics). Future work should examine other potential factors that might influence cruise vacationers' value perceptions. In particular, the relationship between price-related benefits and value offer fruitful avenues for future research.

B) Acknowledgement
The acknowledgments are given at the end of the research paper and should at a minimum name the sources of funding that contributed to the article. You may also recognize other people who contributed to the article or data contained in the article, but at a level of effort that does not justify their inclusion as authors.

There is a growing trend to also acknowledge the contributions of the reviewers. This is a controversial issue. Since acknowledgment sections cannot be referenced or listed on curriculum vitae, this seems only a means of getting the reviewers to agree with a revision and accept the paper. I would suggest that if the reviewer's comments are great enough that they substantially changed the paper, the reviewer might be invited as an author; a flowery acknowledgment seems unjustified, given that every article is presumed to have benefited from reviewer comments.

5. CONCLUSION
Having the leaf structure set up is a decent beginning. Be that as it may, there are numerous subtleties to focus on while composing. The reasonable proposal is to peruse and adhere to the guidelines of the creators distributed by the diary (generally found on the diary's site), notwithstanding following all the notes and suggestions that we have clarified in all the passages of the logical examination.

Another issue with non-local English talking scholars: Do you have a local speaker to alter the original copy. Generally the paper experiences a few drafts before it is submitted. While looking into a paper, it assists with focusing on the most widely recognized blunders. On the off chance that you are keeping away from the entirety of that, at that point your paper ought to be fit as a fiddle.

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