

Two Years for an English Teacher to Become a Novice Educational Researcher: Author's Experiences from Writing Opinion Articles to Research Articles

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Article Info

Keywords:

Author's experience
Educational researcher
English teacher
Opinion article
Research article

ABSTRACT

The current study employs an autobiographical design. An autographical design is a type of qualitative approach affiliated with the social explanatory paradigm of research. The author of this article collected his published work, certificates of achievement, and degrees to present as the results of this study. He also used the memorization of his training, workshops, and seminars to present the findings. The results show that from July 2021, the author has upgraded himself from an English teacher to become a novice educational researcher, and his work has been concerning the English language and educational fields. Additionally, he presented how he became a researcher including the difficulties, challenges, and opportunities he experienced in his life over the last two years. He noted that English for teaching and learning is not the same as English for writing research articles. He also encouraged other teachers to engage in research since it is not as difficult as everyone might have expected, and it is the best way to solve the existing problems in all fields including learning and teaching. Besides, research is not only to solve problems but to improve the outcome of the process of learning and teaching as well as other concerning areas. He finally showed simple and easy ways that everyone could become researchers and how to get their work published.

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1. INTRODUCTION

Every society's foundation is education, and educational research must take precedence to advance knowledge. The general development of pedagogy, learning programs, and policy design depends heavily on educational research [1]. Since educational research covers a wide range of subject areas, it depends on a variety of academic disciplines [2]. As a result, the research's conclusions are multi-dimensional and subject to limitations based on the traits of the participants and the research setting [3]. A

sort of systematic inquiry known as educational research uses empirical techniques to address problems in education. It uses exacting and well-defined scientific procedures to collect and evaluate data for problem-solving and the progress of knowledge [4].

Educational research is any action that contributes to the creation of a science of behavior in educational settings. The ultimate purpose of such a science is to impart information that will enable the educator to accomplish his objectives using the best strategies [5]. The main goal of educational research is to increase the body of knowledge by offering answers to various pedagogical issues while enhancing methods for teaching and learning. Additionally, concerns about student motivation, growth, and classroom management are of interest to scholars in education [6].

Empirical methods are employed in educational research as a type of systematic examination to address issues in education. It gathers and evaluates data using exacting and well-defined scientific procedures to address issues and advance knowledge. A systematic and scientific investigation of the connection between students' social skills and their learning habits is educational research, which identifies the association between student behaviors and academic success.

Educational research looks into how people interact with educational institutions, including students, instructors, parents, and administrators. This area encompasses education, attitudes, aptitudes, abilities, interests, practices, processes, emotions, and more. By offering evidence, educational research enables individuals to determine which ideas are true. Better ways of thinking about the field of education are also developed as a result. The purpose of educational research is to foresee or account for educational issues. The researchers contend that precise and methodical research methods should be used in educational settings. The educational study encompasses numerous disciplines, including psychology, sociology, philosophy, and many more.

The advancement of knowledge in many different disciplines of study depends on educational research, which uses scientific methods to address real-world educational challenges. By arming teachers and other relevant human resources with knowledge, educational research undoubtedly enhances teaching and learning techniques. It can assist educators in strategically and successfully leading and teaching.

In addition to assisting educators, educational research also enables students to put their learning into practice. Research may assist identify the most effective teaching and learning strategies in a classroom and can also provide light on how extracurricular activities impact learning.

More importantly, no educational institution can serve its country without thorough investigation. Education research is required whenever the department of education of a nation seeks new educational policies, curricula, or teaching methods.

The current study involves a novice Cambodian researcher, and it aims to examine how he has become a researcher and what he has published in national and international outlets. The current study contributes to and encourages novice researchers and those who wish to become researchers by showing and guiding just simple steps to become researchers as well as how to improve research skills.

1.1. A brief review of the author's educational background and training

Sereyrath Em (as it appears in his passport) was born on 23 September 1990 in Yuthka village, Doung commune, Bati district, Takeo province, Cambodia, in a farmers' family. He has four siblings with three daughters. He is now a Cambodian government teacher of English with a higher education degree working at Kith Meng Brasat upper secondary school, a visiting lecturer at the National University of Cheasim Kamchaymear (NUCK), and an Associate Managing Editor of the Cambodian Journal of Educational Research (CJER).

The author is writing this section as a part of the current study. His opportunity to improve his knowledge and professionally blossom by publishing articles is to contribute to the development and strengthening of educational systems in his nation and the globe as a whole, he noted.

1.1.1. Primary school education

Sereyrath Em attended Chork preschool in 1998. Due to his existing knowledge of the Khmer alphabet, vowels, and basic spelling of the Khmer language taught by his father at home, he was regarded as qualified enough to move to Grade 1 after one week. From Grade 1 to Grade 6, he was always an outstanding student. He received awards for books, pens, and some money yearly. His parents were very proud of him for what he had achieved. They did not need to spend money buying stationery for their son, and if they had done, it would have been difficult for them because they were poor farmers and did not have much money. Sereyrath Em finally finished primary school in 2004.

1.1.2. Lower secondary school education

Sereyrath Em moved on from primary school to lower secondary school in 2004. He attended Kith Meng Brasat lower secondary school and studied there from Grade 7 to Grade 9. During his lower secondary school life, he did many great things vis-à-vis his study. As a result, he had many good friends, and all the teachers there loved him. During this period, he was very good at mathematics, the Khmer language, history, and other academic subjects, but his English subject was not so good. He failed English tests many times. He then decided to start learning English extra classes in 2006, and soon his English ability got a fast improvement. Sereyrath Em finally finished lower secondary school in 2007.

1.1.2. Upper secondary school education

Sereyrath Em moved to an upper secondary school (a high school) in 2007. He attended Hun Sen Mouy Mithona high, and he studied there from Grade 10 to Grade 12. At this new school, he still kept his intention to try to study all the academics. Due to his outstanding ability in the English language, he was requested by his friends to teach them English during their break time, and he agreed with the proposal. Therefore, at the end of 2007 he started teaching his friends English, and his friends, in return, provided him with some food and snacks for his hard work and helping them. They also loved him very much, and they were very grateful for his teaching. With hard work and clear intention, he successfully earned his high school degree in 2010.

1.1.3. Lower secondary school teacher training

In 2010, Sereyrath Em completed his general education, but his family was poor, and could not fully afford his studies at higher education. Thus, he sought different scholarships from different universities in Phnom Penh. Luckily, he won three scholarships in 2010. He was awarded at Cambodian Mekong University, Human Resource University, and the Paññāsāstra University of Cambodia. However, all the scholarships only covered the fees, so it was still difficult for his family to support him including rent, food, a daily payment, and learning materials.

Luckily, at the time, he was also qualified to take a test to become a lower secondary school teacher of English and Khmer languages. It was a stroke of luck along with his existing ability out of a hundred candidates that he passed the exam. Then he was required to attend the teacher training courses at Takeo Regional Teacher Training Center (Takeo RTTC) for two years before he was given the privilege by the Cambodian government and the Ministry of Education, Youth and Sport (MoEYS) to teach students at government schools.

It was also in 2010 that he was selected as a part-time teacher of English to teach students in the evening at British International School (BIS). He was asked to teach intermediate-level students there. The school was very close to Takeo RTTC, so he was able to work one hour a day to earn some extra money to support his living. He also made many friends at the school. They often talked about and discussed their lessons before class. They usually arrived at school early to meet and talk, and he did this work for two years until his training courses ended.

Once the two-year training courses were completed in 2012, he was assigned to teach students at Darakum lower secondary school located in Cheychork commune, Borey Chulasa district, Takeo province, Cambodia. His teaching schedule was really busy out there. He had to teach students from Monday to Friday, and the teaching was around five hours a day.

1.1.4. Bachelor's degree education

Despite his hectic schedule, his desire to study compelled him to seek a bachelor's degree. Therefore, Sereyrath Em looked for one, and he considered a university in Takeo provincial town, namely Angkor Khemara University (AKU) for a bachelor of arts in English on December 1, 2012, and he came to study every weekend. He was a very punctual student there. After completing all the requirements, on August 5, 2015, he graduated with a joyful ending. He received first place in the promotion, and he was very happy with that award.

1.1.4. Master's degree education

Despite having a bachelor's degree, his desire to study compelled him to continue. As a result, Sereyrath Em decided to pursue a master of arts in Teaching English to Speakers of Other Languages (TESOL). Due to the unavailability of a master's degree in his regional town, but it was in Phnom Penh, and it was a long journey from his school to Phnom Penh, he requested authorization from MoEYS to change his workplace. He was accepted and

sent to work at Kith Meng Brasat lower secondary school (it was a lower secondary school at that time, but now it is an upper secondary), which is around 50 kilometers from Phnom Penh. Then he decided to enroll at Human Resource University (HRU) in Phnom Penh to pursue a master of arts in TESOL. He tried to study all the time and fulfilled all the requirements. Finally, the degree was awarded at the end of 2017 which was two years after the enrollment.

1.1.5. Master's degree education and upper secondary school teacher training

After holding a master's degree, Sereyrath Em was then compelled to enhance his job from a lower secondary school teacher to an upper secondary school teacher. Thus, in the same year, he took another exam. The exam he took was to become an English teacher teaching at upper secondary schools. When the result was announced, he was fortunate enough with his ability to pass the exam. After a month of training, he learned of a master of education (MEd) in Educational Administration offered by the Cambodia International Education Support Foundation (CIESF) with sessions held on weekends. He was privileged to have Saturdays and Sundays off from his training courses. Thus, he applied for it. He was quite fortunate. Surprisingly, he was awarded the scholarship. Then he was doing two courses simultaneously. They were upper secondary school teacher training and an MEd.

The training classes were completed successfully in the adjacent of 2018, and he was requested by his school principal to return to work at the same school because this formerly lower secondary was transformed into an upper secondary school using the same name, Kith Meng Brasat. He taught students at this upper secondary school from Monday to Friday, and on weekends, Saturday and Sunday, he commuted to Phnom Penh to do his MEd at the National Institute of Education (NIE). After learning hard and completing all the requirements, he, finally, earned another master's degree by the end of 2019.

Noticeably, he, currently, is also a year-two student of a master's degree in Business Administration at the National Institute of Entrepreneurship and Innovation (NIEI), Phnom Penh, Cambodia. The courses of this degree have been conducted in hybrid mode at the weekend.

1.1.6. Doctoral education

Sereyrath Em passed the Thai Royal Scholarship for Ph.D. in 2019, but he did not accept the offer because he had personal problems after awarding. Then in early 2020, he won another Ph.D. scholarship in Educational Administration at the University of Cambodia, and he finished his Ph.D. coursework there. Then in 2021, he won two Ph.D. scholarships. One was from the Chinese Government, and another one was from the Hungarian Government. He decided to choose the Hungarian one, but after going to Hungary for some time, he got back to Cambodia due to the COVID-19 pandemic. However, the author has not given up his intention to earn a Ph.D. yet. Then he asked to transfer his credits from the University of Cambodia to Western University in Phnom Penh, Cambodia. He is now a Ph.D. candidate in Educational Administration at Western University. He still wants to earn a Ph.D. or a Postdoctoral degree abroad. Thus, he may apply to study overseas in the short future so that he has more time to improve his research skills.

1.1.7. Abroad education and training

Since 2020 Sereyrath Em has been abroad three times. He was awarded the training courses of the Advanced Specialist Certificate in Teaching Listening and Speaking conducted at Regional Language Center (RELC) based in Singapore. Then in early 2021, he was awarded again to attend another Advanced Specialist Certificate, namely the Advanced Specialist Certificate in Teaching Reading and Writing offered by RELC. In late 2021 he won a Ph.D. scholarship in Educational Sciences and went to study in Hungary. Additionally, he attended several online short courses and workshops provided by different nations worldwide.

1.1.8. A brief view of work experience

So far, Sereyrath Em has been teaching students English and working as a homeroom teacher. He always fulfills all the requirements for this work and has always committed to every aspect of the work to improve the outcome. He has also been employed as a visiting lecturer at the National University of Cheasim Kamchaymear (NUCK). Here he has been assigned to lecture students on English subjects, education subjects, and research methodology. This year he has also been requested by two groups of students to be their research report supervisor. He agreed and guided the students to conduct their studies successfully, and he also advised them to publish their work in international journals, and they did. As a result, the two groups' work was accepted and successfully published.

Currently, he has also been conducting research and has published around 20 research articles concerning the English language and the educational sectors in national and international journals, as well as serving as an Associate Managing Editor of CJER. For this position, he is requested to manage CJER's platform and edit some manuscripts every six months. Thus, he has been asked to review some manuscripts regularly. Besides, he is responsible for supporting the communication with authors and reviewers to facilitate the peer review process. He feels that he is lucky that he can do the kinds of work related to research because it is what he likes. Honestly, he is very busy, but he always takes the time to do what he can.

The above-mentioned points can reflect his academic life, not too detailed, but enough for anyone to picture and understand. The readers can know his area of interest through this description, he is sure. Besides, the readers surely predict what he wants and what he is going to become. English-related fields and education sectors along with research activities have become the author's interests for the time being, and they will be with him forever if he has a chance to improve and develop them.

To cut a long story short, the description is only some parts of the author's education and training. The author is now a novice educational researcher, and he presents his significant experience in the findings of the study. Readers can also follow his experience and do similar activities to become a researcher.

1.2. Research objectives

This study has the following objectives:

1. To examine what the author has done so far to become a novice educational researcher in a two-year duration.
2. To collect what the author has published so far in a two-year duration.

1.3. Research questions

To meet the above objectives, the study aims to answer the following questions:

1. What has the author done so far to become an educational researcher in a two-year duration?
2. What has the author published so far in a two-year duration?

1.4. Related literature review

Becoming an educational researcher is not an easy task. The scientific branch of study known as educational research methodically explores and solves academic issues using well-defined scientific methods. A certain strategy is needed to become an educational researcher. This career path can be right for you if you enjoy teaching and the notion of improving teaching techniques via in-depth study. This section explains how to become an educational researcher, what your responsibilities are, and the abilities and credentials you need to succeed in this position [7].

A master's degree in a related discipline may be adequate in some situations, but most research roles call for a doctorate. Try to select courses throughout your undergraduate, postgraduate, and doctorate degrees that afford these possibilities since many companies prefer applicants who have some experience teaching or a significant body of professional research. Research techniques in psychology, social research, research design and methodology, inclusive education, and educational research and development are some of the most advantageous areas of study [8].

There are many different areas of specialty in the field of education research. The easier it will be to change your career path; the sooner you decide on a specialty you wish to follow. You can consider concentrating in one of the following areas via your studies: higher education administration. As a higher education administrator, you are in charge of overseeing the college or university's facilities, resources, academic programs, teachers, and staff. Education leadership: education administrators support and advise teachers as they create curricula. You support teachers in effectively organizing and putting the program and practice changes into action. A professional who plans and implements changes in schools or other academic institutions is known as an educational change manager. You make sure that the stated goals and objectives of these change activities are met. Curriculum development: a curriculum developer assists in creating and implementing a training program with tasks that adhere to the institution's or academy's educational principles. You endeavor to guarantee that educational systems are continuously improved to reflect societal changes. Psychology in education: the field of educational psychology is concerned with the investigation of human learning. Through therapeutic and behavioral management programs, you may evaluate the academic and emotional requirements of children [9].

You have the chance to show potential employers your knowledge, talents, and resources by obtaining certifications. Additionally, it demonstrates your commitment to the field and the kind of ongoing education that educational researchers need. The following credentials might be useful for your career: preparing to teach in the lifelong learning sector, teaching in the lifelong learning sector certificate, postgraduate certificate in higher education, qualifications and credit framework, and research methods in education certificate [10].

The ability to work in a classroom setting is one of an educational researcher's most crucial qualities. A great approach to demonstrate this to companies is through actual job experience. Think about submitting applications for teaching assistant positions or acquiring classroom experience while you are a student. Research positions are useful for showcasing your aptitude for problem-solving, mathematics, and analysis. Temporary employment known as postdoctoral programs provides you the chance to carry on your studies and research in specialized areas of educational research [11].

You may start applying for positions if you have a variety of experience, credentials, and certifications. Check employment listings for openings or get in touch with particular educational institutions to see if they are seeking researchers. You may distinguish yourself as a passionate candidate by mentioning them and demonstrating how they complement your objectives and interests [12].

To improve educational practices, education researchers collaborate with academic teams that support educational research. However, there is employment available at practically every level of academics. You normally work at colleges. The following are some of your most typical responsibilities: teaching in high schools, colleges, and universities; assisting students with the development of their dissertations; designing, gathering, and analyzing data from surveys, focus groups, interviews, classroom observations, and site tours; writing reports based on this data to share with the academic community; developing programs and developing curricula to improve educational standards and support the professional development of teachers; recommending policies and procedures to the academic community and recommending policies and procedures to the government [13].

Educational researchers need the following abilities to succeed in their position: project management: educational researchers frequently work toward a specific objective, such as changing the curriculum, investigating a certain subject, or enhancing community literacy. Knowing how to properly plan, prepare for, and carry out a project increases the likelihood that it will be completed successfully and on schedule. Budget management: putting systemic reforms into place in the education industry calls for some level of financial know-how, including accounting, auditing, and contract negotiation. This is because it is frequently simple to discover answers to issues, but much more challenging to develop solutions that are feasible financially, data management: the success of your study depends on your ability to collect and organize data with accuracy. Accuracy is essential, and IT skills are required since you utilize this data to drive theses and the direction of academic publications. Data collection and display may be supported by a broad variety of

computing technologies. It can be more effective for stakeholders to use your research to support their decisions if you can gather information and present it in intuitive ways [14].

As an educational researcher, your income potential varies based on a variety of variables. Depending on your degree of seniority and the specialty you have selected, your pay may change [15]. Your location, the hiring organization, and your educational background may all affect your salary. The most typical wages and responsibilities for educational researchers consist of: the primary responsibilities of educational researchers include reviewing current problems in the field of education and using research to develop solutions. To create reports that you distribute to the research community, you gather, compile, and analyze data from a variety of sources. Surveys, academic research, and your personal experiences working in classrooms are all acceptable sources [16].

Principal responsibilities: education managers are senior employees overseeing a learning center's educational initiatives. To make judgments concerning the learning center's curriculum, staff training, and equipment, you use the information offered by education researchers. Successful education administrators strike a balance between students' demands and the financial realities of scarce budget and staff [17].

Primary responsibilities: with a few significant variations, education consultants perform comparable roles to education researchers. Even though part of your job is dealing with particular problems in the educational system, you are typically not a member of the faculty you work to improve. You may be a freelancer that businesses engage to help with a specific issue, work for a consultant organization, or be self-employed. Exam preparation, teacher development, special needs, and the creation of educational materials are all frequent areas where you consult [18].

2. METHOD

The current study employs an autobiographical design, one of the qualitative methods [19]. The term autobiographical method designates a particular type of investigation. An autobiographical study utilizes information gathered from the author's work and work author's own life experiences [20]. The study aims to collect all the work published by the author to examine what he has done to become a novice researcher and examine what he has published. Thus, the author reviewed his work from July 2021. The author collected his published work from different outlets both national and international. The various types of his publications were those from his blog, newspaper websites, and journals. However, his work that is not available on the internet is not included in the current study.

The data is then themed and analyzed using content evaluation. Context analysis is suitable for most types of qualitative studies.

3. RESULTS AND DISCUSSION

3.1. Results

This section reveals different activities the author has done and has been doing to become a novice educational researcher in the last two years. The activities selected to show in this section mostly concern research ones.

3.1.1. Reading

A researcher is a great reader. The author has read different sources, such as books, research articles, newspapers, websites, blogs, preprints, and other such things concerning his research interests to improve his content knowledge. The author additionally noted that reading documents is not reading to finish each one, but reading to find what he wants to aid his projects.

3.1.2. Joining the research community

Joining the research community is what the author has been doing. For example, he has applied to be a part of a homemade journal, namely the Cambodian Journal of Educational Research (CJER). At first, he was accepted as a reviewer and then promoted to become Associate Editor. Currently, he has been promoted to become Associate Managing Editor. Additionally, he has been invited to be a reviewer for many outlets, such as the Forum of International Research in Education (FIRE), the Professional Journal of English Education (PROJECT), the Journal of Mathematics Instruction, Social Research and Opinion (MISRO), Journal of General Education and Humanities (GEHU), Palgrave Macmillan, and some others.

3.1.3. Joining research training courses

Table 1. Selected Research Training Courses the Author Attended

No.	Course Titles	Providers	Duration
1.	How to Write Research Proposals: From Chapter One to Chapter Three	The University of Cambodia (UC)	Two months
2.	Research Methodology	Education, Research and Innovation Centre (ERIC)	30 hours
3.	Research Instrument Development: Psychological Constructs	Education, Research and Innovation Centre (ERIC)	30 hours
4.	How to Write and Publish Research Articles	Education, Research and Innovation Centre (ERIC)	30 hours
5.	Fundamental Statistics and Data Analysis	Education, Research and Innovation Centre (ERIC)	30 hours
6.	Advanced Statistics and Data Analysis	Education, Research and Innovation Centre (ERIC)	30 hours
7.	Formulation of Research Topics in Education	Education, Research and Innovation Centre (ERIC)	30 hours
8.	Sampling, Measurement, and Analysis Designs	Education, Research and Innovation Centre (ERIC)	30 hours
9.	Research Orientation	The University of Cambodia (UC)	Two days
10	Cambodian Research Development Program (still ongoing now)	Education, Research and Innovation Centre (ERIC)	One year

Table 1 presents different selected research training courses the author has attended for the last two years. From no. 1 to no. 9, the author has completed the courses, the only no. 10 he has been attending. The aim of the no. 10 is to produce Cambodian researchers through regular training with clear steps, and each attendee is required to publish at least one research article in reputable journals, preferably those indexed in Scopus. Now the

course has been ongoing for about one month, and each attendee has been familiarized with research problems.

3.1.4. Joining research seminars

The author has also attended several research workshops and seminars as an attendee and presenter. For instance, the author presented his research findings at the Cambodian National Conference, the Cambodian International Conference, the CamTESOL Conference, the CEF Research Seminar Series, and the Cambodia Development Resource Institution (CDRI). The author has also attended several other research workshops and seminars online prepared by national and international research centers.

3.1.5. Familiarizing with research websites

The author has familiarized himself with different research websites both national and international. The websites that the author often surfs include the Cambodian Education Forum, Taylor & Francis, ERIC, Palgrave Macmillan, Springer, and a few other websites. The author has also created Google Scholar, ResearchGate, ORCID, and Academia accounts to store his published work.

3.1.6. Selected articles from the author’s blog

Table 2. Selected Articles from the Author’s Blog

No.	Article Titles	Publication Date	Author
1.	History of operations management	2021, September 5	[21]
2.	Please forgive me	2021, October 27	[22]
3.	How to protect yourself from traffic accidents	2021, December 9	[23]
4.	What should be the qualities of an effective 21st-century teacher?	2021, December 10	[24]
5.	Your goals in the future	2021, December 27	[25]
6.	English Grade 10 for Cambodia	2022, January 22	[26]
7.	English lesson plans for Cambodian Grade 12	2022, January 31	[27]
8.	The publication of English for Cambodia Book six	2022, May 10	[28]
9.	The advantages and disadvantages of the Chinese language in Cambodian schools	2022, November 15	[29]
10.	History of International Women’s Day and its importance	2022, March 7	[30]

Note: For more articles, please go to: <https://englishacademicessay.org/>

Table 2 presents some articles that the author has written and published on his blog. The articles are only some of the others he wrote in his free time. If you want to read more articles, he has provided the link for you under the table. The author wrote the selected articles and published them by himself because he thought those were only opinions and might not be accepted by some websites, and some of them were sent to the websites but were rejected. As a result, he published by himself to keep those ideas from forgetting. Currently, his blog has been updated to English Academic Essay (EAE).

3.1.7. Selected articles from the newspapers

Table 3. Selected Articles from the Newspapers

No.	Article Titles	Publication Date	Author
1.	Opinion: Factors to consider education reforms in Cambodia	2021, May 4	[31]
2.	Opinion: Reasons people choose to live in warm climate	2021, May 17	[32]
3.	Opinion: Higher Education broadens life horizons	2021, July 1	[33]
4.	Cambodian students' online learning challenges during the COVID-19 pandemic	2021, July 17	[34]
5.	Opinion: Factors to think of if you want to be the best English-language teacher	2021, July 4	[35]

Table 3 reveals some selected opinion articles by the author, and published on newspaper websites, opinion section. It should be noted that there are still some more articles, but the five articles in the table were randomly selected and published in 2021.

3.1.8. Selected articles from national and international outlets

Table 4. Selected Articles from National and International Outlets

No.	Article Titles	Year of Publication	Author
1.	Challenges of online learning during the COVID-19: A survey of Cambodian high school students	2021	[36]
2.	Qualities, personal characteristics, and responsibilities of qualified teachers in the 21st century	2021	[37]
3.	Challenges of English language learning and teaching in Cambodia: A case study of Kith Meng Brasat High School	2022	[38]
4.	Cambodian grade-12 students' perceptions of public English textbooks and exam papers	2022	[39]
5.	Cambodian students' motivation in learning the English language: A small-scale survey at a private high school in Phnom Penh	2022	[40]
6.	Teacher education in Cambodia: Formulae, challenges, suggestions for improvement	2022	[41]
7.	Common factors affecting grade-12-students' speaking fluency: A survey of Cambodian high school students	2022	[42]
8.	Cambodian Buddhist monk students' motivation in learning English: The case of Hun Neng Buddhist primary school, Kampong Cham Town	2022	[43]
9.	Cambodian high school students' motivation toward learning English	2022	[44]
10.	Cambodia teachers' readiness of using ICT: The case of rural-upper secondary schools	2022	[45]
11.	Teachers' and learners' perceptions of formative assessment practice in enhancing learning in EFL courses	2022	[46]
12.	COVID-19 and digital transformation of Cambodian higher education: Opportunities, challenges, and the way forward	2023	[47]
13.	Students' motivational factors behind acquiring shadow education and reasons for creating New Generation Schools in Cambodia	2022	[48]

No.	Article Titles	Year of Publication	Author
14.	A review of different ideas concerning the characteristics of a good leader and shaping new ideas of an effective 21st-century leader	2023	[49]
15.	Cambodian students' online learning challenges during the COVID-19 pandemic: A vision for future measures	2023	[50]
16.	Cambodian EFL university students' perceptions of online learning effectiveness during the COVID-19 pandemic: A survey study	2022	[51]
17.	Private tutoring and traditional classes: A comparison of students' learning achievements in chemistry	2022	[52]
18.	Cambodian Buddhist monks' motivation in learning English: Grade level analysis	2023	[53]

Table 4 presents the selected articles the author has conducted in the last two years. They were published on national and international journal websites, and all of them are available on Google Scholar search. Article no. 1 was his first published article, and it was accepted and published by the CJER in its vol.1, no. 2.

It should be reminded that before July 2021, the author also conducted some studies; for example, a study to earn his teacher's degree in basic education in 2012, a study to earn his bachelor's degree in 2015, a study to earn his master's degree in TESOL in 2017, a study to earn his teacher's degree in higher education in 2018, and a study to earn his master's degree in education in 2019. However, those studies were not published by any journals because the author did not understand the publication process at all during those periods. Thus, all of those studies were only printed out and put in the libraries.

3.1.9. Authors' activities before submitting articles to a journal

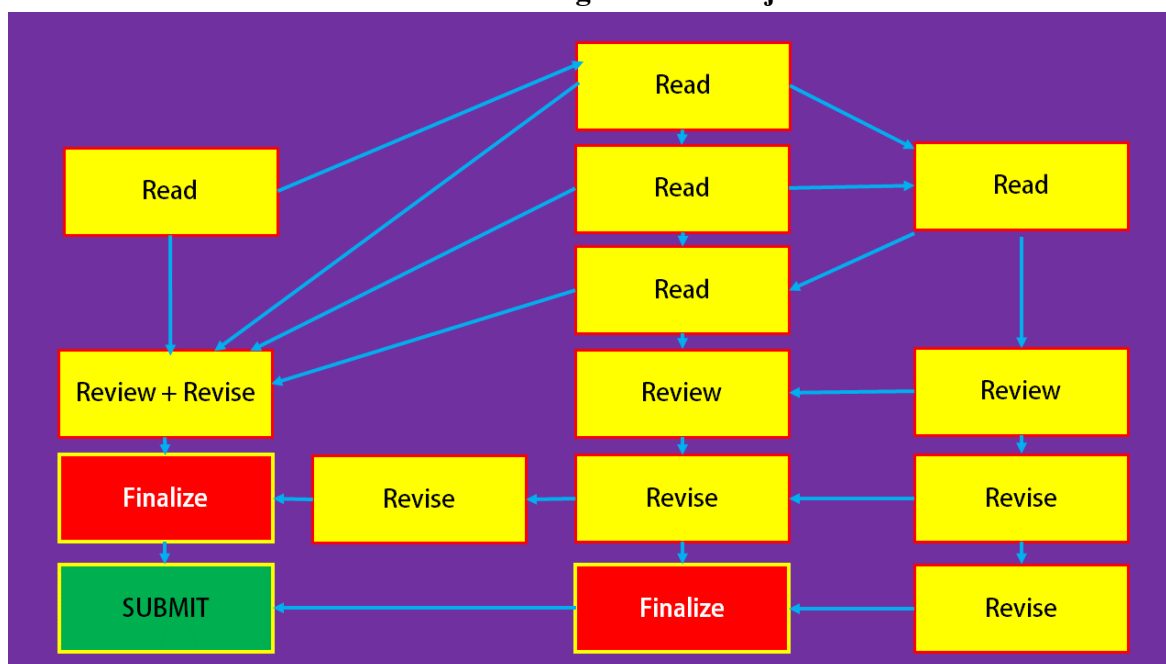


Figure 1. Authors' Activities before Submitting Articles to a Journal

Before submitting an article to a journal for publication, the author does some, most, or all of the activities as presented in figure 1. All the activities presented in figure 1 are sometimes considered all or just a few. They are based on the author's content and context knowledge of each manuscript. If the author is sure that the manuscript is correct and concise, he only considers a few steps. However, when he is not sure about the manuscript concerning its content, design, methodology, readership, and other such things, he sometimes takes all the steps into account. The author also noted that after submitting his manuscript to a journal, he then has more time to learn from the experienced reviewers of the journal, and he can improve his research skills.

3.2. Discussion

The current study found that the author has been doing different activities to become a novice researcher. He has read and consulted different sources of documents to improve his content knowledge concerning his research interests. He has joined different research communities to get to know other researchers. He joined many research training courses to improve his research skills. He has joined different research workshops and seminars to present his research findings. He has also joined as an attendee in national and international workshops and seminars to learn about new things the other researchers found. Finally, he has familiarized himself with research websites and has created research accounts such as Google Scholar, ResearchGate, Academia, and ORCID.

The author has also published many articles in the last two years. He has published his articles on his blog, newspaper websites, and national and international journal websites. Noticeably, currently, he published his last few articles on journal websites. As a novice researcher, he still needs to learn a lot from senior researchers and get experiences from them. Before the author sends his articles to journals, he needs to read, review, review, revise, revise, and finalize his manuscripts.

What the author has been doing is also along with some previous authors such as Slavin [8] who noted that in rare circumstances, a master's degree in a relevant field may be sufficient, although the majority of research positions require a doctorate and Burkhardt and Schoenfeld [13] who noted that educational researchers need to work with academic groups that promote educational research to enhance educational practices. These are parts of what the author has been practicing so far. Additionally, it should also be noted that the author, currently, has become one of the founders of a homemade journal, namely the International Journal of Cambodian Education (IJCE). The journal is now in its testing stage, and it will publish articles this year (2023).

The author has some tips for others to read and consider improving research skills as followed.

Attending different research-related events helps you improve your research skills very quickly. Do not wait until you have time; you must take time to join those events if you wish to become a better researcher.

You also need to learn to distinguish the writing between writing opinion articles and research articles. You can write whatever you want for your opinion articles, but you need to give all references for research articles where needed.

Before getting into the specifics of your research problems, you may start generically. It is okay to conduct a quick online search to get you started on your study because it might be difficult to know where to start. Online resources like Google and Wikipedia, while not always correct, are a great method to gain a general grasp of a topic because they frequently include a basic summary along with a succinct history and any key points.

You must learn to recognize a trustworthy source. Since not all sources are trustworthy, you must be able to discern between dependable and untrustworthy sources. Use your analytical and critical thinking skills to choose a reliable source by posing the following questions to yourself: Do this source and the others I have discovered agree with each other? Is the author an expert in the field? Is the author's point of view on this matter in contradiction with any interests?

Verification of information from many sources is necessary. The internet generally allows anybody to say whatever they want because so many websites do not verify the accuracy of their material. This suggests that many dubious sources are out there, along with those that are outright fraudulent. Making sure that whatever you acquire via your research has several sources that can speak to its authenticity is the simplest way to avoid this. Instead of depending just on one website, ensure that the information is consistent across at least two separate sources.

You must be ready for unforeseen outcomes. The basic objective of excellent research is to provide answers to your research questions; it is not usually done to support pre-existing beliefs. Only looking for confirmation is a very limited research strategy since it necessitates selective information collection and prevents you from developing a complete understanding of the issue. To learn as much as you can from your study, have an open mind.

You must keep everything organized. During the data collection process, you could come across a wide range of content, including websites, PDFs, and videos. It is critical that you keep all of this information organized in some way so that you do not lose anything or forget to refer to something. There are various ways to keep your research project organized, but the following are a few common ones: indexed cards, browser bookmarks, and an annotated bibliography that is continually being updated.

Utilize the resources the library has to offer. If you have any worries about conducting academic or course-related research even if you are not a student, several sites can help. In reality, a large number of university and high school libraries offer resources for the general public as well as for the study of professors and students. Be sure to check out the library's website if you need access to any special databases or research guides.

Finally, limitations are typical for all studies, with no exception. Like those studies, the current study has its limitation. The author stated two years of experience in becoming a novice researcher. It is only more than a year starting from July 2021 to this time of writing. Thus, the author may write another autobiographical research article in the future.

4. CONCLUSION

In conclusion, the present study found that the author has engaged in a variety of activities to develop himself into a novice researcher, according to the current study. To increase his subject understanding apropos his study interests, he has studied and reviewed a variety of sources of documents. To meet other researchers, he has joined a variety of research forums. To polish his research techniques, he enrolled in many training programs. To convey his research findings, he has participated in a variety of research workshops and seminars. He has also attended workshops and seminars held nationally and internationally to learn about the novel findings made by other scholars. Last but not least, he has become familiar with research portals and registered for accounts on sites like Google Scholar, ResearchGate, Academia, and ORCID.

It should also be noted that when writing English in general, it is easier than writing scientific articles which need references to support the claim. Thus, updating from an English passage or text writer to an educational researcher is a step that you need to be cautious of.

The current study also reveals that in the previous two years, the author has also written many articles. His papers have appeared on his blog, the websites of newspapers, and the websites of both domestic and foreign journals. Notably, he published a number of his articles on journal websites rather than others at present. He still has to learn a great deal from more experienced researchers and benefit from their experiences. Before submitting his writings to publications, the author must read endlessly, evaluate endlessly, modify endlessly, and complete his manuscripts.

ACKNOWLEDGEMENTS

For their significant contribution to the current study, the author would like to thank the editors, blind reviewers, and other relevant authors of the Journal of Mathematics Instruction, Social Research and Opinion. Finally, the author would love to send his best wishes for everyone's prosperity, happiness, and success.

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