TURKISH SCHOLARS' PUBLISHING PROCESS IN SOCIAL SCIENCES IN ENGLISH-MEDIUM JOURNALS: MOTIVES, CHALLENGES AND STRATEGIES

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TÜRK AKADEMİSYENLERİN SOSYAL BİLİMLER ALANINDA İNGİLİZCE DERGİLERDE AKADEMİK YAYIN YAPMA SÜRECİ: GEREKÇELER, GÜÇLÜKLER VE KULLANILAN STRATEJİLER

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Journals: Motives, Challenges and Strategies)

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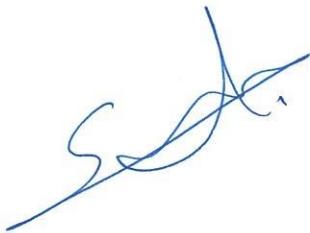Jüri Üyesi : Yrd. Doç. Dr. Muzaffer BARIN   İmza:

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Yüksek Lisans olarak sunduğum "TÜRK AKADEMİSYENLERİN SOSYAL BİLİMLER ALANINDA İNGİLİZCE DERGİLERDE AKADEMİK YAYIN YAPMA SÜRECİ: GEREKÇELER, GÜÇLÜKLER VE KULLANILAN STRATEJİLER" başlıklı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

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ÖZET

TÜRK AKADEMİSYENLERİN SOSYAL BİLİMLER ALANINDA İNGİLİZCE DERGİLERDE AKADEMİK YAYIN YAPMA SÜRECİ: GEREKÇELER, GÜÇLÜKLER VE KULLANILAN STRATEJİLER

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Bu çalışma, Türk akademisyenlerin sosyal bilimler alanında İngilizce dergilerde akademik yayın yapma süreçlerini, yayın gerekçelerini, karşılaştıkları zorlukları ve kullandıkları stratejileri dilsel ve dilin dışındaki etkenler çerçevesinde değerlendirerek incelemektedir.

Araştırma nitel desende yürütülmüştür; bunun nedeni araştırmacının konuyla ilgili derinlemesine analiz yapmayı ve mevcut durumun farklı boyutlarını ayrıntılarıyla sunmayı amaçlamasıdır. Araştırmanın verileri, Doğu Anadolu'da yeni gelişmekte olan bir üniversitenin Eğitim Fakültesinde görev yapan 23 öğretim üyesiyle yapılan yarı-yapılandırılmış görüşmeler ve bir demografik ölçek aracılığıyla elde edilmiştir. Görüşmeler ses kayıt cihazıyla kaydedilmiş ve ses kayıtları Sespro görüşme kayıt programıyla bilgisayar ortamında metine dönüştürülmüştür. Elde edilen metinler, QSR NVivo 7.0 nitel veri analiz programının kodlama, kategorileştirme ve düzenleme öğeleriyle analiz edilmiştir.

Verilerin analizi, Türk akademisyenlerin sosyal bilimler alanında İngilizce dergilerde yayın yapma gerekçelerini, bir üst akademik kadroya yerleşmek (doçentlik) ve uluslararası yazın alanına katkıda bulunmak olduğunu göstermiştir. Çalışmanın sonuçları ayrıca, katılımcıların bu süreçte en sık karşılaştıkları dilsel güçlükleri terimleri ve kavramları doğru ve yerinde kullanmak, İngilizce karmaşık yapılı cümleler kurmak ve bazı dilbilgisi kurallarını uygulamak olarak göstermiştir. Aynı zamanda, katılımcılar nitel çalışmaları ve makalenin giriş ve sonuç kısımlarını İngilizce yazmanın oldukça zor olduğunu belirtmişlerdir. Bunun yanı sıra öğretim üyeleri, mevcut dil öğrenim süreçlerinin katkı sağlamadığını, akademik boyutta İngilizce yeterliliklerini sağlamak için sistem değişikliği yapılmasını önermişlerdir. Dilin dışındaki etkenlerle ilgili olarak, araştırma yapmak için yetersiz altyapı ve yatırımlar, İngilizce yayın çıkarmanın yorucu süreci, kültürel farklılıklardan kaynaklanan yazım üslup farklılıkları bulunmuştur. İngilizce dergilerde yayın yapma sürecinde, katılımcılar tarafından kullanılan stratejiler, makalelerinin Türkçe taslak metinlerini çeviri yap(tır)ma, yurtdışında akademik çalışmalar yapma, tecrübeli akademisyenlerin deneyimlerinden yararlanma ve yayınlanmış İngilizce makalelerin cümle kurgularını model alma olarak tespit edilmiştir. Katılımcılar, sürece katkı sağlamak amacıyla, üniversite genelinde akademisyenlere yönelik bir akademik yazma dersinin yürütülmesini, İngilizce makale taslak metinleri için bir düzenleme birimimin kurulmasını ve üniversiteye dergi editörlerinin ve her alana özgü uzmanların davet edilmesini önermektedirler.

Anahtar Sözcükler: Akademik Amaçlı İngilizce, Akademik Yazma, Anadili İngilizce Olmayan Akademisyenler.

ABSTRACT

MASTER'S THESIS

TURKISH SCHOLARS' PUBLISHING PROCESS IN SOCIAL SCIENCES IN ENGLISH-MEDIUM JOURNALS: MOTIVES, CHALLENGES AND STRATEGIES

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The current study investigates Turkish scholars' motives, challenges and strategies of publishing in social sciences in English-medium journals from both linguistic and non-linguistic perspectives.

To achieve this, a qualitative research design was used to explore comprehensive answers to the research questions. In the research, 23 Turkish scholars in the faculty of education of a university located in the eastern part of Turkey were chosen to reflect the different dimensions of the issues raised in the research. Data were collected through semi-structured interviews and a demographic survey with the participants on face-to-face basis via exploring their actual practices. In the analysis of the data, first SesPro program was used to transcribe the interviews into texts. Then, QSR NVivo 7.0 qualitative data analysis program was used to realize the actual analysis of the responses via coding, categorizing and organizing the data.

The results of the data analyses indicated that participants' motives for publication in English were achieving a tenure position at university and contributing to the international literature. In terms of challenges, the data analysis results also displayed that the most frequent linguistic constraints were using terminology and concepts appropriately, structuring complex sentences in English, and applying some grammatical rules. It was also found that writing research articles in qualitative designs in social sciences and writing the introduction and discussion parts of a research article that require comments and unique expressions were more difficult for the participants. Besides, the participants did not find their English learning processes efficient enough, and they suggested a system modification in evaluating scholars' language proficiency. As for non-linguistic challenges, the lack of sufficient funds and facilities to conduct research, the tedious nature of writing for publication in English, and the divergence from the accepted forms of research reporting due to cultural norms were found to be the most frequent ones. The frequent individual strategies on the way to publish a research article in English were translation rather than writing directly in English, going abroad and conducting research with the competent people of disciplines, colleague collaboration among senior and junior researchers, and taking published papers as models to write. As for institutional perspective, the participants suggested a university-wide training course on academic writing for scholars; an academic writing center, mainly functioning as an editorial office at university; and invitation of editors of journals and authorities at specific disciplines to the university.

Key Words: English for Academic Purposes, Academic writing, Nonnative English-Speaking Scholars.

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LIST OF ABBREVIATIONS

APA : American Psychological Association

EAP : English for Academic Purposes

EFL   : English as a Foreign Language

ESL   : English as a Second Language

ESP   : English for Specific Purposes

EMJ : English-Medium Journal

IIJ   : Internationally- Indexed Journal

L1   : Native Language

L2   : Second Language/Foreign Language

NES   : Native English Speaker

NNES : Nonnative English Speaker

OSYM : Student Selection and Placement Centre in Turkey

RA   : Research Article

SCI   : Social Citation Index

SSCI : Social Science Citation Index

A&HCI : Arts and Humanities Citation Index

TOEFL : Test of English as a Foreign Language

YDS : Central Test of English in Turkey held by OSYM

YÖK : Turkish Higher Education Council

CHAPTER ONE

1. INTRODUCTION

This introductory chapter addresses the issues that underlie the statement of the problem; purpose, significance and limitations of the study; and the frequently seen key terms, ending with an overview of the study.

1.1. Statement of the Problem

New global communication technologies, growth of business and industry among countries, and a desire to advance in science and technology have led people all around the world to adopt a language as the international medium of communication. In addition, the political and economic groupings in the world have made nations communicate with each other, which in turn led a need for a global language in the world. The USA, which is the most productive and fastest growing country in economy; and England, which has an imperialist policy around the world in the century, have fostered English to become a global language (Crystal, 2003).

In today's world, over two billion people speak English in various dialects and at many proficiency levels. As English has gone beyond its natural borders, nonnative speakers of English outnumber native speakers three to one as asserted by Crystal (2003). In the course of time, like in many areas of life, English has established itself as the world language of research and publication, and it is used by a multitude of universities and institutes of learning all around the world as the language of instruction. On account of the current status of English, the need for English as a foreign language has placed a remarkable change in the requirements of many academic circles. Thus, some crucial aspects related to use of English for academic purposes have recently gained considerable importance throughout the world.

As for Turkish educational milieu, learning English has been an inevitable part of one's life in some way or another for a long time. König (2003) suggests that in

Turkey, main aims for teaching of English are usually for higher education, for better job opportunities and for following technological and scientific improvements. Those aims direct language learners to the need of using English for different purposes. In academic context, such an aim includes making use of English communication skills for academic purposes. In Turkey's academic context, scholars at universities are in the effort of exchanging academic knowledge and "harvest" with their counterparts in international academic platforms in a language in which they do not think, explore and conduct research in their contexts. Due to the need for such an exchange of rich knowledge for learning and sharing, there appears a growing demand for nonnative English speaking scholars towards improving their academic English communication skills to catch up with their native or nonnative English-speaking counterparts in academic world, and to enrich their academic knowledge and research universe. Especially, the scholars in the newly- founded, developing universities in eastern part of Turkey have difficulty in their adaptation to such environments due to the lack of the opportunities mentioned above. In order to absorb internationality into the academic harvest in such universities, some present situation analyses, regulations and initiatives have to be put into practice to enable those academically rich Turkish thinking minds to transfer their academic products into international academic world.

1.2. Significance of the Study

As English has become the dominant language of global scholarly publishing, a lot more pressure has been mounting for nonnative English-speaking scholars to publish in English, particularly in English-medium journals (Belcher,2007; Curry & Lillis, 2004; Flowerdew, 2000). In many EFL contexts, English-medium publishing has been highly valued by institutional reward systems, and has been applied to evaluation practices at key career moments, such as hiring, obtaining funding, promotion and tenured position. (Lillis & Curry, 2006, 2010; Polo & Varela, 2009). In addition, as Curry and Lillis (2006) suggest, English-medium publications offer a forum for multilingual scholars to disseminate their research broadly. Equally important, publications from non-English speaking countries benefit global knowledge production

by broadening the range of contributions in terms of new knowledge and different perspectives.

Considering the crucial role of placing one's academic dissemination in international academic milieu, scholarly writing and publishing in international English-medium journals gain much more importance than before. Thus, there appears a need for nonnative English-speaking scholars to overcome the difficulties they experience on the path to scholarly publishing. In Turkey's contexts, research is not sufficient to address the issue and to suggest remedial actions to handle the problem. Both in international and Turkish contexts, there is still a need for more case studies with individuals from different disciplines, sociocultural and linguistic backgrounds for determining appropriate ways to help these people with their language needs.

Reviewing the literature, it is obviously seen that many studies have been conducted to assess academic literacy skills of either international undergraduate, graduate or post-graduate students studying at a tertiary institution in an English-speaking environment; or those of nonnative English-speaking undergraduates, graduates or post-graduates studying at an English-medium university in an EFL context, etc. (Cheung, 2010; Huang, 2010; Li, 2006; Li& Flowerdew, 2007, inter alia.) There is also a great amount of research on the needs and challenges of nonnative English speaking scholars in developing non- English speaking countries. The studies have been mainly conducted in some non-English speaking countries, such as Hong Kong, China and some European countries. (China: Cargill& Connor, 2006; Cargill, Connor& Li, 2012; Cheung, 2010; Flowerdew& Li, 2009; Li& Flowerdew, 2007; Shi, 2002; Hong Kong: Braine, 2005; Evans& Green, 2007; Flowerdew, 1999; Flowerdew, 2000; Li& Flowerdew, 2009; Japan: Braine, 2002; Cheng, Myles& Curtis, 2004; Okamura, 2006; Wong, 2008; Korea: Cho, 2009; Cho, 2010; Lillis& Curry, 2006; Europe: Curry& Lillis, 2010 ; Duszak& Lewkowicz, 2008; Hanauer& Englander, 2011; Kindelan, 2009; Olsson& Sheridan, 2012; Pérez-Llantada, Plo & Ferguson, 2011; Tietze, 2008; Taiwan: Huang, 2010; Sudan; Curry& Lillis, 2004; ElMalik& Nesi, 2008, inter alia.) Regarding Turkey's academic context, there is not an efficient amount of research on describing the challenges and needs of scholarly writing of Turkish scholars (Başaran& Sofu, 2009; Buckingham, 2008; Koyalan& Mumford, 2011; Poyrazlı& Şahin, 2009). It may be because in top universities of Turkey, English- medium

instruction is in practice, and those universities are actively involved in international academic events, which enables universities to easily become adjusted to native English- speaking academic world, and not to stand far from scientific developments. However, the scholars in less privileged Turkish research environments, especially in the newly founded, developing universities in eastern part of Turkey have difficulty in their adaptation to such environments due to the lack of the opportunities mentioned above. Furthermore, it is a prerequisite in Turkey to get a satisfactory amount of published papers in indexed journals to get a tenure position at Turkish universities. Therefore, this brings another motive for scholars in Turkey to publish in internationally indexed English-medium journals. As Başaran and Sofu(2009) suggest, these processes of scholarly writing and publishing in indexed journals are a lot more difficult and demanding for those who had no formal education in writing and who had no US and UK background. There are many actions to put forward; however, within the scope of this research, which treats the situation from a linguistic view, it is aimed to contribute to the solution of Turkish scholars' present situation via describing the current publishing practices of nonnative English-speaking scholars in Turkey, as a response to Buckingham's (2008) call for such case studies.

1.3. Purpose of the Study

The aim of this study is to investigate Turkish scholars' motives, challenges and strategies of publishing in social sciences in English-medium journals from both linguistic and non-linguistic perspectives. To achieve this, qualitative data were obtained to describe their publishing processes and challenges through semi-structured interviewing.

The research questions of the study are stated as follow:

1. What are Turkish scholars' motives for publishing in English-medium journals?

2. What are, if any, Turkish scholars' challenges of publishing in English-medium journals?

2.1. What are, if any, the linguistic challenges of Turkish scholars in the process of publishing in English-medium journals?

2.2. What are, if any, the non-linguistic challenges of Turkish scholars in the process of publishing in English-medium journals?

3. What are the strategies of Turkish scholars to deal with the process of publishing in English-medium journals from individual and institutional perspectives?

1.4. Limitations of the Study

As the current study is designed and conducted as a case study, it is crucial to state that the motives, challenges and strategies discussed in the study represent only Turkish nonnative English-speaking scholars in a faculty of education at a medium-sized university in the eastern part of Turkey. It is most likely that Turkish nonnative English-speaking scholars from other linguistic and cultural backgrounds may undergo different processes and linguistic difficulties.

In addition, as the researcher intends to remark the writing and publishing processes of the participants, the scholars who conduct research in educational sciences were chosen as the study group, where richer texts are produced and language use is raised. Besides, the researcher finds a chance to compare writing in different disciplines within educational sciences context and terminology. However, as having different disciplinary writing conventions, the scholars from other disciplines in social sciences were excluded from this study. Therefore, findings in the current study may not encompass all the processes, practices and challenges of all disciplines.

The data of this study were collected through only semi-structured interviews and a demographic survey, and the research was a descriptive one in nature. In the future, motives, challenges and strategies of Turkish nonnative English-speaking scholars from different contexts may be investigated through different research designs, data collection procedures and instruments and with different participants.

1.5. Definitions of Key Terms

Native and Nonnative Speakers:

A nonnative speaker of a language is one who has not spoken it from the time they first learned to talk while native speaker is a person who speaks a language as their

first language and has not learned it as a foreign language (Oxford Advanced American Dictionary, 2011). In the current study, these two terms are used within the context of English language use.

Research Article:

Research article is the genre acknowledged by the research world as the leading instrument to disseminate new knowledge. Writers in the international academic community follow the established conventions in creating this genre, describing materials and methods, discussing results, putting forward their arguments, providing evidence and stating their claims, all of which are framed in the main structuring of the genre (Huckin & Olsen, 1991, as cited in Kindelan, 2009).

Scholar:

A scholar is a person who specializes in a particular branch of study; does related research; lectures; and publishes research results in academic settings.

Scholarly/ Academic Journal:

A scholarly journal is an *academic journal* or very often *peer-reviewed journal* that includes original research articles, written by researchers and experts in a particular academic discipline; and that facilitates scholarly communication between members of a particular academic discipline and/or the public.

Internationally Indexed Journal:

In the current study, the term is used to define scholarly journals that are indexed in US and /or UK- based English- medium journal databases, such as SCI (Social Citation Index), SSCI (Social Science Citation Index), and A&HCI (Arts and Humanities Citation Index).

1.6. Overview of the Study

In the *introductory chapter*; the statement of the study problem, the purpose and significance of the study, the key terms frequently seen, and the limitations of the study are given. *Chapter 2* reviews the relevant theories and empirical findings and discusses their implications for the current study. This chapter begins with the growth of English

for Academic Purposes branch, and the concept of academic discourse community. Following this, the underlying theories and orientations of L2 writing and academic writing in the context of publishing in scientific journals are discussed. This chapter also reviews literature on studies conducted on nonnative English speaking scholars' challenges in English-medium publishing practices. In *Chapter 3,* the overview of the methodology is given. To achieve this, the design and the participants of the study, data collection instruments and procedures, and data analysis methodology are mentioned. In addition, the issues of validity, reliability, research ethics, and the role of the researcher in qualitative research design are addressed. In *Chapter 4*, the analyses of the qualitative data of the study are presented with specific extracts from the semi-structured interviews with the participants. In *Chapter 5*, within the scope of the three research questions, the findings of the study are discussed via providing certain pedagogical implications and some suggestions for further research.

<div align="center">**CHAPTER TWO**</div>

2. LITERATURE REVIEW

This chapter provides information about the theoretical perspectives and research literature most relevant to the purpose of this study.

2.1. The Growth of Academic English: English for Academic Purposes

As is well known, the English language has become the current lingua franca of international communication due to the spread of science and technology all over the world, together with the globalization of the economy and the fact that the academia has turned out to be more international each day. Likewise, English is now considered as the world's predominant language of research and scholarship. Hyland (2006) remarks that now more than 90 per cent of the journal literature in some specific scientific domains is in English and of them, the most prestigious and cited scientific journals are all in English. This growing role of English as the leading language for the dissemination of academic knowledge has had a major impact around the world. This situation has shifted the educational experiences of many nonnative college students, who have to gain proficiency in English language academic discourses to understand their disciplines at universities. Therefore, educational programs designed to prepare nonnative users of English for English-medium academic settings have grown rapidly around the world. For university students in many countries, mastering enough and right English is crucial to succeed in learning their subjects through the medium of English at their academic settings. Equally, for some countries that are trying to remain their major role on the world economic stage, growing up graduates who can function in employment through English has become a major issue for decades. The growth of English as language of education and research has also influenced the careers of thousands of scholars by stimulating their competence in English and elevating this competence to a professional imperative to get either a tenure position at their

universities, as suggested by some governments, or to catch up with the English-medium research world.

Hyland (2006) remarks two drastic outcomes of the dominance of English in academic life as the erosion of other academic languages and the challenges of many nonnative English-speaking scholars to engage in an English-dominated academic world. As a result, academics all around the world have started to publish in their own language less, but in English more. The reason for this may be that their publications in English are most likely to be cited. Hyland (2006) states that English composes over 95 per cent of all publications in the *Science Citation Index.* In addition to the facility of a single language to exchange knowledge worldwide, he points out a danger in this situation as well that many nonnative English-speaking writers may be excluded from the community of global scholarship, so this may result in missing out a huge amount of research and knowledge generated outside the Anglophone centers of research. He further remarks, maybe, a more serious barrier to deprivation of world research: the non-linguistic challenges of nonnative English-speaking scholars, which are financial and physical aspects of the research and publication process that create difficulties for periphery scholars, for instance with access to the literature, and editor–writer interaction causing crucial difficulties. As a result, such scholars often feel as outsiders (Swales, 1990, as cited in Hyland, 2006) in terms of research done in the center although the growth of e-connections and electronic publishing may somewhat make this situation less problematic.

The response of the language teaching profession to the abovementioned demands has been the development over the past 35 years of a new field called English for Academic Purposes (henceforth EAP), moving from English for Specific Purposes in ESL/ EFL methodologies at academic settings. This development reshaped some specific domains of ELT research and methodology, and it appears today as a major motive in ELT research in cases of specialized language use.

Hamp-Lyons (2001) remarks that EAP is not only a teaching approach, but it is also a branch of applied linguistics as well. She asserts that EAP consists of a great deal of research into effective methodology, needs analysis of the academic language practices, analysis of the linguistic structures and discourse patterns of academic texts

written by both students and professional academics. Hyland and Hamp-Lyons (2002) note that the main pragmatic purposes of the modern- day field of EAP research are to develop an understanding of the structures and meanings of academic texts; the communicative needs determined by academic contexts; and the pedagogic practices to develop the required communicative academic needs. To meet these demands, EAP relies on a large scale of interdisciplinary influences for its research methods, theories and practices, and it has grown its own research community for many decades. EAP also contributes to our understanding of the varied ways of language use in academic communities by providing more efficient foundations for pedagogic materials.

In the practical side, the issue of specificity challenges EAP teachers in holding a view towards language and learning. Here Hyland (2006) asks the following question: "Are there are any skills and features of language that are transferable across different disciplines or whether we should focus on the texts, skills and forms needed by learners in distinct disciplines?"

As a response we can take Jordan's suggestion (1989/1997, cited in Sager, 2002) that EAP may be divided into two additional groups: 1. "Common core" or "English for General Academic Purposes" (EGAP), 2. "Subject-specific" or "English for Specific Academic Purposes" (ESAP). In other words, in the first instance, general academic language as well as study skills including strategies for reading, writing, speaking and listening effectively for all academic subjects may be taught. In the second case, vocabulary and skills specific to a subject of study (as well as its curriculum), for example, psychology, are emphasized.

In dealing with the issue, Hyland (2006) goes on giving the rationales behind each approach: General EAP or Specific EAP, which will help EAP practitioners decide which approach to take in their actual teaching and learning processes.

The following is a summary of Hyland's (2006) review of proposals in the literature for taking an EGAP approach:

- Language teachers lack the training, and expertise to teach subject-specific content; therefore, they may mislead students while teaching their genres and *do a disservice to the disciplines."*

- EAP methodology may be too hard for students with limited English proficiency. For instance, weaker students are not ready for discipline-specific language and learning tasks; instead, they need preparatory classes to give them a good understanding of 'general English' first.

- Rather than developing its own independent methodology, teaching subject-specific skills relegates EAP to a low-status service role.

- There are generic skills which differ very little across the disciplines; such as *skimming and scanning texts for information, paraphrasing and summarizing arguments, conducting library and Internet searches for relevant texts and ideas, taking notes from lectures and written texts, giving oral presentations and contributing to seminars and tutorials.*

- EAP courses should focus on a common core which can be transferred across contexts. There are various courses organized around themes such as *'academic writing' and 'oral presentations', or general functions like 'expressing cause and effect' or 'presenting results', and so on.*

In response, there are a number of objections to the EGAP position:

- Subject specialists do not have a clear understanding of the role that language plays in their discipline; they are often too busy to address language issues in any detail and rarely have the background to offer assistance.

- Unlike to the general view that weak students need general English support program before getting on to specific features of language, the fact is that students acquire features of the language as they need them, rather than in the order that teachers feature at lower proficiencies, as there is no need to ignore specific language uses at any stage.

- EAP professionals do not deal simply with teaching, structures and lexical phrases and so on, but with exploring the uses of language in specific disciplines as a result of their frequency and importance to the communities that employ them. An awareness of such associations is developed only through familiarity with the actual communicative practices of particular disciplines.

- According to EGAP view, there is a single literacy and that the language used in university study is only slightly different from that found in school. From this perspective, then, academic literacy can be taught to students as a set of rules and technical skills used in any situation and taught by relatively unskilled staff in special units isolated from the teaching of disciplinary competences. In contrast, an ESAP view recognizes the complexities of engaging in the specific literacies of the disciplines and the specialized professional competences ; and teach those literacies accordingly.

- On the debate of a 'common core' of language items; defining what is common is relatively easy if we just deal with grammatical forms, but becomes impossible when we introduce meaning and use. By incorporating meaning into the common core, we arrive the notion of specific varieties of academic discourse that requires learning take place within these varieties.

- EAP classes do not just focus on forms but teach a range of subject-specific communicative skills as well. Participation in these activities results in perfecting their command of say.

Specialized languages here refer to a specific discourse used by professionals to communicate and exchange information and knowledge within themselves. This is what has already been known as Languages for Specific Purposes or, when applied to English, English for Specific Purposes (ESP), i.e., "the special discourse used in specific settings by people sharing common purposes" (Garrido, Silveira and Gómez, 2008). Rather than proposing a historical review of the topic, ESP, it is more meaningful to continue with the term English for Professional and Academic Purposes (henceforth EPAP) introduced by Alcaraz-Varó (2000, as cited in Garrido et al., 2008) as "language serves a specific purpose wherever it is used". Therefore, the term EPAP is much clearer and more specific to directly address the issues that underlie the current study. Ypsilandis and Kantaridou (2007, as cited in Garrido et al., 2008) state that EAP "refers mainly to the academic needs of students and of future professionals who would seek a career in the academic environment" and English for Professional Purposes (EPP) refers to "the actual needs of (future) professionals at work". As this distinction is currently widely accepted by many scholars, many different areas and fields of interest and research has been involved in these two broad fields.

EPAP may deal with hundreds of research topics as well as put them into practice in hundreds of academic and professional settings. Hyland (2007), for example, underlines the fact that universities in many countries require academic staff to attend international conferences and to publish in major, high-impacted, refereed English-medium journals so that the scholars could achieve tenure positions, promotions and career advancement. As a result, there grows a demand from other academic departments for EAP professionals to help them improve their competence in writing for scholarly publication in English. Therefore, Hyland defines *EPAP* as a new and challenging area for EAP practitioners; he calls attention to this supporting process as a means to help professional academics achieve their publication goals as well.

2.2. Academic Discourse Community

It is difficult to consider EAP without some notion of *community*. As Hyland and Hamp-Lyons (2002) remark, it is crucial to understand how individuals acquire the specialized discourse competencies to *"legitimate their professional identities and to effectively participate as group members"*. Moreover, the notion of community has also shifted the common trend to focus on texts to deal with specific discourses in EAP methodology; instead, "the practices" that surround the use of texts have gained more importance. Communities, then, differ from one another in both social and cognitive dimensions.

We also need to consider how new members of disciplines, professions and vocations learn the ways of communicating in them. According to the theory of *situated learning*, developed by Lave and Wenger (1991, cited in Basturkmen, 2010), learning is social and involves participation in a community of practice. According to this theory, *"when people first join a community, they are on the out borders of it and learn from the periphery. As they become increasingly competent they can move towards the center of the community"*. At its simplest, situated learning is learning that takes place in the same context in which it is applied. Lave and Wenger argue that learning is not simply the acquisition of decontextualized knowledge transferred among individuals; rather, it is a social process, in which it is situated in a specific context of a particular social and physical environment. Therefore, a community of practice can be described as *"a group*

of people sharing common concerns, problems and interests and who increase their knowledge and expertise in the area by interacting with each other" (Wenger, McDermot and Snyder, 2002, cited in Basturkmen, 2010).

The concept of *Discourse Community* is, therefore, now an important organizing principle in EAP, as Hyland and Hamp-Lyons (2002) suggest, it sets EAP practitioners *"a research agenda focused on revealing the genres and communicative conventions of academic disciplines, and a pedagogic agenda focused on using this knowledge to help learners to analyze and participate in such communities."*

Learning a discipline means learning to communicate as a member of a community. As Hyland (2006) puts it, the view that knowledge is created through the discourses of social communities has its roots in the theory of *social constructivism.* This suggests that the concepts we use are not fixed for all time but are specific to particular cultures and periods. Here, social constructivism tells us that the intellectual climate in which academics live and work determines the problems they investigate; the methods they employ, the results they see and the ways they write them up in their scientific research reports. This means that successful academic literacy practice means holding a shared context, and as we develop our understanding to that specific language use by individuals in social groups, the concept of *community* becomes a key idea in EAP.

The concept of community draws attention to the idea that individuals use language to communicate not only with the world at a larger expect, but with other members of our social groups with their *specific norms, categorizations, sets of conventions and modes of inquiry* (Bartholomae, 1986, cited in Hyland, 2006).

Discourse community therefore helps join writers, texts and readers together and, irrespective of how we define the idea, it is difficult to see how we might do without it. Essentially, it draws together a number of key aspects of context that are crucial to the ways spoken and written discourse is produced and understood.

Cutting (2002: cited in Hyland, 2006) points out that these are the:

- *Situational context: what people 'know about what they can see around them'.*

- *Background knowledge context: what people know about the world, what they know about aspects of life and what they know about each other.*

- *Co-textual context: what people 'know about what they have been saying'.*

Community thus provides a principled way of understanding how meaning is produced *in interaction*. Community conventions both restrict how something can be said and authorize the writer as someone competent to say it.

The idea of community remains vague. Community is considered to be as more of an individual's engagement in its practices than of his or her orientations to rules and goals. Communities are not simply sets of discourse conventions, but they influence individual's actions, views, values and identities. Communities shape the ways that disciplines influence target texts and practices; and the discourses are embedded in social and cultural contexts.

2.3. Second Language Writing: Underlying Theories and Orientations

A number of theories supporting teachers' efforts to understand L2 writing and learning have developed since EFL/ESL writing first emerged as a distinctive area of scholarship in the 1980s. In most cases, each theory has been immediately adapted into existing methodologies, and has been used in classrooms. Yet each also has typically been seen as an additional perspective to reveal what learners need to learn and what teachers need to provide for effective writing instruction.

From a historical perspective, ESL writing instruction tradition is divided into four stages marked by the four most influential approaches: *the controlled approach, the current-traditional rhetoric approach, the process approach and the social approach.* The first stage was dominated by *the controlled or guided approach*, which was influenced by structural linguistics and behaviorist psychology. In this approach, learning to write is considered as an exercise in habit formation. Individuals were trained to practice sentence patterns and vocabulary by means of writing. The major approach in the second stage of ESL writing instruction was *the current-traditional rhetoric approach* with the influence of the theory of contrastive rhetoric. It regarded learning to write as identifying and internalizing organizational patterns. The major

approach in the third stage of ESL writing teaching was *the process approach.* According to this approach, learning to write was developing efficient and effective writing strategies. *The social approach* in the fourth stage viewed that learning to write was part of socializing to the discourse community, trying to adopt the fixed norms of language use.

In fact, the four approaches in these four stages of ESL writing instruction are supported by four important theories related to ESL writing. They are *Contrastive Rhetoric Theory, Cognitive Development Theory, Communication Theory and Social Constructionist Theory.* Among these theories, it is evident that contrastive rhetoric theory, cognitive developmental theory and social constructionist theory correspond with the current rhetoric approach, the process approach and the social approach of ESL writing instruction respectively.

The following are theories related to ESL writing:

1. Contrastive Rhetoric Theory

Contrastive rhetoric theory is proposed by Kaplan (1966). In the scope of related research, the differences between written products of native and nonnative speakers of English have been examined, and these textual differences have been related to cultural differences in rhetorical expectations and conventions. Connor (2002) identifies four domains of contrastive rhetoric investigation. These areas are: " (1) contrastive text linguistic studies [that] examine, compare, and contrast how texts are formed and interpreted in different languages and cultures using methods of written discourse analysis; (2) studies of writing as cultural and educational activity [that] investigate literacy development on L1 language and culture and examine effects on the development of L2 literacy; (3) classroom-based contrastive studies [that] examine cross-cultural patterns in process writing, collaborative revisions, and student-teacher conferences; (4) genre-specific investigations [that] are applied to academic and professional writing" (p. 498).

Even with so many criticisms for a number of years, contrastive rhetoric has played a very important role in ESL writing classroom. The central concern of contrastive rhetoric theory is the logical construction and arrangement of discourse

forms. As Silva (1990) remarks, "the elements of paragraphs such as topic sentences, support sentences, concluding sentences, and transitions as well as various choices for its development such as illustration, exemplification, comparison, contrast, partition, classification, definition, causal analysis are attended in contrastive rhetoric theory." Therefore, rhetorical strategies are identified as means ESL writers use to organize and to present their ideas in writing conventions that are acceptable to native speakers of English.

2. Cognitive Development Theory

Cognitive development theory was concerned with the nature of knowledge and with the structures and processes by which it is acquired. As Kennedy (1998) notes the most obvious contribution of cognitive development theory is its leading research direction to study of writing as process. However, this model has been criticised by Bereiter and Scardamalia (1987) with regard to its methodology and assumption. Methodologically it has been found to be rather limited in its relying only on inferred invariance in data. Hayes and Flower's (1981) model assumes there is a single writing process for all writers. According to this, skilled writers do the same things as less proficient writers. Thus, this model is not able to account for the differences between good and poor writers.

Unlike Hayes and Flowers, experimental research as well as direct observation, Bereiter and Scardamalia (1987) propose two models of writing: *knowledge telling model* for novice writers and *knowledge transformation model* for expert writers. The knowledge-telling model is a task execution model and does not involve any complex problem-solving activities. In contrast, the knowledge transforming model is a problem-solving model that requires the writers to engage in constant reflective processes between the content problem space and the rhetorical problem space. Bereiter and Scardamalia (1987) found that novice writers who employed the knowledge-telling model of writing revised usually at local level while mature writers did global revisions that involved transformations of information. However, this theory also has some limitations. One problem that has been pointed out by Flower (1994) is that the theory does not seem to consider the influence of context on writing. That is, it is purely cognitive in nature and does not give credit to the social factors involved in writing.

Another problem is that it is not clear whether and when a writer can develop the more advanced knowledge transforming process of writing. Nevertheless, the influence of the process theory on ESL writing is reasonably profound.

3. Communication Theory

To connect communication theories with composition studies, discourse is placed at the center of attention. According to communication theories, different discourses are used for different communicative purposes. Writing occurs in many different forms. Cooper and Odell (1977) have identified many styles of written discourses such as dramatic writing, personal writing, reporting, research, academic writing, fiction, poetry, business writing, and technical writing. Students entering academic disciplines must learn the genres and conventions of that particular disciplinary community. Understanding the conventions of an academic discourse community constitutes a special literacy that writers need to acquire. Inferred from communication theory, communicative strategies conceptualized in ESL writing instruction. Cohen (1998) defines communicative strategies as means writers use to express their ideas in a most effective way.

4. Social Constructionism

Social constructionist writing teachers assert that writing constitutes a mode of communication in an academic or discourse community. Social constructionist discussions of writing are preoccupied with discourse as socially constructed. The focus is on how such a community defines writing; how texts represent that community; how the community, its discourse, and disciplinary knowledge are constituted; and how participants in discursive practices form and are formed by these practices and the disciplinary and professional formations in which they participate (Kennedy, 1998).

Therefore, a social-constructionist writing instructor considers both a process approach and some aspects of a product approach to teaching writing. From a *product-approach perspective*, writers use the writing products of others to help them construct meanings, and from a *process-approach perspective*, writers collaborate and converse with others to exchange and construct their texts. Social constructionists believe that learning to write within the zone of proximal development occurs when students engage

in a task that is too difficult for them to perform independently, forcing them to seek support from an adult or from capable peers for their writing operation and writing performance. The social/affective strategies are defined as strategies that writers use to interact with the target discourse community for the support and to regulate their emotions, motivation, and attitude in the process of writing (Carson and Longhini, 2002).

Based on the analysis of the theories of contrastive rhetoric, cognitive development, communication and social constructionism related to ESL writing, it is evident that the writing process is a very complex development influenced by many factors such as culture, politics, education, economy, social environment, community and language.

While often treated as historically evolving movements, it would be wrong to see each theory replacing the last. They are considered as complementary and overlapping perspectives, representing compatible means of understanding the complex reality of writing.

Few teachers adopt and strictly follow just one of these orientations in their classrooms. Instead, they tend to adopt an eclectic range of methods that represent several perspectives, accommodating their practices to the constraints of their teaching situations and their beliefs about how students learn to write. Teachers thus tend to recognize and draw on a number of approaches but typically show a preference for one of them. Therefore, even though they rarely constitute distinct classroom approaches, it is helpful to examine each conception separately to discover more clearly what each tells us about writing and how it can support our teaching.

Hyland(2003) suggests that L2 writers bring five kinds of knowledge to create effective texts and these should be acknowledged in teaching:

- *Content knowledge – of the ideas and concepts in the topic area the text will address*
- *System knowledge – of the syntax, lexis, and appropriate formal conventions needed*
- *Process knowledge – of how to prepare and carry out a writing task*

- *Genre knowledge – of communicative purposes of the genre and its value in particular contexts*

- Context knowledge – of readers' expectations, cultural preferences, and related texts

L2 writing classrooms are typically a mixture of more than one approach and that teachers frequently combine these orientations in effective ways. A summary of the principal orientations to l2 writing teaching is given below in Figure 2.1.

Orientation	Emphasis	Goals	Main Pedagogic Techniques
Structure	Language form	- Grammatical accuracy - Vocabulary building - L2 proficiency	Controlled composition, gap-fill, substitution, error avoidance, indirect assessment, practice of rhetorical patterns
Function	Language use	Paragraph and text organization patterns	Free writing, reordering, gap-fill, imitation of parallel texts, writing from tables and graphs
Expressivist	Writer	- Individual creativity - Self-discovery	Reading, pre-writing, journal writing, multiple drafting, and peer critiques
Process	Writer	Control of technique	Brain-storming, planning, multiple drafting, peer collaboration, delayed editing, portfolio assessment
Content	Subject matter	Writing through relevant content and reading	Extensive and intensive reading, group research projects, process or structure emphasis
Genre	Text and context	Control of rhetorical structure of specific text-types	Modeling-negotiation-construction cycle • Rhetorical consciousness-raising

Figure 2.1. Summary of the Principal Orientations to L2 Writing Teaching (from Hyland, 2003)

Writing cannot be limited to a set of cognitive or technical abilities or a system of rules, and that learning to write in a second language is not simply a matter of opportunities to compose and revise. Relying on the main orientations to teaching writing to L2 students, teachers should draw on the best of what these theories offer.

Finally, Hyland (2003) draws conclusions for teaching writing:

- *Composing is nonlinear and goal-driven. Therefore, students may benefit from having a range of planning, writing, and revising strategies to draw on.*

- *Writing seeks to achieve purposes through socially recognized ways of using language called genres. Therefore, teachers should provide learners with a metalanguage for identifying genres and their structures, through analysis of authentic texts and modeling genre stages.*

- *Writing is a purposeful and communicative activity that responds to other people and other texts. Therefore, writing tasks should not simply emphasize formal accuracy and discrete aspects of language, but be situated in meaningful contexts with authentic purposes.*

- *Writing is often structured according to the demands and expectations of target discourse communities. Therefore, teachers need to provide tasks that encourage students to consider the reader's perspective by incorporating a range of real and simulated audience sources.*

- *Writing is differently endowed with authority and prestige, which sustain inequalities. Therefore, instruction should build on students' own language abilities, backgrounds, and expectations of writing to help them see prestigious discourses simply as other ways of making meanings. (pg 27)*

2.4. Academic Writing for Publishing in Scientific Journals

Bowker (2007) identifies academic writing as a special genre of writing that prescribes its own set of rules and practices. These rules and practices may be organized around a formal order or structure to present ideas, ensuring that ideas are supported by author citations in the literature. Further, academic writing applies traditional conventions of punctuation, grammar, and spelling. Finally, in contrast to many other personal writing contexts, academic writing is different because it deals with the underlying theories and causes governing processes and practices in everyday life, as well as exploring alternative explanations for these events.

In an academic setting, academic writing may come in the form of books, journal articles and published reports, which all inform about the results of scientific investigations. Researchers often submit their studies to a scientific journal or for compilation into a book to publish a scientific investigation. Editorial policies and reviewers in discourse communities set the standards that authors have to follow if they want their manuscripts accepted and published. If an author wants to quickly reveal the results of his or her latest investigation within a community of peers, he or she will opt for the 'research article' (henceforth RA) as the main vehicle to disseminate his or her work. The RA is the genre acknowledged by the research world as the leading instrument to disseminate new knowledge. Writers in the international academic community follow the established conventions in creating this genre, describing materials and methods, discussing results, putting forward their arguments, providing evidence and stating their claims, all of which is framed in the main structuring of the genre (Huckin & Olsen, 1991, as cited in Kindelan, 2009).

Kindelan (2009) defines the crucial role of scientific publications at various stages of research process as in the following:

"(1) They are the starting point of any investigation, as they are the tool by which the findings of any specific research will be revealed; (2) they also include new knowledge as the basis of future investigations; (3) finally, they serve to assert a claim to a discovery through the date of reception of the paper at a particular journal. This will be the source of recognition from other researchers by means of citations."

Whatever the subject domain or scope of a journal, research articles take one of the following typical forms: empirical or experimental, methodological, theoretical, review, and case study. Although there is not an established formal typology of scientific articles, these forms may be differentiated in basic content and purpose as Goldbort (2006) notes in the following:

• *experimental: reports original laboratory or field studies, typically organized by the IMRAD(Introduction- Methods- Results- and Discussion) model;*

• *review: synthesizes previously published work to evaluate the state of current knowledge in a defined area, identifying gaps and suggesting future directions;*

• *theoretical: draws on available work, including empirical studies, comparing consistencies and contradictions of alternative theoretical constructs— whether verbal, graphical, or mathematical—to support an existing theory or develop a new one;*

• *methodological: presents modified or new methodologies, such as in laboratory techniques or data analysis tools, permitting practical comparisons with existing approaches in particular research areas or problems;*

• *case study: describes and analyzes quantitative or qualitative information obtained from studying individuals or organizational settings to demonstrate a problem (such as a medical condition or an occupational hazard) or a need for new solutions and theories.*

The typical structure of scientific papers is a simplified progression from experimental design to collection and presentation of results to conclusions. The overall structure includes a range of features that allows articles to communicate their content with consistency. (as shown in the Figure 2.4.1)

When authors intend to write and publish a scientific article, they both have to pay attention to the content and wording of various parts of the IMRAD structure; and to professional ethics among authors, reviewers, and editors. In addition to writing the article itself, communications with others involved in the publication process. Authors should take into consideration the standard parts of the process, which are submitting the required number of manuscript copies, writing an accompanying cover letter, and signing publication and copyright transfer agreements. (as shown in the Figure 2.4.2) Otherwise, they may delay the publication process.
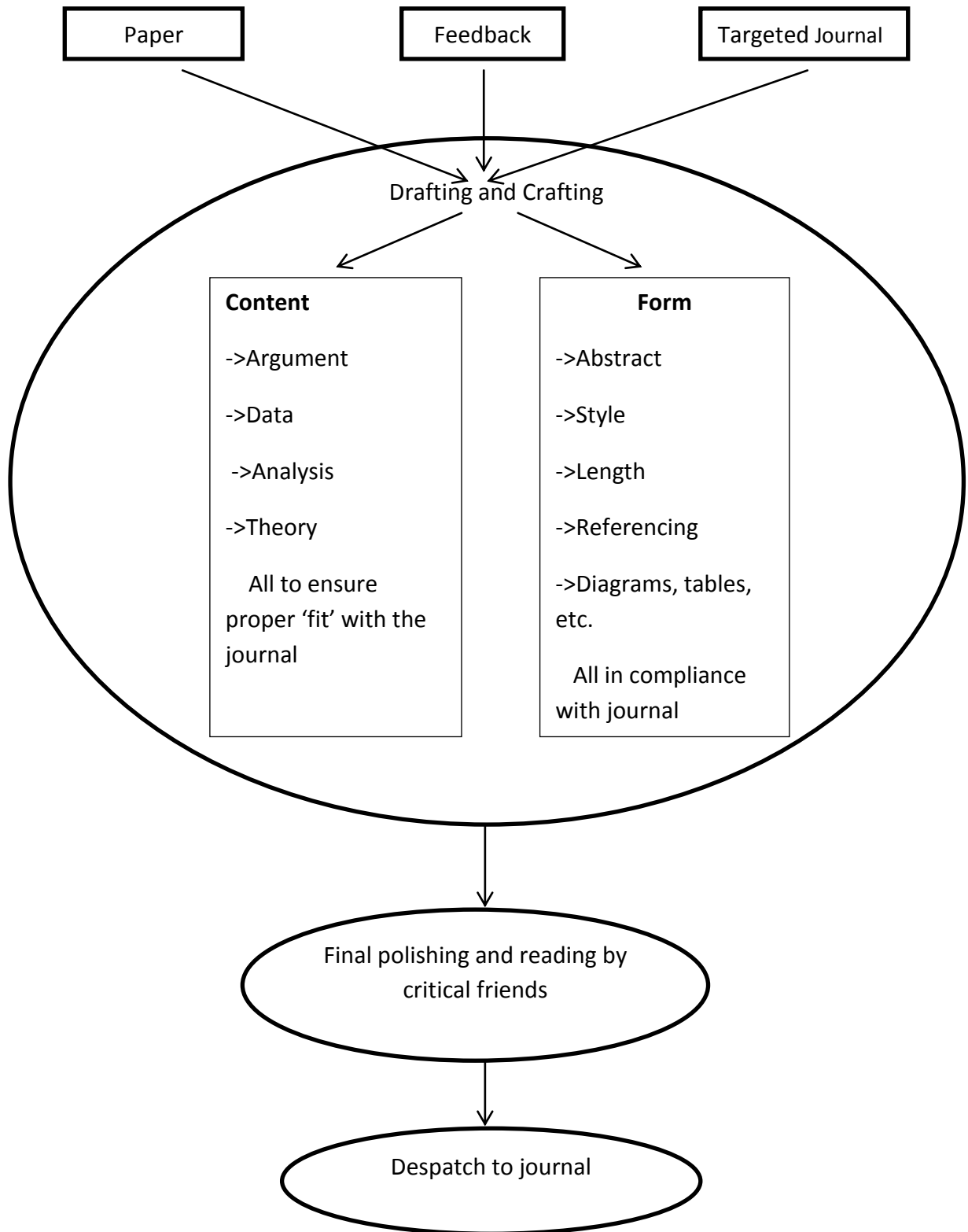
Figure 2.2. Preparing a Paper for Submission to a Journal (Epstein, Kenway& Boden, 2005).
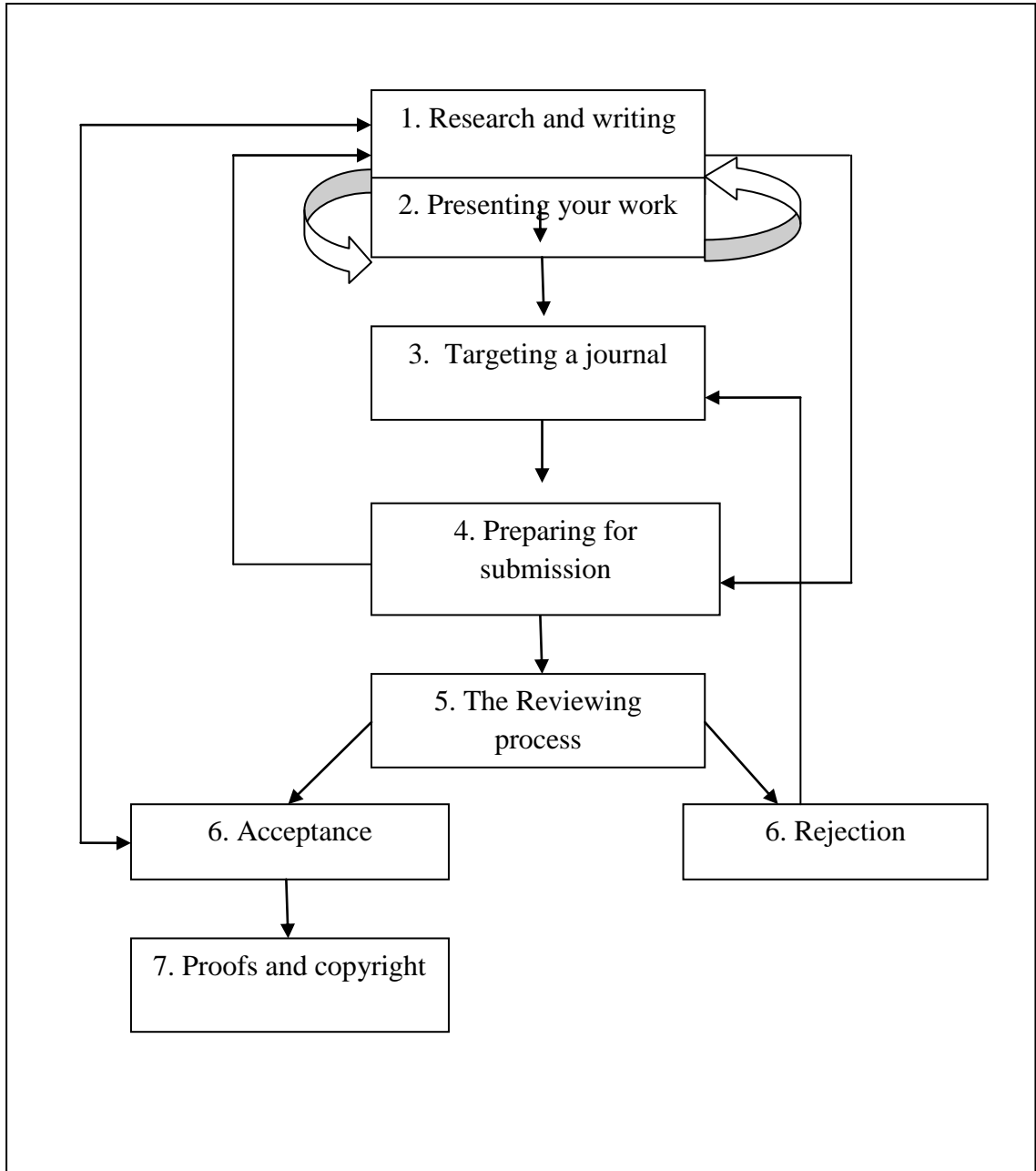
Figure 2.3. Stages in Getting a Paper Published (Epstein, Kenway& Boden, 2005)

2.5. Legitimate Peripheral Participation and NNES Scholars in the Periphery

To understand the practices of writing for scholarly publication, the notion of situated learning and situated practice need to be revisited. Casanave and Vandrick (2003) note the three main concepts in the theory of situated learning. "*The main concept is that of participation as a mode of learning, as opposed to learning as the*

acquisition of knowledge (Lave, 1997). The second concept is that of changing patterns of participation as indications of evolving membership in specialized communities (Lave & Wenger, 1991; Wenger, 1998). The third is the notion of peripherality, which we believe is treated somewhat apolitically and simply in the work of Lave and Wenger."

Engaging in scholarly writing processes means interactions with people. The academic writing community may include a tenure review committee, of which members evaluate the kinds and numbers of publications; and above all authors, production editors, journal editors, and critical reviewers. Having a piece of writing into print requires knowing how to participate in all of these interactive practices in efficient ways. Throughout an academic career, beginning in graduate school, scholars who write for publication change the patterns they participate in their academic communities. As reported by Lave and Wenger (1991; cited in Casanave& Vandrick, 2003) in their studies related to communities of practice, "as people learn to participate in a community's defining practices, they change their locations within the community, gradually taking on roles of more experienced members, whose patterns of participation differ from those of newcomers." Scholars in local academic writing communities in their home countries develop the local expertise to get their work published,; however, they have to learn new participation practices when they join a new academic community.

The notion of *peripheral participation,* first described by Lave and Wenger (1991; cited in Casanave& Vandrick, 2003), deal with the amount of engagement an individual has within a particular community. According to them, the concept of periphery (or location more generally) refers metaphorically to the ways community members participate. Wenger notes that "the periphery is a very fertile area for change" given the many layers and more or less engaged ways of participating in any community of practice." People have "multiple levels of involvement" in a community, rather than simply belonging or not belonging. In that sense, changing locations as an academic writer involves more than developing one's writing skills; instead, it means that "writers see the multiple layers of their academic communities, understand the many ways they can strategically participate in different layers of the peripheries, and

hone their interactive political skills for finding their ways into and through the layers." (Casanave& Vandrick, 2003)

Over the last three decades, the percentage of scientific publication in English has increased to 90 % at the end of the 20th century. However, the majority of the world's scientists are the second/foreign language speakers of English (Organization for Economic Cooperation and Development, 2009, cited in Hanauer and Englander, 2011).This situation again supports the overall judgment that English has been dominating the world of scientific publication.

Recently, the issue of EAP skills needs of nonnative English-speaking (henceforth NNES) scholars, especially those teaching and researching in EFL/ESL contexts, where English is used as the medium of instruction or research, has become a growing concern to many studies in different parts of the world (e.g. Belcher, 2007; Curry& Lillis, 2004; Ferguson, 2007; Li, 2006; Li& Flowerdew, 2009; Salager-Meyer, 2008; Uzuner, 2008). The institutions' expectations of these scholars are to instruct and attend administrative work in English; to conduct research and more importantly to publish the results of the research in English in internationally indexed journals. The language needs of this group have been taken into consideration by initiatives to provide specific help, such as training in teaching and conducting research in English.

To mention about the scholars who use English as an additional language, Salager-Meyer's (2008) distinction is very useful and guiding to understand the nature of being a NNES scholar. She asserts that NNES academics cannot fall under one heading as different groups of NNES scholars conduct research in different conditions, which influence their scholarly writing proficiency as well. She points out that there are NNES scholars both in the center and in the periphery. Her further distinction is between those ''privileged'' NNES academics, who have spent time in an English-speaking country, and who are members of prestigious research groups in their home country ; and those who have never left their home country, and do not have a chance to conduct research under supervision and mentoring of renowned NNES scholars or NES expatriates. Obviously, for the former, writing up a scientific paper in English will be less difficult and less time-consuming than for the latter. This distinction is important

because the majority of the research conducted on NNES scholars has been handling the situation with these different dimensions.

2.5.1. L2 Studies on NNES Scholars' Challenges on English-Medium Publishing Practices

The literature on ESL/ EFL academic writing suggests that writing and publishing processes are not easy, and that even the most experienced academic writers may encounter challenges in their efforts to write for scholarly publishing in English-medium journals. Reviewing the literature to determine the challenges of international scholarly publishing for NNES scholars, the researcher follows a similar outline of problematic areas determined by Uzuner (2008) in her comprehensive meta-analysis of 39 studies on NNES scholars' writing for international publishing practices.

2.5.1.1. Linguistic challenges

Research have shown that linguistic difficulties occur for scientists in writing for international publishing (Flowerdew, 1999a, 1999b, 2000; Cho, 2009; Duszak& Lewkowicz, 2008, inter alia.). In her meta-analysis, Uzuner(2008) reports that NNES scholars have difficulties with "decreased vocabulary, complicated syntax, unclear modality, and inappropriate usage of idiomatic expressions".

Flowerdew (1999a) summarized the following key areas of difficulty for nonnative writers of scholarly articles in English identified by research as follows:

1. Grammar

2. Use of citations

3. Making reference to the published literature

4. Structuring of argument

5. Textual organization

6. Relating text to audience

7. Ways in which to make knowledge claims

8. Ways in which to reveal or conceal the point of view of the author

9. Use of "hedges" to indicate caution expected by the academic community

10. "Interference" of different cultural views regarding the nature of academic processes.

Flowerdew signals that more abstract features are felt to be more problematic than surface errors, which is justified by his interviews with a considerable number of journal editors, reviewers and second-language writing specialists. He further adds that some specific factors may also hinder NNES scholars' publication in internationally indexed journals.

As Okamura (2006) expressed in her study with Japanese researchers that the main language difficulty is the lack of vocabulary, which is supported by the literature as well. (Dong, 1998; Flowerdew, 1999b; inter alia.) Besides, some interviewees in her study remark that this lack of vocabulary may be due to the discipline. That is, writing RAs in some disciplines requires more language skills than others, where, for example, using mathematical formulae is sufficient to express findings. Therefore, for such disadvantageous disciplines, expressing one's claims and support becomes even harder for them. This is similar to the Flowerdew's comment that NNES writers are better at writing quantitative RA rather than qualitative papers, which require a higher command of English language.

In their study with senior Spanish academics, Pérez-Llantada, Plo and Ferguson (2011) also points out that even if the scholars certainly feel their linguistic limitations in writing their research articles in English, they hardly consider these constraints as a barrier to publication, or a major cause of rejection of their submissions. They rather think the papers are rejected due to poor research design or methodology, and reviewers and editors consider linguistic errors as minor in scale, and they ask for minor stylistic revisions, which is not a major reason for rejection. Similarly, in Cho's study (2009) with NNES writer of RAs, meta-linguistic features of a paper, such as overall paper organization and paragraph development were assumed to be more problematic than linguistic features, such as grammar, vocabulary and sentence structure. Cho suggests the reason for this is that the meta-linguistic features of a paper play a more crucial role in delivering content than the linguistic features.

2.5.1.2. Cross-Cultural differences in the scientific writing style of research dissemination

Hanauer and Englander (2011) state that the differences of textual tendency of research dissemination across languages are one of the foremost reasons for the labeling of NNES scholars' submissions as "poor" or "awkward" when journal editors review them. Relying on the existing literature, they claim that these differences may be owing to differences in the rhetorical relationship between the writer and the reader; the troublesome nature of the persuasive sections of a research article, that is, the Introduction and Discussion; and the difficulty of linguistic expression when they intend to make appropriate claims and/or support.

Kindelan (2009) suggests that rhetorical features of research article genre may change among cultures due to the differences in the value system and communication styles of individuals. This situation directly shapes the style of thought patterns as well as linguistic and stylistic choices of a writer in that particular culture in which the text is written.

Similarly, Polish scholars in Duszak and Lewkowicz (2008)'s study indicated problems with academic language use in English due to the differences in academic style of Polish and English. In addition, "contextualization research of a more local nature" creates difficulties for authors when writing for English-medium publications.

Pérez-Llantada et al. (2011) also underline their interviewees' sensitivity to cross-cultural differences in scientific writing style. They exemplify this situation, voicing one of their interviewee stating *"English norms are different. [While writing in English involves a] concise, straightforward style, we Spanish use very long sentences, convoluted grammar and argumentation."* In turn, a preference in Spanish scientific writing style becomes an obstacle for the academics while adjusting their style to English norms.

2.5.1.3. Perceived prejudices against NNES scholars' submissions

Salager-Meyer (2008) points out that the status of being a NES or a NNES has been losing its effect on the success in scientific publication than other non-linguistic

factors, such as location (center vs. periphery), level of expertise (junior vs. senior researchers) and network access. However, Ferguson (2007) asserts that especially for some multilingual scholars who have never left their home country, linguistic factors are still additional obstacles in the process of academic publication. It is because the non-linguistic factors, mentioned above, negatively and indirectly facilitates the poor linguistic skills, as scholars have difficulty in negotiating at central platforms to improve them. Finally, these poor linguistic skills result in paper rejection. Coates et al. (2002, cited in Salager-Meyer, 2008), for instance, clearly demonstrate that even though many factors may be reasons for the rejection of an article, on equal scientific merit, articles in poor English are highly associated with a high rejection rate.

In his study with NNES PhD students, Huang (2010) also concludes that NNES scholars feel disadvantaged even when their research is accepted. . He notes that NNES scholars may attach the challenges of publication to "the stereotype of NNES", having "the NNES inferiority complex" due to the reviewers' negative comments on language. Huang also adds that similarly, journal reviewers may "unconsciously fall into the dichotomy that influences their judgments upon recognizing the nationality and language problems".

As supported by the recent studies from a variety of disciplines, there have always been bias favoring authors from the US; English-speaking countries outside the United States; and prestigious academic institutions (Flowerdew, 2000; Braine, 2005; Li, 2006). Even though Flowerdew's (2001) research in ELT and applied linguistics suggests the opposite situation, stating that there is not a clear discrimination against nonnative English submissions, we can see that his Cantonese- speaking participants (Flowerdew, 2000, p. 135) certainly holds the view that such a discrimination exists.

2.5.1.4. Lack of sufficient funds and/or professional help to conduct research

Salager-Meyer (2008) lists the major obstacles to publish in internationally indexed journals for authors in periphery countries who are far from elite academic institutions as in the following:

a) lack of academic L1 (and obviously L2) scientific writing training policies at the undergraduate and/or graduate level

b) universities' lack of budget for specialized editorial staff;

c) lack of expert help from journal's editors, professional writers and/or professional translators to edit their research papers as they are far too expensive.

She also points out that it is takes much more time and is much more expensive to learn how to read, write and/or speak English to a high level in the periphery than in the center (Benfield & Howard, 2000; Ferguson, 2007; Vasconcelos, 2006). However, as we all know, more than writing skills are required to publish internationally.

In Tietze's (2008) study with management academics, she points out that for her many respondents, access to English language materials and resources create a further difficulty for them as they have to find required materials individually and make efforts to improve high level of English proficiency. Lack of such facilities is accompanied by rejections of submissions to journals and anxiety when giving oral presentations at international settings.

In addition to linguistic challenges of writing for publication in a foreign language, Curry& Lillis (2010) reports greater difficulty in writing quickly and appropriately, accessing up-to-date resources and networks that facilitate their scholarly writing proficiency in English.

CHAPTER THREE

3. METHODOLOGY

In this chapter, methodological details of the study are explained. The chapter begins with a section that explains the overall research design, which is followed by the second section for describing participants. In the third section, information on the data collection instruments utilized for the present study are presented. In addition, data collection and analysis procedures take place. Finally, the issues of validity, reliability, research ethics, and the role of the researcher in qualitative research design are addressed.

3.1. Design of the Study

The design of the study is qualitative research design to explore comprehensive answers to the research questions. As Patton (1987) states qualitative methods enable the researcher to study selected issues, cases or events in depth. Strauss and Corbin (1990, p.19) described the reasons for qualitative research as "to uncover and understand what lies behind any phenomenon about which little is yet known." Further, social phenomena are unstable and universal but they are up to change according to time. Qualitative methods take those characteristics of social sciences into consideration (Yıldırım & Şimşek, 2003).

Qualitative research has three main components; namely, data from various sources, different analytic or interpretive procedures that are called as coding for conceptualizing and interpreting the data and written verbal reports of the results of analyzing data (Strauss & Corbin, 1990). Additionally, in a qualitative research, there are four main kinds of data collection; interviews, expert opinions, observations and written documents (Patton, 1987; Yıldırım & Şimşek, 2003). The most common data collection methods in qualitative research are interviews and observations (Strauss & Corbin, 1990; Yıldırım & Şimşek, 2003). These two methods allow the researcher to

understand the selected issues, cases or events from the participants' points of view and to find out the social structure and processes that constitute those views (Yıldırım & Şimşek, 2003).

This study is aimed to be designed as a qualitative study based on the light of these facts about qualitative research to explore Turkish scholars' challenges and strategies of publishing in English via investigating their actual practices. Additionally, as Creswell (2005) suggests, the aim of the study is to develop an in-depth understanding of a "case", so the research is a case study. The researcher explores specific needs, strengths and weaknesses of a particular research group. Thus, at the same time, this study may be a base for further analyses on the particular research group.

3.2. Participants of the Study

This is not the study that aims to generalize the findings and results for any situation. This is an attempt to determine the needs, strengths and weaknesses of a particular group of scholars in terms of scholarly writing and publishing. As this study is a qualitative research, the sampling is purposeful. It is because in purposeful sampling researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2005). As Patton (1987) suggests, the standard used in choosing participants and sites is whether they are "information rich". From this point of view, the maximal variation sampling was applied to the study since as Creswell suggests (2005), the purpose of the research is to present multiple perspectives of individuals to represent the complexity of a research universe. In this study, some problematic areas are to be intended to shed light on by displaying different dimensions of that characteristic. Therefore, in the research, 23 Turkish scholars from 12 academic departments in the faculty of education of a university located in the eastern part of Turkey were chosen to reflect the different dimensions of the issues raised in the research. The complexity of different disciplines enables the researcher to obtain rich and varied information. It is because the researcher aims to see the whole picture from the point of view of both social and applied sciences in the context of educational

sciences research. The demographic information of these 23 participants is shown in Table 3.1.

Table 3.1.

The 23 Research Participants' Demographic Information

	Academic Title	Age	Discipline	RA or Academic Writing Course Experience
P 1	Prof. Dr.	Mid Fourties and Fifty	Geography	as graduate course in Turkish
P 2	Research Assista	Before Thirty	English Language Teaching	as post-graduate course in English
P 3	Assoc. Prof. Dr.	Mid Fourties and Fifty	Elementary Science Teaching	both in Turkish and English as a graduate course
P 4	Assist. Prof. Dr.	Mid Thirties and Fourty	Elementary Mathematics Teaching	as post-graduate course in English
P 5	Lecturer	Mid Fourties and Fifty	French Language Teaching	-
P 6	Assoc. Prof. Dr.	Mid Thirties and Fourty	Elementary Science Teaching	-
P 7	Assoc. Prof. Dr.	Mid Fourties and Fifty	Geography	both in Turkish and English as a graduate course
P 8	Assoc. Prof. Dr.	Mid Fourties and Fifty	History	-
P 9	Assoc. Prof. Dr.	Mid Thirties and Fourty	Music Teaching	-
P 10	Assist. Prof. Dr.	Mid Fourties and Fifty	Psychological Guidance and Counselling	-
P 11	Assist. Prof. Dr.	Mid Fourties and Fifty	Educational Sciences	as graduate course in English
P 12	Assist. Prof. Dr.	Mid Thirties and Fourty	Turkish Literature	-
P 13	Assist. Prof. Dr.	Mid Thirties and Fourty	Elementary Mathematics Teaching	as undergraduate course in English
P 14	Research Assista	Before Thirty	Elementary Science Teaching	-
P 15	Assist. Prof. Dr.	Mid Thirties and Fourty	Psychological Guidance and Counselling	as graduate course in Turkish
P 16	Assist. Prof. Dr.	Mid Fourties and Fifty	Philosophy	as graduate course in Turkish
P 17	Assist. Prof. Dr.	Mid Fourties and Fifty	Painting Teaching	-
P 18	Research Assista	Mid Thirties and Fourty	Physical Education and Sports	as post-graduate course in English
P 19	Assoc. Prof. Dr.	Mid Fourties and Fifty	Elementary Science Teaching	-
P 20	Assist. Prof. Dr.	Mid Fourties and Fifty	Computer and Instructional Technologies	-
P 21	Assist. Prof. Dr.	Mid Thirties and Fourty	Elementary Science Teaching	-
P 22	Assist. Prof. Dr.	Mid Fourties and Fifty	Computer and Instructional Technologies	as post-graduate course in English
P 23	Assist. Prof. Dr.	Mid Thirties and Fourty	Computer and Instructional Technologies	-

	Time for Being Abroad	Reasons for Being Abroad	Experience in Publication in Turkish	Experience in Publication in English
P 1	Less than one year	Educational	Between 11 and 15 years	Less than 5 years
P 2	Less than one year	Both educational and professional	Less than 5 years	Less than 5 years
P 3	Less than one year	Educational	Between 11 and 15 years	Between 11 and 15 years
P 4	nine years	Both educational and professional	Less than 5 years	Between 6 and 10 years
P 5	three years	Both educational and professional	Between 11 and 15 years	Between 6 and 10 years
P 6	Less than one year	Proffesional	Between 11 and 15 years	Between 6 and 10 years
P 7	Less than one year	Proffesional	Between 11 and 15 years	-
P 8	Less than one year	Educational	Between 11 and 15 years	-
P 9	Less than one year	Proffesional	Between 6 and 10 years	Less than 5 years
P 10	Less than one year	Both educational and professional	Between 11 and 15 years	Less than 5 years
P 11	Less than one year	Both educational and professional	Between 11 and 15 years	Less than 5 years
P 12	Less than one year	Educational	Less than 5 years	Less than 5 years
P 13	Less than one year	Both educational and professional	15 years and more	15 years and more
P 14	-	-	Less than 5 years	Less than 5 years
P 15	-	-	Less than 5 years	Less than 5 years
P 16	Less than one year	Educational	15 years and more	-
P 17	-	-	Less than 5 years	Less than 5 years
P 18	-	Other	Less than 5 years	Less than 5 years
P 19	Less than one year	Educational	15 years and more	15 years and more
P 20	-	-	Between 11 and 15 years	Between 11 and 15 years
P 21	-	-	Between 6 and 10 years	Less than 5 years
P 22	eight years	Both educational and professional	Between 11 and 15 years	Between 11 and 15 years
P 23	-	-	Between 6 and 10 years	Between 6 and 10 years

As Yıldırım and Şimşek (2003) explained, it is possible to use more than one sampling method at the same time although each strategy serves for a different particular purpose: in addition, the researcher can use new sampling methods whenever s/he needs them during the study. The purpose of this flexibility is to provide data based on descriptive, depth information. (Patton, 1987; Yıldırım & Şimşek, 2003). Thus, while determining the participants of the research, in addition to the maximal variation sampling, the criterion sampling was also applied. In criterion sampling, the criteria can be determined by the researcher, depending on the purpose of the study (Patton, 1987; Yıldırım & Şimşek, 2003). In this regard, the researcher determined some criteria for sample selection, which are completing Ph. D. dissertation, or being at the final stages of doctoral studies as well as having an experience or at least an attempt for publishing in internationally indexed journals. It is because the researcher aims at shedding light on that particular group's motives, challenges and strategies of scholarly writing for publication in English.

3.3. Data Collection Instruments

In this study, data were collected through semi-structured interviews in company with a demographic survey conducted with 23 scholars on face-to-face basis in order to determine the challenges and strategies of publication via exploring their actual practices.

The reason behind the choice of semi-structured interviews is that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings (Creswell, 2005). Besides, it is known that in this type of interview, the researcher still has an opportunity to ask for more information and make the participants open up. Besides, this type of questioning allows the participants to create the options for responding, which is highly desired by the researcher. The data instruments are composed of a demographic survey (see APPENDIX 1) consisted of 8 demographic questions; and 14 open-ended questions (see APPENDIX 2) in order to

obtain in-depth data from the participants. The demographic survey results are intended to accompany the interview responses as to learn more about the participants in detail. The number of questions in semi-structured interviews is limited because the more questions you add to the interview the less comprehensive results you obtain.

In the light of comprehensive literature review and two experts' guidance from educational sciences department, researcher herself developed the interview questions and the demographic survey. In order to achieve content and face validity, two experts in the department of educational sciences assessed the semi-structured interview questions, and then necessary alterations were done accordingly.

In addition, a pilot work with three participants was done to ascertain whether weaknesses exist in techniques, structure, approach and content. For the pilot study, the interview instrument was administered to three scholars. The criterion and convenience sampling methods were used in order to select the participants involved in the pilot study. That is, the most convenient participants suitable for aforementioned criteria were chosen. After the pilot study, the researcher revised the instrument and reworded some questions for better understanding and gathering accurate data via the instrument.

3.4. Data Collection Procedure

Before the interviews, each interviewee was given an informed consent form (see APPENDIX 3). By signing the form, the interviewees gave consent for their participation in the study with full knowledge of the purpose of the procedures and what were required of them as participants. They also received a copy of the form to keep for themselves. The interviewees were assured that their responses would be strictly confidential and not be shared with other third parties, or be used for other purposes.

During conducting the interviews, the researcher used an interview protocol including actual open-ended interview questions with probes to help interviewee answer the questions as detailed as possible, which also helped the researcher better organize her questions. In using these probes the researcher did not direct the participants to tell the desired answer, instead these probes were useful to elicit the necessary rich information by being as objective as possible because the aim of the study is to put forward the current situation in a particular group rather than advocating a hypothesis.

The approximate duration of each interview was 30 to 45 minutes, and the responses to the interview questions were audio recorded via a voice recorder and subsequently transcribed into text format by using SesPro software program on computer.

The interviews were held in the participants' native language, Turkish to enable them express themselves more comfortably and comprehensively. In reporting the study analyses, their responses were translated into English by the researcher; then another colleague translated the responses at the same time to achieve the reliability of the translation.

3.5. Data Analysis

Qualitative processes involve *content analysis*. That is, the data collected through interviews were analysed by means of content analysis since this research methodology is claimed to reveal some values, intentions and attitudes of people participating into a study by focusing on some categories existing in the text data. Thus, in order to apply content analysis method in the present research, data analysis was conducted by QSR NVivo 7.0 according to the four steps specified by Yıldırım and Şimşek (2003):

1. Data Coding: In data coding, three kinds of coding which are axial, open and selective were followed as specified by Strauss and Corbin (1990). First, the pre-code was determined regarding the aims of the study. Second, the data were reviewed, and divided into its meaningful parts and labelled in accordance with the pre-codes determined earlier. Then, the new codes were identified according to the data gathered and the new codes added to the total code list.

2. Establishing the Categories: The codes were examined and brought together to establish categories for organization of the data. The formation of categories was done according to the common aspects of the codes. Then, the main terms were specified for systematization of the process.

3. Organization and Definition of Data by Codes and Categories: The data were defined and organized according to the predetermined system by quoting and presenting findings.

4. Conclusion from Findings: In this step, according to the findings, relations were built and results were interpreted.

In order to achieve reliability, three colleagues analysed the same three participants just like the researcher so as to see whether the researcher and they formed similar codes under the same categories.

3.6. Validity

According to Kirk and Miller (1986), the validity in qualitative researches means that the researcher objectively observing the case they study (cited in Yıldırım and Şimşek, 2003). The validity also refers to the proficiency of the researcher's evaluations to reflect facts as they are. The following are the strategies used by the researcher herself to achieve validity in the current study:

1) Transparency: The data collection procedure was clearly stated to the participants.

2) Participant Confirmation of the Data Gathered: The data gathered in the semi-structured interviews and the evaluation of the researcher on these data were presented to the participants at every stage of research reporting. Some necessary alterations were made, considering the participants' comments and suggestions.

3) Researcher's Self-Monitoring the Research Process: The researcher frequently monitored herself and the stages of the research processes to objectively criticize the data results to check whether they reflect the facts as they are.

4) Data Collection Focusing on In-depth Analysis: The researcher criticized the data gathered to check whether they response the research questions of the study.

5) Comprehensive Description: The researcher elaborately described her role in the research process, the participants of the study, data collection and analysis methods and the theoretical framework used to discuss the results to the reader (Yıldırım and Şimşek, 2003). More importantly, she described, analyzed and reported the research results in considerable detail as much as possible.

3.7. Reliability

As essential features of qualitative research design, perceptions and sensitivity to research nature may lead to some constraints. In qualitative research, it is approved in advance that facts are perpetually in change according to the context and individuals in a study, and that no other study results may be similar to one another when the research is applied to similar groups. Therefore, it may be claimed that the concept of reliability has a different meaning in qualitative research designs.

The following are the strategies used by the researcher herself to achieve reliability in the current study:

1) Flexibility: The study plan was not implemented within constant and fixed set of procedures. The researcher altered the research when necessary to achieve results that are more reliable. That is, she added some probe questions to the semi-structured interview questions to reach responses to the research questions, or she omitted some questions according to the participants' present situation.

2) Avoiding Bias: In the process of qualitative research, the study context was described to the reader in detail, and the researcher avoided reflecting her own thoughts, comments and prejudices on the research report.

3) Expert Opinion: The semi-structured interview questions were assessed by two experts in the department of educational sciences to decide whether the interview questions were parallel with the research questions, and then necessary alterations were done accordingly to raise the quality of the research process.

4) Criterion Sampling: The criterion and convenience sampling methods were used in order to select the most suitable participants to involve in the study. This is because specific case studies require participants that have typical characteristics to represent that group.

3.8. The Role of the Researcher

In qualitative research, the researcher does not just observe their research study as an outsider, they rather spend time in the research process, communicating directly with individuals and experience their practices at very first hand.

The researcher attempts to perceive the participants' own experiences, so they become a natural part of data collection, even functioning as a tool to collect data. Accordingly, the researcher evaluates the data through their observations, experiences and point of view they obtained as a result of the research. (Yıldırım and Şimşek, 2003).

Thus, the researcher conducted the study, avoiding reflecting her own opinions and prejudices to achieve validity and reliability in the lights of ethical issues. She tried to perceive each situation on its own without interfering the participants' expressing themselves. Therefore, the researcher described participants' responses through their own eyes, and made the participants feel their role during the interview process.

3.9. Ethical Issues

The researcher considered the following ethical issues during conducting the research process:

1) The participants were informed about the purpose of the study before conducting the interviews.

2) The researcher took the permissions of the participants to have interviews and to record the participants' responses via a voice-recorder during the interviews. The permissions were documented on informed consent forms (see APPENDIX 3), having the signatures of both parts and mentioning about the purpose, methodology and ethical issues of the study.

3) The time and place for the interviews were determined together with the participants, and the researcher paid extreme importance to have interviews on exact time decided.

4) The participants were informed about the research process, and they were assured that the knowledge they supplied would not be used for other purposes.

5) The participants were assured that all their oral responses would be kept strictly confidential, and that only the researcher would reach the responses.

6) The participants were assured that their identities would be kept secret, and they would be identified by a pseudonym in the report of the research

7) During the interviews, the researcher avoided leading questions or gestures in order not to influence the responses of the participants.

8) The data were reported as in the original, the researcher did not make any changes on the responses of the participants in the research reporting.

9) The data were reviewed together with the participants after they were transcribed into text format, and necessary changes were made, considering the participants' comments and suggestions to clarify transcriptions.

CHAPTER FOUR

4. DATA ANALYSIS

The analysis related to the three general themes are explained below with specific necessary extracts from the interviews with the participants (see APPENDIX 4). In the presentations of the extracts, numbers will be used for the participants who quoted them. The extracts below are ordered according to their frequency, from most frequent to least frequent ones, in the interviews. The most notable aspects of the interviews in terms of the focus of this research will be summarized below.

4.1. Turkish Scholars' Motives for Publication in English

During the interviews, participants expressed their motives for publication in English as *achieving a tenure position at university* and *contributing to the international literature*.

The following responses exemplify the core motivation to publish RAs in English, which is *achieving a tenure position at university*:

Participant 1: *"The main motivation for a NNES scholar to publish in English is to get a tenure position, that's so clear..."*

Participant 5: *"In order to get associate professorship, a scholar urgently needs papers in English to get published in internationally indexed journals."*

Participant 10: *"Looking at the current academic environment, I see that almost everyone write papers just to get them published in a specific journal. It is because we are in need of them to achieve associate professorship. So, some specific cases are ignored. I mean we do not suggest sound solutions to some problems in our articles, but we pay attention to the quantity of articles published in English."*

Participant 14: *"I know that Turkish scholars have a large amount of articles published in fee-charging academic journals just for meeting the criteria of associate professorship."*

Participant 12 *questioned* the quality of some research articles in Turkey, as he thinks the main concern to publish in English is to reach a number of published RAs in journals rather than caring the real quality of a study published in a well- qualified indexed journal:

"In a study, I read that the number of Turkish academic publications is higher than those of European countries. Unfortunately, I learned that we are the third from the last in the ranking of the academic quality of the publications in terms of contribution to international literature. That is, we may rank the third in the number of articles; however, we are the third from the last in terms of the academic quality of these papers, which also include citation and international collaboration, etc. So, we may conclude that unfortunately, in Turkey, as the criteria of appointment of higher academic tenure positions only focus on the number of publications, and indirectly ignore the quality of them, we start to publish papers to take advantage for our own concerns to get positions rather than contributing to the existing literature."

As for the ideal of *contributing to the existing international literature*, some interviewees stated the following:

Participant 4:"Science is conducted out of these borders, not here. We have to know this. I think each scholar should know the language of the country in which profound improvements and innovations are realized in that specific discipline that scholar conducts research on. I do not insist on learning English to get internationalized. For example, you study in the field of medicine, so go and learn the language of Austria, Germany or France. We should do this to read their articles, their literature in the discipline at least."

Participant 16: *"I definitely would like our foreign counterparts to know about the culture and cultural sources belonged to the east, to the Muslim world, and to Turkish people. I wish to inform them about our cultural issues at first hand rather than just any other unfair source of information. This is my main motivation to publish in English. It is also because I believe comparison is a very important scientific research*

method. Combination of their methodology and our vast knowledge will produce a remarkable research."

Participant 19*:"If we want to follow the international world of science and to be followed by them at the same time, we have to publish in English. I oppose against writing a research paper in Turkish and them having it translated by someone else. I do not think this method is an effective one."*

Participant 20*: "The scientific world has already started to conduct research in just one language, so the ones who publish in their native language are at a great disadvantage. Therefore, I believe publishing in English, which has become an international one for decades, is much more meaningful."*

However, some interviewees either do not need publishing in English due to tenure position reasons, or do not have any concern toward contributing to the literature. The following responses exemplify these:

Participant 1's statement can be attributed to the overall participants' views about this situation:

"You may definitely claim that we could improve ourselves in English; however, as long as this is not obligatory for everyone, it is too hard to do so. I think to myself rather than spending time for a foreign language, I can implement a scientific project, publish in my native language, and do research, etc. Therefore, in Turkey for some specific disciplines of social sciences, where English publications are not required to get tenure positions, everyone tends to do research that bring short time gains to them, rather than making efforts in vain."

The following interviewees remarked *field differences* as a reason *for not publishing in English:*

Participant 7*: "For natural and applied sciences, the case is different. As for some specific studies conducted in social sciences that are related to some local issues, these may not interest other geographies in other parts of the scientific world in general."*

Participant 8*: "In the discipline of History, publishing in English is not required even to get associate professorship position. The world's language in my specific field*

is Ottoman Turkish, and the archive that the world seeks for is in Ottoman Turkish and in Istanbul. So, any foreign language is not necessary for us. Our case is different then; the scholars from the other sides of the world come and learn our language. The scholars in the University of Princeton all spoke Turkish when I visited there. They had to speak to me as what they study was of my culture, my history, I did not have to use English in academic sense. However, I know that the case is completely different, and even vice versa for other disciplines.”

Participant 9: *“In our discipline, the publications in Turkish academic journals serve us more. We do not give importance to the type of a journal whether it is internationally indexed or not, but we pay attention to the completion of five years of publishing, and whether that journal is being refereed As it is not pre-requisite for us to publish a single-name paper in English in an internationally indexed journal.”*

4.2. Turkish Scholars’ Challenges of Publication in English

This theme is treated in two basic sub-themes: *linguistic and non-linguistic challenges*. It is because the researcher considers approaching these possible constraints profoundly rather than focusing merely on language related problems.

4.2.1. Linguistic Challenges

To determine the language-related challenges, the participants were asked what kind of, if any, linguistic difficulties they face when writing and publishing a research article in internationally indexed journals. The majority of the participants reported that they have serious language related challenges in writing for publication in English.

Relying on the detailed responses collected from the participants, the most frequent linguistic constraint is determined as *lexical*: *using formal academic vocabulary appropriately and finding exact English equivalents of terminology*. Below is the extract of a senior researcher’s responses (**the participant 3**) that illustrates the situation:

“I cannot accurately use the exact structures, for example, where to extract, where to emphasize, where to exactly use the right words while writing a research

paper in English. I sometimes attempt to write by myself, but when I consult a language professional to give the final draft to my manuscript, I see that he deletes almost 50 % of the original draft."

Even one of the most proficient language users, **the participant 22** exemplifies this constraint via a reviewer's comment on his writing:

"I recently shared one of my current manuscripts with a NES scholar to have it corrected; he told me that I wrote that piece of paper exactly in a daily language rather than an academic style."

A senior researcher, **the participant 19** expresses that they always receive criticism on the choice of vocabulary and terminology, mostly in his initial years in academia, from journal editors:

"For every discipline, there is a scientific terminology specific to that field, and the words in that terminology is completely different what we use for daily English. Mostly in my first years in research, I received a lot of criticism on the choice of vocabulary because of this difference between the two styles. I also had some grammatical errors in my paper manuscript. I had difficulty in translating long and complicated sentences from Turkish to English, especially in using conjunctions, dependent clauses. However, I should say that our main challenge was due to the use of terminology. No matter how many articles you read related to your research, you definitely had problems related to terminology, specifically in the first years."

The following extract from the responses of **participant *6** is* a good example for the opinions related to this lexical constraint:

"When we write about education, we only use the word" education" for each different situation without paying attention to any meaning nuances. However, the term "education" is not very common when we talk about specific education given at classrooms. Instead, we should use the word" instruction". I learned this meaning nuance when I made one of my colleagues read my manuscript to revise. When we attempt to write in a different discipline, we should pay extra attention."

Word meaning nuance is also emphasized in **the participant 4**'s quotation below:

"When some colleagues ask me for revising their sentences in English, I see they use synonym words incorrectly in sentences just to differentiate the words they use in their papers without considering their meaning differences. For example, they frequently use the word "detected" instead of "found", to report the results of their research. But you cannot use "detect" in an academic sense because it is not appropriate in an article. You can detect with a detector; that is, you receive signals when you detect something, for example. However, you did a research, analyzed, and "found" a result at the end of these analyses."

Different Turkish translations of some concepts in English in educational sciences, for example, confuses researchers, especially the junior ones, when deciding which word to choose to best fit the sentences, as **the participant 14** signals here:

"The problem is that the daily language and the academic language of educational sciences is completely different from one another. There is not a consensus among scholars in Turkey on the equivalents of some terms, concepts in educational sciences. There are four and even five different translations of an educational term, which confuses us a lot."

The Participant 5 also complains about the variety of Turkish translations of an educational term:

"When I write about assessment and evaluation techniques in English, I have too much difficulty doing so. I cannot use the exact term. I study on French literature, so I can say that I know more or less the related terminology, but of course I do not find my knowledge enough. But especially, when I attempt to write a paper in educational sciences, I definitely need a colleague who is very competent on educational terminology. I cannot handle it by myself."

Reversely **the participant 4** states she had difficulty in Turkish rather than English when writing a RA, emphasizing, however, again the dilemma that the different translations of a term confuse a writer:

"As I started my academic career in the U.S.A., I had a reverse problem, especially in my first years when I returned Turkey. That is, I had difficulty in finding the Turkish equivalents of some English educational terminology, for example, I asked

myself what to call in Turkish to the word "constructivism". In almost every Turkish article, I saw a different name given to that concept. In addition, the terms used related to scientific research methods were completely strange to me. I took the responsibility of instructing the course of scientific research methods, so that I could learn exact Turkish equivalents to the concepts, originally placed in English in my mind. So, I had such a difficulty in Turkish."

In the quotation below, **the participant 13** calls attention again to the meaning nuances among words:

"My papers in English are also criticized due to my misapplication of some concepts related to our discipline. For example, when writing a research report, I used the word "challenge" to talk about the difficulties students had in my research; however, I learned later that this word has a somewhat positive sense in that it involves the meaning of struggling and achieving a hard task at the end. Then we used a different word that I do not remember now, but it meant "bad experience" instead. We miss meaning nuances, so I could not write a research article completely in English and submit to a journal."

Participant 7 points out the problem of *local language of terminology* in some specific areas as in the following extract:

"Some terminology we use may be too local. For instance, when you conduct a research on sociology of a specific city, you have to add some linguistic elements to your research; thus, you will have extreme difficulty in finding the English equivalents of some local words while it is also hard to do so even in Turkish."

Participant 16 points out some cultural differences may be the reason for this:

"I do not think NNES scholars have so many problems when they write about general concepts in English as there are not any cultural differences at this phase. However, I believe the problems occur when we define a concept because the words to define something may be culturally different from one another, so that may not cause some confusion for NNES scholars."

He further exemplifies this situation:

"For example, when we talk about epics, the concept may be similar in two cultures to some extent, but as there are cultural differences, the word choice may be inevitably different from one another, and we may not choose the exact words to convey the meaning. For instance, the word "monument" is a general term sometimes also to talk about something built in memory of someone, etc. You know there are some structures either made by hand by ancient people, or recently made by sculptors. You know our origins rely on a community that has a monument tradition, so we have different words to convey nuances among these words. That is to say, when you talk about this tradition in your culture, you prefer to say "inscription" to mention Orkhon Inscriptions, for instance. However, other cultures may not have a similar tradition, and the monument may just function as a gravestone, etc. Therefore, I think the problems mostly occur in the introduction part of an article where you talk about general concepts like this."

The following extract, of **the participant 8**, attracts attention with its emphasis on specific terminology:

"Our problem in social sciences is that we cannot find the exact words in English that is totally equivalent of what we want to mean in our native language. As I research on History, I had difficulty in both forming complicated sentences and finding the appropriate words related to History. I tell you straight, I still have the same problems today. It is because unlike natural and applied sciences, we have words that have deep and multidimensional meanings. For instance, a scholar who do research in Chemistry or Physics use terminological words directly from English, so all physicists around the world use the same language. However, the Turkish equivalent of the word "international" has a wider meaning than its English version, so we miss the meaning nuances again."

In addition to lexical problems, *structuring complex sentences in an academic writing style* is a serious challenge for the participants to communicate intricate ideas as well. Below **the participant 15** expresses his main problem with structures:

"We cannot convey subtlety while writing a research article. You know you may roughly mention about something in general; however, when it comes to make subtle statements, you cannot achieve to maneuver among sentences and you lose aesthetics of

language without these subtle details. So, knowing how to use metaphor and use language in a literary style is crucial to produce better pieces of writing."

Using Turkish to English translation techniques when writing a RA in English, **the participant 12** points out the different sentence structures of these two languages:

"I can say my main problem while writing a paper in English is to form intricate sentences. I know the Turkish translation of a sentence in English when I see it. However, as the sentence structures and the place of the elements in sentences are completely different in two languages, I have extreme challenges in forming sentences from Turkish to English."

The participant 10 mentions the complexity of the written texts:

"In English texts, very complicated sentences occur, using indirect clauses or complicated subjects. Especially, the sentence structure of academic English poses great problems to us."

As a French lecturer, **the participant 5** states that:

"The reviewers of a journal that I sent a manuscript in English told me that my sentences are more likely to those of French. They stated that I completely construct sentences in French mentality. They suggested not using some phrases like in French, as the elements of a sentence in English may be totally different when compared to French."

The feeling of inadequacy when forming complex sentences illustrates itself in the following responses:

Participant 3: *"Unfortunately, I see that I am not capable of writing in English. In almost every aspects, I have challenges: forming sentences, using appropriate grammar structures and terminology, etc. For instance, once I wrote an article in English with little help from a colleague, and I received a criticism that I used the same sentence repeatedly or at least use sentences in similar meanings. It was because I could not find any other way to express myself, and that was the time for me to give up writing a paper in English. I thought to myself that I would not achieve it any more. Now, I try to solve this problem with translators."*

Participant 21: "*I cannot definitely write anything in English for academic purposes. I cannot even adapt some sentences I read in another paper in English to my article. Moreover, the sentences I made are just very basic ones.*"

The following extract is a good example for the problem of constructing intricate sentences:

Participant 11: "I think major problems are related to structuring complicated sentences, using long dependent and independent clauses. You may solve problems related to vocabulary by looking at various kinds of dictionaries. However, the talent is to bring those words together and make a meaningful sentence. You also have to link sentences in a paragraph to achieve coherence. I see that I make silly mistakes when one of my colleagues who is competent in English revise my paper with a smile on his face."

Even for a small majority, *grammatical points* still pose a difficulty for writing a RA in English. Below illustrate this in the participants' responses:

Participant 14: *"It confuses me when I have to decide which preposition to use with which verb as I think there are many exceptions on this. For example, you sometimes prefer to use the word "related" and sometimes "associated". As much as I know, one of them is used with the preposition "to" or "with". There are many examples of this. So you have to check other articles in English to decide on the correct usages of these prepositions one by one when you hesitate."*

Participant 6: *"I had some criticism in editing reports about the usage of the words "which", "that" when forming relative clauses."*

Participant 2: *"The criticisms were about the misapplication of academic style of language; lack of coherence and cohesion; unnecessary use of articles; wrong choices of terminology and verb tense agreement among sentences. Once, an editor criticized me that I used past tense while talking about a table, and then I switched dramatically to present tense… The topic of conjunctions is always a problem for NNES writers, I think. I usually receive similar comments on this. …. As you know writing a research article takes several months to complete; therefore, maybe sometimes you write the different parts of an article in long breaks one by one. So that's why we have*

problems with digressing from the general coherence, verb tense agreement of texts in time.”

The interviewees were also asked whether they see any differences among writing the different parts of a RA in terms of difficulty. The responses varied; however, most of the respondents stated that *the parts that require comments and unique expressions are more difficult than those in fixed formats* as the following extracts illustrate:

Participant 3: *“For me, writing the discussion part of an article is the greatest challenge, but you quote others’ sentences in the introduction part. When I quote others’ ideas, I can take a similar example to that of theirs. In writing methodology, there are some fixed structures, so you do not have any problem at all. On the contrary, in the discussion part, as I have to discuss my findings with those of others, I have to form original sentences, which I have extremely difficulty in. Thus, I write all the parts of an article until I come to the discussion part, then I ask for an expert’s help to translate the rest. Once, a reviewer told me that the language I used when I discussed my findings did not match up with those of the introduction and methodology parts.”*

Participant 8: *“For the ones who do research in the discipline of History, the introduction part of an article is not so hard to write. However, I cannot say the same for the discussion part as we evaluate and analyze what we found. When you evaluate a historical issue, you go in details. Otherwise, you can simplify the introduction part, stating that other scholars suggested this; found that, etc. As you analyze all the findings of your research in the discussion part, you prefer to use complex sentences, so here appear many problems.”*

Participant 15: *“The discussion part is really difficult for me to write as I have to form original statements there. You should use fewer sentences, conveying the core statement. Moreover, you give your suggestions as well in the end; everyone knows general information on a specific topic, but in order to go in details to achieve subtlety, you should have a good command of language.”*

Participant 18: *“I think the discussion part of an article requires mastery of using scientific language. It is so easy to write literature because there are many examples in the articles you quote. As long as you do not report a very specific*

research, you can take examples and adapt them into your writing easily. However, the discussion part totally belongs to you."

For some, *the introduction part is more difficult than the others* as the following responses suggest:

Participant 6: *"It is easy to write methodology of an article because you use general terms and fixed sentences there. However, I believe the most difficult part to write is the introduction. It is because you have to be very careful to quote others' ideas, as you have to avoid plagiarism. As for the discussion part, as results belong to your own original research, you can internalize it, and easily write this part."*

Participant 2: *"Introduction part is harder for me. When you write methodology, results and discussion you use your own words, you feel free to write. However, when you write a literature review, you have to cite the papers appropriately without switching any meaning at all. We have to show that we did really understand what we read in others' reports. I think a NNES writer is under greater stress in this case."*

Participant 16: *"I think NNES scholars make more mistakes when they write about general information, citing others' studies while they may probably have fewer errors through writing specific parts. So, we may have more problems in the introduction and methodology, but we may not have that many problems related to our specific field."*

Some participants stated that *both introduction and discussion sections of a RA are real constraints for them to write in English:*

Participant 17: *"I think both the introduction and discussion parts are difficult to write because the other parts of an article between these two all rely on the findings, and the comments made on the findings are fixed and standard. The discussion part is like debating with someone else; that is, you have to have a good command of language to discuss. While in the introduction part, you defend your reason to do research; in the discussion part you advocate your research results and their place in the literature. So, these two poses great challenges while writing in English."*

Participant 13: "*In the introduction part, you have to bring many ideas, terms and concepts together and make a meaningful whole. It is difficult to both combine them together and write them in English. As for the discussion part, you put a new idea forward, in other parts of the article, you may use some sentence forms, but here in discussion part, you cannot make and use a fixed structure; instead, you have to use different sentences, words and make different comments, which makes it difficult as well.*"

Besides, a respondent **participant 12** stated *he has difficulty in writing all parts of a RA*:

"*To me, all parts of an article are really difficult to write in English. I have extreme difficulty in translating a Turkish text into English no matter how easy it is. All these processes are hard for me. I gave up writing in English by myself after I made some colleagues revise my manuscripts in the early years of my career as they had corrected almost all of what I wrote. That showed me I am not capable of writing in English.*"

The interviewees were also asked whether writing in different research designs poses any differences for them in terms of difficulty when they write a RA. The respondent agreed on writing in a qualitative research design is *more difficult for them as it requires a better command of language*. Below illustrate this:

Participant 22: "*While doing a qualitative research, you have to have a good command of language. For example, while I was doing my post-doctorate degree in the U.S., our data were in English collected in an English-speaking environment, and the transcriptions were all in English as well. Moreover, analyzing the results of these findings required proficiency in English, which all depend on a good command of English. Therefore, both the research process and reporting in English are hard to do. It is pretty much difficult when compared to quantitative research.*"

Participant 3: "*In reporting quantitative research, you make use of numerical expressions, statistics, etc. It is easy to do as there are fixed patterns of sentences. When I intend to write an article in English by myself, I abstain from qualitative research design just because of language constraint. I feel anxiety to have my article refused, so I try to omit some qualitative parts, and switch mostly to quantitative research design. I*

strongly believe that most scholars refrain from qualitative research with the same concerns as it is also difficult to command the nature of language, to convince your readers even in your native language."

Participant 6: "*For reporting qualitative research, a scholar has to have a high level of English. In quantitative research, you just form sentences like "such a meaningful difference was found", but in qualitative research reporting, the writer should strengthen their claims with long persuasive texts.*"

Participant 12: "*In quantitative research, you have the chance to compare and match some sentences, phrases and patterns in other quantitative research articles, using especially the same language of terminology and statistical expressions in SPSS program as there is a common language unlike qualitative research reporting.*"

Participant 13: "*In terms of writing in English, qualitative research is difficult for sure. In quantitative research, your research report is like the language of mathematics, using numbers, statistics, etc. Especially if the findings part of your research article is full with tables, you just comment on the numerical findings, reading the tables. As for qualitative research, you also translate participants' responses in the findings part. As a whole where text is richer, you have more difficulty as in qualitative research.*"

Participant 21: "*Writing quantitative research report in English is easier because if you take an article that has a similar methodology to that of yours as an example, you can adapt your data to that article's findings.*"

In the following extracts, respondents explains *the difficulty of reporting studies conducted in qualitative research designs, focusing on the uniqueness of research results*:

Participant 14: "*In qualitative research, there are very different cases, which require completely different expressions from one article to another while writing. It is really hard to translate appropriately all your observation reports and transcription of your interviews into English. As for quantitative research, you may find very similar patterns of sentences as research methodologies in almost all articles are similar and use the same language of mathematics in reporting.*"

Participant 18: *"Qualitative research requires very specific studies, so almost all studies are completely different from each other. Let me give an example from my discipline; you do a quantitative research on exercising. You may want your participants run while another researcher may want them something else. You just change the method for exercising, but all the rest of the study will stay the same to another. Adapting in quantitative research is easier by nature, so it will be easier to report in English as you can take other examples However, in qualitative research, your groups change, or the concept changes. All these cases are unique, so you cannot adapt anything from other examples of qualitative researches, which makes it much more difficult to write in English."*

In the course of conducting interviews, the issue of *different research reporting styles due to field differences* raised. That is, the interviewees claimed that writing either in social or applied sciences differs from one another just as in writing in different research designs. As the participants were chosen from the faculty of education, almost all interviewees combined mere field research with educational sciences, which meant integrating social and natural sciences together in some specific areas of educational sciences. In that case, interviewees who do research mainly in natural and applied sciences expressed that for the ones who did not conduct research in educational sciences before, integrating pure discipline research and educational terms together became a great challenge for them when they attempted to report research in English as in the following extracts illustrate:

Participant 3: *"Formerly, I tried to publish in English when I did research on pure Biology. For example, I wrote an article on the flora of a lake. There were many examples to take in terms of language use. I could use similar sentence structures, when I needed a different word, it was enough for me to look it up in a dictionary and placed it a sentence. I could only change the results with my original findings. It is so easy to write in pure Biology for me, for instance I have 4 articles published in English without taking any negative comments n terms of English use. However, when associating pure Biology with educational sciences, the case completely changes. You have to write completely different sentences; express your ideas efficiently; and to do so you have to have a very good command of language. For proficient users of English, this may not be so, but for me it is almost impossible."*

Participant 6: *"Generally speaking, writing in English for natural sciences is easier. The reason is that its international language is more common while you have to have better linguistic abilities as you use a verbal language when you write something about social sciences."*

Participant 14: *"For example, you do research in Physics, and there are many other similar examples of your study in the literature, who conducted the same experiment as yours. In this case, you just change the numbers. As there are very few differences among research results, you just make small differences, or maybe add small details. Such colleagues can write very much articles, better to say they may change articles, but as a result, they have articles in English. As for writing in English in educational sciences, you should not definitely act similarly; otherwise, you plagiarize. You cannot even change an article with small details. So, you should write a completely different one on your own in English, which requires proficiency in English."*

Participant 21: *"Some colleagues who do research on pure natural and applied sciences tell us that they only change the findings section of a previously published article when they are about to publish an article in English, as the discipline gives way to it."*

Participant 22: *"You do not need to elaborate when you write in Chemist or in Physics, you do not think about which sentences to use to best express your point. It is because all your experiments fit in a number of fixed patterns of expression that are frequently used. It is enough for you to state that you found 3.25 electron volts as a result of your experiment in order to convince your readers. That is all; you do not have to semantically analyze any findings relying on words, so that makes it easier to write in English. However, when you study on the variables of human behavior, or any social elements, you need to make more in-depth analysis to convince your readers. I think the point here is your proficiency in nature of science. Then comes efficient foreign language use. If you are good at science literacy skills, reviewers of journals will definitely find your study meaningful, and ask you to revise language if necessary. We should question ourselves on this."*

Just **participant 19** claimed that there is not a difference between writing a research article combining pure specific field and educational sciences ;and just writing in pure specific field as in the following extract demonstrates:

"If you have comprehensive knowledge of what you study, it does not matter whether to write in atomic physics or in educational sciences. The point here is to know the literature very well. If you read a few hundreds articles written in a literature you may not have a serious problem to write in English. I mostly study on a pure discipline, atomic physics, so it is easier for me write in that discipline in English, but not because it is my main area of study, but it is because I read mostly on this area. I did not want to study educational sciences, but as we are in a faculty of education, we were obliged to do so. I have a little more difficulty to write an article in educational sciences in English, especially with terminology, but it is because I am not that much familiar with it rather than the discipline itself."

In Turkey, the scholars are subjected to a central English proficiency exam to achieve tenure positions at university, which creates a high level of anxiety among scholars. Achieving a pre-established grade from that exam leads scholars to have an exam-based language learning, which is not useful in real academic life contexts, for writing a RA in their specific field, which is suggested by YOK. The interviewees were also asked for their opinions on central English proficiency exam (YDS, formerly UDS, KPDS), and whether they consider it as an efficient tool to determine Turkish scholars' academic language proficiency, as proposed by YOK to appoint scholars at tenure positions at universities. All respondents agreed that current exam does not meet the real academic life needs, and there should be either a modification on the exam format or the exam should be taken place with other suggestions. The following are the remarkable responses to the question on the efficiency of YDS exam in Turkey:

Participant 1: *"I think there is a principal problem in language instruction in Turkey. Our need is to learn a foreign language on practical basis rather than a pressure to pass an exam….I stayed in the U.S. as a visiting scholar, I felt a high level of inadequacy, I passed the exam at my first attempt, but I could not use English efficiently there. That score did not help me a bit."*

Participant 8: *"You know this exam is not functional to serve the desired outcome. The desired outcome here means its being beneficial to your professional life; that is, beneficial to our writing skills, for instance. Unfortunately, we do not improve our writing skills in English just via studying for the exam."*

Participant 12: *"I agree with YOK's initial rationale that a scholar has to know at least one foreign language to understand what a research article is about, reading its abstract, for example. However, this YDS exam should be questioned whether it serves this purpose or not. Maybe the translation part is somewhat useful as it is a similar task scholars face in real life, but I do not see any point in filling blanks with given words. Other parts of the test are all useless. I think it should be modified."*

Participant 19: *"You may probably witness that a scholar got 80 at the exam, but unfortunately he is not proficient enough to speak or write an article in English. On the contrary, I have some colleagues who stayed for many years abroad, but who also could not pass that exam. I think this exam does not absolutely determine that our language proficiency improves; it supports the rote learning tradition in Turkey. I do not approve such a methodology that you learn some grammatical rules, and you apply your knowledge to test, choosing the best alternative. I feel sorry for the efforts and time spent for this purpose in vain."*

Participant 22: *"Such exams do not measure English proficiency or academic writing ability, etc. It just measure whether you study well enough for the exam. That is, if you get 65 score on the exam, it does not mean that you know English that much, but it means you study it at a 65% rate. It is because there are many language skills that are not measured in that exam."*

Participant 23: *"I do not think the exam evaluates our academic proficiency in English. It is just based on memorizing vocabulary or some grammatical rules, that is it .It is not even distinguishing in terms of scholars' language proficiency. It is just a multiple-choice test."*

Some interviewees suggested the exam to be *translation- based*. Here are some examples:

Participant 6: *"When I took an exam to enter the university as a research assistant, I was given a text and was asked to translate it. I think this is more meaningful because if an individual can translate, then it should mean that he knows that language quite enough".*

Participant 12: *"I think YDS should be modified. It should be mostly composed of translation and reading comprehension questions. To rate, for a 80-question exam, 20 of them should be translation from Turkish to English; 20 of them should be translation from English to Turkish; and the rest 40 question should be reading comprehension questions. If we want the exam as distinctive and beneficial one to help scholars improve their language proficiency at the same time, this version will best serve for this."*

Some interviewees claimed *TOEFL or a TOEFL-like exam* could better take place YDS:

Participant 9: *"I think a TOEFL-like system, which can measure the abilities of academic speaking, writing and performing other real academic life tasks, should be generated. The exam should be handled at regular periods. I suggest the exam to be handled at every month of a year, so that scholars who get ready for the exam can enter it whenever they want."*

Participant 13: *"I am in favor of TOEFL test as it measures writing and speaking skills as well. We also need a TOEFL score to apply for any research project or program abroad to certificate our language competence. I think we would have been far more away from where we are now if we had spent that much effort to improve our language skills."*

Participant 22: *"I do not think that there is any meaningful relation between YDS exam and English competence. It is possible to measure language abilities, but there are other standardized tests, like TOEFL and/or IELTS. Language competence may be measured at various places and times. For a scholar who does research in English, English proficiency is required, that is for sure. Test that can measure four basic language skills are ideal for this purpose unlike YDS. In addition, knowing about the nature of language is also necessary. That is, there are academic journals publishing in English, and you need to access them. You know, there are some*

translation programs that may take minutes to translate a text for you. However, only you can make a presentation orally. The civilizations improve via conveying research results of scholars at international platforms; however, this skill is ignored within the scope of YDS exam. Open-ended questions, evaluations based on performance may be added to the scope. I do not see any point in translation questions just because there are many translation programs there for you, but no program that can present your research results to an audience."

The participants suggested *different alternative applications* instead of YDS exam, in the following extracts:

Participant 10: *"I believe in creating environments based on practical experiences. Before taking an English exam, there should be language instruction. It is because especially for the ones who are at an older age and who may lose test-taking ability, you cannot suggest studying for YDS exam and getting a pre-determined score. I have not ever seen anyone who is proficient in English just by studying for YDS exam, as there are no relations to real academic life needs. There is no use of this exam to get practical experiences of academic language use. You can study for YDS exam via test preparation books; however, for professional academic purposes, you may read articles, write an article manuscript, or listen to seminars and conferences. You may have a chance to discuss research results with other colleagues in such environments."*

Participant 15: *"I completely disagree with language tests. However, I strongly believe in sending scholars abroad for about one or two years to have personal practical experiences of English use at academic environments. It is for sure that we have somewhat good command of English grammar, and we easily understand what we read, but unfortunately, we lack practical experiences of listening, and conveying our thoughts while speaking. I think we may close this gap with language experiences at academic environments abroad."*

As the researcher conducted the interviews, several issues emerged about the *respondents' own language learning experiences*, which here attracted attention.

Some interviewees complained about *the exam-based language teaching system* in Turkey as stated in the following extracts:

Participant 1: *"I think we have a principal problem in Turkey. We need foreign language instruction all based on hands-on practice for NNES scholars rather than imposing getting a test score."*

Participant 3: *"I have not ever taken any English courses for professional academic purposes; I have just taken a test-taking course, which is meaningless at real life contexts."*

Participant 4: *"You know if you want to speak in a foreign language you have to listen it pretty much, and if you want to write in that language you have to read as well. As we lack this practical side, our language competence is just based on reading; no speaking or writing at all. Therefore, I find YDS exam useless. I know many colleagues who passed the exam with a desired score, but who cannot form even a sentence."*

Participant 6: *"As NNES scholars, we start our careers at a great disadvantage. When compared with our counterparts in Europe, for example, we can hardly form sentences in English at tertiary level while those in Europe are all accustomed to forming sentences since primary school years. I think some colleagues that attended English preparatory programs even at secondary school level are at greater advantage than those who took English preparatory course at tertiary level; and the former are clearly distinguished from the rest. In terms of foreign language acquisition, I believe the earlier the better."*

Participant 8: *"If I had not seen such an international environment when I went abroad, I wouldn't think of writing an article in English. I had attended an academic English course at Princeton University. As Turkish students, we were the best students at grammar and form in our class, then I thought to myself, grammar instruction is attached more importance than it really deserves. However, we could not form a sentence while speaking. Our grammatical knowledge was at high level, but our speaking competence was so low. I realized that we had an instinct to see the written form of sentences as were used to reading rather than listening. We could not either speak or understand what was said at a satisfactory level. However, as we were good at forming sentences in writing, I summoned up courage to write in English as I felt I was proficient enough to write even if I could not speak that well."*

Participant 4 and participant 22 point out *a common language deficiency of NNES scholars*:

Participant 4*: "Sometimes, some colleagues ask me for help to reply back to a reviewer's e-mail. It is unfortunate that a scholar has an article in English; however, he cannot even write an informal sentence to ask at which stage his article waits for submission, or which parts of his article needs revising... The problem is not only about the academic use of English, our colleagues still have challenges in using every day English to handle the processes of their articles' way to submission."*

Participant 22: *"I frequently witness similar cases. A colleague sends his article to an English-medium journal, and then he receives a feedback e-mail from a reviewer in casual English. That colleague come and ask me to tell him whether his article is about to be published or not. There are many tragicomic scenes similar to this."*

4.2.2. Non-Linguistic Challenges

In addition to linguistic challenges of writing and publishing a RA in English, the researcher aims to underline the non-linguistic challenges existing in the process to call attention to the issue from a multi-faced approach.

The following common responses occurred in the analysis of the interviews, falling under the general heading of non-linguistic challenges:

* NNES scholars are at a disadvantage in terms of language proficiency to write a RA in English to an internationally indexed journal compared to NES scholars.

* The journal editors& reviewers are biased against NNES researchers' submissions.

* There are some political issues lying behind potential bias against Turkish scholars submissions.

* The lack of sufficient funds and efficient facilities is an obstacle to conduct research for NNES scholars.

* The consuming and tedious nature of writing for publication in English is another important issue.

* One of the reasons for paper rejections is the divergence from the accepted forms of research reporting due to cultural norms.

* Referencing style of journals may sometimes be a handicap for some interviewees.

The participants were asked whether they feel themselves at a disadvantage when they are about to publish a RA; the participants revealed their *feeling of inadequacy as a NNES scholar in the peripheral contexts*:

Participant 2: *"... Even though we can write an article in English, we also make an effort to bring up to the central English-speaking community's level of understanding. That is okay that our main aim is to express our research results in a scientific language; however, we have a second principal concern to communicate these using English efficiently enough to be understood. Therefore, we feel pressures twice at a time; one is the obligation to be scientific in style, and another the desire to express ourselves efficient enough in writing an article in English."*

Participant 7: *"... Translation of a text in English and forming a text in English are completely different from one another. I definitely feel the need to make my manuscript revised by a language professional, and when we neglect proofreading, there appear absolutely a feeling of inadequacy and a lack of confidence."*

Participant 14: *"A NES scholar has a good command of literature; he can access and read any sources he wants. Unfortunately, we have to spend much time first to understand a text in English. Think that a new method appear in recent literature, we lose much time to understand that method. For us the case is like this; first we have to understand texts in English, and then fully understand and apply that method to our literature."*

Participant 15: *" As NNES scholars, we are all at a disadvantage to express ourselves in scientific English language, and to be practical to generate products that have scientific value. We all feel the inferiority complex; that is, we feel those who have a good command of English are smarter than those who do not. When you send an article to a journal, the reviewer may underestimate you if your English is poor."*

Participant 17: *"Our English is not efficient enough even to use casual English. Sometimes I intend to get into contact with journal editors and/or reviewers via an e-mail in English, stating that I do research on such topics, and whether they publish articles on my research topics, etc. However, I always delay it as I think I will not achieve it at one setting on my own."*

Participants also explained that *the journal editors& reviewers are biased against NNES researchers' submissions*:

Participant 3: *" NES reviewers are absolutely biased against NNES submissions, I think. It is because they do not give feedback on the correct uses of sentences; instead, they just reject your article, stating that your manuscript is in poor English… However, they could help NNES scholars, suggesting correct uses of sentences, phrases, and patterns; and that situation leads NNES scholars to lose their motivation."*

Participant 4: *" …I receive automatic mails. I sometimes feel that looking at the writers' names; the editors understand a NNES scholar's submission. In every message, it is written that the manuscript needs double proofreading, or references part needs revising, etc. Whenever you send your article to an English-medium journal, you receive just a similar ready message. I do not know whether this message is also sent to NES scholars. That's so normal that the editors may consider that lots of mistakes may frequently appear in NNES submissions."*

Participant 12: *" I do think that a NNES scholar's manuscript is immediately rejected if its English is not efficient enough."*

Participant 20: *"I think, in especially internationally-indexed journals, articles submitted by NNES scholars are evaluated in a different manner. A NES scholar can both use every day English and write literary texts easily in English, that's for sure for the editors. As for us, we write our texts just in line with what we were taught, we receive more criticism, I think."*

Participant 21: *"I strongly believe that the editorial board of internationally-indexed journals is completely prejudiced against NNES submissions from some specific countries or regions…. One of my manuscripts was rejected due to fact that it*

was in poor English; however, I had my manuscript translated by a professional translation center which was very experienced and competent."

However, for some interviewees, *journal editors& reviewers do not have any prejudices against NNES submissions; rather, they think the journal editors encourage them*:

Participant 2: *" I do not think that journal editors are prejudiced against NNES scholars. They pay more attention to the scientific value of an article in terms of contribution to the existing literature… The main point is to find the right topic for your study that can contribute to your discipline; otherwise, writing in English is not seen that much problematic."*

Participant 5: *"Unlike the common belief, I see reviewers and editors recently have much more tolerance than before."*

Participant 13: *"Actually, one of my manuscripts returned for revising for three times, and it was examined by 7-8 reviewers. I can definitely say that I learnt a lot from reviewers in terms of both language and scientific content; the feedbacks were very useful then… I do not think that reviewers or editors are biased against NNES submissions. Maybe my manuscript would have been rejected if I had sent it to a Turkish originated indexed journal. The reviewers told me if I rewrote some parts of my article in accordance with their feedbacks, the article would be published. That is right that it took a long time, but my manuscript was finally published. I think if they had been prejudiced, they would have rejected it just for the first time."*

Participant 22: *"For some journals that have "international" in their names, I can say that these ones are more tolerant for linguistic mistakes. Most of them accept articles, paying attention to whether the articles bring innovative results to the science."*

Some participants address *some political issues* as one of the reasons lying behind potential bias against Turkish scholars' submissions:

Participant 8: *" As our discipline is of social sciences; politics and international relations are involved in. For example, our article on Armenian issue in favor of Turkish thesis will not be accepted in internationally indexed journals. In other*

disciplines, minor aspects are taken into consideration for proofreading; on the contrary, for History, content is the most important aspect. The reviewers give importance to whether the writer's point of view is compatible with those of theirs. As in international platforms, Armenian issue is accepted against the Turkish thesis; such an article in favor of Turkish thesis will be initially rejected by these reviewers of the journals."

Participant 10: *".. Sometimes, you see that a reviewer may reject your manuscript while another one finds your manuscript very original and suggests its being published. I think thoughts about our country play a critical role in the evaluation processes of our manuscripts."*

Some interviewees claimed *if a researcher cites someone's article in the editorial board of a journal, the possibility of their RA publication increases*:

Participant 10: *"I also think that reviewers and editors pay attention to whether a writer cited any articles in their journals or not. I saw that if you cite one of their articles, then your manuscript will be probably published. Of course, it is almost impossible to find an article for every subject. Unfortunately, I saw that articles are most likely to be published, using a reference of a scholar who is well known in the literature."*

Participant 20: *"From my own personal experience, I just got the impression that if you cite the editors' articles published before, the possibility of your article to get published raises."*

The consuming and tedious nature of writing for publication in English is another important issue mentioned by the interviewees:

Participant2: *"The long publication process also demotivates you sometimes.. You send your manuscript to a journal, and the feedback reaches you after a very long time, which causes stress on you. Sometimes your paper is rejected, and sometimes it needs to be revised. You rewrite your article and resend it. Studying on the same article, same topic again and again makes you bored as well."*

Participant**3** illustrates this in his own experience:

"Think that I did a research and I felt ambitious about it that it would contribute to the world literature. My article got rejected because it was in "poor English". Then I tried my chance n B level journals. This time I got comments on only the language of the article rather than the content. Again, consulting language professionals, I finally gave the final draft to my article, and it got published after a year."

Participant 10: *"I have colleagues who waited for three years to get his paper published. This case is frequently seen in the SSCI and SCI indexed journals."*

Participant 11: *"The extension of the evaluation process over a long period of time is a critical problem. One of my articles waited for one and a half years to get published. It was examined by 2 or 3 referees. You revise, you send, you wait again and again in a long period, which gets you bored, confused, and tired."*

Participant 17: *"One of my professors said that he waited for one and a half years to get his article published. However, after this period, the editor of that journal stated that they could not find any referees to examine his article. He said that as there is not a formal board to complain about the issue, and seek for his rights, he waited for one and a half years in vain because he had only a chance to send his article to only one journal."*

Participant 19: *"Some journals send their feedbacks after two or three months. Nevertheless, once I could not receive any comments until two years of duration. I waited patiently and finally got my article published."*

Some interviewees remarked *the lack of facilities for research for NNES scholars* as in the following:

Participant 4: *"Internationally indexed journals are almost all written in English, so NES writers are at a great advantage as they do not have an additional language problem. Actually, their literature is richer than ours; for example, in the discipline of mathematics teaching, they wrote what we wrote today many years before us. We do not have their 20 or 30-year literature in Turkey. They work and study with very competent people in their discipline at good projects. So they have better opportunities when compared to us."*

Participant 5: *"Matching up with the existing literature is a crucial problem for us, as NNES scholars. There are many published articles, but we do not have enough access to them. Therefore, it is inconvenient to publish in an English-medium journal as the ones at the disadvantageous side."*

Participant 11: *" Work and study facilities of an academic here in Turkey are all different from those of a scholar in the U.S. We have almost 35 -40 hours of workload, as have to lecture in addition to our main ideal to do research. However, in the U.S. for instance, the case is totally different. You do not have that many hours of workload, and for the ones who do research institutional support is provided. We do not have a similar institutional support here. You may need an article, you try to gain access to it via internet, and then you see there appears a considerable amount of money asked for reaching that paper. I did not have a similar problem abroad. When you go to a library to get that article, the officers there try their best to bring it to you in a very short time. Unfortunately, we have a serious problem to have access to necessary sources we need for our research. Our problems and disadvantages as NNES scholars are not only related to linguistic reasons, there are also other crucial problems due to the place we do our research, and the facilities we lack."*

In addition, the participants mark *the lack of sufficient funds to conduct research*:

Participant 5: *"I do not think that every journal efficiently evaluates manuscript sent to them, there is not enough control, I think. It is possible to pay for the fee and to publish your manuscript. I do not think non-indexed journals are inspected by any other board on this issue."*

Participant 7: *"As much as I know commercialization is a matter of fact for indexed journals. What I mean by commercialization is to bring fee and advertisement aspect to the front. We should question the quality of the articles published in these journals. If you have money, you have your article published. If you do not, unfortunately you have to wait for la long time to get your paper published."*

Participant 17: *"The situation has become so weird that when I told my colleagues that I had my paper published, they immediately asked me the name of the journal, and whether it was a fee-paying journal or not. Then I thought to myself that*

there are some journals that you can easily get your paper published no matter what quality that paper has, but I also knew that there some other prestigious journals that critically examine your paper. I saw that you could get your article published easier than ever in fee-paying journals. These are English-medium international journals. They give a guarantee to get your paper published if you pay for 250 to 400 $, you may also know that almost every week we receive such e-mails to ensure you to give feedback in a week. Unfortunately, to get a number of published articles in English-medium journals for associate professorship, our colleagues use these means. It does not matter whether they publish their articles in a fee-paying journal or not. The faster you get your paper published, the better. Even if I question the quality of these journals, I may use the same method as there are very distressful cases that you have to wait for a very long time.”

Some interviewees reported one of the reasons for paper rejections as *the divergence from the accepted forms of research reporting due to cultural norms*:

Participant 9: *“The reviewers generally criticize that the language we use is not plain, especially in the uses of conjunctions. To them, our main problem is that we think in our native language; therefore, we form very complex sentences that are very obscure; otherwise, we do not have any problems related to literature, but problems with presenting our research results. When we in Turkish, we use four or five sentences in a paragraph to mention about something. However, in English it is important to express your ideas in a short way, maybe just in a sentence. As we try to translate every word we have in our minds, we have such problems.”*

Participant 13: *“I got such comments that my sentences are very complicated and confusing, and it is impossible for them to understand what I meant. I saw that they do not like long sentences unlike us, and we have a great difficulty in expressing what we mean in the right way, in short sentences as they wanted.”*

Participant 7: exemplifies this different tone of research reporting as in the following:

“...I see a remarkable difference in the style and language of articles published in English in Turkish originated indexed journals, and those published in prestigious internationally indexed journals. I can easily realize this while reading. You can also

distinguish a Turkish writer's style even it is published in an indexed journal as you read his article. It is because of the tone of reporting and style of writing. You may think the main aim is to expresses ourselves in a scientific manner, complying with the standards; but I think we should match up with our counterparts abroad."

Some participants also pointed out *the stylistic differences between their literary traditions and those of English-medium research communities* as in the following:

The following responses criticize *the scope of most research conducted in Turkish milieu*:

Participant 4: *"When you pay attention to the articles published in our country, we see that there are not satisfactory amount of researches that rely on sound research results of a project conducted for a long time by a competent scholar, who also handles his study with a multifaceted approach, and in-depth analysis. Therefore, reviewers abroad are not in favor of articles sent from our Turkey sometimes due to these research handicaps we have."*

Participant 8: *"You may know that having articles published in English-medium journals is not required for social sciences to get associate professorship in Turkey. It is because our counterparts abroad do not accredit our studies. There are two reasons for this; firstly, they criticize us that we are subjective to write about our history; secondly, let us make a self-criticism, we mostly study on military side of history. International science communities expect us to study more on social side of our history. We do not study social history, or oral history. ... When we talk about Ottoman history, we always talk the brighter side. They want us to study the psychology of the army, for instance; or any problems that might occur on those days. They hold a different point of view in this issue."*

Participant 2: *"From a prestigious indexed journal, I receive feedback on especially methodology, results, and international value that article specifically contributes to the literature. These are the things especially important for such journals, then I thought to myself."*

Participant 10: *"Prestigious internationally indexed journals abroad do not accept cultural values. You may send your article on X University case study to any*

journals you want, but the former ones ask for international studies, or they do not want very specific subjects. So, this becomes an disadvantage to us."

Participant 20: *"We do not know how to shorten our text. The reviewers asked us to use simpler language, especially when we write the introduction part or the abstract. As for the discussion part, they want us to handle the situation in details."*

Referencing style of journals may sometimes be a handicap for some interviewees:

Participant 6: *"Each journal has its own set of rules for referencing and writing style. APA style is not very common. For educational sciences, APA style of referencing is mostly accepted. However, for other specific discipline research, you have to obey the rules for writing style of that journal. Sometimes, this may confuse us."*

Participant 10: *"In Turkey, there is not a common style for referencing. Each journal claims to rely on APA style, but they use different sides of that style, sometimes ignoring some rules, and then forming their own set of rules for writing. That confuses us sometimes as well. I received criticism on this issue from reviewers of some English-medium journals as I could not clear up the matter with referencing."*

Participant 15: *"...Our common style for referencing is not always compatible with those of some English-medium journals. You need to spend time on the set of rules of referencing for each journal. Once I wrote an article without paying attention to the journal's style, I wrote just in the way I was used to. Unfortunately, I had to revise my references page as that journal asked for page numbers of articles I cited, which caused me to look up for every single item in my referencing list again to note down page numbers."*

4.3. Turkish Scholars' Strategies of Publication in English

The researcher aims at revealing the mostly used strategies of NNES scholars in the process of writing a RA in English for publication. As one of the considerations of the study, the researcher addresses participants' suggestions to deal with the issue in terms of individual and institutional perspectives as well. Thus, the extracts about this issue are presented under two general headings, as suggested by research questions:

Suggestions from Individual and institutional perspectives. Bearing these suggestions and strategies in mind, better further implications may take place.

4.3.1. Suggestions from Individual Perspective

The participants' responses are analyzed under the following sub-themes:

* The interviewees were asked whether they think *going abroad* contributes to improving writing and publishing skills in English. The majority favored going abroad as an efficient way to improve writing and publishing skills only if that person participates in an academic environment. The following are the examples of such responses:

Participant 2: *"Taking courses for professional purposes and attending academic activities within a university abroad will definitely be useful and efficient. If your reason to go abroad has an academic purpose, the results will be absolutely positive."*

Participant 3: *"If they really want to acquire English, I strongly recommend young academics to go abroad and stay there at least for about one year, spending time by writing, debating, and criticizing research done there. If they can criticize in a foreign language, I believe that they have learnt that language, so they should take courses and such training to serve these purposes."*

Participant 7: *"The duration of time make a significant contribution to your overall language proficiency. It is because you attend workshops and even make presentations on your own. You immediately find yourself in such an environment, which indirectly helps you acquire English."*

Participant 14: *"In terms of writing, going abroad contributes a lot to your English proficiency because you learn a word's equivalent directly in real life. Secondly, the ones who go abroad will probably find a partner to do research in the future, and publish an article together. You write and send your part for your manuscript, then that NES colleague revises and gives the final draft to your mutual publishing. Going abroad is very meaningful to get contact abroad."*

Participant 22: *"I think going abroad does not only make a major contribution to improve your English proficiency, by directly exposing you to English, but even short visits to academic circles improves scientific literacy on the issue of the nature of science. I think this point is more important than foreign language proficiency."*

An interviewee does not think it is necessary for a NNES scholar just to go abroad to write a qualified RA as in the following extract suggests:

Participant 19: *"I do not think that the proficiency of writing for publishing is related to going abroad, or getting your academic training at specific universities. I think a person's ability to write for publication is related to having a good command of your discipline, following the recent literature, and loving your field, rather than going abroad or studying at specific prestigious universities… In terms of language proficiency, the contribution of going abroad is undeniable. Especially, this effect will be on speaking skill, but I do not think you may gain any profits just by being abroad unless you spend a considerable amount of time to improve your writing skills."*

When the participants were asked about their individual practices on enhancing writing and publishing in journals, most of them suggested *colleague collaboration* when writing for publishing in an internationally indexed journal. The following are the examples:

Participant 4: *"In my first writing experience, I wrote an article with a NES colleague when I was abroad. I think I learnt a lot from him. Now I write my articles in English either by myself or with my husband, who is also my colleague. When we were abroad, we almost always worked together within the scope of a research project. As these studies were of teamwork, everybody in the research team could contribute to the writing phase from their own point of view."*

Participant 5: *"I think some study group should come together regularly in evenings, maybe, and conduct research projects. Studying and working together with colleagues makes it easier to bring out effective products for NNES scholars."*

Participant 2: *"When I write a manuscript, first of all, I ask my colleagues, who are also language professionals, to revise it. These colleagues are of my closest friends,*

whose English proficiency I strongly trust. If possible, I prefer to ask for editing my manuscript from my NES colleagues."

Participant 7 suggested an *in-service workshop program*, which consist of senior scholars that have academic experiences abroad, to enhance scholars' writing:

"In 2001, I guess, a project was conducted on training of scholars in terms of academic literacy held by the collaboration of universities. The training was mostly like a workshop, and it was focused on the writing processes of articles written in the discipline of educational sciences. The workshop was on writing of articles in Turkish, but I believe a similar enterprise will be definitely beneficial for writing in English. We have very competent colleagues in our faculty, who are experienced in writing educational sciences articles in English. I think we may take a good advantage of their experiences. I think colleagues who completed their master or doctorate degrees abroad, and who stayed and got training on academic writing there for a long time will absolutely contribute a lot to such an organization."

Participant 15 suggested a similar strategy:

"We may ask for help from some colleagues who are quite good at writing papers in English. I think colleagues who have a high level of English proficiency, and who do not have problems in publishing as they have experiences abroad at the same time; and those who are experienced in statistics, and research methodology may hold some workshops and seminars on these issues, which will be highly welcomed by academic staff in our university. Sometimes, highly experienced writers of papers in English that are published in SCI or SSCI indexed journals may also be invited to our university to hold similar workshop as well. I think such colleague collaboration is extremely beneficial to us as NNES scholars."

As for *the strategies for writing*, the participants pointed out the following practices and suggestions:

Since all the participants are NNES scholars, the most frequent strategy is found to be *translation*, rather than writing on their own:

The following extracts exemplify this:

Participant 3: *"In the course of time, to meet the need, translators appeared, and a somewhat market was formed. Such translation centers give a guarantee to get your published in an English-medium journal. Once I submitted an article, and one of these translators assured me if there appeared a problem in his translation, he would compensate it soon, so he did. This situation leads us to laziness in improving our English writing practice as we solve our language problem in one way or another."*

Participant 20: *"I write the first draft in Turkish, and translate it sentence by sentence by myself, and then I ask a language professional for proofreading. For the parts I translated."*

Participants remarked that the qualification of the translator is critically important. They defined *an efficient translator to have academic writing skill and specific field knowledge.*

Participant 3: *"The translator may considerably change your original text in Turkish as the structures of two languages are not compatible enough. You have to study with him to check the fluency of ideas as he translates. Moreover, editors and reviewers also change it a little bit more. Even if my article is published, I feel like it is extremely changed from the original one. I believe the colleagues or language professionals who are competent of the nature of science and English language do proofreading best. So, if I have such a chance, I prefer my colleagues."*

Participant **19:** *"Once I took help from a lecturer of English to revise my manuscript in English. Even the revised version of my article was returned with a lot of linguistic mistakes. Then I realized that knowing English at a high level is not enough to write academic articles in English as academic language is almost totally different. So I prefer to ask colleagues or supervisors who both study in the same discipline as yours and who are competent in English as well."*

Participant 10: *"If the person who revises or translates your manuscript is not familiar with your discipline, you had better help him with terminology and common academic expressions. I use my knowledge of previous articles I read to use for such situations. You need to spend a lot more time with that person for this reason, explaining in detail some concepts and terminology to have a better result."*

Participant 11: *"I ask my colleagues who are knowledgeable with the field I study for proofreading. To me, knowing English at specific level of proficiency is not enough to revise an academic paper. I take into consideration some minor linguistic revisions while I prefer a proficient user of English who is also competent in research reporting in academic English."*

Participant 13 explains his reason to have someone else translate his articles as in the following extract:

"I find making an effort to write in English as a time-consuming task. It is because I write just one article in English at the same amount of time I can write almost two articles in Turkish. I prefer to use that time to do new research instead. When we submit an article, if there appears a linguistic problem, we send the manuscript to the translation office. After they revise the final draft, we resubmit the article, and get it published without any problems. We do not have a chance to lose time anymore, as firstly and more importantly we need time to do research."

Participant 6 states that first, he translates his articles himself, and then consults an expert:

"Personally, I prefer to write a Turkish manuscript, and then translate it into English by myself; otherwise, I may make mistakes, violating academic writing rules without noticing. To prevent this, I write my manuscript in my native language. As I translate my draft into English by myself, I definitely have someone else to revise my final draft. If I have a chance to ask a NES scholar, or a colleague who completed his master or doctorate degrees abroad to proofread my manuscript, the possibility of my article to be published in an English-medium journal increases. While writing in English, I make use of Google translate program online just to make sure about the rough pattern of sentences. Secondly, I take the examples of expressions and complicated sentences from other published articles in English to best fit my text."

Participant 8: *"When I am about to write an article in English, I first of all, write the text in Turkish, paying attention to simplifying sentences to make it easier to translate . First, I translate a basic draft, and then I ask language professionals to revise my draft."*

However, for some, *translation is completely an inefficient strategy*, and it is useless for scholars to gain the nature of academic writing.

Participant 19: *"If we want to be followed by the world, we should publish articles in English. I am against the idea of having someone else to translate your Turkish manuscript. It is because you cannot be sure whether translators have enough background knowledge in your discipline or not. Therefore, sometimes problems with very basic terminology occur in their translations. For example, once a language professional translated the term "cross section" directly as "the cross" in its general sense, which should be in the sense of a specific influence area. What we should do to prevent such cases is to work in collaboration with language professionals, supporting with your knowledge of terminology and some specific definitions in your discipline in English rather than just sending your whole Turkish manuscript to a translation center, and directly submitting your article to a journal, I do not think this is sensible."*

Participant 2: *"I think directly starting writing in English is much better for me. Otherwise, we have limitations as we think in Turkish, I do not like translating at the same time."*

Participant 7: *"I do not find it useful to first write in Turkish and then to translate that text into English. You should form your sentence in English in your mind. It is because Turkish and English structures do not overlap with one another. Therefore, if you are about to write a text in English, you should already plan your text in English in your mind. Actually, if I am about to write a paper in English, I write the first draft in English on my own, and then ask for professional proofreading rather than having someone else translate my manuscript in English into Turkish."*

Participant 4 indicates that *translation programs are entirely impractical* to offer sound academic expression:

"No matter how many times you use such programs, they offer you such silly expressions that they are totally nonsense, and unrelated to what you want to mean."

Participant 22 explains his own writing strategy as in the following extract:

"When I am about to write, for instance, a verb, I feel like it is not the one I should use. I make use of thesaurus. Besides, I use corpus to find out where and how

many times a specific word is used with which adjectives, nouns, verbs, etc. Corpuses are very beneficial, and additionally, if you read literature well enough, you get a good command of terminology as well. Finally, I make use of "reverse dictionary", which is an online dictionary. You write the definition of a term or concept, then immediately suggestions for that word appear. These are very useful to check accuracy of your writing."

Some emphasized *following recent published works of others for improving writing* a RA for journals:

Participant 15: *"I find it very beneficial to read articles published in prestigious internationally indexed journals; you may learn the publication process from them, and examine each part of these articles to see how to do it best. "*

Participant 19: *"…If you want to publish at international standards, the best thing you can do is to learn the crucial concepts in your discipline from well qualified research articles written in English."*

Participant 22: *"We cannot gain experience and knowledge to write about our discipline without directly involving in what we study within the conceptual framework of our mentality. I learn the terms and concepts I use in my papers just through the readings I made. I use those terms as it is used in the literature. Due to this consensus of terms, reviewers do not have any difficulties to read my manuscript, and approves its publishing in their journals…We need to read extensively, but not to translate, to write. I have never translated anything. I read and I understand something, and I understand much better as I read that concept in another one. Then, I improve my understanding in that way… I am totally against translation; we are not men of letters."*

Participant 6 suggest for junior researchers to improve their writing a RA via learning from senior writers, their advisers, etc., if possible.

"To improve writing skills, an individual has to discuss on various topics. Bacon states, "Reading makes a full man, conference a ready man, and writing an exact man." Therefore, I believe that an individual should start writing for publishing at the last phase after gaining enough knowledge and academic background. What I mean by this academic background is to be competent in your discipline. I do not see any point n

asking for your graduate student immediately write an article because it is highly possible for him to make mistakes. Maybe during doctorate studies, or after completing doctorate studies, junior researcher should be encouraged to write an academic paper day by day. I believe in the efficiency of academic counseling of supervisors. Formal courses are not adequate to do so. A junior researcher should definitely be trained by a competent supervisor in the early years of their careers."

4.3.2. Suggestions from Institutional Perspective

When participants were asked about their opinions on institutional endeavors to enhance NNES scholars' RA writing and publishing skills, they suggested the following:

Most of the interviewees remarked a *university-wide intensive training course on academic writing for NNES scholars*:

Participant 2: *"I think in-service courses on scholarly writing may be held within institution in regular periods. These courses given by language professionals may be adapted to the English proficiency levels of scholars attending."*

Participant 4: *"The scholars who stayed abroad for a long time for professional purposes may be the ones to give seminars on academic writing for publication on specific workshop held for this purpose. These workshops should be repeated in summer or mid-term holiday. Moreover, I believe these courses should be discipline-specific as each discipline requires a different style for scholarly writing."*

Participant 9: *"I think YOK may take charge of such in-service training courses, including all academic staff around Turkey. Qualified language training courses should be given free. Our university may also supply workshops and seminars on research article writing. NES scholars may also take part in such programs, so that we can learn their point of view."*

Participant 23: *"A regular training program, which is like an in-service training, may be launched. Those who have satisfactory knowledge and experience may help their colleagues on how to use English while writing a research article in English via a series of training courses. If this is handled on regular basis, maximum efficiency*

could be achieved. In addition to sharing experiences through formal courses, scholars who attend these courses may be encouraged to follow a considerable amount of academic publishing per week or month; to attempt writing their research reports; and to watch broadcasts in English to improve their English proficiency."

However, a participant pointed out that he does not believe in the necessity of one's writing his research article in English by himself while there are some professional people to deal with this.

Participant 17: *"No matter how much we are trained, I do not think that we may produce native-like research articles in English, as it is almost impossible. Besides, I find it unnecessary to do so because there are many language professionals in the market. I strongly believe in the requirement of NNES scholars to read research articles in English to follow the world; however, it is professionals' task to translate your research article. I think we lose time in vain by doing so."*

Moreover, some interviewees pointed out *an academic writing center, mainly functioning as an editorial office, at university*, which has to deal with NNES scholars' submissions from all levels of English.

Participant 2: *"An academic writing center should be established in universities. The people responsible there may help NNES scholars with editing and revising. Both courses on scholarly publishing and services like revising and editing will be very beneficial for our colleagues. The courses should base on hands-on practical experiences. The publishing process should be learnt by experiencing every stage. Professionals who give support in such a center should provide personal consultancy for everyone who applies there."*

Participant 6: *"An editorial office should be definitely found within universities. At least three or five people should give support there, and one or two of them should be NES colleagues."*

Participant 13: *"A NNES scholar should have a place at universities to ask for editing service where he can also take professional support to improve his writing skill in English individually on a regular basis."*

Some suggest this academic writing center should deal with only *translation of some articles, books, etc.* that NNES scholars demanded.

Participant 10: *"There should be a translation center at universities. Instead of spending lots of time and effort in translating an article in English, I may inform the people responsible the crucial sources in my discipline that I need to do research, and they may help me with the translation. Otherwise, we feel great anxiety to do so…I remember a Pakistan example in this issue. A NNES scholar informs a commission about the publications he needs for his research. That commission translates those sources, and submits them to the scholar…I think we should question whether we spend time to do research or translate articles written in foreign languages instead. I prefer the former."*

Participant 14: *"I think three or four English language professionals may be appointed just to work in a translation center at universities, of which majority of staff are NNES scholars. These translators should be deal with specific disciplines , this is important."*

Some interviewees suggested *inviting editors of journals and/or authorities* at specific disciplines to the university so that NNES scholars could learn journals' expectations at first hand:

Participant 4: *"We may invite editors and / or reviewers from prestigious internationally indexed academic journals. They may give seminars to NNES scholars on their expectations from NNES submissions. This will be very beneficial for those whose submissions are frequently rejected or asked for revision."*

Participant 13: *"I think inviting NES colleagues to our universities is as important as sending NNES scholars abroad to improve academic language proficiency in English. Last year we had such short programs, in which both language and discipline professionals gave training on scholarly writing for publication for NNES scholars. I think we should appoint some NES language professionals just to serve this purpose each year."*

An interviewee suggested *a project –based approach* to this problem, which attracts attention here:

Participant 16: *"For improving NNES scholars' academic writing skills in English, we may begin by listing a set of standards. Accordingly, individuals may be trained on how to produce scholarly publication in English through workshops and/or seminars. In- service institutional support may be provided in these processes as well to accompany personal writing practices. These processes may be followed by correlation of institutions at universities. After the outcomes of these processes reach specific standards, the individual attempts may be supported through online platforms. I mean after scholars successfully complete the workshops, they may ask for support of the responsible people online. The NNES scholars may ask for advice with editing and revising of their manuscripts from them. Universities may determine NES partners who do research in different disciplines to accompany NNES scholars with their attempts to improve their English. So, the process may be continued with foreign counterparts. In addition to their help to improve academic English, NES scholars' partnership will be also beneficial to us, as we will have chances to learn in detail about what is recently studied in our discipline in other countries… Institutions may help us to get into contact with the people who are competent researchers in our disciplines. There may be such a comprehensible project that may be implemented as a long-term one… Institutions should provide such platforms for their NNES scholars…. Additionally, if we contact NES scholars in our disciplines, this will also help us to have a chance to publish together with our foreign counterparts….In time, NNES scholars will probably reach international standards in terms of English language proficiency when writing research articles in English due to the collaboration of their NES counterparts."*

An interviewee proposed *foundation of worldwide bilingual academic journals*:

Participant 6: *"I believe in the necessity of bilingual academic journals. There are examples of this in Russia; that is, journals are both in Russian and English so that everyone else can benefit. We should gain such a national strategy. Many qualified individuals in specific disciplines in Turkey may not fully understand papers they read in English. Turkish version of research articles in different languages should be also published next to the original texts, so that every stakeholder can benefit."*

An interviewee proposed a*lternatives to the system of appointing a research assistant as a solution to the language problems of future scholars*:

Participant 5: *"What we want is to investigate discipline specific foreign language proficiency of the candidates applied for the position of research assistant by a scientific board. The candidates should apply for such positions after completing a series of pre-requisite conditions. Language proficiency is one of them."*

CHAPTER FIVE

5. CONCLUSION

In this study, Turkish scholars' motives, challenges and strategies of publishing in social sciences in English-medium journals were investigated from both linguistic and non-linguistic perspectives. To achieve this, qualitative data were obtained to describe Turkish scholars' writing and publishing processes and challenges, through semi-structured interviewing. By the analyses of the data, which were collected through interviews, the answers to the following three research questions of this study were tried to be sought:

1. What are Turkish scholars' motives for publishing in social sciences in English-medium journals?

2. What, if any, are Turkish scholars' challenges of publishing in English-medium journals?

2.1. What, if any, are the linguistic challenges of Turkish scholars in the process of publishing in English-medium journals?

2.2. What, if any, are the non-linguistic challenges of Turkish scholars in the process of publishing in English-medium journals?

3. What are the strategies of Turkish scholars to deal with the process of publishing in English-medium journals from both individual and institutional perspectives?

In this chapter, the answers to these research questions will be evaluated under the headings of *Findings and Discussion, Pedagogical Implications*, and *Further Research.*

5.1. Findings and Discussion

To respond to the research questions mentioned above, the semi-structured interview questions were formed in parallel with them. The responses gathered from the interviews were analyzed via answering these research questions. That is, the research questions were also used as themes, under which the participants' responses were analyzed as codes. Therefore, the findings will be presented here under the headings of each of the three research questions of the study. The findings will also be evaluated and discussed with supporting study results from the existing literature on NNES scholars' publishing in English-medium journals.

The findings below are ordered according to their frequency, from most frequent to least frequent ones, in the interviews. These findings obtained from the interviews with their most notable aspects in terms of the focus of this research will be summarized below.

5.1.1. What are Turkish Scholars' Motives for Publishing in Social Sciences in English-Medium Journals?

The results of the current study support the related literature in that participants expressed their motives for publication in English mostly and more importantly as achieving *a tenure position at university.* As Tietze (2008) reported in her study with 33 management academics, who are all NNES scholars working in NNES higher education environment, NNES scholars take it just as a fact that they have to master English to achieve successful careers in academic life. She remarks that English acts as a "career enabler or inhibitor" for them, which directly has an impact on the advancement of their professional life. For early career, high English proficiency is an imperative to start the occupation while for the medium positions; English is needed to achieve higher senior positions. As for the senior academics, advancement in English is necessary in pursuit of international career and reputation. In addition, as a result of the internalization of higher education in the world, academics urgently need English mastery for administrative and teaching duties. Besides, the participants in the study of Li and Flowerdew (2009) remark that publishing in internationally indexed journals is an

indication of a high standard of research and the faculty does really seek for that standard for promotion.

Some of the participants of the current study stated that in addition to get tenure positions at universities, *contributing to the international literature* is another important motive for them to publish in English-medium journals. It is because they consider English as the language of science and research at international platforms of academia. Besides, some participants remarked they reach a wide readership through publishing in English-medium journals, which in turn gives them the opportunity to realize culture transfer, overcoming well-known bias towards Turkish culture at first hand. As Lillis and Curry (2006) suggest, English-medium publications offer a forum for multilingual scholars to disseminate their research broadly. Equally important, publications from non- English speaking countries benefit global knowledge production by broadening the range of contributions in terms of new knowledge and different perspectives. Besides, as Li and Flowerdew (2009) suggest the preferred overseas English journal publication is a high motivation for the NNES academics as it means reaching a wide readership beyond one's horizons.

In addition, Curry and Lillis (2004) suggest that the pressure on NNES scholars to publish in English-medium journals is supported with rewards systems, such as, basic salary, opportunities for promotion and support for future research, which in turn leads to directly or indirectly placing a high premium on English-medium publishing.

However, it is noteworthy to mention here that there is also a group of NNES scholars, either who do not need publishing in English due to tenure position reasons, or who do not have any concerns toward contributing to the literature. This is mostly owing to different disciplines' research traditions.

5.1.2. What, if any, are Turkish Scholars' Challenges of Publishing in Social Sciences in English-Medium Journals?

This theme was analyzed under the headings of linguistic and non-linguistic challenges of publishing in English-medium journals. Therefore, the findings of the data will be presented under these two headings as well.

Research have shown that linguistic difficulties occur for scientists in writing for international publishing (Flowerdew, 1999a, 1999b, 2000; Cho, 2009; Duszak& Lewkowicz, 2008, inter alia.). In her meta-analysis, Uzuner (2008) reports that NNES scholars have difficulties with decreased vocabulary, complicated syntax, unclear modality, and inappropriate usage of idiomatic expressions in terms of linguistic difficulties when writing for publishing in English-medium journals. In addition, as Okamura (2006) expressed in her study with Japanese researchers that the main language difficulty is the lack of vocabulary, which is supported by the literature as well (Dong,1998; Flowerdew, 1999b; inter alia.). The current research's findings support these claims. The majority of the participants of the current study reported that they have serious language related challenges in writing for publication in English. Relying on the detailed responses collected from the participants, the most frequent linguistic constraint is determined as *lexical*: *using formal academic vocabulary appropriately and finding exact English equivalents of terminology*. The main reasons for this are mentioned as word meaning nuances that a Turkish scholar may skip; some incorrect translations of terminology from English to Turkish; and local use of terminology.

Second serious linguistic constraint that participants experience when writing for publication in English is *structuring complex sentences in an academic writing style.* The findings support Flowerdew (1999a) and Uzuner's (2008) research results in that sense. The reason is the different sentence structures of Turkish and English. The NNES scholars use translation technique so frequently that they experience the constraint of forming complex structures when making a claim in research reporting.

For a small majority, *grammatical points* still pose a difficulty for writing a research article in English. However, the problems are around minor details, like the use of articles, prepositions, etc. When asked which part of a research article is difficult for them to write, most of the respondents stated that *the parts that require comments and unique expressions are more difficult than those in fixed formats*. The majority emphasized that the introduction and discussion parts are more difficult for them to write in English as these require more language use and better command of language to make claims. This finding is paralleled to what Flowerdew remarks (1999a). He signals that features that are more abstract are felt to be more problematic than surface errors,

which is justified by his interviews with a considerable number of journal editors, reviewers and second-language writing specialists.

Similarly, the participants agreed on that *writing in a qualitative research design is more difficult for them as it requires a better command of language.* This finding is similar to the Flowerdew's comment that (1999b) NNES writers are better at writing quantitative RA rather than qualitative papers, which require a higher command of English language. In addition to this, respondents pointed out discipline differences when writing for a research paper in English. They expressed that for the ones who did not conduct research in educational sciences before, integrating pure discipline research and educational terms became a great challenge for them when they attempted to report research in English. The scholars who conducted research in the disciplines of natural and applied sciences state that writing in pure disciplines is like using a basic formula, and it is enough for them just to modify previous research report with small alterations to write a report for new research as only the mathematical or formulaic language require changes in text format. However, for the ones who write research reports by combining both pure discipline and educational sciences, writing research report becomes more and more difficult as this type of writing requires high command of academic language use and terminology. In Okamura's study (2006), some interviewees remark that some linguistic problematic areas may be due to the discipline. That is, writing research articles in some fields requires more language skills than other fields, where, for example, using mathematical formula is sufficient to express findings in some other fields. Therefore, for such disadvantageous fields, expressing one's claims and support becomes even harder for them. That conclusion is similar to that of Hanauer and Englander's (2011) study with Mexican scientists. Hanauer and Englander note that there are differences in actual features of RAs in different fields, giving the example that an article in physics may involve extensive use of mathematical equations and rather limited amounts of written text, which in turn makes it easier for physics scientists to write RAs in English.

As for their opinions on YDS exam and its counterparts, all respondents agreed upon the current exam does not meet the real academic life needs, and there should be either a modification on the exam format or the exam should be taken place with other suggestions. The interviewees support YOK's policy that scholars' language

proficiency should be measured, but with a different methodology. Their suggestions were mostly around the replacement of YDS with TOEFL and/or other international standard English proficiency exams. It is because they consider spending time for preparing for a multiple-choice exam does not contribute to their language proficiency. Therefore, with a TOEFL-like exam, studying for such a four-language skill-based exam will improve their academic English skills. Some also favored the exam to be translation-based, as they thought they use mostly translation in their real academic life; thus, the exam should reflect real academic needs, and should be modified accordingly. Moreover, there are also some opinions other than changing exam format. Some participants suggest that YOK should organize academic English courses before testing or they support the programs of going abroad for academic improvement rather than any exam format.

The researcher also finds it meaningful to mention about the participants' academic language needs as the issue occupies considerable place in the interviewees' responses as a matter of course. The participants complain about *the exam-based language teaching system* in Turkey. As a result of such a language teaching system, which does not rely on practicing language skills, but grammar, since the very beginning, the participants remarked that in today's conditions, there is a considerable majority of scholars in Turkey that cannot even write an abstract of a research article by themselves, but could pass YDS exam with a satisfactory score. Similarly, this situation reveals itself in international academic platforms like academic congresses and conventions, seminars, and workshops, where Turkish NNES scholars, especially those in the disadvantageous side of eastern part of Turkey have remarkable difficulty in expressing themselves and their research either when presenting a research report and/or communicating with their foreign colleagues. Some respondents also stated that even if they could write for an indexed journal, they cannot use English in casual settings, for example, replying a reviewer's feedback, etc. As a result, the researcher observes that Turkish scholars need more and more practice-based platforms to enhance their language skills in academic life.

As for non-linguistic challenges in publishing in English-medium journals, NNES scholars signaled one of the reasons for paper rejections as *the divergence from the accepted forms of research reporting due to cultural norms.* That is, Turkish writers

spare unnecessary amount of place for theoretical framework in the introduction part of a research article, and they use long and intricate sentences in their research reports. However, in the participants' point of view, internationally indexed academic journals seek for shorter texts for theory, but with more place for discussion as stated in their paper evaluation reports by the reviewers. Pérez-Llantada et al. (2011), who also underline their interviewees' sensitivity to cross-cultural differences in scientific writing style, address a very similar issue. In turn, a preference in Spanish scientific writing style becomes an obstacle for the academics while adjusting their style to English norms. Kindelan (2009) explains this issue by stating that rhetorical features of research article genre may change among cultures due to the differences in the value system and communication styles of individuals. Hanauer and Englander (2011) state that the literature points out the differences of textual tendency of research dissemination across languages as a reason for the labeling of NNES scholars' submissions as "poor" or "awkward" when journal editors review them.

In addition, some participants also pointed out *the stylistic differences between their literary traditions and those of English-medium research communities.* They pointed out the difference stating that in Turkish academic milieu, local scaled researches are frequently made, and as international academic journals require more internationally meaningful researches, local submissions are rejected. However, the participants also remarked that even if linguistic challenges for writing in English are inevitable, there may still be some problems with the nature of scientific research reporting even in the first language for some Turkish writers. That is, the paper rejections are also due to poor research reporting. This argument is also supported by Pérez-Llantada, Plo and Ferguson in their study with senior Spanish academics (2011). They also point out that even if the scholars certainly feel their linguistic limitations in writing their research articles in English, they hardly consider these constraints as a barrier to publication, or a major cause of rejection of their submissions. They rather think the papers are rejected due to poor research design or methodology, and reviewers and editors consider linguistic errors as minor in scale, and they ask for minor stylistic revisions, which is not a major reason for rejection. On this issue, the participants also pointed out that r*eferencing style of journals may sometimes be a handicap for them.* They state that due to different referencing styles of international journals, many of their

papers were asked for resubmission. The participants considered this issue as an academic culture difference as well.

What mostly mentioned by the participants as a crucial challenge for NNES scholars was *the consuming and tedious nature of publication in English medium journals.* They stated that publishing in an internationally indexed journal takes so much time that the academic importance of their research may lose their currency in some cases. The reason for this was that editors and/or reviewers may send evaluation reports in quite a long time. For them, this is because the demand for indexed journals is so high that some priorities are used for publishing papers in journals. In addition, when asked for the process of writing a research article to publish in English-medium journals, the participants told about the process as a really tedious and time-consuming one. They state rather than spending that much time for writing a research article in English, they sometimes prefer using their research results in a Turkish research article as it takes less time for them both in writing and publishing processes. Likewise, Hanauer and Englander (2011) define the process of research article writing as a slow and tedious one. Hanauer and Englander points out that this long writing process is due to "the multiple rounds" of redrafting before and after submission to a journal.

In addition, *the lack of sufficient funds and efficient facilities* is an obstacle to conduct research for Turkish scholars as well. The participants consider some parts of Turkish academic milieu inefficient like late-followers of what NES scholars conduct in the literature. As for outstanding reasons for this, the interviewees considered that the funds supplied to NES scholars are high; that there are better opportunities to do research; and that NES scholars have an easy access to sources unlike NNES scholars-especially those in the disadvantageous part of eastern Turkey. Related to this, in Tietze's (2008) study with management academics, she points out that for her many respondents, access to English language materials and resources create a further difficulty for them as they have to find required materials individually and make efforts to improve high level of English proficiency. Lack of such facilities is accompanied by rejections of submissions to journals and anxiety when giving oral presentations at international settings. Similarly, staying up-to-date with the recent literature is another obstacle for NNES scholars as for some, access to international academic journals is higher-priced and even unaffordable, which, in turn, decreases their productivity. In

addition to linguistic challenges of writing for publication in a foreign language, Curry& Lillis (2010) also reports greater difficulty for NNES scholars in writing quickly and appropriately, accessing up-to-date resources and networks that facilitate their scholarly writing proficiency in English.

A great majority of the participants suppose that *NNES scholars are always at a disadvantage in terms of language proficiency to write a RA in English to an internationally indexed journal compared to NES scholars.* They revealed their feeling of inadequacy as a NNES scholar in the peripheral contexts. They think they are at a disadvantage when compared to their NES counterparts. First of all, they have to overcome the language barrier when writing a research article; then have to reach sources as much as NES scholars; they have also difficulty in communicating with their foreign partners to do research; and they think that *the journal editors and reviewers are biased against NNES researchers' submissions.* Especially, the last issue, the potential bias against NNES scholars was widely accepted within the participants. It is because NNES scholars feel themselves at a disadvantage due to language proficiency when compared to NES scholars; therefore, they also suppose that editors do not appreciate their research reports as they are accepted as poor writing. Some participants even addressed *some political issues* as one of the reasons lying behind potential bias against Turkish scholars' submissions, especially in specific fields like history and related social sciences. On this issue, Ferguson (2007) asserts that especially for some multilingual scholars who have never left their home country, linguistic factors are still additional obstacles in the process of academic publication. It is because the non-linguistic factors, mentioned above, negatively and indirectly facilitates the poor linguistic skills, as scholars have difficulty in negotiating at central platforms to improve them. Finally, these poor linguistic skills result in paper rejection. Coates et al. (2002, cited in Salager-Meyer, 2008), for instance, clearly demonstrate that even though many factors may be reasons for the rejection of an article, on equal scientific merit, articles in poor English are highly associated with a high rejection rate. However, Salager-Meyer (2008) points out that the status of being a NES or a NNES has been losing its effect on the success in scientific publication rather than other non-linguistic factors, such as location (center vs. periphery), level of expertise (junior vs. senior researchers) and network access. Supporting Salager-Meyer' point of view, some

participants opposed to the idea of bias against NNES scholars. They expressed that rather than holding prejudices, the journal editors encourage them to produce better pieces of research reporting. This demonstrates that the discourse community is tolerant of NNES as long as a fruitful study appears. Nevertheless, as supported by the recent studies from a variety of disciplines, there have always been bias favoring authors from the US, English-speaking countries outside the United States, and prestigious academic institutions (Flowerdew, 2000; Braine, 2005; Li, 2006).

5.1.3. What are the Strategies of Turkish Scholars to Deal with the Process of Publishing in Social Sciences in English-Medium Journals from both Individual and Institutional Perspectives?

As one of the considerations of the study, the researcher addresses participants' suggestions to deal with the issue in terms of individual and institutional perspectives as well. Therefore, it is better to discuss the findings of the interviews here under these two headings.

5.1.3.1. Participants' suggestions from an individual perspective

The majority of the participants favored *going abroad* as an efficient way to improve writing and publishing skills only if that person participates in an academic environment. This is because the scholars think that they could only acquire academic terminology and nature of scientific writing in English via being exposed to them in academic circles, such as seminars, workshops, projects, and conferences, etc., where English is the only medium to conduct and report research. In addition, they emphasized the length of time and the place and people they would study and work. The importance here is given to the quality of such a stay abroad. Individuals expressed that six-month duration of research should be the minimum time allocated for scholars' going abroad as such an amount of time would be just adequate to get accustomed to the new academic environment and to do research and acquire scientific writing tradition in English. Moreover, the scholars gave extreme importance to work and study with the authorities in specific disciplines as they consider going abroad not only as a way to

improve scientific writing in English, but they also appreciate it as a chance to follow recent innovations in their disciplines via learning from authorities abroad.

In addition, most of the participants suggested *colleague collaboration* when writing for publishing in an internationally indexed journal. The majority stated that they work as a team when they are about to write a research article in English. They remarked that when working as a team to conduct and report a research, they gave importance to the quality of the researchers as well as the language proficiency of these individuals. The ideal teammate is the one who is both proficient in discipline and in English. For junior researchers, who are about to finish their doctorate dissertations, the scholars suggested improving their writing a research article via learning from senior writers, their advisers, etc., if possible. Similarly, in their study with ten senior Spanish academics, Pérez-Llantada et al. (2011) remark that almost all papers carry multiple names; however, this means the production of the paper rather than written composition. Especially in the studies where junior and senior researchers collaborate, junior researchers perform the empirical side of the study while the senior researchers generally do actual writing task, especially in the most challenging sections of the research papers, introduction and discussion. In Cheung's (2010) study with Chinese doctoral students, the interviewees consider their advisors as the highly specialized members of the discourse community; therefore, they ask for their feedbacks as NNES academics who work and research in the periphery. Likewise, Okamura (2006) addresses a language-oriented strategy used by NNES junior scholars to achieve native-like fluency in writing; for example, asking NES scholars when writing research articles. Junior researchers frequently use this strategy; however, as they gain more experience in writing research articles they seem to internalize set phrases when writing. Then this will give way to improve their English in research reporting.

As for the actual writing phase, since all the participants are NNES scholars, the most frequent strategy used among the scholars was found to be *translation*, rather than writing on their own. They indicated that there is a large community of paid translators, who translate any discipline-specific texts, which leads scholars to laziness in writing for publishing in English. They specify the process that at first they write their research reports in Turkish, and then send their Turkish manuscripts to paid translators and follow the rest of the usual submission process. However, they defined *an efficient*

translator to have academic writing skill and specific field knowledge as well. It is because proficiency in general English is not enough as academic English is quite different, and most of their submissions are rejected due to the lack of academic terminology and/ or academic style of writing research. In addition, some scholars stated they rather make use of translation engines both online and offline, and then modify the engine-translated texts into the final drafts on their own. In doing so, some stated they also use search engines to check the validity of their writing in real written texts. For the ones who translate their own Turkish texts, it is observed that they need both a language expert and a senior colleague to check their final drafts as well both in terms of language and content. However, for some, *translation is completely an inefficient strategy*, and it is useless for scholars to gain the nature of academic writing in English. Among the participants of the study, a small majority stated that they directly write in English when they report their research. It is because they think the structures of both languages are so different that they have to simplify Turkish sentence structures before writing them in English. They rather think writing in English and modify their thoughts into English language structure when writing.

Finally, some emphasized *following recent published works of others for improving writing* a research article for journals. In doing so, scholars remarked that they learn specific terminology and complex structures while reading research articles in English. By being exposed to such texts it becomes easier for them to produce texts as they know the frame they are going to fill in. Similarly, in Cheung's study (2010) with Chinese novice NNES linguistics doctoral students on overcoming difficulties in publishing in refereed journals in English, the respondents remark that they read the past issues of journals to learn the basic sort of writing style, highly specialized terminology and that community-specific genres produced by the experts in their professional fields. Additionally, Okamura's (2006) subject-oriented strategies are worth mentioning here. She addresses acquiring the basic writing skills for writing a research article via, for example, reading as many research articles as possible in the field and collecting useful phrases, etc., from these research articles, which implies learning via the subject content.

5.1.3.2. Participants' suggestions from an institutional perspective

Most of the interviewees suggested a *university-wide intensive training course on academic writing for scholars*. As a summary of the responses collected from the interviewees, the desired features of such a course may be defined as in the following:

❖ The course may be held by senior academics who are both proficient in English and research reporting, and who have academic experiences abroad, or who are native speakers of English,

❖ It may be organized at different proficiency levels,

❖ It may be held in specific regular and repetitive periods in a year,

❖ Writing in different disciplines may be considered while planning the content,

❖ Academic referencing and plagiarism issues may be dealt with specific emphasis in the content of the course,

❖ It may be held free, supported by YOK based projects.

Additionally, scholars also mentioned founding *an academic writing center, which mainly functions as an editorial office, at university*, which has to help NNES scholars from all levels of English. Some suggested this editorial office should function as a supplementary organ of academic writing course program, which treats trainees' manuscripts while some stated this academic writing center should deal with only translation of some articles, books, etc. that NNES scholars demanded. As for the ones who favored an editorial office rather than a translation office, the office should deal with editing and revising scholars' manuscripts before and after their submissions to journals. The office is supposed to work on appointment basis with scholars, so that separated time may be allocated for each scholar's individual language needs.

Some interviewees proposed *inviting editors of journals and/ or discipline-specific authorities* to the university, so that NNES scholars could learn journals' expectations at first hand, which leads to better submissions in the future. Tietze (2008) also supports these with her findings on the strategies used by junior researchers in the early stages of their careers to cope with the need to conduct research, write and publish in English. These are using translators and proofreaders; joint research projects with

NES academics; asking for help from the editors and colleagues and even offering first or second authorship for articles. Tietze suggests that networking with important "literacy brokers" (a term coined by Lillis and Curry (2006) to mean editors, reviewers, academic peers and colleagues who mediate text writing) is considered to be an important skill to publish internationally. It is because networking through English with a specific academic community attributes to being a part of important and contemporary knowledge networks, which is strongly dependent on competence in English.

5.2. Pedagogical Implications

The careers of NNES scholars are bound by English language practices of an increasingly global and competitive sector. Therefore, policy makers, EAP / TESOL community and NNES scholars themselves should reconsider some current practices. Relying on the findings of the current study and those of related literature, some suggestions for pedagogical implications may be as follow.

The researcher found out the majority of the participants of the current study did not take any academic writing course either in Turkish or in English in their graduate and/or post-graduate education, which leads to challenges in writing and publishing an academic research article. Therefore, the challenges do not just base on linguistic reasons, but they are also relied on some academic literacy constraints. Thus, the researcher remarks integration of "a scholarly writing for publication course" into both graduate and post-graduate programs' curriculum both in Turkish and in English. This is also because the individuals applied to these programs are supposed to be further academics, and such a course functions as an in-service, hands-on practice based training. Supporting this suggestion, Cheung (2010) also points out integrating a regular Ph.D. course on scholarly writing for publication in English for NNES doctoral students. The course could consist of learning about basic writing skills, systematic knowledge about academic publishing and review process. In the course, the instructors may assign articles on scholarly writing and allow students discuss and analyze these articles accompanied by providing publishing opportunities.

Li and Flowerdew (2007) call for partnerships of science specialists and language professionals in a long-standing arrangement in EAP/ESP research and

practice. They give the example of Cargill and O'Connor [a language professional and a scientist from Australia] who reported an efficient work with Chinese scientists. Moreover, they suggest such partnership among Chinese-native EAP professionals and Chinese-native scientists who are experienced EFL authors in their local scholarly community. Furthermore, they emphasize that instead of NNES academics finding NES scholars to edit the English of their manuscripts, mentoring service or editorial help should be provided by journals in an effort of helping EFL authors to overcome the language barrier on their way to successful publication. Relying on the related literature abroad, a similar implication may be adapted in Turkey as well. Turkish EAP language professionals may come together with Turkish subject professionals and the NES reviewers of academic journals to help editing and shaping Turkish manuscripts before submission; and to assist in any efforts functioning as a mentoring and editorial service nation-wide. Similarly, a small proportion of such a partnership may also be handled within universities, functioning both as an editorial and mentoring service in both Turkish and English, which is mostly welcomed by scholars.

Lillis and Curry (2010) recommend NNES academics' participation in research networks to access to English-medium publishing regardless of their proficiency in English or experience with English-medium publishing. However, they put emphasize on informally generated local networks rather than formal initiatives as they think networks sponsored by formal initiatives may take longer to achieve effective collaborative relationships. They remark that local networks have an important role in supporting access to transnational networks that can offer the resources needed for publishing in English. That is to say, participating in academic research networks, both local and transnational, is important for NNES scholars to achieve success at English-medium publishing. Therefore, Lillis and Curry suggest that investment in academic research networks may be handled at informal network building rather than supporting formal network programs.

Finally, as a summary for the implications for EFL writers' self-development of RA writing in English for publication, Koyalan and Mumford (2011) suggest four approaches to extend their knowledge of academic register: *learning from language professionals, from peers, from self- study, and from reflection.* For the first one, Koyalan and Mumford define the task of language professionals more as author

education than mere correction of the language, which means engaging in this activity through discussions and revisions. For the second possibility, they give the example of Cargill and O'Connor's (2006) peer-support workshops, which includes EAL writers themselves. Another strategy is self- study; that is, making comparisons between corpora of their own work and that of experts; practicing on sentence combining and clause reduction; using academic guides, etc. A fourth approach involves EAL writers reflecting on the different influences on their writing, including that of spoken language, such as tutorials and lectures, etc.

As a final note, the researcher would like to remark that in order to appoint Turkish NNES scholars in tenure positions, the quality of Turkish NNES scholars' publishing in internationally indexed journals should be highly encouraged and taken into consideration rather than setting a score barrier in a multiple-choice central proficiency test of English. In doing so, the current framework for academic appointments should also be revised as in some specific social sciences disciplines publishing in English does not have a remarkable meaning and contribution to international literature as they have a national and local importance especially when compared to other disciplines. However, rather than the quantity, the quality of the published works, which are published in internationally indexed journals, should be given importance to prevent low quality scientific works, as the current situation in Turkey in most disciplines, as yearly reported by the department of URAP(University Ranking by Academic Performance) at METU Informatics Institute.

Emphasizing the quality of Turkish RAs by using it as a tool to academic appointments, the issue of scholarly publishing will hopefully gain much more importance in Turkey, and the number of studies may increase, and the attendance of stakeholders will hopefully be raised, which will suggest better solutions to the issue.

5.3. Further Research

Both in international and Turkish contexts, there is still a need for more case studies of individuals from different disciplines, and sociocultural and linguistic backgrounds for determining appropriate ways to help these people with their language needs.

In the future, motives, challenges and strategies of Turkish NNES scholars from different contexts may be investigated through different research designs, data collection procedures and instruments and with different participants. Longitude studies may be carried out with more participants involved. In addition to qualitative research as in the current study, integrating quantitative research with qualitative research may also be handled to reach a wider and more comprehensive results and solutions. Moreover, a triangulation method of qualitative research could also be used, involving unrevised original manuscripts of Turkish NNES scholars, which has to be excluded from the current study as the very limited number of original manuscripts of the current participations hardly exist.

The current study dealt with the scholarly writing practices of NNES scholars. Further research may be conducted around other academic literacy practices as well, such as scholarly speaking challenges in international academic environments.

Finally, other perspectives of the issue may also be studied in the future. These may include editors and reviewers of academic journals; language professionals who edit the manuscripts of NNES scholars and academic supervisors. The findings of these researches will definitely contribute to looking at the issue through overall perspectives of each stakeholder.

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APPENDICES

APPENDIX 1. DEMOGRAPHIC SURVEY

Please complete the following items as appropriate.

1. Age:　　　(　　) < 30　　　　　(　　) 31-35　　　　(　　)36-40

　　　　　　　(　　) 41-45　　　　(　　) 46-50　　　　(　　) > 50

2. Discipline: _____

3. Current position:　　(　　)Lecturer/ Res. Assist.　(　　) Assist. Prof. Dr.

　　　　　　　　　　　(　　) Assoc. Prof. Dr.　　　(　　) Prof. Dr.

4. Publication experience:　In Turkish:

　　　　　　　　　　　　　(　　) < 5years　　　(　　) 6-10 years

　　　　　　　　　　　　　(　　)11-15years　　(　　) > 15 years

　　　　　　　　　　　　　In English:

　　　　　　　　　　　　　(　　) < 5years　　　(　　) 6-10 years

　　　　　　　　　　　　　(　　)11-15years　　(　　) > 15 years

5. Approximate numbers of published articles:

　　　　　　　　　(　　) in Turkish　　(　　) in English(indexed journals)

6. Have you ever been abroad?

　　　　　　　(　　)YES　　　　(　　)NO

7. If yes, for what reasons and how long have you been abroad?

　　　　　　　　(　　)Educational (_____)

　　　　　　　　(　　)Professional (_____)

　　　　　　　　(　　) Others. (Please specify:_____)

8. Have you ever taken any research article writing courses either in Turkish or English? (Please circle the languages in which you took this course.)

　　　　　　　　　(　　)YES　　in Turkish/ in English

　　　　　　　　　(　　)NO　　　in Turkish/ in English

APPENDIX 2. INTERVIEW QUESTIONS

1. Could you describe your experience in getting a research article (RA) in English published in an English- medium journal (EMJ)for the first few times?

2. When you write for an EMJ how do you set to write the English text?

3. Do you have any language related difficulties in writing a RA in English?

4. Could you rank the sections of a RA in terms of difficulty when you write for EMJ? Could you explain your point with reasons?

5. In which research design (qualitative or quantitative) is it easier to write the research results in English? Could you explain your point with reasons?

6. Do you think the central language proficiency exam (YDS) is efficient to qualify a scholar as competent in English language skills in academic life?

7. Do you think being abroad, where English is mainly spoken, contributes to improving writing and publishing skills in English?

8. Do you think nonnative English speaking (NNES) scholars are at disadvantage compared to native speakers of English (NES) when they submit an article for publication in an IIJ?

9. Do you think editors/ reviewers of EMJs are biased against nonnative English speaking scholars? Could you explain your point by giving your reasons?

10. Have you ever had an article rejected by an EMJ?

11. In case of a rejected article, what were the reviewers' comments related to language errors? Could you explain in which areas did these errors occur, giving their reasons?

12. In case of a rejected article, did you ever take any remedial action?

13. What difficulties do you have individually other than those related to language when you try to publish in English? Could you explain your point giving your reasons?

14. What are your suggestions on enhancing NNES scholars' writing and publishing in EMJ by individual and institutional perspectives? Could you explain your point giving your reasons?

Would you like to add any further comments about your experiences in the process of writing and publishing in EMJ?

APPENDIX 3: INFORMED CONSENT FORM

Title: "Turkish Scholars' Publishing Process in Social Sciences in English-Medium Journals: Motives, Challenges and Strategies"

Supervisor: Assist. Prof. Dr. İ. Doğan ÜNAL
Atatürk University
Kâzım Karabekir Education Faculty
English Language Teaching Department

M.A. Student: Ogün KARAHAN
Erzincan University
English Language Teaching Department
Email: ogunkarahan@erzincan.edu.tr
Phone: (0506 *******)

The following information is provided to help you decide whether you would like to participate in the interview to be carried out by the aim of collecting the data required for the master thesis study the title of which was given above. Your participation in this study is entirely voluntary, and you have the full right to withdraw your consent and end your participation in the study at any time you wish.

The purpose of the study is to determine Turkish scholars' motives, challenges and strategies of publishing in social sciences in English-medium journals. The study is conducted via analyzing face to face interviews with scholars because through in-depth analyses, the researcher aims to find the current needs and reasons underlying the potential challenges of nonnative scholars about writing and publishing research articles in English-medium journals. Therefore, your responses to the interview are crucially important to contribute to the overall data gained as a result of the study.

All your oral responses will be kept strictly confidential. Your responses to the interview questions will be audio recorded and subsequently transcribed into text format. You will be identified by a pseudonym in the report of the research. The knowledge you supplied will not be shared with other third parties, and will not be used for other purposes.

Via signing this form, you hereby give your consent for your participation in the study with full knowledge of the purpose of the procedures and what will be required of you as a participant. You will receive a copy of this form to keep for yourself.

………………………….. ……………………………..

Participant's   Signature   Ogün KARAHAN

Date   Date

APPENDIX 4. CATEGORIES OF PARTICIPANTS' RESPONSES TO INTERVIEW QUESTIONS IN THE SCOPE OF RESEARCH QUESTIONS

Research Questions	Related Interview Questions	Categories of Responses
1.1. What are Turkish scholars' motives for publishing in English-medium journals?	Q1. Could you describe your experience in getting a research article (RA) published in an English-medium journal (EMJ)for the first few times?	*NNES scholars' motives for publication in English are achieving a tenure position at university and contributing to the international literature.
2.1. What are, if any, the linguistic challenges of Turkish scholars in the process of publishing in English-medium journals?	Q1. Could you describe your experience in getting a research article (RA) published in an English-medium journal (EMJ) for the first few times?	* NNES scholars are at a disadvantage in terms of language proficiency to write a RA in English to an internationally indexed journal compared to NES scholars.
	Q3. Do you have any language related difficulties in writing a RA in English?	* The most frequent linguistic constraint is lexical: that is, using formal academic vocabulary appropriately and finding exact English equivalents of terminology.
	Q10. Have you ever had an article rejected by an EMJ?	*Different Turkish translations of some concepts borrowed from English confuses
	Q11. In case of a rejected article, what were the	researchers, especially the

	reviewers' comments related to language errors?	junior ones, when deciding which word to choose to best fit the sentences, due to the constraints of meaning nuances among words and local language of terminology in some specific areas. * Structuring complex sentences in an academic writing style is a serious challenge for NNES scholars to communicate intricate ideas. * Even for a small majority, grammatical points still pose a difficulty for writing a RA in English.
	Q4. Could you rank the sections of a RA in terms of difficulty when you write for an EMJ?	* The introduction and discussion parts of a RA that require comments and unique expressions are more difficult for NNES scholars.
	Q5. In which research design (qualitative or quantitative) is it easier to write the research results in English?	* Writing in English in a qualitative research design is more difficult for NNES scholars as it requires a

		better command of language; therefore, majority prefers quantitative research design when they intend to write a RA in English. * Writing in social sciences is a greater challenge for NNES writers, where a richer text is required rather than a mathematical text as preferred in natural and applied sciences.
2.2. What are, if any, the non-linguistic challenges of Turkish scholars in the process of publishing in English-medium journals?	Q6. Do you think the central language proficiency exam (YDS) is efficient to qualify a scholar as competent in English language skills in academic life?	*Current YDS exam in Turkey does not meet the real academic life needs, and there should be either a modification on the exam format, e.g. a translation-based, or TOEFL or a TOEFL-like exam format; or the exam should be taken place with other suggestions.
	Q9. Do you think editors/ reviewers of EMJ are biased against NNES scholars?	* The journal editors& reviewers are biased against NNES researchers' submissions. * There are some political issues lying behind

		potential bias against Turkish scholars submissions.
	Q13. What difficulties do you have individually other than those related to language when you try to publish in English?	* The lack of sufficient funds and efficient facilities is an obstacle to conduct research for NNES scholars. * The consuming and tedious nature of writing for publication in English is an important issue. * One of the reasons for paper rejections is the divergence from the accepted forms of research reporting due to cultural norms. * Referencing style of journals may sometimes be a handicap for NNES writers. * The stylistic differences between NNES scholars' literary traditions and those of English-medium research communities are different from each other, which in turn leads to paper

		rejections.
3.1. What are the strategies of Turkish scholars to deal with the process of publishing in English- medium journals from individual perspective?	Q7. Do you think being abroad, where English is mainly spoken, contributes to improving writing and publishing skills in English?	*Going abroad is an efficient way to improve writing and publishing skills only if that person participates in an academic environment.
	Q2. When you write for an EMJ how do you set to write the English text? Q10. Have you ever had an article rejected by an EMJ? Q12. In case of a rejected article, did you ever take any remedial action?	* The most frequent strategy on the way to publish a RA in English is translation either by scholars themselves or by other language professionals, rather than writing directly in English on their own. * An efficient translator and /or a proofreader should have an academic writing skill and specific field knowledge.
	Q14. What are your suggestions on enhancing NNES scholars' writing for publishing in an EMJ via individual perspective?	* Colleague collaboration is mostly favored when writing for publishing in an EMJ. * Following recent published works of others is very useful for improving

		writing a RA for an EMJ.
3.2. What are the strategies of Turkish scholars to deal with the process of publishing in English- medium journals from institutional perspective?	Q14. What are your suggestions on enhancing NNES scholars' writing for publishing in an EMJ via institutional perspective?	* A university-wide intensive training course on academic writing for NNES scholars is required. * An academic writing center, which mainly functions as an editorial office, at university, which has to deal with NNES scholars' submissions from all levels of English is necessary. * Editors of journals and/or authorities at specific disciplines should be invited to the university so that NNES scholars could learn journals' expectations at first hand.

CURRICLUM VITAE

Personal Information

Name Surname	**:** Ogün KARAHAN
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Education

Primary Education	: Tayyar Mehmet Pasa Primary School/ Samsun-1997
Secondary Education	: Havza Anatolian High School-2004
University	: Ondokuz Mayıs University-2008
	Faculty of Education
	Department of English Language Teaching

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