



**T.R.
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM**

**THE INVESTIGATION OF TURKISH RESEARCHERS' POINTS
OF VIEW ON SCIENTIFIC ARTICLE WRITING- PUBLISHING
PROCESSES**

Master's Thesis

Ceren DOĞAN

Supervisor
Assoc. Prof. Dr. Betül BAL GEZEGİN

SAMSUN
2023

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DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHIC

I hereby declare and undertake that I complied with scientific ethics and academic rules in all stages of my Master's Thesis, that I referred to each quotation that I used directly or indirectly in this study, and that the works I used consist of those shown in the sources, that it was written in accordance with the institute writing guide and that the situations stated in the article 3, section 9 of the Regulation for TÜBİTAK Research and Publication Ethics Board were not violated.

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ÖZET

TÜRK AKADEMİSYENLERİN İNGİLİZCE BİLİMSEL MAKALE YAZMA VE YAYINLAMA SÜREÇLERİNE BAKIŞ AÇILARININ İNCELENMESİ

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Ondokuz Mayıs Üniversitesi

Lisansüstü Eğitim Enstitüsü

Yabancı Diller Eğitimi Ana Bilim Dalı

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Anadili İngilizce olmayan akademisyenlerin İngilizce makale yazması kendi dillerinde yazmalarından daha farklı bir süreç ve deneyimdir. Kaliteli İngilizce yayın yapmak akademik dünyanın bir gerekliliğidir ve bu durum Türkiye'deki üniversitelerde çalışan araştırmacılar için de geçerli bir durumdur. Bu çalışma, Türk araştırmacıların İngilizce bilimsel makale yazma ve yayınlama süreçleri hakkındaki perspektiflerini incelemeyi amaçlamaktadır. Toplamda 10 katılımcıdan oluşan bir grupta yapılan yarı yapılandırılmış görüşmeler aracılığıyla araştırmacıların motivasyonları, karşılaştıkları sorunlar, kullandıkları stratejiler, tecrübeleri ve ihtiyaçları ortaya çıkarılmıştır. Çalışmanın amacı, Türkiye'deki bu konuda sınırlı sayıda yapılan çalışmaların eksikliğini gidererek, farklı üniversitelerdeki akademisyenlerin katılımıyla çoklu bir bakış açısı sağlamaktır. Elde edilen bulgular, Türk araştırmacıların İngilizce makale yazma sürecinde karşılaştıkları zorlukları ve motivasyonlarını ortaya koymaktadır. Ayrıca, araştırmacıların kullandığı stratejiler ve tecrübeleri de analiz edilmiştir. Bu çalışma, nitel araştırma yöntemlerinden biri olan durum çalışması desenine uygun olarak hazırlanmış ve mülakat verileri İngilizce akademik yazma becerilerinin mevcut ihtiyaçlarını tespit etmeye yönelik önemli bir katkı sağlamaktadır. Sonuç olarak, bu çalışma Türk araştırmacıların İngilizce bilimsel makale yazma ve yayınlama süreçleri hakkındaki perspektiflerini derinlemesine anlamamıza yardımcı olmuştur. Elde edilen bulgular, akademik yazma becerilerini geliştirme ve yayıncılık sürecinde daha etkili olma konusunda araştırmacılara rehberlik edebilecek önemli bilgiler sunmaktadır.

Anahtar Sözcükler: Türk araştırmacılar, İngilizce akademik yazma, Motivasyon

ABSTRACT

THE INVESTIGATION OF TURKISH RESEARCHERS' POINTS OF VIEW ON SCIENTIFIC ARTICLE WRITING- PUBLISHING PROCESSES

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Non-native academics' writing academic papers in English is a different process and experience compared to native speakers' academic writing in their own language. Qualitative writing and publishing are necessary factors in academic world, and this case is valid for researchers in Türkiye. This study aims to examine the perspectives of Turkish researchers on the process of writing and publishing scientific articles in English. Through semi-structured interviews with a group of 10 participants in total, the motivations of the researchers, the problems they faced, the strategies they used, their experiences and needs were revealed. This study aims to provide different perspectives with the participation of academics from various universities by eliminating the lack of a limited number of studies on this subject in Türkiye. The findings revealed Turkish researchers' difficulties and motivations in writing an article in English. In addition, the strategies and experiences of the researchers were analyzed. This study was prepared with a case study, which is one of the qualitative research methods, and the interview data made a valuable contribution to determining the current needs of English academic writing skills. In conclusion, this study has helped us understand in depth the perspectives of Turkish researchers on the process of writing and publishing scientific articles in English. The findings can provide insightful information that can guide researchers in developing academic writing skills and being more effective in the academic publishing process.

Keywords: Turkish researchers, Academic writing in English, Motivation

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SYMBOLS AND ABBREVIATIONS

AI	: Artificial Intelligence
APA	: American Psychological Association
CEI	: Construction Engineering & Inspection
EAP	: English for Academic Purposes
ENEIDA	: Equipo Nacional de Estudios Interculturales Equipo Nacional de Estudios Interculturales sobre el Discurso Académico
ESP	: English for Specific Purposes
IMRaD	: Introduction, Methods, Results, and Discussion
NNES	: Non-native English Speakers
NNS	: Non-native Speakers
SSCI	: Social Sciences Citation Index
TESOL	: Teaching English to Speakers of Other Languages
USA	: The United States of America

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1. INTRODUCTION

1.1. Presentation

As an introductory chapter, this chapter provides the background to the study and the statement of the problem. This is followed by the aim of this study along with the research questions. Next, the significance and limitations of this study are presented. Lastly, the operational definitions are briefly explained.

1.2. Background of the Study

As a widely spoken language, English is taught as a second or a foreign language worldwide. The significance of learning English results from its ongoing position in different areas. Fields, such as business, politics, science, and education, have used English as a way of communication for years because knowing a language has become a necessity for many people worldwide. However, language learning is challenging because learners need to be competent enough in language skills, such as reading, writing, listening, and speaking. Of all these language skills, writing is a complex activity because it includes various dimensions. For example, academic writing has its own specific rules and dimensions. The grammar patterns and vocabulary items are different from general writing. In addition, factors, such as audience, style, accuracy, structure, and organization make scientific writing a distinguished task (Shah & Pietrobon, 2009). Being competent at this type of writing is significant, especially for learners who use English for Academic Purposes (EAP). EAP may be defined simply as an international activity in an extensive context that facilitates learners to conduct a study or to teach in that language (Flowerdew & Peacock, 2001: 8). One of the groups using EAP is the researchers. The researchers write and publish articles that may fill the gap in their fields of study. Also, they may shed light on further studies with the help of their research findings and implications. Their findings and implications are generally presented in the form of written English, enabling the information to become accessible and readable for many people worldwide. Since academics generally convey their messages in written English, they need to know the principles and rules of academic writing. Hence, mastering the aspects of scientific writing in English has become a necessity for academics (Xiao & Chen, 2015).

1.3. English for Academic Purposes (EAP)

English has become a leading language not only in real-life settings but also in academic communities. The developments over the past 25 years in teaching English as a *Second/ Foreign Language in academic areas* have led to different terms. One of the terms bringing out the increasing value of English in academic discourses is EAP (Hyland & Hamp-Lyons, 2002).

EAP is explained as the activity of teaching English to help learners research and study in that language (Flowerdew & Peacock, 2001: 8; Jordan, 1997: 1). It is a broad term, and it includes the following various areas:

- Pre-tertiary, undergraduate, and postgraduate teaching (from the design of materials to lectures and classroom tasks)
- Classroom interactions (from teacher feedback to tutorials and seminar discussions)
- Research genres (from journal articles to conference papers and grant proposals)
- Student writing (from essays to exam papers and graduate theses)
- Administrative practice (from course documents to doctoral oral defenses)

EAP may be described as systematic methods that cover these kinds of sub-headings. It is not simply correcting linguistic mistakes or revising the writing style in an academic sense. Still, it is interpreting the related international research and practice more complexly. EAP mainly focuses on the detailed definitions of language use in academia at different ages and levels of proficiency, and it goes beyond communicative contexts to grasp its disciplinary knowledge. The research methods, theories, and practices of EAP are affected by the insights and practices of spoken, written, and online academic texts. In addition to the social and cognitive requirements of academic areas, the rules and limitations in writing style comprise the components of EAP. EAP may be regarded as a part of English for Specific Purposes (ESP) because their theory and pedagogy are similar (Hyland, 2002).

The person learning EAP is interested in that language for a specific reason, like in ESP. The emphasis for both is to describe a set of skills, including linguistic forms and functions appropriate for the target context. EAP is related to some fundamental requirements of determined groups that enable the flow of information in various

disciplines. The scholars need and use a particular tone of English to convey their messages in the academic communities (Hyland & Hamp-Lyons, 2002). The implications of EAP in university-based areas and the academic world have received more attention daily. Speakers of other languages need to an excellent academic language, English, to join groups of academics in an international context.

1.4. Statement of the Problem

Academic writing in English serves as a bridge between the researchers. The flow of information is provided, leading to new studies or enlightenments in the related area. The academics should have sufficient academic literacy skills to join this information flow. However, they often face some challenges in expressing themselves in the academic language. Tardy (2010) mentions that learners should select the appropriate vocabulary and grammar by choosing, summarizing, and paraphrasing the related literature. It is also said that writers should avoid plagiarism and prove their critical thinking skills. All these necessities might be demanding for academics. Although in some studies, writing (see Boice & Jones, 1984; Huang, 2010; Mu & Zhang, 2018) has been investigated to reveal the challenges of academics, they are focused on a dimension, ‘the difficulties,’ which are experienced by lecturers, students, or researchers. Various perspectives have been presented, and possible solutions have been suggested in this context. On the other hand, the data about the researchers’ academic writing and publishing motivations, feelings, opinions, experiences in the writing process of articles, the strategies they use, and their deficiencies and needs are partly ignored in the related studies. A comprehensive study by Alharbi (2021) which covers many dimensions of the ENEIDA Questionnaire (Equipo Nacional de Estudios Interculturales Equipo Nacional de Estudios Interculturales sobre el Discurso Académico/National Team for Intercultural Studies National Team for Intercultural Studies on Academic Discourse), which is a questionnaire to search publication experiences in scientific journals in English and Spanish (Gea-Valor et al., 2014; Moreno et al., 2013), has been conducted; however, it only covered Saudi researchers. An in-depth analysis for Turkish researchers is essential to fill the gap in the literature. The related literature shows that there has not been a comprehensive study, particularly about Turkish researchers’ problems in writing in English for academic purposes. The hardships that Turkish academics encountered while publishing for academic purposes

like academic texts and the needed remedial studies to overcome these challenges are the main problems to be revealed.

1.5. Purpose of this Study and Research Questions

The current research attempts to determine the deficiencies and needs of Turkish researchers in academic writing by revealing the motivations, feelings, views, and strategies they use while writing and publishing articles in English. This study aims to determine the needs of academics regarding academic writing in English and creates a resource for necessary material design and supportive training in this field. In addition to creating the content of EAP courses, which are predetermined according to existing needs, it will also shed light on the need for academics in scientific writing.

The following research questions frame this study:

- What are the feelings of academics about scientific writing in English?
- What are the writing strategies used by the academics?
- What difficulties do academics encounter in academic writing?
- What are academics' opinions about writing different parts of a scientific article?

1.6. Significance of this Study

This study was designed to identify Turkish researchers' challenges while writing and publishing in EAP. The related literature shows that there has not been a comprehensive study about Turkish researchers' problems with academic writing and what kind of remedial studies should be conducted to overcome these problems. This study can provide different perspectives of various academics on scientific writing so that it can remedy this gap in the literature. This research, which will deal with the current situation of academics in Türkiye regarding academic writing skills in English, will contribute to the researchers in writing scientific articles by paving the way for need-oriented training. In this way, it will help organize seminars and training on the skills of publishing in scientific journals in English. The data obtained from this study will also provide up-to-date data for academic writing centers at universities.

1.7. Operational Definitions

Academic/Scientific Writing: Academic writing is a structured and formal writing style generally used in academia. It has rules and dimensions, so the

components, such as audience, style, accuracy, structure, and organization shape it (Shah & Pietrobon, 2009). Academic writing and scientific writing are used interchangeably in this study.

Academic Publishing: Academic publishing is a kind of industry in which knowledge is constructed and distributed, academics are evaluated, and careers are built (Hyland, 2016).

Academic/Academics: An academic is a member of an academy. They are scholars, writers, and educators in various fields of study (Balon et al., 2010).

Writing Strategies: It may be defined as the body of components that a writer uses while writing. They include the following: planning, composing, revising and other writing activities (Torrance et al., 2000).

Academic literacy: Academic literacy is a set of skills in reading and writing in academic communities.

2. ACADEMIC AND SCIENTIFIC WRITING

Articles are instructive texts written to explain any truth on various subjects, put forward opinions and arguments on a scientific subject, or support a thesis. Newspapers, magazines, and journals are written to provide information on every subject for a scientific purpose, clarify the subject from various aspects, put forward opinions and thoughts in the light of new perspectives on previously studied subjects, and explain and prove these new ideas in every aspect (Brewer, 2004).

The most critical element that the article writer should do is explain an opinion or thought by basing it on evidence. These texts can also be written to prove the correctness or falsity of a scientific and social view. The important element in the article is to present the ideas put forward on scientific grounds. The most significant aspect that distinguishes the articles from the texts is that they include scientific information, and various sources support this after a certain literature review (Büyükoztürk & Kutlu, 2006).

The authors to allocate their findings related to the subjects they will work on from reliable and scientific sources. This situation is usually followed in literary and newspaper articles as well as scientific articles. However, scientific/ academic writing seems more important than other article types regarding literature review. Academic writing and scientific writing have been used interchangeably in this master's thesis study.

2.1. The Short History of Academic Writing

Academic writing appears to have a long and complex history reflecting the knowledge, education, and literacy development.

2.1.1. Ancient Origins

The roots of academic writing are traced back to some of the earliest civilizations known to humankind. The invention of civil writing in Sumer, one of the first known civilizations, marks the beginning of written communication. The earliest form of these writings, usually written on clay tablets, consisted of a highly organized community of marked administrative lists and economic transactions. However, the emergence of the Epic of Gilgamesh, one of the earliest known works of literature,

marked the library and creative death of writing, the foundation for academic writing (Kramer, 1963).

The concept of academic writing, as we know it today, began to take shape in ancient Greece. The works of famous philosophers, such as Plato and Aristotle form the main lines of the scientific writing of the period. Plato's dialogues and Aristotle's studies dealt with a wide range of topics, from ethics to politics and metaphysics; they were concerned with discussion and the search for knowledge (Havelock, 1963). The development of the Academy and the Lyceum, the early structure of educational institutions founded by Plato and Aristotle, respectively, further facilitated the development and inclusion of academic thought, reinforcing the legacy of ancient Greece in the annals of academic thought.

2.1.2. Middle Ages and Renaissance

Academic writing in the Middle Ages found a new platform for growth and exploration with the advent of universities. These universities, such as the University of Bologna or the University of Paris, have established an institutional framework for scientific discourse (Rüegg, 2004). As these higher education institutions have evolved, a structured approach to knowledge dissemination and argumentation has been adopted that underpins academic writing as we know it today. Characterized by logical reasoning and argumentation, the scholastic method has become the dominant form of scientific discourse. This method includes written texts that ask theological and philosophical questions and engage in reasoned discussions to explore these questions (Grant, 1996).

Scholasticism marked this period, and scholars such as Thomas Aquinas used academic writing as a tool to reconcile Christian theology with ancient Greek philosophy (Thomas, 1945). This intellectual movement used academic writing to discuss metaphysical and ethical questions and bridge the gap between faith and reason. Thus, academic writing has become a critical tool for discussing the nature of reality, the divine, and the relationship between the two.

With the start of the Renaissance, academic writing began a new life as the wave of humanism swept across Europe. This period saw a resurgence of interest in the knowledge of the classical world, and scholars became more deeply interested in the works of the ancient Greeks and Romans (Grafton, 2009). Academic writing has

become an essential tool for disseminating these rediscovered ideas, exploring new scientific concepts, and challenging established doctrines. In this context, academic writing has played a crucial role in nurturing the critical and creative thinking that characterized the Renaissance, which, in the process, shaped the modern world.

2.1.3. The Birth of the Scientific Journal

The dawn of the 17th century opened a new period in academic writing with the launch of the scientific journal. The remarkable development of scientific journals has taken almost two centuries. As the education level of societies has increased, their need for communication on science has arisen (Peters, 2008).

The forms of academic writing, the norm of peer review, and the institutionalization of science have been developed by following the model of the Royal Society, “an association founded in England by Charles II in 1660 to promote research in the sciences” in Europe and the US. Then, with the foundation of the University of Berlin in 1860, science was industrialized, and it grew up around scientists and academics. The notion of academia, research, public science, and the ownership of ideas in writing pieces gained prominence. The recognition of the authors in the academic sense and their claims for originality in discoveries have become remarkable issues (Kaufer & Carley, 1993, as cited in Peters, 2008).

This period, known as the Scientific Revolution, marks a radical change in how knowledge is sought, constructed, and disseminated. The early modern scientific community began to stress the importance of empirical observation and experimentation, which required a new medium of communication that could faithfully represent these findings and make them widely available. Thus, the scientific journal was born, fundamentally changing the landscape of academic writing (Shapin, 1996).

The birth of the scientific journal standardized the practice of reporting original research and fostered a collective approach to advancing knowledge. The emphasis on empirical evidence and repetition of experiments necessitated clear, precise, and detailed reporting. This is reflected in the evolution of the academic writing style towards objectivity, clarity, and specificity, the standards that continue to govern academic writing today. In addition, although the peer-review process has yet to be

formalized, it has begun taking shape as other scientists frequently review and discuss applications to these journals before they are published (Baldwin, 2015).

2.1.4. Modern Academic Journal

The 19th and 20th centuries marked a period of rapid diversification in academic publishing. As the various disciplines became more specialized and differentiated, more targeted spaces were needed to disseminate and discuss new research findings. This has resulted in the establishment of many academic journals, each catering to a particular field of study. The growth of the publishing industry, along with the rise in literacy rates and the spread of formal education, has further facilitated the expansion of the academic journal environment (Csiszar, 2018).

Along with this expansion, the academic paper's structure has undergone a significant transformation. The introduction of the IMRaD (Introduction, Methods, Results, and Discussion) format represents a critical step towards standardization in academic writing (Bazerman, 1988). This format provides a systematic and logical framework for presenting research, facilitating precise and coherent communication of research objectives, methodology, findings, and implications. The openness and predictability of this structure make it easier for researchers to write their articles and for readers to follow and understand the research process and results.

The development of the modern academic journal and the standardization of research papers has had profound implications for producing and disseminating knowledge. These transformations have helped establish academic writing as a rigorous and formalized practice supported by a commitment to transparency, reproducibility, and peer review. In turn, these features have contributed to the credibility and authority of academic research in informing policy, shaping professional practice, and advancing our understanding of the world (Borgman, 2010).

2.1.5. Current Situation of Academic Writing

At the dawn of the digital age, academic writing underwent another major transformation. The advent of digital technologies has changed how research is conducted and how it is transmitted and disseminated. Researchers have more diverse platforms to share their work, from traditional academic journals to online platforms and social media (Veletsianos & Kimmons, 2012). This digital revolution has

significantly increased the speed of information exchange and created new possibilities for collaboration and interdisciplinary research.

Open-access publishing represents a significant development in this new landscape of academic writing. Open access aims to democratize knowledge and foster a more inclusive academic community by making research available online for free. However, this shift towards more accessible information also poses new challenges. As the volume of published studies continues to grow at an unprecedented rate, there is a particular concern about information overload. This situation makes it increasingly challenging for researchers to be aware of the latest findings in their field (Borgman, 2010).

Another concern poses an issue with the quality and integrity of published work. As the pressure to publish increases, there is a risk of compromising the strict standards of academic writing and peer review that underpin the credibility of academic research. The proliferation of journals that use the open-access model for profit without providing appropriate editorial services worsens this problem (Beshyah, 2017). Thus, as academic writing continues to evolve in response to the changing environment of knowledge production, it appears to be faced with the challenge of balancing the opportunities offered by digital technologies with the need to support the principles of academic rigor, transparency, and integrity.

2.2. The Reasons Why People Write and Publish

2.2.1. Contributing to Knowledge

The basis of academic writing lies in contributing to the existing knowledge in a particular field. This may be due to the desire to explore questions that have been asked before but not yet fully answered, or to question and reinterpret accepted answers with new perspectives (Novick, 2008). Scholars write to contribute to original research findings, new theories, or unique perspectives on established knowledge. This originality distinguishes academic writing from other types of writing, emphasizing the expectation that the work adds something new and valuable to a broader understanding of the subject (Caffarella & Barnett, 2000).

This contribution to the collective body of knowledge is recognized as the cornerstone of the academic community. Scholars write with the desire that their work will become an integral part of the academic community and help others who may

wish to explore similar lines of research or use their research as a basis for further work. In this way, every academic article, book, or conference paper is a stepping stone for further research and broadening the path of collective academic understanding (Borgman, 2007).

The desire of academic writers to contribute to knowledge also underlines the relational and collaborative aspects of academic writing. Academics do not write alone. Instead, their work demonstrates a response to, and dialogue with, the existing literature in their field. Their work may support, oppose, enhance, or redirect the arguments of others, but it is always part of the larger conversation. This ongoing dialogue and sense of mutual involvement is a vital element of academic culture and a natural part of the academic writing process (Hyland, 2009).

2.2.2. For Recognition and Career Advancement

Academic writing has a profound impact on an individual's professional journey in academia. Recognition and career advancement in the scientific world are deeply intertwined with one's publishing record. This is not only due to an institutional expectation but also seems to be embedded in the value system of academia, where new insights and discoveries prevail. Many scientists write and publish to demonstrate their proficiency, creativity, and deep understanding of their discipline (Berridge, 2003).

This dynamic is summed up in the well-known "publish or perish" adage. In other words, one's success in academia seems to depend on a solid publication record that includes both the quantity and quality of the published work. Academic institutions use this record to measure academic productivity and their work's influence in the field. Therefore, a rich publishing history is a factor in promotions and research grants. The pressure to publish also acts as a motivation for academics to engage with new ideas constantly, do research, and contribute to their field (Merton, 1973).

Beyond the pressures and incentives of institutional recognition, publishing also enhances a scholar's reputation within the academic community. A well-published scholar is often more respected by his peers and recognized as a leading voice in their discipline. This recognition leads to invitations to present at conferences, opportunities to collaborate on research projects, and even a higher public profile. Thus, writing and

publishing serve as reputation-building tools within the academic community, demonstrating them as vital to an academic's career advancement (Garfield, 1996).

2.2.3. Participating in Scientific Discourses

Academic writing is recognized not only as a method of documentation or a requirement for professional advancement but also to participate in the ongoing discourse within a discipline. Scholars write to share their findings and engage in a broader conversation in their field. By publishing their research, they participate in a dynamic and evolving discourse, contributing to their unique perspectives, and engaging in dialogue with other researchers (Hyland, 2000).

This involvement in academic discourse includes both direct and indirect dialogue. Direct dialogue takes the form of citations and citations to other work, allowing scholars to place their work more broadly. Indirect dialogue occurs when scholars respond to prevailing theories or methodologies by strengthening, challenging, or trying to improve them. This ongoing exchange of ideas is the lifeblood of any scientific field and is central to advancing knowledge (Gilbert & Mulkay, 1984).

The peer review process is at the center of this course, which forms the backbone of academic publishing. Peer review serves as a quality control measure but serves as a quality control measure and facilitates this ongoing dialogue within the academic community. Critics are deeply interested in the author's work, offering criticism, suggestions, and appreciation, thus directly shaping the discourse. This rigorous process ensures the relevance, rigor, and reliability of published work, making it a cornerstone of scientific dialogue (Spier, 2002).

2.3. Differences between Scientific and Academic Writing

2.3.1. Purpose and Content

Academic writing encompasses a wide range of disciplines and is instrumental in communicating ideas, debates, and research findings in these fields. It covers not only the natural sciences, but also the social sciences, humanities, and more. Academic writing is used to share knowledge, discuss different perspectives, and develop the body of research that advances our collective understanding of many topics. It takes various forms, such as essays, doctoral dissertations, dissertations, reports, and academic journal articles, having its own stylistic and structural norms. This diversity in formats means that the purpose and content of academic writing can be highly

variable, reflecting the diverse intellectual traditions of different disciplines (Hyland, 2004).

On the contrary, scientific writing is seen as a particular subset of academic writing, used primarily in science. Its purpose is more sharply defined, focusing on presenting empirical data from scientific research. Scientific writing documents experimental procedures, reports results and discusses these findings in the context of current scientific knowledge. Scientific writing aims to advance the scientific community's understanding by providing new, verifiable insights into existing scientific knowledge. This type of writing allows a logical progression from problem definition to conclusion; it usually follows a structured format with an IMRaD structure (Introduction, Methods, Results, and Discussion) (Gastel & Day, 2016).

Scientific writing is distinguished by its focus on empirical evidence from systematic observation or experimentation. Claims made in science become valuable only if solid empirical data can support them. This is why the Methods section of a scientific paper is so important: it documents the procedures used to collect the data the article discusses. The ultimate goal of scientific writing is to contribute to objective knowledge, trusting the scientific community. The focus on empirical data and systematic research methods distinguishes scientific writing from other academic writing types, allowing for greater subjectivity or discussion (Bazerman, 1988).

2.3.2. Style and Structure

In scientific writing, style and structure are typically rigid and stereotyped. The language used should be clear, concise, and objective. This type of writing emphasizes precision in every element, from the choice of words to the structure of sentences, to ensure that research and findings are fully understood by others. It minimizes subjective or emotional language, personal anecdotes, or metaphorical expressions in this context. Instead, the priority is measurable data, empirical evidence, and methodological rigor. For example, the IMRaD structure, widely used in scientific articles, is seen as a clear reflection of this. This structure, which stands for Introduction, Methods, Results, and Discussion, represents a logical and coherent framework for presenting research (Gastel & Day, 2016).

By contrast, the style and structure of general academic writing varies significantly depending on the discipline. While clarity, consistency, and precision are

always valuable, the type of precision varies. For example, rigorous argumentation or interpretation is crucial in the humanities and some social sciences. The language used in these disciplines is more personal, thoughtful, or argumentative than scientific writing. Depending on its field, academic writing includes narrative or descriptive elements and uses metaphorical or interpretive language to convey complex ideas. This flexibility reflects different epistemologies and methodologies in various academic disciplines (Hyland, 2004).

2.3.3. Audience and Communication

Scientific writing is often targeted at a specialized audience, namely experts or researchers in a particular field. This specialized audience requires discipline-specific terminology or jargon and a high level of background knowledge. As a result, scientific articles are often characterized using technical language in which terms are precisely defined and concepts are clearly linked. The implicit expectation consists of the reader's in-depth understanding of the subject and the ability to follow complex arguments or analyses. This is especially true in 'hard' sciences, such as physics or biochemistry, where a deep understanding of complex equations or biochemical reactions is required (Gastel & Day, 2016).

In contrast, academic writing appeals to a broader audience, from experts in the field to educated and non-specialists. For example, an article in a philosophy journal aims to reach philosophers and readers interested in philosophy in general. In the same way that a history article can target historians, it is also aimed at students, policymakers, or anyone interested in historical analysis. This does not mean that academic writing is simpler or less rigorous than scientific writing. However, it often requires further clarification of background information, definitions, and concepts and avoids or explains discipline-specific jargon. In other words, the communication strategy generally has a more inclusive structure, aiming to reach a wider audience while maintaining the depth of the analysis or argument (Hyland, 2004).

3. SCIENTIFIC ARTICLE

The scientific article type differs from the other article types, which are separated according to their functionality in the academic literature. The most obvious reason for this is that this type of article is written by the students and academics who have studied in all departments by processing the issues related to their fields or other fields. For this reason, the value of scientific article type is unique in terms of academic literature.

3.1. Requirements for Writing a Scientific Paper

Writing articles in English is of considerable importance to be known on the international platform and to qualify the work. It helps researchers improve their language and spread the work they have prepared on global platforms. Publications prepared in English are of great importance, especially for the professional careers and recognition of individuals who do academic studies. In this way, the researchers can obtain networks from many countries and can work and broadcast. The more global recognition of a researcher's work allows them to advance their expertise in the related field (Güven, 2006).

In this context, the concepts informed under the following sub-headings reveal the qualifications required for individuals to produce effective and sufficient scientific writing. The rules to be followed and the points to be considered for scientific articles to be written in a foreign language and in English, especially emphasized in our study, are listed under sub-headings below.

3.1.1. Making the Message of the Article Visible

While writing the article, the writer should first clarify the subject of familiarization, the study's limitations, and its purpose. This will help frame the work. When working in a language that is not their mother tongue, everyone should remember that it is easier for their workspace to become dispersed. For this reason, nobody should neglect to create two-word clouds, English and Turkish, while determining the purpose and topics (Kelle, 2004).

The selection of a current and important topic in the international arena and the establishment of study's theoretical framework based on appropriate literature are among the most vital elements of the article publication process. The topicality and importance of the selected topic are prioritized among the criteria in the referee

evaluation forms. For example, getting high scores on items, such as the timing and level of interest of the article, its value for international readers, its contribution to the field, its originality, and the importance of conclusions and recommendations significantly increases the probability of publication of the work (Güven, 2006).

3.1.2. Conducting Necessary Research

Academic articles in English, like other academic works, are written by citing sources, such as books, journal articles, news, interviews, and databases to inform the thoughts expressed. It would be appropriate to devote an early stage of the work to finding sufficient resources daily. With this method, the writers can secure enough resources to write academic papers in English and begin to formulate the main arguments and hypotheses on which the work will be based. It will be beneficial for a writer to electronically classify these resources according to their subject or categories, and even tag them if possible, so that s/he can benefit from them when necessary (Henson, 1990).

A literature review has an important place in article writing. While scanning the literature, it is crucial to find previously published articles suitable for the subject of the study in the journals where the manuscript can be submitted for evaluation. These articles will play a positive role in the manuscripts' format and content in line with the design and content of the published and generally accepted papers. In addition, this method will both facilitate the preparation of the manuscript and increase the chance of publication (Kligner et al., 2005).

Being so much based on the theses and the books is one of the mistakes made in selecting sources. Although such sources are accepted in some fields, such as literature, sociology, or philosophy, journals in fields, such as education or psychology, generally do not favor such sources and prefer to use the articles that have already been reviewed, accepted, and published by the referees in the bibliography. Looking at the articles published by well-established journals in the field, books and theses are rarely included in the bibliography of these articles. Just like the articles related to the research topic, the articles about using the field article in the manuscript are also included in the referee forms. Items expressed as "reaching the relevant literature," "focusing on the literature," "arranging in the text," and "discussing the

literature by associating it with the subject in the manuscript" are used in the evaluation of the manuscript in terms of the literature dimension (Kuş, 2006).

3.1.3. Creating a Bibliography

Leaving the bibliography for last may confuse the work process. Thus, compiling the sources and then putting them in a certain order is better. At this point, the writers can categorize the sources, such as subject, thinker, history, and geography, to serve the study. While preparing an article, including every reference cited in the bibliography section at that moment is a reasonable method. This will save the writer's time, and reading the citation and bibliography rules of the institutions to which the writer sends his article is a note to remember (Maxwell & Cole, 1995).

3.1.4. Consulting an Interpreter

While some authors write their articles directly in English, others write their articles in Turkish and then have them translated into English because they need more confidence in their English writing skills. However, while some translators are proficient in English, they may not be proficient in using the scientific language. They may not know the specific terms or discourses used in that field, or they may not know the relevant field. Authors whose English is not sufficient are also unable to check whether the translation is suitable for the field. In this sense, having the article read by a colleague with a high level of English language proficiency in the relevant field and then sending it to the journal will at least prevent criticism about English and reduce the possibility of rejection of the article. Referee forms also contain items on using language. Some of these items can be listed as follows (Maxwell, 1995):

- General readability,
- Organization and efficiency,
- Focus and clarity of written expressions,
- Grammar, spelling, punctuation.

3.2. The Process of Publishing the Article in the Journal

3.2.1. Determination of the Journal

Submitting the article to a journal that has published similar articles to the manuscript in previous issues is one of the most effective ways to increase the likelihood of the manuscript being accepted (Klinger et al., 2005). Including

previously published articles in this journal in the bibliography of the manuscript is one of the ways to increase this probability. This situation gives editors and referees the impression that the study's subject is suitable for the journal at the first stage. The suitability of the article for the journal is a natural consequence of the editor's consideration of their audience while evaluating the article (Henson, 1990). The fact that the content of the article is in the interest of those who buy and read this journal is another factor. This factor will increase the probability of the acceptance of the article. Another thing to do after determining the journal that is suitable for the subject of the study is to obtain copies of a few recent articles published in the selected journal and examine them in terms of form and content, and accordingly, to finalize the article.

In selecting the appropriate journal, the research method (qualitative or quantitative) used, as well as the content of the study, should be considered (Maxwell & Cole, 1995). Some journals only include qualitative research, and do not accept those made using the quantitative method. Others publish only quantitative research. If the study is quantitative, when searching for a journal, it should also be examined whether the statistical analysis method is suitable for that journal. For example, correlation analysis is sufficient for some journals, while others may prefer to publish highly complex metric studies, such as the "structural equation modeling" type.

Another critical point in determining the journal to which the article will be sent is the number of times the journal is published in a year, the rate of accepted and rejected articles, and the information about which journal group it belongs to. For instance, if a researcher who will publish in English for the first time prefers a journal with a high acceptance rate instead of two or three times a year, his chances of publishing will increase. Similarly, publishing in journals with a low impact factor is easier than publishing in journals with a high impact factor. The impact factor is a concept related to the citations received by the articles published in the journal. Journals with a high-impact factor have much more rigorous article review processes and lower article acceptance rates.

3.2.2. The Process of Contacting the Editor and Submitting the Article to the Journal

Many journals include information on where, to whom, and how the articles should be sent. Magazines also make this information available on the Internet. Before

the article is sent to the specified journal, the general or special conditions of the journal should be read thoroughly, and the article should be shaped within this framework. Some editors, who see that the specified criteria are not met, can return the article to its author without even sending it to the referees. Being rejected without any feedback on the manuscript's content is frustrating for the authors.

The manuscript is usually sent to journals in two ways: using e-mail or regular mail. The method by which you will send the article is specified under the heading "Submission instructions for authors." Whatever method the article is sent by, it is essential that you write a letter to the editor and attach it to the article. This letter is official, and the words to be used should be chosen carefully. Generally, in this letter, article's title, the title of the journal to which it was sent, the title, the subject, and the relevance of the issue to the journal readers are indicated. In addition, a summary of the research is also included. Finally, the identity and contact information of the author responsible for the article are written. As it can be easily guessed, this process is more of a professional attitude than an academic one. In addition to meeting the editor, it aims to make a "positive" impression at the first stage.

An exciting process for the author follows the submission of the manuscript and letter to the journal. Some journals that accept manuscripts electronically allow the authors to track the evaluation process of the article in the Internet environment, with the passwords they give to the authors. Some journals email the authors and indicate at what stage the review process of the article is. If the information about the review process is not available for a long time, it is an appropriate approach for the authors to contact the editors. However, under any circumstance, the authors should pay attention to the fact that all communication (including email) should be made formally and professionally, as in the previous letter. Sometimes, authors write their e-mail messages as if they were sent to their friends, which can create the impression for editors that the authors need to learn professional communication. In this context, attention should be paid to general spelling rules and punctuation. Indication of the title of the article and the number given by the journal in the correspondence is a situation sought by the editors and facilitates their rapid response. It should be remembered that sometimes the editors make the final decision on whether the article should be accepted, based on the feedback from the referees. In this sense, it is important that the editor does not get a wrong impression of the author.

3.2.3. Process of Fulfilling Referee Suggestions

Even if some journals reject the article, they usually give feedback on how it could be improved or corrected. If the journal is interested in the article, the editors forward the reviewers' feedback to the authors and ask them to fix the article. While many referees know how to present their feedback in a constructive way, some give their feedback in an overly critical way (Şahin, 2006). If feedback is not constructive, the authors should not consider it an attack on their personality or academic competence. Although the feedback is offensive, required changes extracting the essence of the criticism and making the required changes in the article accordingly is necessary.

Even if the article is completely rejected, the next thing to do is to correct the article in light of the feedback and send it to another journal. In other words, it is a considerable risk to send the article as it is to another journal without considering any criticism. An important thing to know is this: The number of refereeing scientists in the academic community is few, and it is highly likely that the same scientist is refereeing in more than one journal. In other words, it is possible for an article rejected by one journal to be submitted for review by the same referee in another journal. Thus, it is recommended that a rejected study be rearranged considering the criticisms and suggestions and then sent to a second journal.

3.3. Academic Writing Skill

Texts produced in an academic environment are known as academic writing. The process of creating academic writing is related to the discipline of academic writing, another dimension of writing skill. Academic writing has types, such as thesis, article, paper, project, and poster. The article stands out as the most academic text produced by scientists among these genres. While the articles are sent to academic journals, each journal allows the researchers to organize the articles according to its author's guide as a prerequisite. These author guides are written with guiding discourse to ensure the article complies with scientific standards and journal format. They also serve as a source for evaluation forms. Author guides mostly contain rules for academic writing, from content to method, from title to writing of references. Thus, examining the author's guides is essential in terms of determining the limits of academic writing and enriching its content.

Writing is one of the valuable tools for a person to communicate in accordance with their purpose (Karadağ, 2009). On the other hand, academic writing is a writing skill with its own principles in terms of content, form, writing principles, language, and expression in the process of reporting academic research in various types (Karagöl, 2018). Academic writing, on the other hand, is the report of scientific studies produced in academic environments within a composition. Academic writing is the result of research and is directly related to the discipline of academic writing. Academic writing has several characteristics. As Karagöl (2018) states, these features can be listed as follows:

- Academic writing is a technical and systematic field that requires expertise.
- Academic writing is different from everyday language use.
- Academic writing is a critical skill.
- Academic writing is a text production process based on reporting.
- Academic writing requires consistency.
- Academic writing is a skill.
- Academic writing is intertwined with scientific research.
- Academic writing is objective.
- Academic writing requires meticulous adherence to language and expression rules.
- Academic writing aims to explain, convey information, and persuade the reader.
- Academic writing has a specific audience, like scientists.
- Academic writing is a type of writing used at various levels of academia.
- Academic writing has requirements, such as using domain-specific vocabulary, creating certain sentence structures, and organization.

It can be stated that among academic writing with various features and types, the type of text the scientist must produce the most is the article. Articles in the academic environment are more commonly known as research papers. “The articles written by the rules of the relevant journal to be published in basic scientific journals to present the method, findings and results of a scientific research to the scientific community are called research articles” (TÜBA, 2011: 63). As in other academic text types, there are some features that a research article should have: “Integrity should be ensured between the processing, presentation, and sections of the article. The article should be given in

order. The article should be effective and attractive. The article should be understandable and clear. The article should explain the topic thoroughly. The article should be as short and concise as possible (Akin, 2009: 69-72).

There are various reasons that push researchers to write and submit articles to academic journals. Murray (2015) lists these reasons as follows:

- Career advancement,
- Recognition for the work done,
- Ending the use of the researcher's materials by someone else,
- Satisfaction with completing a new study,
- Starting a new study,
- Gaining recognition for the work done by your students,
- A high level of success.
- Learn to write in the standard,
- Contribute to your knowledge,
- Contribute to the reputation of your institution and create a profile.

While sending articles to academic journals, each journal requests that the articles be arranged according to its author's guide. Journals' author guides are mostly based on the writing principles set by APA-6 (American Psychological Association Publication Principles 6th Edition). Author guides are also included in some journals as "writing principles," "writing and publishing principles," "writing rules" or "issues that authors should pay attention to." In scientific communication, it is necessary to pay attention to the author's guides to respond to the needs of the readers, to have information about the journal, and to get an idea about the styles of the editors and referees of the journal (Murray, 2015: 35). Journal author's guides do not have the feature of proof as well as expressing them with guiding discourse. However, the author's guidelines contain information directly related to academic writing, from the title of the article to the writing of the bibliography (Zemach, 2005).

3.4. Ethical Principles to be Followed in Academic Writing

There are ethical principles and some rules to be followed in academic writing. Within the framework of these, avoiding plagiarism, citing in context, and citing sources, originality, obtaining permission, obtaining contributors' consent (Akkaya & Aydin, 2018).

3.4.1. Avoiding Plagiarism in Academic Papers

The term plagiarism is defined as copying someone else's work and presenting it to the academic world as if it were his own. This stolen work may affect the career of the person and his professional reputation.

The term plagiarism, a problematic issue, usually becomes more complex when written in languages other than English. This problem is not related to quoting or paraphrasing; it has to do with the variety of skills related to the indirect expression of plagiarism avoidance. In other words, students who use English in other languages struggle with academic writing. Depending on this situation, it is necessary to learn to write and read academic writing. Knowing how students and academics learn and practice writing or reading is challenging. The accuracy or plagiarism of only the reported part of the academic studies and publications can be reached by passing the text monitoring processes. However, it may not be possible to know how they were made and written (Currie, 1998; Pecorari, 2003; Pennycook, 1996).

The educators on plagiarism teach students to write about plagiarism as much as the education needs, instead of avoiding plagiarism altogether (Chanock, 2003; Devlin, 2003; McGowan, 2005; Parker, 2003). Academics have found that students have difficulties in how to avoid plagiarism or how to apply citation rules. In this regard, it is obvious that many students do not think that writing skillfully requires following random writing rules (Chanock et al., 2004).

Education developers are designed to assist students in meeting current standards in the advice they give. They determine strategies to minimize plagiarism (McGowan, 2003, 2005). For this, electronic recognition and filtering tools like Turnitin are used. The application of analysis in teaching, academic practices, and study skills is determined by the cooperation between faculties and departments (McGowen, 2005). Students should also conduct research and take academic writing classes when they receive higher education. It is seen that universities try to apply the plagiarism situation to meet the standards, and some students try to benefit from the practices (Benesch, 2001).

The lack of all concepts of plagiarism, ambiguity, and paradox in originality, which means the re-creation of academic writings, ensures that students struggle to write and deal with unfamiliar topics (Ivanic, 1998). Accordingly, students who are

unable to reproduce the statements appropriately are generally accused of plagiarism. For this reason, plagiarism is seen in the academic world as an essential issue attached to the art of good narration and writing.

From a critical point of view, plagiarism questions the art and interpretation of fine writing. In this context, it seems appropriate to impose the values of the current academic culture on students. Most academics are proponents of textual applications, trying to develop versions of the language of writing and the works that have it (Pennycook, 1996: 212). To reflect on the views of others in their work and to reach the intended conclusion without plagiarism, writers should deal with plagiarism and examine their research. (Cadman, 2003).

3.4.2. Influences on the Science of Teaching and Learning

The way of preparing studies should be prepared in a way that it will get approved. For this, the education system is actively involved in the science of learning. To think more comprehensively and produce studies that preserve their originality and integrity are achievable despite all the problems. Academics are required to undergo institutional approval as well as to conduct research on the improvement of teaching. Therefore, it is necessary to apply the required rules, pedagogical actions, find the easiest way to deal with the science of teaching and learning, and develop strategies to prepare the study mentioned (Norton, 2009).

4. LITERATURE REVIEW

Cho and Seonhee (2004), in their study *Challenges of Entering Discourse Communities Through Publishing in English: Perspectives of Nonnative-Speaking Doctoral Students in the United States of America*, found that non-native speakers (NNS) of English, due to the dominance of English in the academic world experienced differences, disadvantages, and concerns. In the research, the interviews with doctoral students in the USA showed that non-native English language exchange students preferred methods, such as getting help from native speakers, making the most of local knowledge, and negotiating feedback from journals. Despite this difficulty, it is essential for the academic contribution that doctoral students present their research on their disciplinary discourse. NNS postgraduate students must again present their research knowledge on their subjects, with an academic language level. Cho (2004) conducted interviews on the academic publishing skills of Korean students in his research. For academic publications, the researcher also received information from the participants about the acceptance and/or rejection status of the articles they sent to the journal. The researcher aimed to include the participant's experiences and understanding of the publishing process, that is, what they felt was important to them, especially the grammatical distinction. The data have shown that "reading a lot of written materials in English, being exposed to both reading and writing at an early age will be effective in reducing the difficulties of academic writing in English research" (Cho, 2004: 55). In the study conducted by Cho (2004), many NNSs highlight the difficulties between language skill development and the acceptance of academic writing. They give importance to visits to co-author groups, language editing centers, and writing centers for proofreading to resolve academic language problems.

In the research conducted by Al Marwani (2020), the difficulties of publishing in English for EFL students are examined within the scope of three theories. These are the theories presented in Lea and Street (1998) and Lea and Street (2006). Citing Lea and Street (1998 and 2006), the author summarizes the evolving 'models' for study skills, socialization, and academic literacy (Al Marwani, 2020).

The study skills model mainly includes competence in academic writing with the surface features of the language, grammar, syntax, punctuation, and spelling. The second model is a model of academic socialization, which assumes that mastering the ground rules of a particular academic discourse can enable academic writers to

succeed. The third model is academic literacy, and, like the first two models, it is primarily concerned with meaning-making and identity, and student writing is considered at the level of epistemology rather than skill. Based on this theoretical framework, Al Marwani (2020) asked volunteers from graduate TESOL students enrolled in the Second Language Research Class course in Taibah University 2018/2019 academic year, “What are the perspectives of graduate TESOL students on academic writing difficulties? What are the practices of postgraduate TESOL students to overcome these challenges? What are the perceptions of graduate TESOL students regarding the use of Google Classroom and its impact on their academic writing?” sought answers to his questions. At the end of the study, the students evaluated what should be done to improve their academic language skills; they also suggested that they needed teachers who had received mother tongue education in English. Also, they approved that a platform should be created where academic conversations would take place consisting of teachers and university students. The study also shows that when the students receive a notification about the lack of grammar for academic study, they do not know where to apply the solution to the problem, and they do not get enough support. Finally, it has been observed that students are aware of their needs and try to develop a solution search.

Tok and Gönülal (2016) interviewed 28 academic staff (Research Assistant lecturers) working at Çanakkale Onsekiz Mart University in their study. The academics involved in the study were asked about the difficulties encountered in the academic writing process. The research design was determined as the qualitative research method, and the design was defined as a case study. In the results of the study, it is seen that the academics expressed difficulties, such as using academic language, writing the article introduction, creating the integrity of meaning, and postponing the publication due to the importance given to the material by the institutions that will publish after overcoming the difficulties of determining the data collection tool in the data collection phase. On the other hand, the training that academics need for academic publications are seen as the topics that focus on increasing the quality of the scientific research methods course, the need to give academic writing as a course, and the necessity of giving importance to academic writing.

In the study by Mohd Basari (2018), an interview form was used for scientific academic literature in the study conducted with two faculties (Faculty of Engineering

and Humanities) and their faculty members in Malaysia. The study was about a process of planned programs for academic writing. Within the scope of the study, the weekly course process and learning hours of the programs were emphasized to start academic writing. At the entrance of the course, it is seen that the academic writing course to be included in the weekly curriculum should begin with the format and organization of the research. It was stated that it was necessary to choose a topic and that the selection criteria of the topic should be processed. While preparing academic writing, determining the goals and objectives at the beginning was a necessary criterion. The importance given to grammar rules, infinitive and inflectional suffixes was also emphasized.

In the study, it is accepted that academic language skills are essential for almost every department. In the research, it has been observed that there is a high demand for data collection tools to be used while producing a scientific study, as well as for the use of closed or open-ended questions. This seems to be in line with the conclusion that Tok and Gönülal (2016) should have a scientific research methods course in the results of their study for academics. When it comes to the study of Mohd Basari (2018), in explaining the research steps and methods, it is possible to see that using academic language is also crucial for the course demands, expressing and explaining the reasons for the study. Mohd Basari's (2018) study highlights the lack of the use of conjunctions for cause and effect. Expressing developments and changes, subject transitions, and defining a series of event/time relationships show that Malaysian students have problems in the preparation of academic writing and that they want to take courses on this subject.

In the literature review, it is seen that there are demands in developing a critical approach, summarizing the literature information, explaining the results, strengthening the results, agreeing with the opinions, or rejecting the opinions based on the evidence, presenting tables, and reporting. However, for academic studies, the required language support (according to the demands of the education program):

- Defining a series of event/tense relationships (use of past tense, present tense, future tense)
- Using footnotes and quotations appropriately and in accordance with academic ethics, correct conjugation of active or passive verbs,
- Using synonyms and antonyms appropriately,

- Clear grammatical structure,
- Ensuring the compatibility of the words with the sentence structure,
- Grammar

As seen in the list above, Mohd Basari's study (2018) conducted in Malaysia did not produce different results from Amirani's study (2020). For academic writing, both studies show a need for educational programs to develop language skills.

In his study, Karakuş (2020) tried to determine the attitudes and awareness of English lecturers regarding personal and non-personal metadiscourse determinants in second-language academic writings. Ten lecturers who teach English in public schools with five years of experience participated in the study. An interview form consisting of open-ended questions was used as a data collection tool. The researcher directed the questions in the interview form to the lecturers. The interviews with the lecturers regarding the questions posed in the study were recorded and then transcribed. The results obtained from the study were evaluated. To answer the research questions, the researcher adopted the qualitative research tradition. The researcher (Karakuş, 2020) defined the method of his study by referring to "qualitative research, an effective model that takes place in a natural environment that allows the researcher to "collect information closely by talking directly to people" (Creswell, 2013: 45). The researcher also emphasized that his work is characteristic of grounded theory (GT). The research results showed that Turkish students used exponential discourse in academic studies, based on the opinions of 10 participating faculty members. It is to tell by pointing as "it" without resorting to the discourse "I". For this, it was seen that the lecturers stated that their approach was more institutional with the help of the guides they presented.

Mu and Jun Zhang (2018) conducted their research in Shanghai, a metropolitan city in China. One hundred seventeen academics participated in the online survey they published within the scope of the study. The researchers noted that statistical data on science and technology articles produced for China was provided by the National Bureau of Statistics and the Ministry of Science. Accordingly, it is stated within the scope of the study that scientific articles produced throughout China were written by Shanghai-based academics. This is because Shanghai represents all of China. In this context, the researchers addressed two basic research questions. These are:

- What language do Chinese scholars choose to publish their works?

- What difficulties do Chinese scholars face in writing and writing?

According to the study by Mu and Jun Zhang (2018), in response to the question, “Why not publish” by Chinese scholars about not writing and publishing in English, research findings in English show that 65 percent of respondents focused on “I have to spend a lot more time and effort than writing in English.” It is seen that the participants also stated that they should consider an intensive editing process for the articles sent to international journals, even if they complete their field studies over a long time. Chinese academic participants were found to agree that 85% (n=117) of their presentations are subject to frequent revisions. It was seen within the scope of the study that Chinese academics went through the editing process, which is frequently reported in the articles published. This shows that academics whose mother tongue is different, even if they do not lack in terms of knowledge, have deficiencies in terms of academic language.

In the study by Huang (2010), it is argued that non-native English speakers (NNES) ‘s writing problems are not only based on grammar usage. The journal guides are also a remarkable issue. Therefore, despite the grammatical editing and/or editors' sympathy and understanding, the work is sent back to the researcher/author at the point of format editing for publication. Compliance with the format and the guidelines, which is a step of the acceptance condition, is also based on grammar since the journal's format cannot be understood due to its publication in English. According to Huang (2010), the danger that editors' understanding and sympathy for NNES practices may be insufficient. In addition, the researchers can examine the journal referees' comments. Huang (2010) also examined the correspondence of NNES experts in the country of origin of the article with the journal referees. As a result, the conclusion that NNES experts need training is displayed in the correspondence made about the study.

In the study by Jatin et al. (2009), sixteen novice researchers were interviewed. Within the scope of the study, a randomized controlled method was adopted. Researchers were recruited by appropriate sampling from a randomized control trial in which they were equally assigned to 48 online or face-to-face training courses. The interviews conducted within the scope of the study (online or face-to-face) were recorded with participants' permission. The researchers then transcribed their interviews, so the categories, and the main theme emerged. The resulting themes were

discussed in an online forum with five experts in college writing education and used to provide a basis for various interpretations of the results. In the results of the study, the researchers presented four main themes: cognitive load, group support and mentoring, difficulty distinguishing between content and structure, and retrospective design of manuscripts to the point where novice researchers have trouble. It is revealed that most of the researchers see this as a relationship with their mother tongue education, starting from the primary school level to the university ranks.

The study, Phothongsunan (2016) conducted, examines the difficulties faced by Thai university lecturers in publishing their academic work in English. Eighteen academics from two university settings in Thailand participated in the study. Semi-structured interviews within the scope of the study were used to determine the perceptions of the lecturers on the subject: Barriers experienced by Thai university academics (1) Need for publications in English; (2) difficulties in writing in English; and (3) systems or persons to receive support for strenuous research needs. In addition, with this study, it was seen that university lecturers needed more encouragement and support in publishing. Research questions within the scope of the study,

- What is the perception of English publishing in university courses?
- What are their problems with publishing in English?
- What are their needs for successful publishing?

Interview studies with 15 female and three male lecturers investigated the needs of researchers, which were supposed to be necessary for successful publication. It was observed that using semi-structured interviews allowed the researcher to prepare the questions in advance. It also allowed the researcher to be prepared and appear competent during the interviews. At the same time, it was emphasized that the participants had the freedom to express their opinions in their own time.

Research by Boice and Jones (1984) examines the contribution of technological developments to academic writing based on language. With the help of technological developments, it is possible to reach electronic journals and books. On this basis, the academy provides convenience for publication. However, it is predicted that academic publications will increase with technological developments.

The study by Alharbi (2021) explores the academic publishing motivations, experiences, and strategies of Saudi researchers from the humanities and social

sciences. To achieve its objectives, the ENEIDA Questionnaire, a questionnaire to search publication experiences in scientific journals in English and Spanish, was used in the study (Gea-Valor et al., 2014; Moreno et al., 2013). The results showed that participants rated EAP writing proficiency lowest compared to other communicative language components. Also, Arabic is widely used to publish research articles in these disciplines. In addition, two main factors are responsible for rejecting articles for publication in international English-language journals. The results indicated that participants had past strategies adopted when trying to publish their findings in scientific English-language journals. In addition, participants preferred various formal training methods for writing research papers. The implications of this study are discussed, the limitations are presented, and further research directions are suggested.

When the literature is examined, it is seen that there has not been a comprehensive study on what kind of problems Turkish researchers encountered while publishing articles and what remedial studies should be conducted to identify these problems. This thesis study aims to fill this gap in the literature. The data obtained by conducting semi-structured interviews about academic writing processes and experiences with researchers from various fields of expertise will be examined. This study, which will address the current situation of academics in Türkiye in terms of academic writing skills in English, will contribute to researchers in writing scientific articles by paving the way for need-based training. In this way, it will help organize seminars and pieces of training on the skills of publishing in scientific journals in English. The data obtained from this study will also provide up-to-date data for academic writing centers in universities.

5. METHODOLOGY

This section gives information about the model of this research, the study group, the data collection technique, tools used, and the methods and techniques used in the analysis of the obtained data.

5.1. Research Design

This study was prepared a case study, one of the qualitative research methods. Qualitative research is used to understand and examine complex social phenomena and obtain rich and detailed information about their complexity. In the qualitative case study, the factors related to the situation (e.g., events, individuals, processes, and environment) are investigated holistically, and how they are affected by the relevant situation and how they affect the relevant situation (Yıldırım & Şimşek, 2018).

Yin (1984) defines a case study as a research design that tries to divide a current phenomenon within its real-life frameworks. The case study is suitable for ‘How?’ and ‘Why?’ questions; a research question starting with ‘What?’ is also acceptable for a subjective/relativist approach. The case study helps portray an event, context, or situation through participants’ eyes. It also presents a high-theory testing/building potential and offers studying a phenomenon in depth. In this case, the strategies researchers used, their challenges, and their views on academic writing will be revealed. This case study can provide detailed information on practical problems and solutions for researchers by taking the issue in a real-world context.

For these reasons, the case study method may have been chosen in this study because the researcher wants to examine the experiences of researchers in Türkiye on scientific writing in English in depth and make a comprehensive analysis.

5.2. Participants

Information about participants is presented in Table 5.1 below.

Table 0.1. Personal information of field experts participating in the interviews

Code	Gender	Title Professional	Seniority	Specialization
A1	Female	Associate Professor Doctor	11 years	Associate Professor of Psychological Counseling and Guidance
A2	Male	Professor	31 years	Maths

A3	Male	Associate Professor Doctor	29 years	Computer Technologies
A4	Male	Associate Professor Doctor	11 years	Department of lifelong learning and adult education
A5	Male	Professor	24 years	Educational Sciences
A6	Male	Professor	9 years	E-electronics
A7	Male	Associate Professor Doctor	10 years	Engineering faculty
A8	Male	Doctor Lecturer	5 years	Software Engineering
A9	Male	Doctor Lecturer	4 years	Vocational School
A10	Male	Doctor Lecturer	9 years	E-electronics

The participant group of this study consisted of ten academics who expressed their views on academic publication in English. In this study, criterion sampling, one of the purposive sampling methods, was used. The basic approach in criterion sampling is to study all situations that meet predetermined criteria (Yıldırım & Şimşek, 2018). There are two pre-determined criteria; one is to have at least a doctorate and the other one is to have a published research article in English.

5.3. Data Collection

The data of this research were obtained using a semi-structured interview form, one of the qualitative data collection techniques. Researchers who preferred to use the qualitative method in their research started their studies with specific interview questions and paid attention to reformatting, changing, and adding different questions throughout the time spent in the research (Glesne, 2013). Keeping the locations, numbers, and formats of the questions constant throughout the interview process, a semi-structured interview was preferred. The ability to reach the individual worlds of the participants, and perform an in-depth analysis are possible with semi-structured interviews. The reliability of the form was determined by doing two preliminary interviews, that is, a pilot application.

In this study, the opinions of ten academicians were gathered by making an appointment with the academics in an environment chosen by them to determine the academic writing processes and experiences of researchers from various fields of expertise.

If the research to be conducted requires a study within certain institutions, permission should be obtained before going to that institution and the participants should be contacted for access (Glesne, 2013). Participants' oral and written consents were obtained to participate in this study by giving necessary information about the research beforehand. They were informed about the voluntary basis of participation, why and by whom this study was conducted, the data obtained would be used only for scientific purposes, and personal information, such as name and surname, will not be collected. This information was provided for 10 academics in the form of letters with numbers, such as 'A1, A2...A10'. The interviews were conducted face-to-face and with the consent of the participants by taking notes on the answers in the interview form. Within the scope of this condition, the academics who could not be reached face-to-face due to the lecture hours and intensity of the academics in the institution were reached through their workplace e-mail addresses, and an online appointment was made. To protect the natural environment in this research, it was paid special attention that online meetings held in the academics' offices within the working hours of them in the institution. After examining the relevant literature in detail, the interview questions (Appendix-1) were shaped in the light of the ENEIDA Questionnaire, which is a questionnaire to search publication experiences in scientific journals in English and Spanish (Gea-Valor et al., 2014; Moreno et al., 2013).

During the semi-structured interviews, a voice recorder was used with the consent of the academics and all the interviews were transcribed in the computer environment. The interviews lasted an average of 20-30 minutes. To ensure the internal reliability of this research, the answers given were directly conveyed without any comments. The researcher later transcribed the notes obtained, and the analysis phase started.

Interviews are data collection technique, generally made face-to-face, or using audio or video communication devices, such as telephones (Karasar, 2005). This study used a semi-structured interview technique, and the interviews were carried out through online platforms, such as Zoom. The semi-structured interviews allow to open the subject better with different questions according to the course of the conversation, to reveal different situations or perspectives, and to reach new ideas (Merriam, 2013). In this direction, without moving away from the main themes, changes occurred in the questions asked to the academics, during the question, and in the number of questions,

depending on the answers from the other side. To be more apparent, the researcher does these interviews in a natural way, and some extra questions may be asked spontaneously.

5.4. Data Analysis

In this study, the content analysis method, one of the qualitative data analysis techniques, was used. As a type of content analysis, inductive content analysis was chosen to develop theories and themes that based on a recording or a text. Content analysis is a systematic analytical method on a communication tool or text. This method provides analysis and interpretation of data by systematically examining the content of the text or communication medium. Content analysis is widely used in qualitative research studies and can be applied in various disciplines. This method can be used to understand the content of texts (e.g., articles, newspaper articles, books, social media posts, and interview transcripts), identify patterns and themes, measure specific concepts, and obtain quantitative or qualitative data.

Content analysis enables the researcher to systematically categorize texts and analyze their content for specific research questions or purposes. Researchers analyze text using specific coding schemes or categories by reading texts or watching audio or visual materials. This coding and categorization process enables certain themes, motifs or meanings to emerge. In this study, the data collected through interviews were summarized and interpreted with the help of codes, categories, and themes.

After the interviews, notes were taken, and the speeches were transcribed. The data were coded according to the questions. Common aspects were determined between these codes and themes were formed by combining them under specific categories. Expert opinion was taken in analyzing the data, coding and revealing the themes. These themes and codes are presented in the findings section.

5.5. Reliability and Validity

Reliability in qualitative studies might mean “being careful and honest in carrying out the research” (Robson, 2002: 176). In qualitative interviews, reliability is related to some aspects, such as including interview questions, building a rapport with the interviewees, and considering the ‘power relationship’ between the interviewer and the participants (e.g., Breakwell, 2000; Cohen et al., 2007; Silverman, 1993). In this study, using the NVIVO tool for analysis helped organize data and ensure reliability.

Validity is the appropriateness of measurements to the techniques in the data collection processes. (Mohamad et al., 2015). Validity also develops the integrity of the methodology, sampling process, data analysis process, and study conclusion (Golafshani, 2003). Validity in qualitative studies may be threatened by researcher bias, reactivity, and respondent bias (Lincoln & Guba, 1985). The researcher's subjectivity can highly influence the interpretation of the data. To compensate for this situation, the researcher consulted a moderator. Employing a moderator will help overcome personal bias. The resulting codes, categories, and themes were discussed with the experts to ensure that the data were genuine and were not influenced by "what the researcher wants to see."



6. RESULTS

Within the scope of this study, ten academics were interviewed, and the data were analyzed by content analysis using the NVivo 12 package program.

The table 5.1 provides information on the professional backgrounds of 10 different academics, identified from A1 to A10. This information includes their gender, and departments they work at, their professional titles, their seniority in the relevant fields, and their areas of expertise.

A1: A female associate professor with 11 years of seniority. She specialized in psychological counseling and guidance.

A2: Male professor with 31 years of seniority. His specialization was Mathematics.

A3: Male associate professor with 29 years of seniority. He specialized in Computer Technologies.

A4: Male associate professor with 11 years of seniority. He was working at the Department of Lifelong Learning and Adult Education.

A5: A male professor with 24 years of seniority specializing in was Educational Sciences.

A6: Male professor with nine years of seniority working, and he specialized in e-electronics.

A7: Male associate professor with ten years of seniority, at Faculty of Engineering.

A8: Male doctor lecturer with five years of seniority. He was an expert in Software Engineering.

A9: A male doctor lecturer with four years of seniority at the Vocational School.

A10: Male professor with nine years of seniority. He specialized in e-electronics.

Table 6.1. below presents a summary of various characteristics of the ten academics, including their gender, job experience, academic English proficiency level,

experience in publishing research papers, and whether they encountered prejudice due to their native language not being English.

Table 0.1. Demographic distribution of academics

Variables	Categories	N	%
Gender	Female	1	10
	Male	9	90
Job experience	1-4 year	1	10
	5-10 year	3	30
	11-20 year	2	20
	20 years above	4	40
Academic English Proficiency Level	Starter	—	—
	Basic Level	—	—
	Below Middle	—	—
	Middle	1	10
	Above Middle	—	—
	Advanced level	3	30
Experience in publishing research papers	Expertise Level	6	60
	Fewer than 10 Articles	1	10
	10 Articles or more	9	90
Whether Prejudice is Encountered because his Native Language is not English	Yes	3	30
	No	7	70
Total			10

The data in this study were organized into categories and represented by the number (N) and percentage (%) of academics in each category.

Gender: Most the academics were male (9, 90%), with only one female participant (1, 10%).

Job Experience: The academics were divided into four categories based on their years of experience:

- 1-4 years: 1 academic
- 5-10 years: 3 academics
- 11-20 years: 2 academics
- 20 years and above: 4 academics

Academic English Proficiency Level: The academics were distributed across different proficiency levels:

- Middle: 1 academic
- Advanced level: 3 academics
- Expertise Level: 6 academics

There were no academics in the other proficiency levels (starter, basic, below middle, and above middle).

Experience in Publishing Research Papers: Most academics (9) published 10 articles or more, while only one academic (1) published fewer than 10 articles.

Whether Prejudice is Encountered because their Native Language is not English: A smaller portion of the academics (3) experienced prejudice due to their native language not being English, while the majority (7) did not.

In summary, the table showed a predominantly male group of academics with varying job experience. Most had high academic English proficiency levels, with 60% at the expertise level and 30% at the advanced level. Most of them had extensive experience in publishing research papers. However, only 30% of the academics encountered prejudice due to their native language not being English, while the majority did not face such challenges.

In Table 6.2, the flow created primarily based on the records obtained from the interviews with the academics is given. The word frequency flow in the analysis is shown in Table 6.2.

Table 0.2. Word frequency flow in the analysis

Language Barriers Theme		
<i>Categories</i>	<i>Codes</i>	<i>N</i>
Language Skills and The Writing Process	The Effect of Mother Tongue on Academic Writing	8
	Difficulties Created by Language Barriers in the Writing Process	6
	Language Barriers and Global Research Interaction	10
Language Barriers and Publishing Processes	The Effect of Language Barriers on Referee Evaluations	8
	Language Barriers in the Publishing Process	9
	Language Barriers and Competition in the Academic World	3
Strategies for Overcoming Language Barriers	Developing Language Education and Academic Writing Skills	10
	Use of Language Editing and Translation Services	10
	Technology And Artificial Intelligence in Overcoming Language Barriers	10
	Language Barriers at Academic Events and Conferences	7

The table 6.2 presents an overview of the Language Barriers Theme in academic research and writing. It was divided into four main categories, each with specific codes and a frequency count (n) representing the prominence of each code in the dataset.

Language skills and the writing process:

- The effect of mother tongue on academic writing (n=8): This code highlights the influence of an individual's native language on their academic writing, with eight occurrences in the dataset.
- Difficulties created by language barriers in the writing process (n=6): This code focuses on the challenges faced by non-native speakers while writing academic papers, with six occurrences in the dataset.
- Language barriers and global research interaction (n=10): This code emphasizes the impact of language barriers on international collaboration and communication in research, with ten occurrences in the dataset.

Language barriers and publishing processes:

- The effect of language barriers on referee evaluations (n=8): This code discusses how language barriers can influence the evaluation of manuscripts by referees, with eight occurrences in the dataset.
- Language barriers in the publishing process (n=9): This code covers the difficulties non-native speakers encounter during the publishing process due to language barriers, with nine occurrences in the dataset.
- Language barriers and competition in the academic world (n=3): This code highlights the challenges non-native speakers face in the competitive academic environment due to language barriers, with three occurrences in the dataset.
- Strategies for overcoming language barriers:
- Developing language education and academic writing skills (n=10): This code outlines the importance of improving language proficiency and academic writing techniques, with ten occurrences in the dataset.
- Use of language editing and translation services (n=10): This code discusses the role of professional language services in overcoming language barriers, with ten occurrences in the dataset.
- Technology and artificial intelligence in overcoming language barriers (n=10): This code emphasizes the potential of technological tools, such as

AI, to help non-native speakers overcome language barriers, with ten occurrences in the dataset.

- Language barriers at academic events and conferences (n=7): This code highlights the challenges non-native speakers face while attending academic events and conferences due to language barriers, with seven occurrences in the dataset.

As shown in the data in the table above, language barriers were a significant concern in academic research and writing, affecting the writing process, publishing, and global research interactions. Strategies for overcoming these barriers included language education, using professional services, and technological tools, and addressing challenges at academic events.

6.1. Theme: Initiation Phase

Based on the data obtained from the interviews, there was information on the preparation of academics to begin the article writing on the beginning phase theme. Codes under this theme

- Writing strategy
- Section of the article with the problem
- At the time of written reference to translation service or other support is separated into categories. In this section, the strategies the academics used during the article's writing were evaluated.

Table 6.3 shows the preparations made by the academics to write the article at the beginning and the control strategies they made at the end of the article. Accordingly, the flow chart is given in Table 6.3.

Table 0.3. Strategies of academics to start writing articles

Initiation Phase		
Categories	Codes	N
Writing strategy	Getting started with writing in your mother tongue	8
	Getting started with a literature review	10
	Performing the literature search in English	6
The most difficult part of writing an article	Introductory part	4
	Discussion section	
	Creating a title and summary	

Applying for translation and other support services	English academic language problem	6
	Special attention to the method	8
	Artificial intelligence support and online dictionary use, as well as requesting control from a colleague	9
	Professional translation support	6
	Group work for academic language support	2

The table 6.3 presents an overview of the Initiation Phase in academic research and writing, focusing on writing strategies and support services. The table was divided into two main categories, each with specific codes and a frequency count (n) representing the prominence of each code in the dataset.

Writing strategy:

- Getting started with writing in your mother tongue (n=8): This code highlights the preference of beginning the writing process in one's native language, with eight occurrences in the dataset.
- Getting started with a literature review (n=10): This code emphasizes the importance of beginning the writing process with a thorough review of existing literature, with ten occurrences in the dataset.
- Performing the literature search in English (n=6): This code discusses the practice of conducting literature searches in English, with six occurrences in the dataset.

Most of the academics were denoted with n=8. (A1, A3, A5, A6, A7, A8, A9, A10) who participated in the interview started the article in Turkish. Among these people, A8 wrote in Turkish and then translated into English himself, although he knew English at an advanced level. The A9 followed a similar step. A2 and A4 stated that they started to write the article directly in English.

A1: *"In the processes of writing and publishing research papers in Turkish and English, I prefer Turkish because it is much easier to express oneself and one's thoughts in Turkish. However, during the process of becoming an associate professor, I had to write articles in English because of the obligation to publish in a foreign language. Since I had difficulty expressing myself in English, I translated the articles I wrote in Turkish and used them. In this process, I sometimes obtained quality translations with support from translation offices."*

A3: *"I usually write in Turkish and have it translated into English. However, I use articles in English during the research and do my research in English. When I look at English language articles, I can understand the ones related to my field and translate the necessary words."*

A3: *"At first, it may seem more natural to think in Turkish and translate into English, but it is important to try to think directly in English over time while writing in English. In this way, you can use more fluent and natural expressions in the language. You can improve this skill by reading articles and thinking in English."*

A6: *"I write in Turkish and translate it into English. I do the scans in English"*

A7: *"Although it feels more comfortable to write in Turkish, we usually prefer English because the space is limited. I usually write my articles in Turkish first and then translate them into English."*

A8: *"Knowing English is critical because these fields are related to developing technologies and research worldwide. I know English at an advanced level. There may be variability in writing an article. I usually write in Turkish and then translate it into English. However, in some cases, I write directly in English. I can change my preference according to the status of the broadcast or my situation. Lately, I mostly write articles in English and start directly in English."*

A9: *"While writing the article, I primarily write in Turkish. Then I start the English translation process after the article is fully available. Sometimes this happens because of the service provided by the university and sometimes because of various requirements. I also translated it into English when necessary."*

A10: *"I write in Turkish and translate it into English. I do the scans in English"*

- The most challenging part of writing an article:
 - Introductory section
 - Discussion section

Creating a title and summary (n=4): This code highlights the challenges of creating titles and summaries for articles, with four occurrences in the dataset.

- English academic language problem (n=6): This code focuses on the difficulties faced due to the complexity of academic English, with six occurrences in the dataset.
- Special attention to the method (n=8): This code emphasizes the importance of devoting sufficient attention to the methodology section of an article, with eight occurrences in the dataset.

6.2. Academic English and Method Writing

As it can be understood from their statements, it is seen that the academics stated that the method section in a research article is important, especially if the English proficiency is at an advanced level, and that a more comprehensive article can be written using mixed, that is, qualitative and quantitative methods together. It was seen that academics emphasized the unique difficulties of both methods of writing (A3, A4, A5, A6, A7, A8, A9, A10). Among the academics, only one seemed to argue that academic English was more straightforward than the language of everyday use (A3).

A3: *"Academic English is different from everyday English. I think academic English has simpler, formulaic structures and words, which makes it easier to use in the computer field or our field."*

A4: *"I did more experimental studies in my quantitative studies, while I did quasi-experimental studies in social sciences. In qualitative studies, I paid attention to data diversification and strengthening researcher diversity as much as possible. Writing in English can be a bit more complicated, as qualitative studies have more verbal expressions. Since the genres are different, different approaches are required when writing. Quantitative studies are usually experimental, while qualitative studies are done with more interpretation-oriented methods, such as observation, survey or document analysis. Therefore, while quantitative studies require more standardized charts and parametric tests, qualitative studies involve more verbal expressions. Thus, the spelling of both may be slightly different. However, research using both methods may be more comprehensive and fruitful."*

A6: *"Most of the grammar rules are similar to Turkish. However, there may be differences in verb conjugation. For example, pronouns used in Turkish may not be used in English or may be used differently. Therefore, paying attention to the conjugation of the verbs and the sentence structure is necessary. Academic articles*

are usually written in a more formal language. However, here, too, it may vary according to the nature of the subject. The important thing is that the language used should be appropriate and understandable to convey the subject accurately.” “Writing a qualitative study in English is easier because it takes more time and effort to analyze and interpret data from quantitative studies.”

A7: "There are differences, of course. Academic English has stricter grammar rules and a more regular structure than everyday English.

A8: "Regarding the differences between writing qualitative and quantitative studies in English, it depends on the particular study and research area. Both types of work have their challenges and nuances, but I would say that neither is inherently easier or more difficult than the other. It depends on the skills and expertise of the researcher."

A9: "Quantitative studies that provide qualitative focus on more numerical data, while open-piece articles focus on a broader subject. In my field, the language skills required for studies using numerical data are a correct expression of numbers, correct calculations, and correct interpretation of results. This requires a more technical language rather than an academic one. But both types of writing must be written with care and require language skills. There is a difference between quantitative studies and papers, but both can present challenges. Numerical data can make your work more tangible and based on certain results, but such work can often involve complex mathematical analysis. Manuscripts may be more qualitative and give the reader a better understanding of the subject matter. However, such works may be more difficult to write, and many factors must be considered. It is difficult to answer which is more difficult because each type of research can have its challenges. Qualitative and quantitative studies focus on more numerical data, while open-piece essays focus on a broader topic. In my field, the language skills required for studies using numerical data are a correct expression of numbers, correct calculations, and correct interpretation of results. This requires a more technical language rather than an academic one. But both types of writing must be written with care and require language skills."

A10: "Writing a qualitative study in English is easier because it takes more time and effort to analyze and interpret data from quantitative studies."

These approaches suggest avoiding quantitative studies that include analysis or choosing how to prepare an article in the mother tongue and then apply for translation support. Because it is necessary to explain quantitative studies and analysis correctly, and to do this, choosing the mother tongue in expression makes it understandable to make and recheck the translation later.

Applying for translation and other support services:

- Artificial intelligence support and online dictionary use, as well as requesting control from a colleague (n=9): This code discusses using AI tools, online dictionaries, and peer support to overcome language barriers, with nine occurrences in the dataset.
- Professional translation support (n=6): This code highlights the role of professional translation services in overcoming language challenges, with six occurrences in the dataset.
- Group work for academic language support (n=2): This code emphasizes the value of collaborative efforts to improve academic language skills, with two occurrences in the dataset.

In the table 6.3, the category of ‘Writing Strategy’ shows that various writing strategies are employed during the initiation phase of academic research and writing, with challenges including language barriers, literature search, and crafting specific sections of articles. Researchers utilize support services like AI tools, professional translation services, and group work to overcome these challenges.

A2: *“We try to achieve better results by consulting with my colleagues and checking each other's articles. Thus, we can be more productive and successful in the academic writing process.”*

At A8, it should be employed that it is difficult to find a specialist in the English language, even when it is at an advanced level, and she maintains that she made the translations in her language.

A8: *“As for English writing tools, besides Google Translate and grammar checkers, there are many other resources available online, such as the Cambridge Dictionary you mentioned. When it comes to working with a native speaker to improve your writing, it can certainly be helpful for someone to review your work and provide feedback. However, it's important to keep in mind that not all native speakers need to*

be proficient in academic writing, so it's important to find someone with experience in your field. With tools and applications that can be used when writing articles in English, tools such as grammar and Google Translate can be used. Resources, such as the Cambridge Oxford Dictionary, are also helpful. I mostly worked as a team with my colleagues and students. With a positive approach, the more you study, write and read the article, the more directly the development of English writing skills is possible.”

Academics also seem to care about support services. It is possible to see that he stated that he received language support services and worked with professionals due to his A1 intermediate level of English. However, the native language of the specialist who provides this language support is also Turkish. For this reason, A1:

A1: “Tools like Google Translate can be used for basic translation needs, but we must be more careful with academic translations. To understand the structure and language of academic studies, translating the texts by hand would be more accurate. In this way, it is possible to understand the differences between English and Turkish better. In academic English translations, he can easily distinguish between using a natural language and the translations made with Google Translate. Therefore, there is a need for professionals who can translate by following the academic language.”

6.3. Theme: Development Process

Table 0.4. English writing skills improvement strategies for non-native English language researchers

Development Process		
Categories	Codes	n
Advice for Writing Academic Papers in the English Language	Read	10
	Research	10
	Improving your writing	8
Course content considerations for Academic Paper Writing in English	Requirements	5
	What's been done	2
	Participation proposal	4

Table 6.4 presents two main categories related to the development process of writing academic papers in English. Each category has subcategories with a specified number of codes (n). The table is organized as follows: the first category is;

Advice for Writing Academic Papers in the English Language:

- Reading: 10 codes
- Research: 10 codes
- Improving your writing: 8 codes

A1: *“First of all, I recommend students new to academic life to approach their writing and research processes in a disciplined and planned manner. Regular study habits and good time management skills are essential for a successful academic career. Secondly, they must practice constantly. They should practice reading and writing academic papers regularly to improve both their reading and writing skills. Third, I recommend that they attend courses and workshops to improve their academic writing skills. Such activities will help them better understand the academic writing process and improve their skills. Fourth, I think they should give importance to time management and organizational skills in the academic writing process. When researching and writing, it is important that they can effectively manage their time and resources. Fifth, it would be beneficial for them to regularly review their academic writing and make corrections by receiving feedback. This will increase the quality of their writing, allowing them to be more successful. Finally, I would recommend newcomers to academic life to be patient and be open to continuous learning. Developing academic writing skills may take time, but they can be successful with regular practice and learning. Especially for articles in English, it is important that they strive to improve their foreign language writing skills and constantly strive to improve.”*

A2: *“First, you can improve your language skills by reading and analyzing quality articles written by others. Practicing writing regularly and getting feedback by sharing what you've written with others is also important. You can use grammar books and online resources to master English grammar and spelling. There are books and online courses on academic writing; you can benefit from such resources.”*

A3: *“In English, some words and expressions may have different meanings than Turkish. Therefore, you should check the correct meaning of the words and expressions you will use not to cause any confusion.”*

Grammar and spelling errors: You should check what you write. If necessary, you can take the help of a grammar checker program or a correction.

Long and complex sentences: In English academic writing, clear and concise statements are generally preferred. Therefore, you should avoid very long and complex sentences and convey your thoughts.

Inadequate use of resources and plagiarism: When writing an article in English, you should use the sources that form the basis of your research correctly and adequately, and you should refrain from plagiarizing. It would be best if you studied the relevant literature and put the context of your work on a solid foundation. When writing articles in English, there are some important points to consider when citing other people's work. First, you must accurately and completely cite the sources you are citing. Second, you should pay attention to using citations when citing. You must use the original source directly and have it in quotation marks. You should restate the source in your own words and cite the citation. Also, you should be careful not to plagiarize.

Here are some commonly used words and expressions in academic writing in English:

- Abstract: Abstract
- Introduction: Introduction
- Literature Review: Literature Review
- Methodology: Method
- Results: Results
- Discussion: Discussion
- Conclusion: Conclusion
- References: Resources

It is also important to connect your sentences and convey your thoughts more fluently by using transition words and expressions (for example, moreover, in addition, on the other hand). Other expressions frequently used in academic writing in English include:

- According to...:
- In the context of...:
- As mentioned earlier...: As mentioned earlier...
- This study aims to...:
- The results indicate... The results indicate that ...

- It can be concluded that... ... can be concluded.
- One limitation of this study is...

Using these and similar words and expressions correctly and appropriately in English academic writing, you can convey your thoughts more effectively and make your text more coherent for the reader to understand. Over time, the use of these words and expressions will become more natural in the academic writing process.”

A4: *“I recommend them to read a lot. I suggest that there are many citations in the field, especially from good journals, and plenty of articles from quality journals for their field. They can also be modeled in writing without being model articles. If there are patterns and structures in the articles they like, I suggest they note them. Let them introduce a form of grading and cataloging to perform a systematic literature review. They can take note of the sources, comments on the sources, bibliography, and keywords by separating four them into four tables, which they can do in Google documents. In this way, they can improve themselves in academic writing.”*

A5: *“First of all, you should read a lot. You should read leading research in the field and guidebooks for academic writing. You can also study sample theses, especially in your field. So, you better understand what kind of structure it should have. In addition, by re-reading the texts you have written with a critical eye, you can determine at what points you have made mistakes or are missing. It is also very important to practice writing to improve your writing skills. You need practice summarizing your topics, creating dissertations, and writing clearly and effectively. You can also improve your skills by attending academic writing courses. Our university does not have it, but nowadays, such courses are held in some universities or private institutions. There are even online courses available.”*

A6: *“Based on my academic writing experiences, the suggestions I would give to beginners might be as follows: First, I suggest that they read many articles related to their field and have a good command of the literature. In this way, they can improve themselves by using words, terms, and patterns. I also recommend writing their first article quickly and then striving for continuous improvement. In this process, they can improve themselves by reading plenty of articles. Also, since no unit can help with academic writing in English, it may be easier and more effective for them to write in*

their native language. However, when they need to write articles in English, I recommend using English resources to improve their English writing skills. ”

A8: “My advice to those new to academic writing would be to read extensively in your field, practice writing regularly, and seek feedback from colleagues and advisors. It's also important to be stubborn and not give up in the face of rejection or obstacles. With time and effort, you can improve your skills and achieve succeed in your academic career. ”

A9: “In the sense of English, they need to learn it in general, that is, in high school, middle school, primary school, but they should be able to talk, they should be able to speak, we say, you like it, it should be finished when you start your academic life. They must have English; if possible, they must have traveled abroad. ”

A10: “Based on my academic writing experiences, the suggestions I would give to beginners might be as follows: First, I suggest that they read many articles related to their field and have a good command of the literature. In this way, they can improve themselves by using words, terms, and patterns. I also recommend writing their first article quickly and then striving for continuous improvement. In this process, they can improve themselves by reading plenty of articles. Also, since no unit can help with academic writing in English, it may be easier and more effective for them to write in their native language. However, when they need to write articles in English, I recommend using English resources to improve their English writing skills. ”

As it can be understood from the statements of the academics, it is necessary to read first to write in English. It is understood that essential terminology having a good command of terminology is important, at least to use the terms related to their profession correctly. According to the advice of academics, reading articles in the field will increase their ability to write and improve their perspective. For this reason, it is necessary to constantly examine the articles published in the field, especially following the journals. It is the storage of recommended studies with keywords. Then essays can be written. As is the method used by most academics, the study is conducted in Turkish and then translated into English with control, which constitutes a strategy to be followed to establish the idea.

Course Content Considerations for Academic Paper Writing in English:

- Requirements: 5 codes

- What's been done: 2 codes
- Participation proposal: 4 codes

In Table 6.4, the second category focuses on general advice for writing academic papers in English, emphasizing the importance of reading, researching, and improving writing skills. The second category deals with the course content considerations when developing a course on academic paper writing in English, highlighting requirements, understanding what has been done before, and participation proposals.

Negotiations about courses for academic writing vary. Although the opinions that the course can be beneficial are common, it is seen that there are concerns. As can be seen from the views of the four participants below, the contents should be presented by an expert. Therefore, it should not be seen as a course, but as a reference center.

A2: *“The content of such a course should be about understanding the academic writing process, learning the features of academic language, and understanding the structure and format rules that must be followed while writing an article. In addition, issues, such as literature review and resource use, thesis and argument development, writing, and editing techniques should also be mentioned. Studies and practices aimed at improving language skills should also be included in the course content.”*

A4: *“When I teach my students, I also teach academic writing. I've been doing the following from the first week: I share the lecture sessions on Edmodo. Each week, I determine a topic and give lectures on that topic. For example, how to do similarity analysis on the internet, types of citations, importance of citations, why we need citations, etc. We are working on the topics. Afterward, my students apply these topics digitally in their systems. There was an academic rating center at my university. This center was established to help academics with language. There are similar centers in our country and other countries. However, I do not know that there is such a center in our university now.”*

A5: *“There are different opinions about academic writing courses. According to some, courses should be divided by department, while according to others, a single person can teach in all areas. In my view, having an expert in academic writing courses is important. From which department this person may be in the background. The important thing is that an academic with experience in academic writing has a good command of the subject and can guide students effectively. However, in some*

special cases, such as interdisciplinary studies, it may benefit academics from different fields to teach together. Still, I think the most important factor is proficiency in academic writing.”

A6: “The best possible approach in determining its content is to reflect the point of view of the relevant people who are well-versed in the subject. For example, there may be differences between an engineer friend's article and a social science article. For this reason, the opinions of the people who know the subject should be considered while determining the content of the courses. Thus, students can take better-prepared courses. For example, such courses are held occasionally at our university.”

Four academics emphasized the expert opinion. However, there was no clear consensus on the course requirements.

6.4. Theme: Publication Process in Academic Article Writing

Table 0.5. Publishing articles in English for non-native English language researchers

Publishing Process		
Categories	Codes	N
Journal Selection	Refereeing is important	7
	Journal quality matters	10
Reason for rejection	Grammar	0
	Contents	7
	Prejudice	3
Editorial attitude	Not different from Türkiye	7
	different from Türkiye	3
Experienced	I was denied by name	1
	I was rejected for no reason and then accepted.	1
	Accepted after making the given corrections	8

The table 6.5 presents four main categories related to the publishing process of academic papers, with each category having subcategories and a specified number of codes (n). The table is organized as follows:

Journal Selection:

- Refereeing is important: 7 codes
- Journal quality matters: 10 codes

Reason for rejection:

- Grammar: 0 codes
- Contents: 7 codes

- Prejudice: 3 codes

Editorial attitude:

- Not different from Türkiye: 7 codes
- Different from Türkiye: 3 codes

Experienced:

- I was denied by name: 1 code
- I was rejected for no reason and then accepted: 1 code
- Accepted after making the given corrections: 8 codes

The first category, Journal Selection, emphasizes the importance of refereeing and journal quality in the publishing process. The second category, Reason for rejection, explores various reasons for paper rejections, such as content and prejudice, with grammar having no reported instances. The third category, Editorial attitude, compares the editorial approaches in Türkiye and elsewhere, showing a slight leaning toward similarity. Lastly, the fourth category, Experienced, shares personal experiences of authors in the publishing process, including denial by name, rejection without reason followed by acceptance, and acceptance after making suggested corrections.

A3: *“Since the first article we wrote, I have improved and broadened my perspective by writing articles daily. While I received much criticism from the referees at first, I started getting less minor criticism over time.”*

A3: *“My first article experience was related to social activities and not very relevant to my field. There was something that caught my attention in my first article. While one of the referees said that I use Turkish very well, the other one negatively criticized my use of Turkish. Since it is my first article, there are always mistakes in my language; I have no objection. But it was contradictory that one would call the same article good and the other bad. Reviewing the article, the reviewers give feedback based on their perspectives, education, and experience. Maybe there was a situation of liking or ignoring something outside of what they knew.”*

A3: *“I did not perceive such a situation in the articles I sent in English. In Türkiye, yes, it can. Once, a Turkish referee refused without just seeing and reading*

my name. Unfortunately, such things can happen. Some professors think like this, but you can express it as a general idea without specifying names.”

A4: *“Usually, the comments are very constructive and positive, but sometimes there are criticisms, of course. For example, I can receive criticism that the literature review is weak. In this case, I am working to strengthen the literature review in the article further. Some reviewers also criticize the methodology. Then, I review the methodology and make any necessary corrections. But overall, the comments are constructive and provide an opportunity to improve the article further. I think reviewers' comments are usually about the content of your article and not about your language. However, there may always be biased referees, which is unfortunately inevitable. I suggest taking the reviewers' comments seriously and improving your article accordingly.”*

A5: *“Of course, some referees may act biased, generally, there are journals in Türkiye that publish at international standards. You can sometimes encounter biased referees in these journals. Still, the best thing you can do to overcome this situation is to prepare your article as well as possible and to edit it by comments of the referees.”*

A6: *“I usually get comments on the content and subject of the study. As for the language, I haven't had too many problems lately. The comments of the reviewers and editors contribute to my work. I see that recently submitted articles are accepted quickly. I believe that the referees will do their job impartially, regardless of their mother tongue.”*

A8: *“In my first article publishing experience, I had deficiencies in English grammar at that time. I got support from my colleague. Now, he fell into the rush of life and put publishing articles on the back burner. But academia is a life. So, life is limited here. It can be difficult to produce science when in a financial rush. Academic writing skills in English can only be improved by reading and writing a lot. I'm 50 years old, and I think someone in their 20s and 30s can improve themselves more. But that doesn't happen.”*

A8: *“Some of my articles were rejected. However, I objected and there were cases where it was eventually accepted. Also, if I'm getting minor or major revisions, which is normal but is rejected without notice, it's worth asking where the problem is. This is the case I objected to. I think I faced prejudice because I am Turkish. Because*

the software field is about staying up-to-date. I think that some societies are prevented from making a strong entry into this field. Regrettably, biases and prejudices exist in many areas of academia regarding prejudices against Turkish researchers. However, it is important not to let this deter you from continuing your research and publishing your work. With perseverance and hard work, you can overcome these obstacles and achieve success. It is necessary to pay attention to the quality of the journal to be published and the publication rules. The articles published in the CEI and SSCI association are important, and some journals predetermine the articles to be published. Academic writing courses, many universities offer such courses, and they can be very helpful in developing your skills and understanding of the academic writing process. The content of such courses may vary, but they usually cover topics, such as research, writing, and publishing academic papers.”

A9: “I remember my first article, I was a little excited, but I wrote it with excitement. To prepare the article, I did a literature review and wrote it clearly as required by the subject. Feedback from the reviewer said that I needed to make some changes to make the article clearer and more understandable. Finally, the article was published, and I was very happy.”

As seen from Table 4.5, academics generally do not think they have been rejected because they do not speak English. In general, if the content is strong, they defend the opinion that the article is published in English when the requested editing is done. They stated that they had encountered a situation that was not different from applying to the publication process in Türkiye. However, some academics in Türkiye saw that an application was made to have an article published, and they were rejected just because of their name (A3). It was seen that another academic who applied to publish an article in English and was not informed about the reason for rejection had the experience of publishing his article after the objection process (A2). All the academics participating in this research believed the content must be strong for publication. As for language, there was no direct rejection.

7. DISCUSSION

The present study uses semi-structured interviews to uncover the motivations, challenges, strategies, experiences, and needs of researchers working in Türkiye when writing scientific articles in English.

By focusing on academic writing, language development, and article publishing, non-native speakers of English are likely to face challenges in the academic field.

Article Writing

Article writing for non-native speakers includes several important considerations:

- **Structure:** Academic articles follow a specific form: abstract, introduction, literature review, methodology, results, discussion, and conclusion. Familiarizing themselves with this format will help writers produce a well-structured article.
- **Language:** Non-native speakers may struggle with vocabulary, grammar and punctuation. Developing a strong command of English is essential in expressing ideas clearly and concisely. Language skills can be improved by reading academic articles, attending workshops, and using resources, such as grammar checkers or language applications.
- **Style:** Academic writing has a formal style, avoiding slang, colloquialism, and emotional language. Non-native speakers of English should be familiar with this style and develop objective and analytical writing skills. This skill will increase the readability and credibility of the work.

Language Development

Language development is a critical component of academic success for non-native speakers. There are some strategies to improve the language skills:

- **Immersion:** English language resources (e.g., books, articles, movies, and podcasts) will help to absorb the language naturally. Speaking with native speakers, as a way of exposure to language, will improve listening and speaking skills.

- Vocabulary building: Developing a broad academic vocabulary is essential for non-native speakers. The habit of learning new words regularly and using them in context facilitates understanding.
- Grammar practice: Regular grammar practice will help the academics develop a strong foundation of English. Using grammar books, online resources and language applications provides practice and improves academics.
- Writing practice: Consistent writing practice is vital for non-native speakers. Writing short articles, summaries or replies to articles improves writing skills. Obtaining feedback from peers or trainers to identify areas is useful for improvement.

Article Publishing

Publishing an article can be challenging for non-native speakers, but it can be achieved with persistence and the right strategies. Here are some tips for publishing a work:

- Target appropriate journals: Researching and identifying journals relevant to the paper's topic works. A journal that has clear guidelines is known for supporting non-native speakers.
- Follow the submission guidelines: Being sure that the article meets the journal's formatting, length, and style requirements will increase the paper's chance of being accepted.
- Correction and editing: Meticulously re-reading the article, focusing on grammar, punctuation, and clarity will be useful. To ensure the article is polished and error-free, writers can seek help from native speakers or professional editing services.
- Respond to reviewers' comments: Receiving feedback from journal reviewers, treating their comments and suggestions positively, and reviewing the article accordingly is necessary.

As a result, non-native English speakers can succeed in academic writing and publishing by focusing on paper writing, language development, and article publishing strategies. Developing a strong command of English, understanding the structure and style of academic writing, and targeting appropriate journals are vital ingredients for

success. With dedication and practice, non-native speakers of English can overcome language barriers and contribute valuable research to their field.

This discussion focuses on the experiences of non-native English-speaking researchers in Türkiye and their journey in the academic publishing process. The statements provided by the researchers revealed their encounters with challenges and biases, and the strategies they developed to overcome them. In this section, the experiences of academics will be discussed, and recommendations will be supplied to support non-native English-speaking researchers in the future.

Language Proficiency and Writing Skills: The researchers shared their experiences regarding language proficiency and the importance of improving their English academic writing skills. This aligns with Hyland (2016), who emphasizes that language proficiency is crucial for non-native speakers to express their ideas clearly and effectively. The researchers highlighted the need for continuous reading and writing practice, consistent with Flowerdew and Peacock (2001), who recommend that non-native speakers engage in frequent writing exercises to enhance their academic writing abilities.

Constructive Feedback and Revision: The researchers described the value of constructive feedback from reviewers in improving their manuscripts. This observation is similar to the findings of Wette (2017), who argues that constructive feedback can support non-native speakers in enhancing their academic writing skills. The researchers' experiences also demonstrate the importance of revising their work based on reviewers' comments, echoing Tribble's (2017) assertion that revisions are a critical aspect of academic publishing.

Potential Biases in the Review Process: Some researchers reported encountering biases during the review process, particularly when submitting their work to domestic journals. While biases in academia are not limited to non-native speakers (Salager-Meyer, 2014), the experiences of the researchers in this discussion highlight the need for transparent and fair review practices. To mitigate potential biases, non-native speakers could consider submitting their work to international journals with diverse editorial boards and clear guidelines (Belcher, 2007).

Perseverance and Resilience: The researchers' experiences emphasize the importance of perseverance and resilience in overcoming challenges and biases in

academic publishing. This is in line with Canagarajah (2016), who posits that non-native speakers can succeed in academia by remaining persistent and adaptable to the demands of the publishing process.

In conclusion, the experiences of non-native English-speaking researchers in Türkiye highlight the importance of improving language proficiency, engaging in continuous reading and writing practice, and valuing constructive feedback. It is crucial for researchers to remain resilient and persistent in the face of challenges and biases. By fostering a supportive environment and promoting fair review practices, the academic community can help non-native English-speaking researchers contribute valuable research to their fields.

The experiences of non-native English speakers in Türkiye regarding the importance of English language proficiency in academic success, the benefits of publishing in English and the challenges they face in a competitive academic environment are examined in depth.

Researchers emphasize that English listening and speaking skills may not be necessary for academic success but become crucial when attending international conferences and congresses.

A3: *“My articles in English provided an opportunity to reach a wider audience in the international arena. In this way, the impact and awareness of my work have increased. The feedback and citations I receive in my English-language articles show that my work is valued and appreciated by other researchers. I have also had opportunities to present at international conferences and collaborate with researchers in other countries. These experiences have contributed to my development in my career and research field.”*

This observation is supported by Chapple and Murphy (2017), who argue that English proficiency is essential for effective communication and networking at international academic events. He reports that publishing in English allows them to reach a wider global audience, thereby increasing the impact and visibility of their research. This is consistent with Lillis and Curry (2010), who found that publishing in English connects researchers with a global academic community and increases the international recognition of their work.

Scholars (A1) also mention opportunities to present at international conferences and collaborate with researchers from other countries, supporting the idea of increased networking opportunities (Belcher, 2007).

A1: *“English listening and speaking skills are not essential for academic success, but they become important when you attend large conferences and congresses. Consider taking English-speaking courses.”*

It recognizes the highly competitive nature of academic publishing and highlights the need to produce high-quality English-language articles to gain an edge.”

A4: *“Since publishing is very competitive, writing the best English articles provides a significant advantage. Therefore, it is necessary to pay attention to profiling and write correctly before submitting to journals.”*

A8: *“Some societies are prevented from participating in the race in technology. There is this competition in the software field.”*

This is in line with Hyland (2016), who emphasizes the importance of effectively communicating research findings in English for success in the global academic community. Researchers recommend careful editing and proper writing before submitting manuscripts, in line with Swales and Feak's (2012) recommendations for producing well-structured, understandable, and concise academic articles.

Some researchers mention that certain societies face barriers to participating in the technology race, reflecting Graham's (2014) findings regarding global digital inequalities. This highlights the significance of providing equal opportunities and support to non-native English speakers in technology-related fields.

In conclusion, the experiences of non-native English speakers in Türkiye highlight the importance of English proficiency in academic success, the benefits of publishing in English, and the need to navigate a competitive academic environment. It is essential that non-native researchers continually improve their English skills, produce high-quality articles, and seek equal opportunities in technology-related fields. By fostering a supportive environment and promoting equal opportunities, the academic community can empower non-native English speakers to contribute valuable research to their field.

8. CONCLUSION

Academic writing constitutes a crucial aspect of scholarly communication and professional development for researchers worldwide, especially in English-speaking academic contexts. Given the various themes discussed in this paper, several key insights and recommendations for non-native English-speaking researchers will be unearthed. These insights are likely to enhance non-native English-speaking researchers' academic writing skills and success in the global academic community.

Firstly, English language proficiency plays a vital role in academic writing and overall academic success. Researchers should invest in improving their English skills through language courses, targeted training, and practice, focusing on grammar and vocabulary and listening, speaking, and reading comprehension.

Secondly, the quality and clarity of academic writing are essential to effectively communicate research findings and gain recognition in the competitive academic publishing landscape. Non-native English-speaking researchers should try to produce well-structured, clear, and concise articles by adhering to proper writing conventions and proofreading their manuscripts before submission.

Thirdly, researchers should be aware of the challenges and barriers some non-native English-speaking researchers may face, such as biases or unequal opportunities in specific fields. Promoting a supportive and inclusive academic environment and advocating for equitable access to resources and opportunities for all researchers, regardless of their linguistic or cultural background is crucial.

Fourthly, collaboration and networking play a significant role in the growth and development of researchers. Non-native English-speaking researchers should actively engage in international conferences, collaborate with researchers from other countries, and participate in scholarly dialogues to broaden their perspectives and increase their global visibility.

Fifthly, academic writing is an ongoing learning process that requires continuous practice, feedback, and improvement. Researchers should actively get and incorporate feedback from peers, mentors, and reviewers, as well as learn from the experiences of other researchers in their field to continually enhance their writing skills and adapt to evolving academic standards and expectations.

Lastly, academic writing transcends linguistic proficiency and encompasses various individual factors, such as cognitive ability, self-regulation, and previous educational experiences. Researchers and educators should adopt a holistic approach to supporting non-native English-speaking students and researchers, addressing not only language proficiency but also other factors contributing to academic success.

The opinions of academics about scientific writing in English were determined through interviews conducted within the scope of the study. Some academics participating in the research emphasized the importance of scientific articles in English and stated that they provide effective communication in the international arena. Some academics talked about the difficulties of the English writing process and stated that language skills should be improved. There may be differences in these considerations among the participants.

The writing strategies used by academics were explored as part of the study. In the interviews, the participants discussed different strategies, including conducting research, organizing data, structuring the article, and working with references, and stating that the topics covered. For example, some academics stated that they wrote a draft and then proceeded to the editing and revision process. These strategies may vary depending on the preferences and experiences of the participants.

Academics face various challenges when writing academic papers. According to the opinions of the academicians participating in the research, difficulties, such as language barriers, use of technical terminology, finding appropriate resources, time management in the writing process, structuring the writing and using an appropriate academic style, are among the issues frequently encountered.

In addition, the competitive nature of the article in the publication process and the evaluation processes also appear as some challenges. In general, academics think that their research article has been accepted when the content is strong and is written in accordance with the rules of the journal. Even if they get rejected, they believe that their article is published when the requested editing is done. However, some academics in Türkiye believe there are biased referees and editors. These academics feel they are disadvantageous just because of their nationality. They think the editors regard the academic papers from Türkiye as papers written in Middle-East mentality so that it will be low-quality.

The opinions of academicians on the writing of different parts of a scientific article were examined within the scope of the research. Participants emphasized the importance of the introduction and stated that factors, such as literature review, theoretical framework and determination of research questions should be addressed in this section. In the method section, it is stated that it is necessary to focus on subjects, such as data collection methods, sampling, and data analysis. In the findings section, it was emphasized that the presentation and interpretation of the obtained data are essential. In the conclusion part, the general evaluation of the research and the implications of the findings should be included. These views may differ depending on the experiences and disciplines of the participants.

Therefore, academic writing is a multifaceted endeavor that demands constant growth, adaptation, and perseverance from non-native English-speaking researchers. By recognizing the importance of English proficiency, fostering a supportive academic environment, and implementing a holistic approach to academic writing, researchers can effectively overcome the complex landscape of academic publishing and contribute valuable knowledge to their respective fields.

To sum up, the participation of academics from different universities will shed light on the various aspects of the academic writing process. This research is expected to contribute to the academic world by identifying existing English academic writing skills needs through interview data. This study will likely serve as a guiding resource for future academics in the field of writing and publishing research articles in scientific domains. The findings of this study may support the development of a more effective and needs-based English language curriculum for academic purposes, the updating of existing courses, and the organization of seminars and training sessions on publishing in English in scientific journals. Additionally, it may provide up-to-date data for academic writing centers within universities.

9. LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The findings about academics' experiences with scientific writing and publishing processes, their challenges, their writing strategies, motivations, and feelings are specific to this thesis study setting. The limited number of participants is insufficient to generalize in the Türkiye context. Another limitation may be the variety of the universities included in this study. The participants from various universities with different disciplinary areas could have created more reliable and generalized results.

In further studies, the number of participants may be increased. Since this study is a case study, more participants might not be practical for an in-depth analysis. Therefore, another type of data collection technique might be used. The questionnaire called ENEIDA to search publication experiences in scientific journals in English and Spanish (Gea-Valor et al., 2014; Moreno et al., 2013) can be used. The ENEIDA questionnaire, used as a source of inspiration for interview questions in this study, can be translated into Turkish and sent to several universities online. In this way, collecting more data from several academics at a time might be possible.

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APPENDICIES

Appendix A: Interview Questions

1. Could you introduce yourself? (e.g., your name, surname, institution you work for, discipline area you work in, and work experience)
2. What is your level of proficiency in the English language?
3. How do you feel in the processes of writing and publishing research articles in English and Turkish? Which language do you prefer over the other and why?
4. Do you write your articles in the native language and then translate them into English?
5. Do you think academic English is different from everyday English? What differences are there?
6. Which English language skills (listening, speaking, writing, reading) do you think contributed the most to academic writing?
7. Do you have difficulties in writing articles in English? If yes, what are they?
8. How did you deal with these challenges?
9. As a researcher whose native language is not English, what are your strengths and weaknesses when writing articles in English?
10. When you think about the parts of your article (title, abstract, introduction, literature review, method, findings, discussion, conclusion, recommendations, bibliography, appendices), which do you have difficulty writing in English and why?
11. Do you have academic writing strategies, and if so, what are they?
12. Do you have a tool/application that you use while writing an article in English?
13. Did you get help from a native English speaker while writing an article? If yes, at what stage did you take it?
14. How has your time as an academic affected your academic writing skills?
15. Can you tell us about your first article publishing experience?
16. How many articles have you published so far?
17. Do you think there is a difference between writing a qualitative or quantitative study in English?
18. What kind of comments do you usually get from reviewers/editors?

19. What do you think about the referees' comments?
20. Have you ever thought that the referees were biased because your mother tongue is not English?
21. Does your university offer any courses on academic writing? Did you take these courses?
22. Why did you choose (not) the courses?
23. What do you think the content and processing of the academic writing course should be?
24. Based on your academic writing experiences, what kind of suggestions would you like to give those just starting out in academic life?

The table below regarding the presentation of information on demographic distributions is provided as a template.

Appendix B: Ethical Permission



ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
28.04.2023	4	2023-299

KARAR NO: 2023-299
Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Ceren DOĞAN'ın Dr. Öğr. Üyesi Betül BAL GEZEGİN danışmanlığında "Türk Araştırmacıların İngilizce Bilimsel Makale Yazma-Yayınlama Süreçlerine Bakış Açılarının İncelenmesi" isimli yüksek lisans tezine ilişkin mülakat çalışmasını içeren 114828 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Ceren DOĞAN'ın Dr. Öğr. Üyesi Betül BAL GEZEGİN danışmanlığında "Türk Araştırmacıların İngilizce Bilimsel Makale Yazma-Yayınlama Süreçlerine Bakış Açılarının İncelenmesi" isimli yüksek lisans tezine ilişkin mülakat çalışmasının kabulüne oy birliği ile karar verildi.

CURRICULUM VITAE

Ceren Doğan graduated from Gazi University, Faculty of Education, English Language Teaching Program in 2019. After her graduation, she enrolled in the English Language Teaching Program at Ondokuz Mayıs University for her master's program. She has been working as an English Teacher at a state school. She knows an advanced level of English. Her main interest areas are Foreign Language Teaching and Approaches to Language Teaching.

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Publications:

1. Doğan, C. and Gezegin, B., B. (2022). *An Overviewing of Online Learning Challenges and Prospects*. In S. Uçar & E. Zarfsız (Eds.), *Key Concepts in Online Learning: A Comprehensive Guide for Pre-service and In-service Teachers* (7-28). Efe Academy Publishing