

Writing for Journal Publication: An Overview of NNES Challenges and Strategies

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After a brief discussion of the importance of publishing in academic journals, this paper provides an overview of studies on writing for publication of NNES (non-native English speaking) writers. Based on the related literature, different language problems facing NNES contributors, from the perspective of both NNES writers and journal editors, as well as strategies used to cope with challenges in writing for publication will be discussed.

Key Words: writing for publication, refereed journals, NNES problems

1 Introduction

Nowadays, there is mounting pressure on scholars, both novice and experienced, to publish in refereed journals given the prevailing “publish or perish” mentality in academia. Publishing in journals, whether online or on paper, serves to share the latest findings with the rest of the world. Publishing in refereed academic journals, according to Belcher (2007), is “a high stakes game upon which hiring, promotion, and continued employment can depend” (Belcher, 2007, p.3). Making a contribution to science and knowledge does not end with completion of research. The researcher is expected to share the findings, if valuable, with peers and experts in the field to advance knowledge. If the findings of a worthy research study remain unpublished and thus unshared, then what is the point of allocating considerable resources to conducting research? In fact, publishing the research is the fruition of this process.

Getting an academic paper published is not a simple, one-shot attempt but rather a complex and sometimes a lengthy process (Figure 1, Appendix A) which consists of a number of steps including writing up the research in a way that is worthy of being published, finding the right journal, making changes in the text according to the requirements and formats specified in the target journal, preparing a submission letter or email, responding to the feedback (if not outright rejected, in which case one has to find another journal), revising by oneself or asking for help, not giving up if again asked

to revise, sometimes negotiating with editors or reviewers and waiting patiently for the editorial decision.

Even though research articles are in the domain of public genre (Swales, 1996) and are available to graduate students, they are in fact finished products. What graduate students as novices in the academia do not have much experience with and access to is the underlying process involved which has led to the publication of a given research article. What happens between the two points of preparing to submit an article and the actual publication of the article in a refereed journal is actually a chain of actions and stages not easily visible to novice writers and graduate students. According to Pecorari (2006), “publishing a research article (a public genre) involves producing ancillary texts such as a submission letter and responses to reviewers’ comments, which are occluded genres” (p.3). How graduate students as novice academic writers can get acquainted with these processes and learn writing to get published in refereed journals has been the subject of discussion and investigation. Some studies have dealt with challenges in the process of writing for publication; some others have taken a step further and have delved into strategies used to cope with these challenges and difficulties. What follows is a review of 13 selected studies focusing on writing for publication¹,

2 Review of Related Literature

In this section, following an overview of the related studies done so far, for the purposes of this review, the selected studies on writing for publication in refereed journals will be divided into the two following broad categories:

- (a) Studies on problems of writing for publication from the perspective of writers and editors
- (b) Studies on strategies used to cope with challenges in writing for publication

(A summary of all the 13 reviewed studies is provided in the Appendix B).

In the past two decades, there has been a surge in studies addressing writing for publication. In the 1990s, seminal studies were performed in this vein. (Gosden, 1992, 1996; Flowerdew, 1999a, 1999b). After the turning of the century, research on writing for publication gained further momentum as evidenced by further studies done by Flowerdew(2000, 2001), Li (2006a, 2006b, 2007), Flowerdew and Li (2007), S. Cho (2004), D.W. Cho (2009) and Cheung (2010). Interest in this area of inquiry even resulted in the creation of a new term, *English for Research Publication Purposes* (ERPP),

¹ Writing for publication in this literature review refers to writing to get articles published in scholarly refereed journals.

leading to a special issue on ERPP in the Journal of English for Academic Purposes in 2008 (Cargill & Burgess, 2008).The studies targeting challenges involved in writing for publication are discussed below.

(a) NNES problems in writing for publication: the perspective of writers and editors

As shown in Table 1, the first group of studies to be discussed deal directly with difficulties and problems NNES² writers face in writing for publication in refereed journals. It is also indicated whether the writers or editors' perspective or both are used.

Table 1: Studies on NNES Writer' Problems of Writing for Publication

	Perceived Problems	Writers' Perspective	Editors' Perspective
Gosden (1992)	-Discourse level (incoherent topic progression and ideas) issues more important than surface level errors - sentence level errors, unclear argument, awkward constructions and unfamiliar lexical choices	-	✓
Gosden (1996)	grammatical, syntactic and lexical rather than discourse level issues	✓	-
Flowerdew (1999a)	language problems in general; feeling of being at a disadvantage compared to NES contributors	✓	-
Flowerdew (1999b)	less facility of expression; takes them longer to write; a less rich vocabulary ;difficult to make claims with force influenced by L1 Writing qualitative harder than quantitative Use simple style; introduction/discussion most difficult parts	✓	-
Flowerdew (2000)	language barrier, feeling bad by being marked off as NNES in the feedback	✓	✓

² In this literature review, NNES and NES stand for non-native English speaking and native English speaking respectively.

Flowerdew (2001)	surface errors (lexico-grammatical and structural errors); parochialism;no authorial voice.	-	✓
Cho (2004)	language barriers (choice of lexis, grammar, and organizing ideas); harsh tone of editors' feedback	✓	-
Cho (2009)	linguistic features (grammar; vocabulary) deemed more difficult than meta-linguistic features such as overall paper organization and paragraph development	✓	-

The prototype study along these lines was a 1992 study by Gosden (1992). Despite its limitations, this study is worthwhile since it served to open a line of inquiries that has been carried on by some other researchers in the past two decades. In this research survey, 116 editors in North America and the U.K. responded to a survey, in which they commented on what caused the acceptance or rejection of a paper in particular with regard to language-related criteria. The respondents were asked to comment on ten aspects which may most influence consideration of NNES researchers' papers. Interestingly, at the top of the list, the discourse level matters of "logical and clear linking of sentences for the readers" and "development of the topic from sentence to sentence in a coherent way" were ranked as more influential compared to "use of grammatically correct sentences", while matters of style and register and "use of a wide range of vocabulary" were ranked as bearing the least influence (Gosden, 1992, p.126). Some language problems were: sentence level errors, unclear argument, "awkward constructions" and "idiosyncratic lexical choices" (Gosden, 1992, p.132). The editors tended to agree that the true value of a good piece of research may be disguised by its poor reporting at the initial review. It should be noted, however, that the editors in this study were asked to comment on language-related problems of "NNES" contributors, which is a broad category and the problems may vary depending on the person's first language. Also, the comments were based on the participant editors' personal experience which is not generalizable to all editors.

In a subsequent study, Gosden (1996) carried out another study but this time he interviewed 16 Japanese doctoral students of science who had submitted at least a paper and had received feedback. As for revision processes between drafts, 50% of this sample of scholars said that the revision process mostly has to do with grammatical revision rather than changes at the discourse level. Gosden (1996) also mentioned that not providing "appropriate criticism of previous research and clear statements of their own justification for research" was a further problem for NNES scholars

(Gosden 1996, p.123). Of course, the results of his study were only based on subjective verbal reports of the interviewees.

In four momentous studies, Flowerdew (1999a, 1999b, 2000, 2001) looked further into the issues confronting NNES research article writers. Flowerdew's (1999a) survey on 585 Hong Kong scholars from different fields indicated that most of these scholars felt themselves at a disadvantage when writing articles in English, as compared with their NES peers. His findings, while valuable, broadly reported problems but did not clearly specify them. In his second famous study, however, Flowerdew (1999b) identified the problems of 26 Hong Kong scholars in publishing their articles in various fields. As shown in Table 2, the problems he found by interviewing the participants included: not having "facility of expression", "time needed to write", lacking rich "vocabulary", not having the "capability in making claims for their research with the appropriate amount of force", "first language interference in the composition process", and "[difficulty in writing] introductions and discussions" (Flowerdew, 1999b, pp. 255-7).

A year later, influenced by then a novel and popular notion of communities of practice (Lave & Wenger, 1991; Wenger, 1998), Flowerdew (2000) applied the notions of learning as peripheral participation (Lave & Wenger, 1991; Wenger, 1998) and discourse community (Swales, 1990) to interpret the difficulties of a NNES scholar from Hong Kong in attempting to publish an academic paper in an international refereed journal in English. Flowerdew (2000) carefully followed the process the participant went through in writing and publishing his article. After being rejected on his first try, the participant was advised and encouraged to submit to another journal. The feedback he received indicated "language mistakes that interfered with clarity and obscure meaning" (Flowerdew, 2000, p.137). Even though he made some revisions with the help of an editor he had access to, the journal did not find these revisions sufficient and satisfactory. Finally, the journal offered to help with editing, but the copy editor of the journal made dramatic changes to the paper and cut the paper from 43 to 29 pages. "Entire paragraphs were removed, and virtually every sentence was rewritten" (Flowerdew, 2000, p. 139). The participant of course negotiated about some parts but finally agreed to the changes made. What made the participant feel bad and probably resentful about the feedback from some editors was that "in the first two sentences it will say this is definitely not written by a native speaker" (Flowerdew, 2000, p.135), which can unfortunately break the spirit of an enthusiastic yet novice author who is trying to gain membership of and acceptance into his or her community. The problems reported in this case study of course need to be treated with caution as some of the reported problems may be partly specific to this case only and may not be the case with others (Dornyei, 2007). However, this study was extremely valuable in that it went beyond mere perceptions of the writers to follow the author in the stages of writing for publication process. This process-oriented study

followed the writer from the very first draft to the accepted and published stage.

In 2001, Flowerdew, who has been a journal editor himself, in a study similar to Gosden's (1992) survey of editors, interviewed eleven journal editors in an attempt to identify the problems which NNES researchers face in getting their research published from the viewpoint of editors. He reported "absence of authorial voice" as another problem in addition to the surface or lexico-grammatical and structural errors of NNES contributors (Flowerdew, 2001, pp. 137-140). It should be noted that Gosden (1992) surveyed editors from journals in hard sciences (physics, chemistry, and biology), whereas Flowerdew's interviewees were from leading international journals in applied linguistics and English language teaching.

Finally, two other studies by S. Cho (2004) and D. W. Cho (2009) conclude this section. Framed by the concept of communities of practices (Lave & Wenger, 1991; Wenger, 1998 cited in Li, 2007 p.55), legitimate peripheral participation (Lave & Wenger, 1991; Wenger, 1998) and the notion of situated knowledge (Haraway, 1988), Cho (2004) conducted in-depth interviews with four NNES doctoral students (in education, communication, and psychology) in the United States to probe into the challenges NNES doctoral students experience in publishing their research in journals. While the participants acknowledged their language barriers, they found the critical and harsh tone of editors and reviewers to be too frustrating and somewhat discouraging. But unlike Flowerdew's (1990a, 2000) studies, the participants in Cho's (2004) study, did not seem to feel that the reviewers and editors were biased against their research because of their status as NNES contributors. In 2009, D. W. Cho performed a similar study in the context of Korea. First, 59 professors and 271 graduate students responded to the questionnaires. Subsequently, five graduate students and three professors were interviewed. A considerable number of participants (seventy four percent of the graduate students) said that language problems hampered their efforts in writing to get published. Surprisingly, there was a marked discrepancy between what was perceived important on the one hand and what was perceived as difficult on the other. Whereas discourse level, meta-linguistic features such as overall paper organization and paragraph development were considered to be more important than linguistic features, the latter aspects were perceived to be more difficult than the former, which is unexpected and I think needs further investigation. Another interesting feature of this study was that it asked the respondents to rank the difficulty level of grammatical points and sentence structure. Articles and prepositions were ranked as the most and the second most troublesome points respectively, followed by conjunctions, tenses, voices, gerunds and infinitives, singulars and plurals and *-ed* versus *-ing*. What makes this study particularly interesting and informative is that it was the first and only study that

investigated the specifics of grammatical difficulties experienced by NNES writers.

To conclude, the problems confronting NNES writers in writing for publication in refereed journals can be divided into three broad groups (as shown in Table 2):

- (a) Sentence level : including surface features i.e. grammar, lexis, and structure
- (b) Discourse level: including organization of propositions and the overall flow of the paper
- (c) Rhetorical level (including claim or voice and the force with which argument is presented)

Table 2. Problems Confronting NNESs in Writing for Publication

	Sentence Level	Discourse Level	Rhetorical Level
Gosden (1992)	✓	✓	–
Gosden (1996)	✓	✓	–
Flowerdew (1999a)	✓	✓	–
Flowerdew (1999b)	✓	✓	✓
Flowerdew (2000)	✓	✓	–
Flowerdew (2001)	✓	✓	✓
Cho (2004)	✓	✓	–
Cho (2009)	✓	✓	–

(b) Strategies for writing to get published in journals

As indicated in Table 3, of all the studies reviewed, only three dealt directly with strategies used by NNESs in writing for publication. Cho (2004) in his study interviewed four doctoral students in education, communication, and psychology. The coping strategies the participants mentioned included working collaboratively with professors and negotiating with editors and reviewers even persuading them to reconsider.

Table 3: Strategies to Overcome Problems in Publishing

Strategies	
Cheung (2010)	selecting a familiar area of study reading past issues of the targeted journals, seeking editorial assistance from supervisors
Cho (2004)	collaboration with professors feedback from NESs raising questions about the feedback persuading reviewers to reconsider the content
Li (2007)	Interacting with the local research community Critically analyzing one's work Using LI to Sharpen Meaning Seeking Textual Mentorship Impressing referees by boosting "bright points" of one's work and citing the home group's work keeping in line with the expectation of his target journal
Gosden (1996)	using L1-L2 translation as a strategy lifting expressions and idioms

In the same vein, Li (2007) did a case study involving a third year doctoral student of chemistry at a major Chinese university, for whom the publication of articles in English journals was a graduation requirement. The study followed the participant's process of writing the first draft of his first-authored article. The participant managed to interact both with his local and global research communities. At the local level, he consulted with his labmates and supervisor. To interact with the global level, he tried to read similar research in his field, closely analysed the texts and tried to emulate them, which Li (2007) referred to as "textual mentorship" (Li, 2007, p. 67). Finally, Cheung's (2010) research investigated the strategies utilized by applied linguistics doctoral students in Hong Kong to publish their work in a refereed journal in English. The strategies they used were: choosing an area they were familiar with, consulting professors and advisors, and reading the past issues of the target journals.

In addition to the above-mentioned strategies, in Gosden's (1996) study, 80% of the participants said they wrote first in Japanese and then translated to English phrase by phrase. Another strategy that all the participants mentioned was they lifted words and "very smart expressions and idioms" from published articles (Gosden, 1996, p.118).

Taken together, the above-mentioned studies point out some key strategies for publishing in refereed journals. They include: interacting with scholars in the discourse community of one's discipline; using a NES colleague or mentor as co-author; using a NES colleague at various stages of drafting; making use of peer help in reviewing writing; structuring the argument in an

appropriate manner; expressing one's voice appropriately; and using persuasive language, where appropriate.

While these strategies have been used successfully by NNES contributors, it is reasonable to think that the inventory for the strategies particular to writing for publication is far from being complete. In addition, the question arises as to whether NESs use the same or different strategies. Also, it would be interesting to find out whether such strategies are individual, disciplinary or context specific.

3 Other Related Studies

In this section, three significant process-focused studies related to writing for journal publication which do not fit into the above-mentioned categories but are of academic merit will be discussed.

In 2006, Li conducted two informative case studies, first on a doctoral student of computer science and the second on a doctoral student of chemistry. In the first study (Li 2006a), the participant was trying to publish the Chinese and English versions of one article in a domestic and overseas journal respectively. What makes this study distinctly different from other similar ones is that besides being process-focused, the researcher actually at some points edited the paper. Whether the involvement of the researcher as a language editor in this study is an advantage or drawback is a matter of debate. The participant used the references as a model with respect to both the textual and rhetorical features. In fact, what she did can be called "textual plagiarism" (Pecorari, 2003, p. 318). In the interview, she thought it was justified and appropriate. Regarding the feedback from journals, she said the feedback from the Chinese journal was "very unprofessional" (Li, 2006a, p. 175), but the comments from the foreign editor were "correct". It should be noted that she did not completely accept the comments and somehow resisted and negotiated, and finally got the acceptance. In the second socio-political case study, using the perspectives of situated learning and legitimate peripheral participation (Lave & Wenger, 1991; Wenger, 1998), Li (2006b) delved into the process of a novice scholar's writing-for-publication with regard to the power relations between the novice author, his supervisor and journal editors. Interestingly, upon being rejected on first attempt, he was encouraged to appeal and was helped by his two supervisors, which finally led to the acceptance of the appeal and hence publication of the article. The participation of the supervisors and incorporation of their comments as well as not giving up and questioning the initial rejection seem to have worked in his favor. It appears that his supervisors were familiar with some disciplinary norms as well as rhetorical matters, which he was unfamiliar with. This aspect of writing for publication deserves further exploration in future studies.

Finally, the third study in this section is the study by Flowerdew and Li (2007). Prior to 2007, the studies mostly had focused on the writer (or

editor) of the research article. Flowerdew and Li (2007) performed a groundbreaking study in 2007, this study is magnificent since the researchers considered the fact that nowadays, authors, particularly NNESSs, may get help from available NES or NNESS colleagues, friends, spouses, even copy editors, who are collectively referred to in their study as “shapers” in the process of manuscript preparation (Flowerdew & Li, 2007, p.100). In this study, the three sources of help with English are considered to be: supervisors, peers, and language professionals. The strengths and weaknesses of each of these sources in shaping the manuscript were analyzed using interviews with twelve students (in five disciplines) and four supervisors of three of the physics these participants. As regards supervisors’ help, two problems were identified: first the supervisors may be too busy to give careful and thorough feedback and second the supervisors’ experiences vary — those who have rich or international writing experience can provide more efficient feedback. Peer feedback, though found to be highly valued by the respondents, is not always preferable to other sources of help; some participants said peers whose assistance is sought may expect co-authorship, which is not always favorable. This causes some novice authors to turn to language professionals in particular those with EAP (English for Academic Purposes) experience, if available. It was found the participants preferred to have a face-to-face access rather than other modes of communication with the language expert so that they could bring up their intentions of writing a particular sentence in a specific way. Flowerdew and Li’s (2007) study was a very informative one; they focused on the human sources of help. I think, given the advancement of modern technology, other studies are needed which address alternative sources of assistance available to students and scholars, for instance the internet, blogs, online and printed articles, the facility and possibility of “cut and paste” provided by new software, the danger and role of “textual borrowing” (Shi, 2004) and intellectual theft.

4 Concluding Remarks

The literature just referred to indicates the key areas where NNESS researchers encounter problems in writing for publication in journals. The language problems are mostly in one of the three categories of: (a) sentence level that is surface features i.e. grammar, lexis, and structure, (b) discourse level including organization of propositions and the overall flow of the paper, and (c) rhetorical level that is claim or voice and the force with which argument is presented. Among the strategies employed by NNESS researchers to cope with language problems in writing for publication, collaborating with professors and NES researchers, getting feedback from peers, and learning fruitfully from published articles in target journals and re-using commonly used words and expressions seem to be particularly important. However, care should be taken not to violate the academic integrity by inappropriately lifting words

and ideas which are considered intellectual property. In order to address these and other problems in NNES researchers' writing for journal publication, both researchers and academic institutions have a responsibility. NNES can enlist the help of a NES friend, colleague or professional writing experts at writing centres, if available. Academic institutions can also provide and promote ERPP (English for Research Publication Purposes) programs to the NNES faculty and graduate students.

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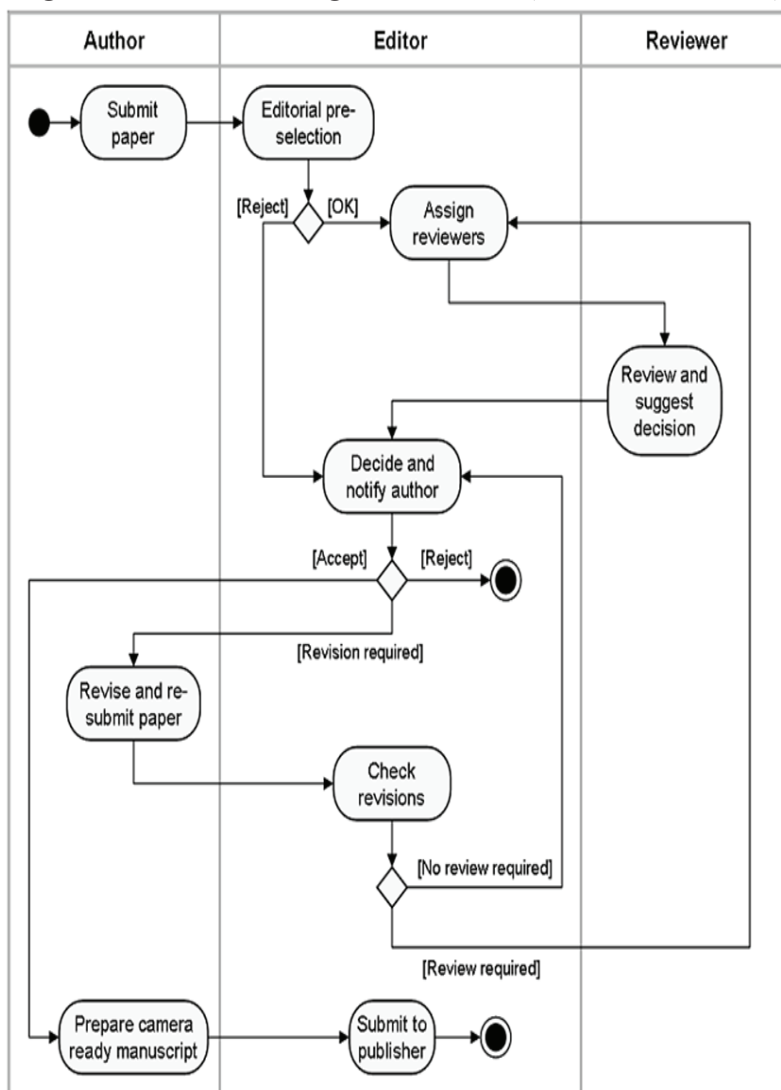
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Appendix

A. Figure 1: Process of Writing for Publication (Michael Derntl, 2009)



B. OVERVIEW OF STUDIES ON WRITING FOR PUBLICATION

OVERVIEW OF STUDIES ON WRITING FOR PUBLICATION					
Study	Participants and Setting	Data Source	Research Focus	Major Findings	Implications/Suggestions
Gosden (1992)	36 science journal editors	questionnaire	factors that influence consideration of submitted papers by editors	(a) Logical/clear argument /ideas more important than grammatical accuracy (b) The value and quality of research may be disguised by poor quality of its reporting.	Language support to assist NNES in rewriting RA drafts and polishing texts prior to submission
Gosdon (1996)	16 Japanese doctoral students in applied physics, chemistry, and cell biology at a science and technology university in Tokyo	interview	(a) how NNS researchers constructed their research papers in English, (b) how they dealt with L1 to L2 translation, and (c) what they did in between their drafts to revise their papers in	-Participants used L1-L2 translation, lifted vocabulary from other papers -revision processes between drafts mostly correcting grammar and sentence structure and improving vocabulary	Raising awareness about conventions of academic discourse from the dual perspectives of language and the subculture of the world of scientific research

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Flowerdew (1999)a	585 Hong Kong scholars, Cantonese first language, from different disciplines	Survey questionnaire	response to critique (a) the exposure of these scholars to English? (b) Their attitudes toward publishing in English?(c) their problems?(d) Their strategies for successful publishing?(e) changes to language of publication after Hong Kong sovereignty?	-68% of respondents felt they were at a disadvantage when writing for publication in English compared to NSs -51% indicated they had technical problems with the language -67% of their published work in refereed journals was collaborative	-training in writing for publication -editorial support -creating opportunities for international academic exchange
Flowerdew (1999)b	26 Hong Kong scholars from various disciplines at different universities	interview	(a) the problems which confront NNES scholars in writing for publication in English and which -(b) the reasons	<i>Problems of NNES:</i> (a) less facility of expression; (b) longer time to write; (c) a less rich vocabulary; (d) difficult to make claims with force influenced by L1; (e) Writing qualitative	-One-on-one supervision -editing service -help with persuasive style of writing needed -raising awareness of editors of NNSs' problems, -pair NNS scholars with

Flowerdew (2000)	A NNS Hong Kong scholar returning from U.S. at a Hong Kong University	Interviews Drafts correspondence with editor/ reviewer	they feel disadvantaged vis-à-vis NESs	harder than quantitative;(f) prefer simplestyle;(g)introduction/discussion most difficult parts	NS mentors
Flowerdew (2001)	11 editors of 12 leading international journals in applied linguistics and English language teaching	Interview	publication process and experiences of a NNES researcher seeking international publication in English?	-Participant had language problems & felt isolated from the mainstream -had to spend more time editing than a NES -editor cut out a considerable part of text before acceptance	-NNS scholars better work with a specialist in the discipline and a nonspecialist NES -more exchange between periphery and centre scholars needed
			(a)attitudes of editors and reviewers to NNS contributions (b)problematic aspects and positive attributes of NNES contributors	- <i>Editors claimed to be equally fair to both NES and NNES</i> - <i>reported problems:</i> (a)surface errors;(b) parochialism;(c)no authorial voice - <i>Positive aspects:</i> (a) maintaining the international nature of journals; ability to investigate issues that	Raising editors' awareness regarding differences and similarities

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Li (2006a) [#]	a doctoral student of computer science in China	both Chinese and English versions of article interview	how novice scholars are engaged in knowledge construction in negotiation with local and international discourse communities	the student's practices of negotiation with her target communities closely related to her novice status; she used textual modeling, considered feedback critically	might not occur to researchers in the centre; and their ability to alert the centre to research undertaken in other scholarly traditions
Li (2006b) ^h	a doctoral student of physics at a Chinese research university	interviews drafts and email correspondence	the process of a NNS first-authoring a paper for international publication	incorporating supervisors' comments and negotiating with editor helped to publish	teaching writing for publication as a genre and familiarizing students with politics of writing for NNES writers
Li (2007)	a graduate student of chemistry at a Chinese	student's process logs, developing	a NNES graduate student's engagement with his community of	<i>Strategies:</i> (a) Interacting with the local research community (b) Critically	-Pedagogical support -Raising students' awareness of norms -cultivating a "critical

<p>Flowerdew and Li (2007)</p>	<p>university</p>	<p>text, message exchanges and post-hoc interview</p>	<p>practice and his process of writing the first draft of an RA in English for publication</p>	<p>analyzing one's work(c)Using LI to Sharpen Meaning (d)Seeking Textual Mentorship(e) Impressing referees by boosting "bright points" of one's work and citing the home group's work(f)keeping in line with the expectation of his target journal(g)keeping a record of one's own writing process and engaging in an intraview</p>	<p>awareness" in them in interaction with the "global" discourse community</p>
	<p>12 students (in five disciplines) and four supervisors of three of the physics student at a major research university in</p>	<p>interviews emails manuscripts being shaped for publication</p>	<p>The role of supervisors, peers, and language professionals in shaping the article</p>	<p>manuscripts had not been sufficiently edited prior to submission -grammar needed revision; clarity of presentation was poor; wording too difficult to follow</p>	<p>-NNES scholars' better access to editorial services, science specialists and language professionals -offering of mentoring service or editorial help from the journals</p>

Writing for Journal Publication:
An Overview of NNES Challenges and Strategies

Cho (2004)	mainland China	Four NNES doctoral students in the U.S. who had submitted at least one paper to a refereed journal in English, and gotten reviewer feedback	interview one case of journal reviewers' comments, and the actual research papers	<p>-(a)challenges NNS doctoral students experience in publishing articles</p> <p>-(b)strategies used to cope with these challenges</p>	<p><i>Perceived problems:</i> language barriers; harsh tone of editors' feedback</p> <p><i>Strategies:</i>co-authoring, conducting certain types of research, getting NES assistance, making the most use of local knowledge, and negotiating feedback from journals</p>	It is critical to create a space for various voices in the Center publishing communities
Cho (2009)	NNES graduate students and faculty members at a research university in Korea	Two questionnaires interviews	issues that NNES graduate and faculty have in publishing articles in scientific journals	<p><i>Problems:</i> -more difficulty with linguistic features (structure, grammar, vocabulary) than overall organization of the paper and paragraph development</p> <p>-feeling of being disadvantaged varied with</p>	<p>teaching journal paper writing to NNS graduate students in the science and engineering fields</p> <p>Having them acquire appropriate writing skills in English would increase their confidence in English and reduce the</p>	

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Cheung (2010)	six applied linguistics doctoral students at three public universities in Hong Kong	interviews	strategies to overcome the difficulties of getting published	writing experience and proficiency <i>strategies:</i> (a)selecting a familiar area of study (b)reading past issues of the targeted journals, (c)seeking editorial assistance from supervisors	extra burden on professors -hands-on training needed; -collaborating with peers under the guidance of advisors
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