THE UNIVERSITY OF SHEFFIELD

NNS Writers in Pursuit of Scholarly Publications: Case Studies from the Discipline of Medicine

A thesis submitted to the University of Sheffield

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This thesis is dedicated to all promising peripheral young ESP researchers.

I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has had to overcome while trying to succeed.

Booker T. Washington

Declaration and Inclusion of Conference Presentations

I, Neslihan ONDER OZDEMIR, certify that the thesis research has been conducted and written by me in light of my supervisor Dr Nigel HARWOOD's feedback and comments, which is approximately 83,780 words in length excluding the appendices.

This thesis was developed partly based on comments and questions from the oral presentations in the following conferences in which I presented some outcomes of my PhD research project:

- Onder, Ozdemir, N. (2016, July-August). Publish or perish in medicine. *2nd International Conference on 'Building Interdisciplinary Bridges across Cultures'* (BIBAC 2016). University of Cambridge, UK.
- Onder, Ozdemir, N. (2016, May). Prejudice and injustice in manuscript peer-review process: Myth or truth? *Kaleidoscope Graduate Student Research Conference*, University of Cambridge, Faculty of Education, UK.
- Onder, Ozdemir, N. (2016, March). Impact of being a non-native speaker in academia: Stories from medical specialists- "There are two sides to every question". *Annual STORIES Conference*, University of Oxford, Department of Education, UK.
- Onder, Ozdemir, N. (2016, January). Turkish medical specialists' voice. *3rd Sheffield Postgraduate Conference in Linguistics*, the University of Sheffield, UK.
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Writers in Pursuit of Scholarly Publications: Case Studies from the Discipline of Medicine

Abstract

Following Lillis and Curry (2010), in this longitudinal study, I investigated four Turkish medical specialists' experiences of publishing their research in English. I used a multiple case study design to study the medical specialists in a non-Anglophone 'peripheral' context, and I employed qualitative methods. I collected text histories during the medical research article submission process, including original successful and unsuccessful submissions, reviewers'/editors' comments, resubmissions, correspondence with the editor, editors' comments and decision letters. To collect specific data concerning the problems the specialists encountered, such as specific parts of the text that caused them problems, I also conducted discourse-based interviews with the medical specialists to triangulate the textual data. Thus, I was able to track academic text production and publishing experiences over two years. To the best of my knowledge, this is the first research in applied linguistics on medical specialists' publication practices in higher education.

The cross-case analysis revealed seven themes that were consistent among the four medical specialists: pressure on research and writing, the need for academic literacy brokering, wishing to write and publish in Turkish, distinctive features of Turkish academic and research culture, self-perceived prejudice against publications from peripheral researchers, co-authoring and feelings about reviewers' comments. There are three key contributions of the present research. First, the theme (presumed) Turkish reviewers/editors against Turkish authors emerging in two medical specialists' narratives revealed intra-peripheral tensions associated with publishing. Second, specific ideological perceptions of a powerful 'centre', and tensions perceived between specific religions (Islam and Judaism) in peripheral publication contexts. To the best of my knowledge, these two aspects in the context of publishing research articles have not been reported in applied linguistics before. Detailed accounts of the intervention of a range of literacy brokers, including reviewers, editors, editing and translation services, supervisor, colleagues in medicine and a native speaker English teacher, is the third contribution of the present PhD research project.

Acknowledgements

As a young ESP researcher, I am very happy to share my PhD thesis research on the trajectories of medical research article production in a peripheral country context. While I was conducting this research, there are people who supported and helped me make this research possible, which was my biggest dream since my undergraduate education.

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I am deeply thankful to my supervisor Dr Nigel Harwood who has been my supervisor in my MA and PhD education. Dr Nigel Harwood is the best lecturer I have met in my education life. His valuable comments, feedback on my research and encouragement for my international conference presentations and publication attempts as well as his patience are admirable during my post-graduate journey. Indeed, I am feeling very lucky to study under his supervision.

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I appreciate Emeritus Prof John Swales from the University of Michigan, the father of ESP, for his encouragement, his vital lessons for my professional life. I will always remember him with his prolific academic profile and the word "ancient" he uses to describe himself that I always have disagreed with.

I am very grateful to my husband and my best friend Huseyin Ozdemir and my family for their love, support and encouragement in every step of my life.

Finally, I am very happy to be a PhD candidate at the University of Sheffield and would like to express my heartfelt thanks to the university staff for their support during my study and professional development.

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CHAPTER 1: INTRODUCTION

1.0. Introduction

The aim of chapter 1 is to introduce the present study through providing a concise review of the salient discussions in the literature regarding English for publication purposes (1.1). Then, this chapter describes my motivation for the present PhD research project (1.2); the need for the present study (1.3); the aims of this thesis (1.4); the significance of the present research (1.5); and an overview of the thesis chapters to follow (1.6).

1.1. English for Publication Purposes

In today's globalised context, English is considered the 'default' language of science, technology and academic research dissemination (Bocanegra-Valle, 2014; Lillis & Curry, 2010). As of October 1 2016, according to the Institute of Scientific Information (ISI), 7763 English language journals are in the Science Citation Index Expanded, and 2908 English language journals are in the Social Science Citation Index (SSCI). The Science Citation Index (SCI) encompasses all sciences (Clarivate Analytics, 2016, Publisher Relations Support, personal communication, 4 October 2016).[1] These figures in both hard and soft sciences demonstrate the tendency of scholars to publish in English-medium publications worldwide and the importance of writing in English for publication across disciplines.

Thanks to their publications in English, researchers disseminate their findings to a wider audience to inform them of developments across local contexts (Hyland, 2016a). Also, English publications enable scholars to achieve a higher status and win research grants (Flowerdew, 2000). However, it is well-known that this growing interest and need to publish in English give rise to competition among universities and organisations internationally and comparison of researchers in developing and developed countries, which has recently been criticised by Hyland (2016a). Hyland describes how non-research active staff, who have historically focused on teaching, may lose their job or find themselves under pressure to publish—a situation that devalues and distorts the meaning of 'education,' with the rise in scholarly metrics and evaluation turning academics into knowledge-producing machines. This view is in line with Salager-Meyer's (2014) warning that highlights how publication in

[1] Clarivate Analytics was formally known as Thomson Reuters.

international[2] journals may have an effect on our career: "scholarly publications embody a great deal of power. They structure academic careers almost all over the world and in almost all disciplines" (p. 78).

John Swales (1987) is one of the pioneering researchers who focused attention on the research writing process of non-native speakers (NNSs)[3] with the statement that "[t]eaching research English, particularly the writing of papers, to [NNSs][4] has not been given the attention it needs" (p. 41). Since then, a large number of studies on publishing experiences of scholars have been conducted in a wide range of academic disciplines in different countries to identify the challenges of publishing in English, particularly for multilingual scholars.[5] For instance, the difficulties faced by NNS scholars have been discussed mainly with reference to two concerns briefly reported below: English language difficulties and other disadvantages, such as insufficient training in academic writing and lack of resources that will be discussed in chapter 2.

Hanauer and Englander (2013) stated that the difficulty of being a NNS "poses a hindrance and challenge to the continued generation of scientific knowledge", and argued that there is "a fair assumption and a claim that has some empirical support that second language scientists are at a disadvantage when it comes to publishing in English" (p. 1).

In addition to the discussions above, there are different perspectives on publication problems which focus on common characteristics shared by NSs and NNSs. For example, Swales (2004) claimed that

> "The difficulties typically experienced by NNS academics in writing English are (certain mechanics such as article usage aside) *au fond* pretty similar to those typically by native speakers" (p. 52).

Thus, in contrast to most of the research and discussion, according to Swales (2004), both NSs and NNSs have similar problems to publish (see also Canagarajah, 2006). Swales argues that the difference between NSs and NNSs is not English language, but

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[2] In the thesis, *international* refers to 'relating to or involving more than one nation/involving all nations' (but see Lillis & Curry, 2010, p. 170, about the debate surrounding this term and their discussion "internationally rather than international").

[3] The term *non-native English speaker* (NNS) refers to 'a researcher whose mother tongue and dominant spoken language is not English', whereas *native speaker* (NS) means 'a researcher whose mother tongue and dominant spoken language is English' throughout the thesis.

[4] I used square brackets, [ ], for the letters or words that I added to clarify the content throughout the thesis.

[5] In the thesis, the term *multilingual* refers to "[scholars] from outside Kachru's (1985) Inner Circle who use English as an additional language for international publication" (Uzuner, 2008, p. 250).

> "[the difference is] between [being] experienced or "senior" researchers/scholars and less experienced or "junior" ones—between those who know the academic ropes in their chosen specialisms and those who are learning them" (p. 56).

Swales (2004) highlights the 'apprenticeship' young scholars must experience, gaining experience while learning as 'new comers' (cf. Lave & Wenger's, 1991, 'situated learning theory' which serves as the theoretical framework of the present research). I agree that experience and education will impact upon writers' competencies, whether the writer is a native speaker or NNS scholar, as Swales (2004) suggests.

Given the increasing rejection rates in journals, Swales (1990) admitted that there is an "increasing pressure on manuscripts that betray evidence of non-standard English" (p. 103). There are growing empirical data that show in many cases NNS scholars' manuscripts have been rejected due to linguistic grounds as reported in the reviewers' comments (e.g., Belcher, 2007; Coates, et al., 2002; Englander, 2009; Flowerdew, 2000; Shashok, 2008; St John, 1987). Indeed, reviewers may even address the author as non-native (and associate this with what they see as a manuscript's problematic language). For example, in Englander's (2009) case study, one reviewer wrote as follows: "*As English is not the author's native language*,[6] there are also many grammatical errors and other textual deficiencies […][7] Significant rewriting […] is needed" (p. 44, emphasis added). Lillis and Curry's (2015) research also showed that in an open review process, in contrast to reviewers, the journal editors addressed the authors as users of a language other than English while inviting authors for resubmission: "Some of the text infelicities *may be due to language differences*; however others are simply oversights" (p. 146). In Flowerdew's (2000) single case study on Oliver, the editors and reviewers' tendency to use the 'NNS' label in their reviews and correspondence as a marker of deficiency was also similar, and is discussed in chapter 2. A similar case is found in Belcher's (2007) study in which a reviewer's suggestion is "It might be useful for *a NS* of English to read the text just to disentangle some of the sentences" (p. 15, emphasis added). Benfield and Howard's (2000) study in medicine revealed that the frequency of reviewers' comments focusing on writing quality in NNS manuscripts was greater than that for NS manuscripts. One reviewer commented "The paper is very poorly written and is very difficult to understand" (p. 646).

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[6] In the thesis, the term *native language* means 'language that scholars acquired in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living'.

[7] To denote a longer passage omitted, the symbol [...] was used throughout my thesis. To denote missing words, the following symbol was used: …

Then, there are other, non-language problems faced by NNS researchers. Canagarajah (2002a) argued that "putting pen to paper and composing thoughts coherently does not complete the publishing process" (p. 157) because there are other requirements local scholars need to meet. For example, constraints arising from geographical location, such as difficulties while corresponding with editors/reviewers; lack of academic resources; cultural practices (e.g., different textual orientations) and social conditions (e.g., political instability, lack of funding).

Although there is some literature that highlights that there is no evidence of bias against NNSs (e.g., Benfield, 2007; Flowerdew, 2008), these (admittedly anecdotal) findings may be a sign of bias, and there are indications that some NNS scholars believe such bias exists (Flowerdew, 2000). Ferguson (2007) argued that "discrimination is by its very nature often concealed; it is no easy matter to assemble evidence that goes beyond anecdote" (p. 30). Recently, Ken Hyland (2016b) raised the question of whether there is unfair treatment and "linguistic injustice" (p. 58) against NNSs in the peer-review process. He stated that "linguistic disadvantage, or even injustice, become largely irrelevant at these advanced levels of academic writing" (p. 67) but he also admitted that he was not claiming peer-review to be perfect and added that "[peer-review] is a flawed process and bias exists" (p. 66).

Bias against peripheral scholars' chances of publishing in international journals has been discussed in medicine more, which is the target discipline in the present study, with a range of focus compared to applied linguistics. For example, Harris, et al., (2015), Rohra (2011), Patel and Kim (2007) and Yousefi-Nooraie, Shakiba and Mortaz-Hejri (2006) found out that less developed countries and low-income countries have higher rejection rates. Underrepresentation of researchers from low-income and middle-income countries on the editorial boards of some leading psychiatry journals according to a report prepared by the WHO was discussed (Saxena et al., 2003). From another perspective, in his paper titled 'Medical journals: evidence of bias against the diseases of poverty,' Horton (2003) argued that "[t]here is widespread systematic bias in medical journals against diseases that dominate the least-developed regions of the world" (p. 712). Finally, Bhopal (2001) focused on alleged racism in medicine in his book, claiming there are "studies showing discrimination against medical students from ethnic minorities, overseas doctors, and British trained doctors with foreign sounding names and harassment of ethnic minority health professionals by managers and patients" (p. 1504).

All in all, then, there is a growing body of work on the different perceptions and experiences as reported on NNS scholars living in peripheral countries, which is reported more fully in the following chapter, to contextualise this study in depth.

1.2. My Motivation for the Present PhD Research Project

As an English instructor, I taught medical English courses to medical students for around six years in a state university in Turkey. The medium of instruction was Turkish in the medical school. Medical English courses focused on reading current medical research articles. Because of my lectures, I often met Turkish medical specialists whose main responsibility was delivering content courses in medicine in Turkish. Some of the medical specialists were conducting research actively to publish in international English language medical journals. Thus, sometimes, while choosing research articles in English, I got in touch with these medical specialists to help me choose appropriate articles to discuss in my classes which corresponded with the students' content courses in Turkish.

During my discussions with these lecturers, I discovered that they were encountering various difficulties with and concerns about English and with publishing in English. These difficulties and concerns included feelings of a lack of competency in the ability to write academic English, given that they were NNSs; concerns arising from their lack of experience of submitting papers to high impact factor journals; and complaints about what they saw as a lack of preparation to communicate and publish in English: they felt their English language education had been poor and that there was a lack of academic writing training/courses in Turkey. Given all of these experiences, I realized there was a need to investigate the problems Turkish medical specialists encounter while writing for international publications in English with my PhD project.

1.3. Statement of the Problem and Need for the Present Research

Although there are an increasing number of studies on challenges scholars have encountered while publishing in English in a variety of geographical areas, surprisingly, there is very little research on Turkish researchers' publishing practices in English. To the best of my knowledge, there are only two small-scale studies which have touched on the problems Turkish researchers have experienced (see Buckingham, 2008; Uysal 2014) and there is no study on Turkish medical specialists' problems.

1.4. Research Aim

The present study draws on Lillis and Curry's (2010) research that investigated the impact of English in international academic contexts, specifically by focusing on the practices of multilingual scholars in light of the histories of text production, practices and experiences. To contribute to the relevant literature, in this study, I sought to understand and shed light on the problems four Turkish medical specialists in academia encountered while writing scholarly publications in English.

1.5. Significance of the Present Research

This study is significant thanks to its potential contribution to the existing literature in English for specific purposes. First, this research context, i.e., Turkish academia is very little explored. Second, the target study informants, i.e., medical specialists, are a difficult group to successfully involve in research because of their heavy workloads (Yongyan Li, personal communication, 30 October, 2015). To the best of my knowledge, there is no study on medical specialists' publication practices in academia in applied linguistics, and there are only three studies conducted by Li (2014a, b, 2013) in a professional setting with a group of medical doctors. Also, the findings in the published studies were mainly derived from interview data, so other data sources to verify findings, i.e., examination of the text histories of the articles, remain little explored.

In my study, considerable amount of qualitative data derived from various sources were collected on research practices, experiences and perceptions of Turkish medical specialists in a state university in Turkey. Hence, I tentatively suggest that the present study provides new insights into the attempts at scholarly publication of medical specialists in a peripheral research context.

1.6. Overview of the Chapters

Chapter 2, my Literature Review, surveys relevant studies and identifies the research gap in the existing literature. Chapter 3, Research Design and Research Methods, reports how the research was conducted. Chapter 4, Results and Discussion, presents the research findings of each of the four case studies separately. Chapter 5 presents a Cross-case Analysis to report salient recurring commonalities and differences among the cases. Chapter 6, Conclusion, synthesises the findings across cases, describes the limitations of the study and suggests areas for future research.

CHAPTER 2: LITERATURE REVIEW

2.0. Introduction

Chapter 2 reviews studies and discussions on English for publication purposes with a focus on NNS scholars' participation under five main domains as these are the main areas of interest of the present study. I aim to describe the theoretical framework I drew on, show how my investigation relates to previous research, and why there is a need for the present study through revealing the gap that remains to be filled in the existing literature. Thus, first, the state of scholarly publication in English today is presented (2.1). Second, Kachru's (1985) Inner, Outer and Expanding Circles are introduced (2.2). Third, ownership of English is discussed (2.3). Fourth, the terminology used for the interventions in NNS scholars' academic text production is reported (2.4). Fifth, the terms centre vs. periphery are discussed (2.5). Sixth, I show the gap in the literature after surveying the relevant studies on NNS writers' experiences of getting published within a range of geographical contexts to determine which specific studies may help us to contextualise the present study (2.6). Seventh, peer-review in academia is reported. (2.7). Eighth, remaining issues are discussed (2.8). Finally, the present study is introduced (2.9).

2.1. Scholarly Publishing Today: English as an International Language

Thanks to the growing use of English for research publications, English has come to prominence worldwide and has become today's premier research language (Swales, 2004, p. 33). Thus, the most prestigious journals, including *Science* and *Nature*, are published in English. Global evaluation systems like those produced by Clarivate Analytics are used to rank journals because publishing in high impact journals has an effect on the world university rankings and also on researchers' prospects of promotion. This situation gives rise to increasing pressure among scholars to publish in English worldwide.

Researchers have become competitive because now a good record of published research in high impact journals is the main criterion for promotion and tenure in many universities globally (Hyland, 2016a). Incentive programmes, such as reward publishing activity for the purposes of annual salary, promotion, and attracting research grants, have been developed to promote publishing in English rather than in a national language (Curry & Lillis, 2004; Hanauer & Englander, 2013) because publishing in prestigious journals is significant for researchers—and for their institutions—in terms of recognition. The USA, UK, China, Germany, France, Canada, and Japan have the highest citation counts that account for the overwhelming proportion of the world's citations (Hanauer & Englander, 2013, p. 12).

2.2. Inner, Outer and Expanding Circles

Kachru's (1985) well-known division of worldwide Englishes into three Circles, namely *Inner*, *Outer* and *Expanding Circles*, "mainly signalling the status of English" (Lillis & Curry, 2006, p. 6), is introduced below (see Figure 1 for a diagrammatic illustration) to show the present research context, Turkey, in the Expanding Circle and also to contextualise this research, given that "research publications remain highly concentrated in a few countries" (Lillis & Curry, 2010, p. 11).

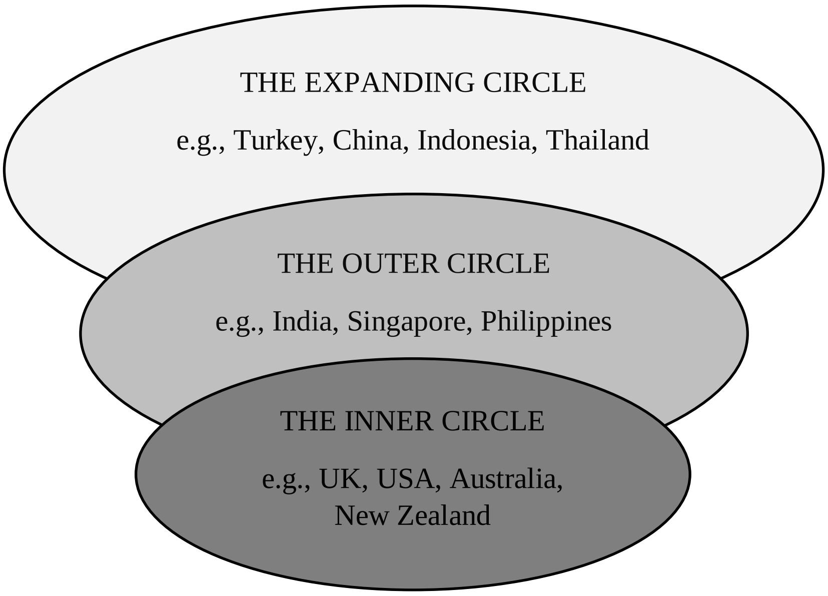

Figure 1. Three Circles (Modified from Kachru, 1985, p. 27)

Kachru (1985) noted that the Inner Circle is dominated by the *mother tongue varieties of English* that represent the traditional historical and sociolinguistic bases of English in countries, such as the UK, USA, Australia and New Zealand, where English is used as a primary language. The Outer Circle represents the colonised regions by Britain and the USA, such as India, Singapore and Nigeria, where English is a second or official language. The Expanding Circle represents the regions where English is used as a foreign language and medium of international communication, i.e., in education and commerce, including Turkey, which is the target context in the present study. I should note that throughout the thesis countries in the Inner Circle are considered as *Anglophone* countries, while countries in the Outer and Expanding Circles are *non-Anglophone* countries.

2.3. Ownership of English

There are several terms used for English speakers. Although there is an argument that the native/non-native dichotomy for English language speakers is quite problematic (see Davies, 2003), various expressions are present in published studies of L2 publishing to distinguish English language users while comparing native speakers and non-native speakers. Medgyes (1992) focused on the difference between native and near-native English language proficiency. Flowerdew (2000) used *native English speaker* (NES) and *nonnative English speaker* (NNES). Lee and Swales (2006), Burrough-Boenisch (2003, 2005) and Gosden (1995) distinguished English language users as (i) *native speaker* (NS=speaker who are natives of the Inner Circle) and (ii) *nonnative speaker of English* (NNS=speaker outside the outer and Expanding Circles). However, to Ferguson (2007), in the native/non-native dichotomy, "both categories are indiscriminatingly loose and heterogeneous" (p. 28).

Curry and Lillis (2013, p. 8) in their book titled *A scholar's guide to getting published in English: Critical choices and practical strategies*, highlighted that they avoided using the terms "L1 (first language) and L2 (second language) and 'native' and 'non-native'". They explained that "scholars' personal histories are particular and often complex" and these terms tend to be "used evaluatively and are unhelpful" when attempting to describe and account for the actual social practices of academic writing" (p. 9). Similarly, Uzuner (2008) used multilingual to refer to "[researchers] from outside Kachru's (1985) Inner Circle who use English as an additional language for international publication" (p. 250).

In the present PhD thesis, following Burrough-Boenisch (2003, 2005), Gosden (1995) and Lee and Swales (2006), I distinguished English language users as (i) *native speaker* (NS=speaker who are natives of the inner circle) and (ii) *nonnative speaker* (NNS=speaker outside the inner circle). The underlying reasons are as follows: (i) these terms have the longest currency and are widely used, (ii) I felt the NS/NNS distinction is needed because of the growing number of empirical studies that reveal reviewers' comments on the need for English language corrections in NNSs' manuscripts and (iii) because of the English language background of the medical specialists and their professed need for native speaker language help in the present study, which is detailed in chapter 4.

I should note that because English is a global language, some researchers highlight that standard English no longer exists due to the varieties of English across cultures, which has inaugurated an interesting discussion among researchers to determine who can and should be labelled NS or NNS. Some researchers (e.g., Norton, 1997; Peirce, 1995; Widdowson, 1994) criticise the NS and NNS division entirely. Kachru and Nelson (1996), for example, argued that the "demarcation line between this and that type or group of users of English, must now be called into serious question" (p. 81). Taking a more critical perspective, for example, Widdowson (1994) discussed the ownership of English, focusing on the fear of those who see themselves as the custodians of standard English with regard to diversity and its potential for unintelligible varieties. He suggested that it is a matter of pride and satisfaction for NSs that English is an international language, but this state of affairs means that "no nation can have custody over it" (p. 385). He further noted that "the point is that it is only international to the extent that it is not their language. It is not a possession which they lease out to others, while still retaining the freehold. Other people actually own it" (p. 385). Similarly, Crystal (1993) questioned whether English is the *first language* (L1)[8] of anybody given the consensus that English is considered a global language and he suggests that

> "there is one predictable consequence of a language becoming a global language, it is that *nobody owns it anymore*. *Or rather, everyone who has learned it now owns it* – 'has a share in it' might be more accurate – and has the right to use it in the way they want. This fact alone makes many people feel uncomfortable, even vaguely resentful. 'Look what the Americans have done to English' is a not uncommon comment found in the letter-columns of the British press. But similar comments can be heard in the USA when *people encounter the sometimes striking variations in English* which are emerging all over the world" (pp. 2-3, emphasis added).

These discussions suggest that NSs of the Inner Circle should not regard themselves as gatekeepers of the English language (Higgins, 2003). NSs should consider making adjustments "toward an agreed international norm" (Jenkins, 2002, p. 85). Indeed, the majority of English users are NNSs, although surprisingly, the "tendency for native speakers to be regarded as custodians over what is acceptable usage" is still present (Seidlhofer, 2005, p. 339). However, Jenkins (2000, 2006) argued that comparing English as a Lingua Franca (ELF) with native speaker norms is not acceptable if the communication is intelligible and does not lead to misunderstanding and breakdown in the communication with interlocutors. If the "majority of the world's L2[9] speakers produce and understand [the language]", we should

[8] The term 'first language', *L1*, refers to a scholar's mother tongue or the language acquired first. This term is used synonymously with '*native language'* (Richards & Schmidt, 2010, p. 221) throughout the thesis.
[9] In the thesis, the term 'second language', *L2*, is a language that is not the native language of the speaker, but typically used because of geographical or social reasons.

not follow the strict patterns of 'proper' English (2000, p. 160) because these variants (for example, dropping the third person present tense –s) tend to be systematic and frequent (see Cogo & Dewey, 2006; Seidlhofer, 2004) and often arise from the influence of ELF speakers' L1 (Jenkins, 2009; Wood, 1997). Moreover, when a community shares certain norms, albeit different from native speaker norms, this should be considered a variety in its own right (Canagarajah, 2012).

2.4. Terminology Used for the Interventions in Scholars' Academic Text Production

A growing body of research in applied linguistics has reported scholars' self-perceived disadvantages, particularly in the Outer and Expanding Circles (see Clavero, 2011; Coates, et al., 2002; Curry & Lillis, 2004; Duszak & Lewkowicz, 2008; Flowerdew, 2000, 2007; Garcia Landa, 2006; Hanauer & Englander, 2013; Hewings, 2006; Huang, 2010; Li, 2013; Lillis & Curry, 2006, 2010; Lillis, 2012; Wood, 1997). To cope with the problems, the involvement of various academic, language and non-professional support, such as translating, editing, proofreading and reviewing, is crucial to non-Anglophone scholars' academic texts in their trajectories towards publication in English.

Studies have highlighted the need for English language support/correction and those who provide this support, variously called "literacy brokers" (Lillis & Curry, 2006), "shapers" (Burrough-Boenisch, 2003), or "proofreaders" (Harwood, Austin & Macaulay, 2009). However, "what goes under [these labels] is far more complex than is often assumed and acknowledged… [because such terms] may obscure what is happening and the significance of such interventions in academic text production" (Lillis & Curry, 2010, pp. 87-88). Also, the name given to the people who improve the manuscripts written by NNS as non-Anglophone scholars is controversial (Burrough-Boenisch, 2003, p. 225) and different terms have been used to describe the interventions in the text.

Knorr-Cetina's (1981) pioneering research is an important point of reference given that this study is one of the earliest to report the impact of brokers on text production. Her research focused on the nature of knowledge-production and reproduction in chemistry. She observed a group of biochemists who were writing an article, as well as examining their manuscript as it was revised and prepared for submission during the course of drafting and modification by various members of the research team. There were a total of 16 drafts of the manuscript, featuring a range of brokers' interventions, such as comments by co-authors, colleagues or reviewers. I will focus on the first and final drafts of the research article in

Knorr-Cetina's research where she examined *a conversion of resources* that intervened with the article (p. 95). Her findings showed the distortion of the writers' intended meaning *arising from a range of modifications* which "run counter to the rhetoric of the original presentation" (p. 102, emphasis added). Knorr-Cetina reported that there were three major strategies of modifications as follows: The first strategy was deleting particular statements made in the original version—arguments which were felt to make the writer's claim overly forceful, or assertions considered 'weak' or 'dangerous'. The second strategy was changing the modality of certain assertions, for example, the claim that something 'is' the case was modified to 'it has been suggested as possible'. The third strategy was reshuffling the original statements that led to a new paragraph.

Gosden (1995) conducted research on the textual revisions of research articles by novice NNS researchers. Drawing on Knorr-Cetina's classification, he analysed a small corpus that included only 7 NNS's first and final research article drafts and found five revision strategies as follows: (i) deletion and (ii) addition of technical detail or statements, (iii) reshuffling of statements, generally of clauses within the same sentence or of whole sentences, (iv) rhetorical machining, i.e., textual modifications (Swales, 1990), and (v) textual modifications related to discourse structure. Gosden further subdivided rhetorical machining into three categories: (i) textual modifications that relate to the rhetorical machining of discourse structure, such as themes contextualizing frames (e.g., furthermore, here) or markers of discourse organisation (e.g., as shown in Figure 1); (ii) changes related to author's claim (e.g., it can be suggested that) and (iii) rhetorical machining related to author's purpose (e.g., therefore, because). Gosden stated that rhetorical machining of the author's claim and purpose were the author's "effort to convince their audience about the worth of their research" (p. 44). Gosden's findings expanded upon Knorr-Cetina's three major strategies of modifications by identifying two additional strategies (p. 43): textual revisions relating to the discourse structure of the research article, authors' claims and "the expression of reasons for and results of research actions taken and conclusions, such as 'therefore' and 'because'". Revisions classified as *polishing* were *generally below clause level change*.

Burrough-Boenisch (2003) used the term *text shapers* while considering the changes made to a Dutch-authored research article. The shapers include (i) language professionals—language correctors/author's editors—who "go beyond correcting grammar and spelling to amend the author's discourse and rhetoric to match the norms of the English-language research article" (p. 229) and (ii) members of the author's discourse community, such as reviewers.

Lillis and Curry (2010, pp. 87-93) used the term *brokering* in the context of academic writing for publication in English, indicating that there are "[a] range of interventions and [background] activities impacting directly on text production, which […] [are referred] to as 'literacy brokering'" and explained that brokering involves participants of unequal status and power, signalling the economic and power dimensions to text intervention. Academic literacy brokering in the context of publication is particularly significant given that "academic writing is rarely an individual process or product but is mediated in a number of ways at both intermediate and more distant levels" (Lillis & Curry, 2010, p. 22). Literacy brokers include editors, reviewers, academic peers, and English-speaking friends and colleagues (Lillis & Curry, 2006, p. 4). In this thesis, *literacy brokering* refers to all types of interventions and activities that influenced the medical specialists' articles in different and important ways, including translation or editing services, English-speaking friends, editors and reviewers' comments.

Lillis and Curry collected and (re)constructed 284 text histories and 480 academic literacy brokers were involved in the direct production of texts as identified by the scholars who were the actual authors of the texts. Lillis and Curry identified two main categories of literacy brokers: language brokers, such as translators and English-language specialists and proofreaders; and academic brokers, including academics who work in universities/research centres and who were subclassified as follows: a discipline expert, who had the same disciplinary background as the author(s); a general academic, who was not from the same disciplinary area as the author(s); and a subdisciplinary specialist, who was in the same specialist field. The findings also showed some of the difficulties and benefits of language broker involvement. For example, some of the writers were dissatisfied with the translation of their work. In light of the text histories, Lillis and Curry (pp. 89-91) listed 11 types of text modification that literacy brokers may address: 1. Additions (word/sentence/section added) 2. Deletions (word/sentence/section) 3. Reformulation (words/phrase/sentences and rewording) 4. Reshuffling and reorganization of sentences/paragraphs/sections 5. Argument claims, evidence, warrants 6. Positioning-explicit reference to position of paper 7. Lexical and register levels of formality 8. Sentence level changes/corrections (vocabulary, spelling, syntax punctuation) 9. Cohesion markers 10. Publishing conventions to specific journal or organizational conventions and 11. Visuals and representation of text (formatting diagrams, bullets).

In the literature, there are also definitions to describe the activities and actions to improve the language of the manuscript. For example, Harwood, Austin and Macaulay (2010, p. 54) defined the semi-technical term *proofreading* as “third-party interventions (that entail some level of written alteration) on assessed work in progress”. Notably, although the term *editing* is used a lot, the definition of this term seems to be taken for granted in many studies (e.g., Daly, 2016; Kaplan & Baldauf, 2005, Mišak, Marušić & Marušić, 2005; Onder, 2012; Willey & Tanimoto, 2012, 2015). As an example of one such study on editing, Daly (2016) compared 52 edited and unedited medical research articles authored by Chinese doctors to analyse editing at the word level. Daly compiled two word lists: a list for the most frequent word edits, and another list for the most frequent word edits that had a discourse function. The most frequent words were function words, including articles (*a* and *the*), prepositions (*of*, *in*, *to*, *with* and *for*), a coordinator (*and*) and *be* verb lemmas. Daly attributed the top edits to L1 interference given that the Chinese language lacks articles like *a* and *the*. The findings showed a list of “common words with discourse functions at the levels of register (that-clauses), stance (can, has/have been), and also discourse organization (although, this, as)” (p. 43). However, Daly did not provide a definition of editing.

I should note that what some scholars refer to as ‘editing’ may involve relatively minor changes like the addition of articles or correcting number (singular/plural) errors; but some ‘editing’ is much more substantial, even like co-authoring, where ‘editors’ make or suggest changes at the level of content and argumentation. Despite the fact that the terms editing, proofreading, and polishing are contested and imprecise terms regarding their exact definitions, boundaries, and relationship with one another, for the purposes of this thesis, following Ferris (1995), the term editing is defined as “finding and correcting grammatical, lexical, and mechanical errors before submitting (or “publishing”) a final written product” (p.18).

2.5. Centre vs. Periphery Countries in Scientific Research Production

“Many researchers in the developing world feel trapped in a vicious circle of neglect and-some say- prejudice by publishing barriers they claim doom good science to oblivion”.

W. Wayt Gibbs, 1995, p. 92

Two concepts, i.e., ‘*centre*’ (developed) and ‘*periphery*’ (underdeveloped), are first used by John Vincent Galtung (1971, 1980), a Norwegian sociologist, mathematician, and the principal founder of the discipline of peace and conflict studies, and Immanuel Wallerstein (1974, 1991), an American sociologist, to show the economic and political power imbalance among countries worldwide.

In his book *The True Worlds*, as shown in Figure 2 below, Galtung used the notions centre and peripheral to describe external wars (intercountry) and internal wars (intracountry) (i.e., Center-Center warfare, intra-Periphery warfare, 1980, p. 181).

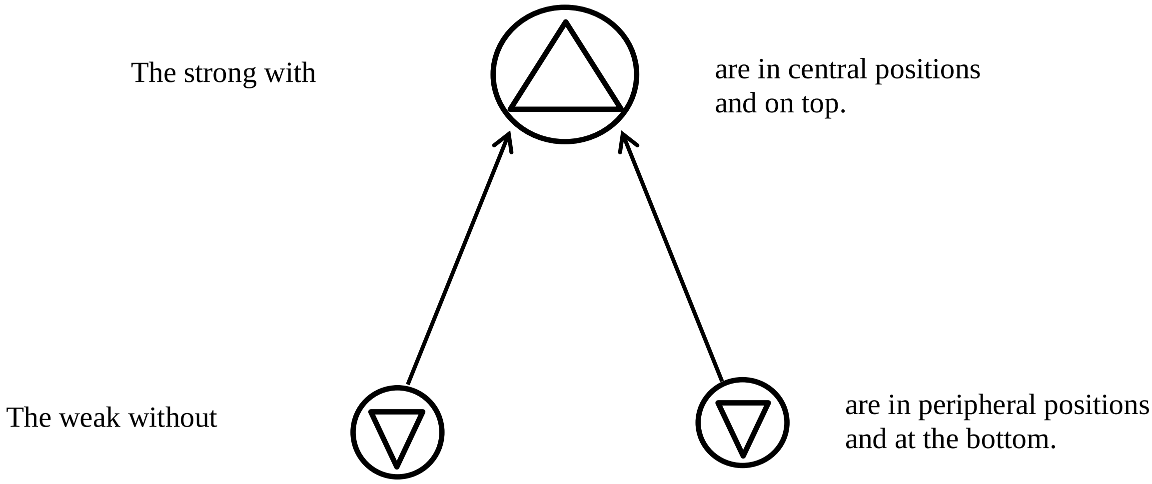

Figure 2. A Conceptualization of Centre and Periphery (Galtung 1980, p. 64)

Wallerstein used the term *core* to describe developed countries and like Galtung, he also discussed the power hierarchy between the *core* and *periphery*. In Wallerstein’s World System Theory (WST), an adaptation of dependency theory (Chirot & Hall, 1982), technology is what distinguishes core and peripheral countries. His theory focuses on three zones as follows: The core/developed nations refer to the rich, developed countries that are controlling world trade; the semi-peripheral zone includes semi-industrialized countries and urban areas like Brazil and South Africa but have large amounts of rural poverty similar to the periphery, and the peripheral countries are poor and dependent nations like most of Africa.

I should note that since the distinction between *centre* and *periphery* was made, there has been some recognition that the picture is *more complex* and *nuanced* than this apparently straightforward dichotomy, thus leading to ongoing discussions about these concepts across disciplines, including sociology, anthropology and applied linguistics (see Altbach, 2009; Braine, 2005; Canagarajah, 1996, 2001, 2002a; Curry & Lillis, 2004; Holliday, 2005;

Englander & Uzuner-Smith, 2013; Flowerdew, 2010; Galtung, 1971, 1980; Phillipson, 1992; Salager-Meyer, 2014; Traweek, 1992). Following Phillipson, Canagarajah (1996) also highlighted that "the centre-peripheral relation should not be dichotomized too much" and he supported his statement with the explanation that there are many Asian communities, such as Japan, that have developed technologically and economically in a manner comparable to those of many centre contexts (p. 447). Likewise, Li and Flowerdew (2009, p. 280) argued that although "the politico-economic world order generally overlaps with the world order" regarding scientific output, "the periphery do not make a homogeneous group in themselves (study of the heterogeneity within the center and the periphery can perhaps be more revealing than following a notion of NES-NNES divide)". Salager-Meyer (2008) agrees with this caveat: "…periphery countries do not form a homogeneous group" (p. 125).

Hence, we see how power relations between the Inner and Outer circles across countries have been discussed in the literature using the notions *centre* and *periphery*. We have also seen that the terms, which appear to be unambiguous and dichotomous, have been critiqued and complexified. In the present thesis, the terms *periphery*/*peripheral scholar* refers to a scholar who lives and works in the peripheral (underdeveloped/developing) country. In what follows, I (i) review some key studies in applied linguistics on this topic; and (ii) bring up again the notion that centre/periphery are problematic terms.

For example, in their ethnographic research, Curry and Lillis (2004) investigated academic writing and practices of 16 multilingual academics in psychology[10] who were teaching at university level and active researchers in non-Anglophone-centre countries, namely, Hungary, Slovakia and Spain. I should note that these three target research settings are non-Anglophone-centre countries and in Kachru's (1985) terms in the Expanding Circle. Also, these countries are centre contexts because these three nations are classified as "high income" but they are also peripheral compared to "other states in Europe at the level of economy and political power" (Lillis, 2012, p. 701).

Curry and Lillis conducted interviews and collected documentary data, such as the scholars' curriculum vitae and departmental reports, which showed scholars were writing for a range of local, international and intranational communities. All the academics published in

[10] Curry and Lillis explained that in their research they "treat[ed] psychology as an overarching field, and [Curry and Lillis] rarely refer to subfields" in psychology. They added that "psychology as a field is a complex site with contested and contrasting paradigms of knowledge construction" (p. 668).

L1 and 13 out of 16 academics also published in English and several of them also wrote in other national languages.

The linguistic diversity in Hungary, Slovakia and Spain often led the academics to engage in academic writing in multiple languages and a range of discourse communities. All academics in the study were willing to write for the national academic psychology community, which was their main target; but also actively engaged in writing English to publish in high status Anglo-American journals. However, consistent with most of the published research (e.g., Flowerdew, 2000), the findings showed that the "[multilingual scholars were][11] often exhausted, illustrating the sheer amount of work" (p. 681) while writing in English. These language problems again echo the difficulties associated for multilingual scholars of legitimate peripheral participation (see Lave & Wenger, 1991) that Flowerdew's (2000) non-native Hong Kong researcher, Oliver, had experienced, which was reported in chapter 2.

Curry and Lillis (2004) also argued that "[s]uch a framing, although clearly important, underplays the heterogeneity within central and peripheral contexts and masks the situation of expanding circle English users" and they further highlighted "the linguistic diversity and power differences within the centre itself" and presented an example to contextualise this complexity as follows: "Spain, and more recently, Hungary and Slovakia are examples of expanding circle contexts within the centre" (p. 667).

Flowerdew's studies on Hong Kong scholars (1999, 2000), for example, focus on Hong Kong as an area not in the centre. However, as Braine (2005) states, Hong Kong scholars have sufficient research facilities to conduct research: "the exceptional resources enjoyed by Hong Kong academics are in sharp contrast to those available in most peripheral countries" (p. 709). Likewise, as discussed in chapter 2, while Flowerdew's (1999) research on Hong Kong researchers across disciplines revealed the difficulties to publish in English, the findings did not report any problems to access to academic resources while publishing in English. In the present thesis, *centre* countries refer to powerful countries, while *peripheral* countries point to underdeveloped/developing countries. However, I should again highlight that a demarcation between the centre and peripheral cannot be taken in absolute terms because of the heterogeneity as detailed above.

[11] The term multilingual scholar was consciously used here because of Lillis and Curry's preference for this term.

The publishing world is an examplar of the wide disparities that are spoken about in centre/periphery discussions. Canagarajah (1996) noted that "the publishing industry also sustains centre-periphery relations" (p. 442). Indeed, researchers have argued that the privileged position of English globally in English-medium journals is often based in relatively few 'first world' western countries, such as the USA and UK. The problems non-Anglophone scholars encounter are mainly discussed under two categories: The discursive (language related) and the non-discursive (non-language related) challenges that are now reported below to provide a comparative perspective.

2.5.1. Discursive (Language Related) Challenges

In the present research, *discursive challenges* refer to scholars' problems associated with the use of English while publishing, such as the influence of L1, intercultural rhetorical differences between L1 and L2 hedging, grammar or the quality of English language, and introduction/discussion sections (e.g., Connor, 2011; Connor & Rozycki, 2013; Duszak & Lewkowicz, 2008; Englander, 2006; Flowerdew, 1999; Kaplan & Baldauf, 2005; Moreno, 1997; Swales, 1990; Wood, 1997).

Li and Flowerdew's (2007) findings on Chinese scholars' experiences of publishing showed that reviewers commented on the scholars' grammar errors and poor language and expressed openly the need for native-speaker editing with the explanation that the quality of the English was much below the acceptable minimum level (p. 106). Wood (2007) reported that a NNS may transfer the discourse patterns of her native language to English and English has a very developed modality system. He provided an example of how authors from different countries, such as Malaysia, may use 'can', 'could', 'should', 'must', and 'may' and added that Malay authors do not tend to use such a nuanced range to express possibility, given the influence of their L1.

Coates et al., (2002) analysed 120 empirical research articles from scholars of eight different nationalities (USA, UK, France, Germany, Spain, Japan, Sweden and Italy) to find out whether editors are discriminating linguistically. After removing the nationality of the actual authors of the articles, the articles were examined for corrections by language users. Language errors were categorised into three main groups: grammatical errors (i.e., passives, tenses, general grammar problems); structural/syntax errors (long sentences, word order) and lexical errors (jargon, noun misuse). The control groups of the USA and UK authors as native speakers representing the Inner Circle had almost the same publication acceptance rate as the

L2 scholars, but the native speaker manuscripts featured very low error rates (21.9% in the USA and 23.1% in the UK) in contrast to the NNS in the other six nationalities (France, 43.1%; Germany, 41.1%; Spain, 37.9%; Japan, 36.9%; Sweden, 35%; Italy, 48.6%). The lowest acceptance rate was associated with manuscripts from Italy (9%) which also had the highest language error rate. We cannot generalize that there is a direct correlation between acceptance and language errors; however, the findings suggest that it is likely that some language problems may lessen the chances that good research will be published.

2.5.2. Non-discursive (Non-language Related) Challenges

> "…–when I tried to publish from Sri Lanka–…I was so off-networked from scholars in the center that my peripherality was too excessive…" Canagarajah (2003, p. 198)

Drawing on Gibbs' (1995) argument that reminds us of Third World researchers' exclusion from mainstream international scholarly publications, Canagarajah (1996) used the term *non-discursive* challenges, referring to challenges that are not associated with language but arising from scarce financial and material resources. Canagarajah argued that non-discursive practices, including accessing current academic resources and outdated technology facilities, should be considered when discussing knowledge construction. He further pinpointed the requirements of western academic publications that may prevent scholars who are likely to successfully overcome linguistic/discursive differences from publishing in international journals.

To contextualise his argument, Canagarajah narrated his own and his colleagues' difficulties to publish in western journals from an undeveloped region, in the University of Jaffna, in Sri Lanka, before he eventually moved to New York. He reported many difficulties periphery scholars faced to publish in centre journals: In the university where he used to work in Sri Lanka, very few researchers, only about 5%, were actively publishing in western journals. The other researchers never attempted to publish, published in non-academic journals or stopped publishing after they returned from postgraduate education abroad. There were only a limited number of journal subscriptions at the university. For example, the university had access to *TESOL Quarterly* and *ELT Journal* but not to the *Journal of Second Language Writing* or *English for Specific Purposes*. Scholars did not have access to most of the current books and journals they needed. Thus, peripheral researchers could not make appropriate choices when deciding where to submit their manuscripts. Academic performance was not evaluated and publishing did not lead to promotion; instead, it tended to be oral presentations, seminars and conferences which paved the way for promotion at the university.

Ferguson (2007) argued that “while language is still a barrier for some scholars, it seems to be diminishing in importance, with non-language factors surpassing them as sources of disadvantage” (p. 7). He associated non-language constraints with inequalities in academic publication and attributed the inequalities in research output to “socio-economic inequality, cutting across the Anglophone/non-Anglophone distinction” (p. 32). While contextualising non-language factors, Ferguson focused on the “isolation [off-networked] from the “conversations of the discipline [and also with their peers]” deriving from some combination of geographical distance from the “centre”, inefficient communications, [and] lack of financial support for conference participation” (p. 29), which may all act as impediments to publishing for some multilingual non-Anglophone scholars. He stated that differences in academic culture may also impede publishing, such as heavy teaching loads or lack of rewards for publishing. Uzuner (2008) focused on the limited or non-existent contact with core/global academic communities as a non-discursive challenge and stated that this “will impoverish knowledge production” (p. 251).

In the present research, following Canagarajah (1996, 2007) and Ferguson (2007), *non-discursive challenges* are defined as all potential challenges and barriers (apart from problems with the English language) arising from inequalities, including financial constraints, such as low salary and lack of staff, the medical specialists encounter while writing and publishing in international journals, or attempting to do so.

2.6. NNS Writers’ Experiences of Getting Published

There are various studies on publication practices of scholars both in Anglophone and non-Anglophone countries in a range of geographical contexts and across disciplines. However, the Turkish context (Expanding Circle) is under-researched, being the focus of just two small-scale studies (see Buckingham, 2008; Uysal, 2014); and there is a paucity of data in medicine (but see Li, 2014a, b, 2013).

In the centre and periphery contexts, using qualitative methodology, several empirical studies have been conducted to reveal NNS writers’ experiences of getting published, covering different stakeholders in the publication process, i.e., peripheral researchers, reviewers, editors, which are reviewed below. These studies are discussed here with particular reference to three sets of concerns to link the existing literature to my research and to elucidate the contribution of the present thesis:

(i) studies on NNS writers' publication practices in English across disciplines and countries;

(ii) studies on reviewers' comments in the NNS's manuscript review process;

(iii) studies on editors' opinions regarding NNS's manuscripts.

I should note that despite the target discipline in the present study being medicine, because of very limited research on researchers' perceptions on the challenges of writing in medicine for NNSs, I have included in my review research across other disciplines to fully contextualise my study. In particular, in this review, methodological weaknesses of the empirical studies will be scrutinised to indicate the need for the present study and the validity and reliability of my chosen research findings and study design.

To the best of my knowledge, maybe because of the challenge of recruiting medical specialists, to date, only one researcher has explored writers' experiences of publishing in English in a medical setting in Applied Linguistics: Yongyan Li (2014a, b, 2013) conducted research on medical specialists' publication attempts in a Chinese context, and for all of her studies, the data were collected from one research setting, the Orthopaedics Department of a major hospital in East China. Because my target research focus is medical specialists, Li's studies are detailed below at length.

2.6.1. Studies on NNS Writers' Experiences of Publishing in Medicine

Li's (2014a) study in medicine aimed to reveal doctors' reactions to their department's publication requirement and how they position themselves in publishing in English-medium SCI journals versus publishing in national Chinese-medium journals. Her study was based on a non-academic context of research for publication but in a clinical setting. I should note that in the literature little attention has been paid to the needs and concerns of non-English-speaking researchers in professional contexts; to the best of my knowledge, Li's study is the first such study of a professional setting. Li chose this research setting because of the department's reputation for research and due to access facilitated by her personal connections. Li conducted a series of visits to the hospital between April and August 2012, observing the doctors' daily activities, interviewing 11 doctors and a group of medical students, collecting documents, and attending research meetings. But for this study, she used the data she collected through semi-structured interviews for 40-60 minutes each with 11 doctors for whom there was an SCI publication requirement. All the study participants had English skills to write English papers and they had PhDs or were pursuing PhDs. The interview findings on reactions to the publication policy had three salient themes: the feeling of pressure, positive outlook and questioning and resistance. Despite their heavy clinical workload, publishing, especially the SCI requirement, was the main source of pressure; the doctors had to 'squeeze in' research to what little time they could find in their schedules. This feeling of pressure is also explained by the fact that if they do not publish, they are penalized severely: the consequences are "suspension from clinical practice for a certain period of time, income reduction, and being barred from overseas professional development" (p. 119). Li highlighted that publishing in the domestically indexed Chinese journals and publishing in SCI journals do not have the same value, and the latter is privileged. The doctors felt it was easier to publish in national journals; however, they published in Chinese outlets not for the convenience but because publishing domestically enabled them to reach the frontline orthopaedic surgeons in China.

Almost half of the doctors expressed concern about their ability to fulfil the publication requirement given the additional need to fulfil their clinical duties, while five doctors appeared to have a more positive outlook, i.e., recognising the potential for personal development, and for the opportunity to communicate their findings to an international audience. And as one of the doctors put it: "Having pressure is good; no pressure means no progress" (p. 116). Nonetheless, some doctors questioned the publication policy and one doctor who was one of the policy-makers in the department claimed that publishing is "luring doctors to diverge from their professional duties. This is awful […] if you do badly on this [fulfilling department's publication policy], you lose points here and you won't get the research funds. Then you can't do anything" (p. 116). The doctors reported that they received limited training in English academic writing, i.e., a one-semester course on the PhD programme. Doctors learned to write English texts through reading journal articles and doing practice and their overseas conference participation had a positive contribution to their scholarly writing competency improvement.

In another study in the same research setting reported above, Li (2013) investigated orthopaedic surgeons' way to access academic resources, the support of editorial services and training in academic writing. She carried out fieldwork through visiting the department at a hospital in East China to prepare semi-structured interview questions. 11 doctors from trauma, spine, tumour, and joint surgery specialities involved in the interview (p. 6). Three salient themes emerged from the interview data: the need for accessing English journal articles; benefitting from the language editorial services and training in academic writing. The interview data showed that not reaching free access to databases was a big problem. To tackle, doctors used various strategies to gain access to the medical articles that their library did not provide. Doctors reported that they usually used PubMed and accessed very few open access articles through PubMed or Google. When they did not access an article in the university library, they looked for other ways, i.e., visiting Chinese websites on biomedicine and through individual connections to access the articles from the university library or through borrowing a library card from a university student.

As for the second theme, participants had limited experience with language editorial services and training in medical writing skills, and all put efforts into their English-publishing. Among the 11 doctors, very few doctors stated that they used editorial services that they learnt through advertisements of editorial services suggested by target journals. Another doctor used to get in touch with an Australian medical student who polished his papers. One doctor never used an editorial service because the "editing people may not understand your paper. Then they can only polish your grammar" (p. 8). Some of the doctors, who were on the department director's research team, tended to examine each other's manuscripts and the director checked and approved their papers before submission. Although a few doctors were unsure about using editing services, they claimed they may start using editing services one day; however, they were not confident about the support these services would provide. Regarding the third theme, the doctors expressed that they did not receive professional training for scientific writing and did not think that the seminars they had received were beneficial. One doctor stated that the seminars were given mostly by the general English teachers, and the doctor added that highly specialised language and "holistic, logical thinking" were needed in medical writing (p. 8) and that English teachers cannot address these aspects.

Li (2014b) conducted research to find out how the Chinese clinicians, i.e., orthopaedic surgeons, carried out research despite their heavy clinical workload and the need to perform dual roles of being clinicians and researchers simultaneously. SCI publication was a degree requirement during the PhD and significant for clinicians' future careers. Li collected data through observation of the department's ward and out-patient clinic activities, attendance at some research meetings, interviews with the section secretaries, with a group of postgraduate medical students and e-mail exchanges with a post-doctoral fellow in the department. The primary data set of the study consisted of 60-minute interviews with 11 clinicians. 3 of the 11 interview participants kept 2 full weeks of activity logs and field notes/photographs were taken from observing several sites in the ward area.

Five salient themes in the interview data were as follows: "research activities," "clinical duty vs. research," "data collection," "recording research ideas," and "time arrangement for research-related activities". Doctors used clinical problems as research problems as the following interview extract show:

> "Some of our patients had serious infection, and our solutions were not effective; so I used "infection" as a keyword to search on PubMed, […] I discovered a case report, reporting two cases […]. I thought the method is very good" (p. 433).

Accessing and using a huge number of patient resources for research was a golden opportunity for the doctors. One of the doctors highlighted how clinics were a big opportunity to collect huge data: "We have a very rich amount of patient data. […] Here we have nearly 3,000 cases of [the name of a surgery] a year. This is most precious resource" (p. 433).

Doctors also used three types of radiographic databases, i.e., patients' radiographic films, i.e., collection of the patient case data for research purposes, collecting patient-case data themselves during clinical practice, collecting data on their own during their clinical practice to build their personal database. The doctors reported they could not allocate a lot of time during on-duty hours to research-related work but the involvement of stakeholders (i.e., students, nurses, and radiology department staff) took the doctor's time. Doctors' research activities involved two settings: the hospital (e.g., collecting patient-case data in person) and home (e.g., analysing data).

Li's (2014a, b, 2013) three studies are highly insightful given the difficulty of recruiting medical specialists for studies of this nature, particularly in clinics. Notably, in contrast with much of the previous research on NNSs' international publishing stories, Li conducted her studies in a professional setting with medical doctors, rather than with academics in universities. However, the methodological weaknesses of the research need to be acknowledged. The interview data could have been enriched with textual analysis to enhance the validity and reliability of the findings. I should highlight that the research setting was a major hospital in an economically advantageous region of China. It is also worth considering the validity issue further: To what extent would all the doctors in Li's research be likely to fully disclose? Hence, a less privileged hospital setting is likely to provide different outcomes given that the research reputation of their hospital is high, and they may have been reluctant to fully describe their difficulties and challenges with English in general and publishing in particular.

Some of the themes emerging included the difficulties accessing resources, the lack of support and training, and time pressures. I will now widen the review to focus on research in non-medical contexts. Although the disciplines and contexts are different in the studies below, there are nonetheless similar issues emerging to those found in Li's studies.

2.6.2. Studies on the NNS Writers' Experiences of Publishing across Disciplines

I should note that the main reference in my thesis research is Theresa Lillis and Mary Jane Curry's seminal book (2010) 'Academic Writing in a Global Context-The Politics and Practices of Publishing in English', which is one of the most comprehensive and insightful longitudinal studies in the literature on academic text production and dissemination. Their study discusses the privileged status of publications in Anglophone-centred journals in English and makes the case for a decentring of academic text production. They report the results from over eight years of study of the specific experiences and practices of 50 multilingual scholars from four non-Anglophone 'centre' contexts, Hungary, Slovakia, Spain and Portugal, where English is not the official language of communication. Lillis and Curry explored the politics of location in academic text production along three key dimensions: *geographical* (i.e., local contexts, such as departments, and broader contexts, like regions or nation[12]), *geolinguistic* (languages used or not used for publication) and *geopolitical* (policies influencing research and evaluation systems).

The researchers targeted two disciplines, i.e., Education and Psychology. All of the research participants hold PhDs, but most of them developed their English skills in their local contexts and very few, eight scholars, had extended stays in Anglophone-centre contexts. Many young scholars benefitted from international exchange programmes. Apart from one scholar, 49 scholars published in the local national language and 45 published in both the local language and English.

The methodological aspects of this study are significant and worth describing in detail given that I have attempted to draw on and adapt Lillis and Curry's methodological tools in my own research. The data were collected in the four national contexts and 12 tertiary

[12] In the thesis, the term *nation* refers to relating to one particular nation.

institutions for over eight years. There were eight empirical research questions which focus on two broader areas of concern. The first area was related to the dominance of English in non-Anglophone contexts. The second was scholars' experiences, challenges, obstacles and practices in writing and publishing their research in English and their national languages. Hence the authors attempted to highlight key problems non-Anglophone-centre scholars encounter while trying to publish in peripheral contexts where there is less opportunity to access English-medium resources. The study employed a text-oriented ethnographic approach exploring text production. The trajectories of the text production were investigated together with the effect of what Lillis and Curry call 'literacy brokers'—actors who have had a major impact on the texts, such as language editors. They described researchers' participation in local and transnational networks and also institutional systems of evaluation and network.

A wide range of data sources was collected and examined in this insightful study. Data sources encompass nine components in their study: texts written by participants; face-to-face talk around text; interviews; ongoing email discussions between participants and researchers; written correspondence between the participants and colleagues, reviewers and editors; observational field notes/research diaries; telephone discussions; network diagrams drawn by participants; and documentary data from four national sites (departmental, institutional, and national policy documents).

The findings showed that scholars were motivated to publish in English both for personal and scholarly reasons, including to secure a permanent position and to win grants. However, meeting publication demands required a considerable struggle. Interacting with networks was an effective way to collaborate for publication in different languages and to deal with pressures and resource constraints.

Their analysis also explored the visible interventions and effects of various *language brokers* on the texts, including translators, English language professionals, and informal language brokers like family members or Anglophone friends. Their findings highlighted the multiple communities scholars write to disseminate their research. Their findings also included accounts of how participants responded to the demands of conflicting reviews. For instance, one writer explained how "three reviewers wanted different things, so if I modified the article according to the first reviewer […], it was the opposite of what the second reviewer wanted" (p. 110). Drawing on a number of methodological tools, Lillis and Curry's research provided with a thick description by means of the analysis and discussion of text trajectories towards publication with a highlight on literacy brokers, networks and systems of evaluation and rewards.

Now, I am now going to report a series of other studies that look at NNS scholars' experiences of publishing in other contexts and countries. In an insightful paper, Flowerdew (2000) conducted a single-case study on a non-native Hong Kong researcher Oliver and his attempts at publishing in English. The study showed how the publication process could be fraught with difficulties; including extensive interventions by various brokers, but can eventually end happily.

Oliver's field of study was mass communication. He had a PhD from the USA and benefited greatly from legitimate peripheral participation, learning to write to publish in English thanks to courses in the USA. Thus, he was in a privileged position compared to many NNSs. In this ethnographic case study, Oliver reported the challenges he faced as a non-Anglophone researcher to publish a research article in English in an international journal, having returned to Hong Kong and working as an assistant professor at a Hong Kong university. Flowerdew conducted in-depth interviews, exchanged e-mails with Oliver about his publishing experience to understand the trajectories of Oliver's text. Flowerdew collected drafts of the paper, samples of Oliver's correspondence with the journal editor, reviewers, the in-house editor who worked on the paper, field notes and a report written by a NS in Hong Kong who provided editorial assistance to Oliver, participant verification of the final report of Oliver, as well as analysing the various drafts and the final version of the article. For his initial submission, Oliver chose a first-tier journal, and his article was rejected. For his second submission, he tried a third-tier journal. The journal accepted his paper with revisions but the publishing schedule for that year was already filled, allocated to previously accepted articles, so the editor did not want to make Oliver wait and suggested another journal to submit to which was a first-tier journal and at his third attempt, Oliver received a positive response. One of the comments Oliver received from a reviewer at this stage is significant to shed light on the discussion regarding the disadvantages of being a NNS in academic publishing. The reviewer comment spoke of "second language mistakes that interfere with clarity and obscure" (p. 145) but was accompanied by very positive comments about how Oliver's text was valuable and how both data and argument contribute significantly.

After language editing and resubmission to the same journal, the editor still required more language editing. The paper was accepted but the editor sent another email requiring further editing and portions of the article were rewritten by the journal's in-house editor. For his part, Oliver checked the changes for clarification and the paper that was originally 43 pages became 29 pages after the in-house editor's cutting of the article: "Entire paragraphs were removed, and virtually every sentence was rewritten" (p. 139). This experience indicates how an editor may influence the manuscript to a large extent. Editing was completed, and Oliver discussed some factual errors and inaccuracies that he spotted and then the paper was published. Oliver was also lucky because journal staff edited his manuscript. Flowerdew commented that "as a NNS Oliver most likely had to put in more time than would a NS" (p. 145). Future studies are needed to contribute to this discussion because Oliver claimed the reviewers/editors were prejudiced against him as an L2 scholar, but in this paper, he did not produce any hard evidence of this. The limitation of Flowerdew's research is that the research is a single case study from one discipline, so the findings need to be verified with further research with the involvement of more participants.

Based on Hong Kong Chinese scholars' problems in writing to publish in English, Flowerdew (1999) conducted one of the first comprehensive pieces of research in the area through employing in-depth reflective interviews over a three-year period with 26 Hong Kong scholars of various ages, ranks and disciplines from six universities in Hong Kong. Over 40 categories emerged from the data. Eight of the most interesting subsets were associated with Chinese scholars' problems. All of the scholars reported that they were less able than NSs to express themselves in English (e.g., "No matter what, you cannot express as good as the native speaker […] my expression skills are inferior to them", p. 254). The other seven perceived disadvantages were as follows: knowledge of a less rich vocabulary, spending longer to write compared to NSs, facing challenges to write introductions and discussion sections, being less capable of making claims for findings and discussions, perception of being better suited to writing quantitative articles, and believing the L1 may interfere in the writing process. The weakness of the study design is that the interview was not text-based. Thus, the validity of findings could have been improved.

Kuteeva and McGrath (2014) investigated 15 participants' attitudes towards writing in English and other languages for research and publication purposes, and their linguistic practices (i.e., code-switching between English and Swedish). Participants were from the fields of Anthropology, General Linguistics and History in a Humanities faculty of a Swedish university. They collected the data through a semi-structured interview conducted in English. They also used Lillis and Curry's (2010, p. 43) "talk around texts" elicitation technique with some adaptation and asked the participants to narrate the process of their recent publication including collaborators. Participants had different levels of professional experience and language background.

The findings showed that linguists see English as an academic lingua franca while informants in Anthropology and History did not view English as a neutral medium of communication. Surprisingly, in contrast to most of the previous research findings (e.g., Flowerdew, 1999), their results showed that in their participants' eyes, writing in English is not especially challenging. There are similar claims elsewhere in the literature that NNSs' disadvantaged status is on the wane (see Ferguson, 2007; Swales, 2004). Moreover, it is worth noting that these findings tie in with a large-scale EU report which was based on a survey of 26,751 participants from different social and demographic groups who were interviewed face-to-face in their mother tongue. In line with previous reports, in the current EU Eurobarometer report (2012), people in Sweden (91%) say that they are able to speak at least one language in addition to their mother tongue and Swedes (86%) are particularly likely to speak English as a foreign language (p. 21). Kuteeva and McGrath's study thus comes to different conclusions about NNS scholars' degree of ease with English than some other studies (e.g., Flowerdew, 2000) which highlight the problems for NNS scholars, actual or perceived. An important consideration here is the location of Kuteeva and McGrath's study given that mastery of English is generally very high in the Nordic countries, which could explain why these scholars reported fewer problems. However, in my own research context in Turkey, perceptions may be very different.

Riazi (2012) explored Iranian scholars' perceptions on publishing papers in international English journals. 72 faculty members of different ranks (63 males and nine females) from various disciplines, including sciences, social sciences, arts and humanities, from one of the top universities of Iran, participated in the study. Twenty-two participants obtained their PhDs from Iranian universities, and 50 from other countries, mostly English speaking countries. Interviews were conducted in participants' native language, Persian. Interviews lasted from nine to 82 minutes. Presumably some of the interviews were very short because the study did not take a talk around texts approach.

Three themes, i.e., attitudes, problems and strategies, were identified. The first category, attitudes, had two sub-categories: research publication and evaluation of research activities. Participants from the sciences were in favour of publishing in English-medium journals, while participants from social sciences and humanities favoured in their native language in local journals. All of the informants had a consensus that they had problems writing in English, although participants in humanities noted that it was more challenging for them compared to colleagues in the sciences. Additional problems included research management, funding, facilities, team-working, freedom of expression, teaching load, administrative responsibilities and materials. Problems concerning English language use were associated with their limited English lexicon and knowledge. Moreover, the findings revealed that participants had difficulty arguing for and elaborating on topics.

They used various strategies to remedy the problems: reading texts specific to their discipline to learn about established writing styles, vocabulary and structures, and cooperation between colleagues to edit the manuscript. Participants described their experiences concerning perceived bias from international journals (e.g., [international journals] show some bias against my country and affiliation", p. 457). I should note that in Riazi's study because some interviews were only nine minutes, and the interview format used was not a talk around texts design, this casts doubt on the validity of his findings.

As van Dijk (1994) rightly asserted, "[NNSs'] triple disadvantage of having to read, do research and write in another language should not further be aggravated by ignoring their work and contributions." (p. 276). Some of the participants complained about lack of research networks in Iran. While researchers from sciences were in favour of and they were more favourably inclined to publish in English, and internationally, researchers from social sciences and humanities chose and practised a more local pattern of academic publication, i.e., publishing more in the L1, and more in local and regional journals.

In their study of the use of English in publication, Olsson and Sheridan (2012) used an email questionnaire in English. The questionnaire was sent to 200 professors, lecturers and other academic staff at a Swedish university. All participants were native speakers of Swedish but two participants were native Portuguese speakers. The questions in the questionnaire were regarding the participants' experiences and perceptions of the use of English in their research area, such as evaluation of their English ability, the languages of publication and reasons for their language choice to publish, perceptions of difficulty in writing in English with a comparison to Swedish or other mother tongues, funding opportunities, and the extent to which English was a threat to Swedish. However, the response rate was only 17.5% (n=35) from social and life sciences (7), technology and science (7), arts and education (7), economic sciences, communication, and information and technology (11). As for scholars' self-assessment of their competency to write in English compared to their native language, 49% of participants reported that writing in English was moderately difficult; 31% reported to have little or no difficulties, and 20% stated that they had major difficulties in writing in English. 72% of the participants from the technology and science faculty said that 75% to 100% of their published research was in English, while in the faculty of arts and education there were fewer (only 10% participants). Concerns were reported regarding the limitations for the participants who had insufficient English language skills: one participant claimed that “everyone not having English as his/her mother tongue is handicapped” (p. 41). The pressure on academics to write in English tended to be associated with securing research funding. As for the (perceived/supposed) threat from English, there were distinct opinions: 51% of the participants commented that there was no threat or only a slight threat to Swedish, while 49% participants perceived an average or big threat.

Duszak and Lewkowicz (2008) reported Polish academics’ attitude and difficulties in publishing research in English in the fields of applied linguistics and foreign language studies, psychology and medicine. The data were collected through a questionnaire survey with 14 questions (12 closed, and two were open-ended questions), in Polish via email. 99 researchers participated in the study. Most of the participants were from Psychology (46), 31 were from Languages, 17 were from Medicine and nine were from other faculties in Social Science. 42% of the participants were younger academics aged between 22-35. Surprisingly, the majority of participants (87%) published in Polish. This finding contrasts with the majority of discussion and empirical research on the language choice for publication (e.g., Swales, 2004). 63% of the participants had at least one publication published in English. Most of them used other languages in addition to Polish and English, including Russian, French and German. The reasons why scholars preferred to write in English were the availability of up-to-date journals in English, a wide readership, the fact that they saw English as the lingua franca in academia, and the possibility of international cooperation. Only 18 scholars published solely in Polish because they thought Polish was the most important language for their publications. The majority published in two or more languages. The findings showed that experienced academics with post-doctoral degrees had more rejected papers than their less qualified counterparts. However, given the data were only collected through a questionnaire, further explanations and details are lacking.

Most of the research I reviewed above reports perceived disadvantages to NNSs and researchers from developing countries seeking to publish in English. Although we cannot be certain that the perceptions are true, most of the studies located in developing countries identify a perception of feeling disadvantaged among NNSs and of bias against them but the evidence that *actual* disadvantage and bias exists is far from conclusive as Hyland (2016b) points out. Indeed, drawing any conclusive results from these various studies is very challenging because in this body of research the countries, research setting, research questions, participants and their fields of study tend to be different. Moreover, we need more comprehensive and detailed empirical studies (rather than just informants' *suspicions* there is bias) to gain a better understanding of conditions.

Given the research surveyed above, there are salient consistent themes which emerge across countries and contexts concerning NNS writers' experiences of getting published as peripheral participation, including:

(i) English language as a barrier because of being a NNS (Gibbs, 1995; Hanauer & Englander, 2013);

(ii) the need for English language editing/correction (Daly, 2016; Willey & Tanimoto, 2012, 2015);

(iii) disadvantages and inequalities of coming from a peripheral country (Canagarajah, 1996, 2002a; Ferguson, 2007).

To enrich this literature review, I also examined the empirical studies on journal editors' experiences and opinions, who act as gatekeepers and can provide their own perspective on NNSs' publications.

2.6.3. Studies on Editors' Views on Submissions from NNS Writers

Flowerdew's (2001) research showed that according to some editors, most of the problems Hong Kong/Chinese researchers encountered also exist among NSs and provides no evidence of discrimination against NNSs. Flowerdew interviewed eleven editors within applied linguistics, language teaching and related areas for three years from 1996 to 1999. The findings revealed that all editors claimed they had sympathy for NNSs and were fair and treated NSs and NNSs equally. Some editors noted that NNSs' perceptions and perspectives could be significant for certain topics (e.g., local, non-western teaching contexts); therefore, they encouraged NNS authors in conferences to submit a paper to their journal. In a nutshell, editors claimed that they did not have a bias against NNSs although some of the reviewers had written disparaging and harsh criticisms. Some editors explained that NNSs tended to review NNSs' manuscripts, while others were assigned considering the reviewers' expertise without considering whether the author was a NS or NNS. Most of the problematic aspects of

NNS contributions were attributed to novice mistakes common to both NS and NNS writers, such as parochialism, and absence of authorial voice. This finding supports Swales' (2004) claim described earlier about the lack of difficulties with publication peculiar to NNSs. Concerning the most problematic part of the research article, editors focused on the introduction and the discussion/conclusion parts, which were frequently found to be improperly structured. However, it was suggested that this problem was not particular to NNSs, but rather associated with being an inexperienced academic writer, in line with claims by Swales (2004) and Ferguson (2007). The problem with the discussion was being able to successfully occupy the niche and make claims.

Gosden (1992) reported on a survey of scientific journal editors in North America and the UK regarding the writing of research papers by NNSs. He aimed to gain a clearer idea of the language-related criteria which might most influence consideration of papers by NNS researchers and also to contribute to the design and implementation of the more effective teaching of research writing for NNSs. There were three criteria for the election of the journals and editors in the study: Journals were roughly divided among the disciplines of physics, chemistry, and biology. The target journals were edited in the USA, Canada, or the UK. Gosden sent 299 questionnaires (US: 146; Canada: 36; UK: 117) and received a good rate of return because he received 154 (51.5%) responses (US: 49%; Canada: 31%; UK: 61%). The questionnaire had two parts: Part 1 comprised multiple choice questions and included 10 aspects related to sentence-level concerns, such as mechanical accuracy. The findings for Part 1 showed the editors highlight the need for the clear and coherent development of a researcher's topic. Part 2 comprised 10 open-ended questions to complement the multiple-choice questions in Part 1 and questions focused on the mechanics of the review process and the related language dimension. A sample question was "If manuscripts are recommended for publication are they returned with suggested corrections by referees or yourself?" (p. 139). There were also some politically sensitive questions about whether there is a potential bias against NNS submissions, i.e., "Do you feel objectively that there may ever be indirect (or direct) editorial bias against NNS researchers' submitted papers…?" (p. 139) and the survey finished with an open question inviting the editors' views.

Different review procedures were reported: For example, editors may immediately return the manuscript to the author with a request for corrections. Many referees simultaneously reviewed and edited extensively; but some editors believe submitting authors should take care of language and presentation issues before the submission stage. Thus, they only want to deal with well-written papers. Quite a few editors stated that, in view of the large numbers of submissions they receive, "*linguistic grounds are as good a reason as any for rejection*" (p. 129, emphasis added). For the question on the main problems NNS researchers faced, editors reported some problems such as lack of clear and logical presentation of results/discussion. 26% of the editors did not accept the likelihood that a good paper might be accepted if the study was poorly reported.

Regarding indirect (or direct) editorial bias against NNS researchers' submitted papers, most of the editors (72, or 54%) claimed that there is no bias, while approximately one-third of the editors conceded that there is a possibility for editorial bias for various reasons, such as "bias against certain regions, and it appears that some editors are aware that a particular submission *will not be reviewed fairly simply because it comes from X country*" (p. 130, emphasis added). The reasons for bias tended to arise from different academic and publication cultures in other locations as a sample quotation indicated: "I tend to be *more prejudiced by attitudes about the quality of work to be expected from different cultures*; some encourage multiple publications; some only cite compatriots; […] too much 'me-too' work" (p. 130, emphasis added). Some editors said that some researchers accused reviewers of being unfair and biased when in fact the low quality of their work is the reason for their rejected paper.

These two studies conducted by two well-known, prolific researchers on editors' views regarding NNSs are notable. However, I tentatively suggest that both of the studies have their weaknesses regarding the validity and reliability of research findings for various reasons. Both researchers used only one type of data: Flowerdew conducted interviews and Gosden used surveys. Thus, I suggest that the nature of data may be subjective as Gosden himself concedes (p. 128). Can we be sure that what the editors say they do corresponds with their practices? Moreover, even if an editor was biased against NNS submissions, he/she may not talk about it because of the threat to face and his/her role as an editor considering the need for published studies free of bias and inequality in peer-review. Thus, I strongly suggest that we need *a chain of evidence to verify the publication outcomes*, maybe through text histories accompanied by interviews with actual authors of the manuscripts, a design adopted in the present research.

2.7. Peer-review in Academia

I now will discuss the peer-review process in academia. As an evolving process, the journal peer-review has existed since the 1950s to judge research to maintain the high quality and standards of publications for the quality assurance of the validity of published research (Smith, 1997) and help editors decide whether to accept the manuscript as part of a "filtering" procedure (Kravitz, et al., 2010, p. 1). Although peer-review is still the cornerstone to judge manuscripts in most journals and disciplines, including that of medicine, there are considerable weaknesses associated with the peer-review process that have been much discussed, and many of the characteristics associated with peer-review are controversial. First, most reviewers have not had reviewer training which is surprising given such a significant responsibility (Smith, 2006). Second, reviewing is a nonstandardized process. Thus, reviews can be biased and flawed despite the fact that peer-review is useful and better than the alternatives. Moreover, while some research has found that two peer reviewers' evaluations are broadly consistent, other studies have found differently (cf. Cullen & Macaulay, 1992; Smith, 2006). The former editor of the *New England Journal of Medicine*, Franz Joseph Ingelfinger, stressed the inevitably subjective nature of peer-review:

> "The ideal reviewer should be totally objective, in other words, supernatural. Since author and reviewer usually are by selection engaged in similar endeavors, they are almost unavoidably either competitors or teammates. Even the most conscientious reviewer will find it difficult to wax enthusiastic about an account that undermines his tenets or to disparage a report supporting his work" (1974, p. 688).

Smith (2006), who was the editor of the British Medical Journal (BMJ) and chief executive of the BMJ Publishing Group for 13 years, openly confessed that while he was an editor he regularly received letters from researchers who were upset because the BMJ rejected their paper and then the journal published what they perceived to be a much inferior paper on the same subject. Similar experiences have been reported in the literature since the 1970s in medicine. Yalow's (1982) experience sounds similar. Her Nobel Prize awarded research on radioimmunoassay was rejected by one of the well-established journals, *Science*. Although these studies were conducted some time ago, likewise, in a recent paper, Rennie and Flanagin (2014) explained that the Seventh International Congress dedicated to Peer-Review and Biomedical Publication, which was reported in the *Journal of American Medical Association* (JAMA), noted that reports in the congress confirmed the high prevalence of publication bias and showed the urgent need for further research on bias and actions for the improvement of the peer-review process in medicine. Some authors reported that positive findings are more likely to be recommended for publication by the editorial boards in higher impact factor journals because these findings constitute a 'good news' article, showing a treatment had a positive effect. In the same vein, research that does not show a positive effect is not usually likely to be published in medicine, such as in Anaesthesiology (see De Oliveira, et al., 2012).

Peer-review is at the heart of the review process not only in medicine but in all of science; and because of its effect on manuscript evaluation and because there is no alternative, editors have a continuing belief in the peer-review process. However, there is growing concern in the health sciences that 'peer-review is a flawed process'. Smith (2006) questions its merits with a brief but vivid exclamation: "How odd that science should be rooted in belief" (p. 182). Similarly, an intriguing question was posed by Rennie (2003): "…peer-review is arduous, expensive, often slow and subject to all sort of bias, so why is there this almost universal acceptance of its necessity?" (p. 1). Moreover, peer-review is "largely untested, and its effects are uncertain" (Jefferson, et al., 2002, p. 2784). Studies include the effect of blinding manuscripts for peer-review to make crystal clear the effects of masking authors' identities from the reviewers (Isenberg, Sanchez & Zahran, 2009); the fairness of the review process (Berkenkotter & Huckin, 1995); its quality and reliability (Green & Callaham, 2011); the effect of open peer-review on quality of reviews (van Rooyen, et al., 1999), conflict of interest on reviewers' comments and evaluations (Holden, 2000; van Kolfschooten, 2002) and examining reviewer comments about language use (Mungra & Webber, 2010).

Given that the focus of my study is a peripheral country context, I will present Peters and Ceci's (1982) interesting and controversial empirical study which suggested the existence of institutional bias on peer review. To test this, they chose 12 already published research articles by researchers from prestigious and industrious American psychology departments, one article from each of 12 highly regarded and widely read American psychology journals. The journals had high rejection rates (80%) and used unblinded review. Although the findings were not conclusive, the research revealed that journals tended to favour publishing authors' manuscripts from prestigious institutions. Peters and Ceci resubmitted the 12 articles which they claimed to be authored by imaginary researchers that had already been published in the same journals. During the resubmission, they made some small changes, e.g., changing the authors' names, making minor modifications on the title, abstract and introduction and making the authors' organisation not well-known. Surprisingly, only three journals realised that the research was resubmitted, while only one journal accepted the article. Eight of the articles were rejected without any good explanation, e.g., not including any comments on the manuscripts' poor quality or lack of originality. There were critical comments by the reviewers, e.g., methodological flaws and writing and communicative ability, although the same articles had already been accepted and published. An open question was raised by the researchers to the world of science:

> "Since the articles we selected were from recognized and prestigious research journals and had originally passed a review system averaging 80% rejections, how does one explain their failure to be accepted a second time by the same journal?" (p. 191).

Peters and Ceci's (1982) theories about why the articles were rejected concerned the effect of institutional/author bias because the authors were 'obscure' and came from 'obscure' places ('obscure' presumably meaning peripheral). The findings are highly surprising and need to be further investigated.

I tentatively suggest that the findings of the study above may contribute to the literature examining the perceived effect institutional prestige may have on the reception of a submission to an international journal. Although Peters and Ceci's study was conducted in 1982, more recently, there has been a growing concern about and research on peer-review in medicine. Gosden (2003) states that peer-review is an "opaque process which continues to raise serious ethical issues in scientific publication" (p. 88). Thus, any study that provides information concerning the peer-review and editorial process is likely to be helpful to science.

2.7.1. Studies on the Peer-review Process

Several studies analysed reviewers' comments in different disciplines, including medicine, to help researchers understand the communicative purposes of reviews and referees' intentions rather than focusing on any geographical or political bias. The review mainly covers current issues in the peer-review process, mainly in the context of medical research articles, consistent with aims and research questions of the present research (see Table 1).

Table 1. Sample Studies on Peer-review in Medicine

Author(s)	Country	Discipline(s)	Corpus (number of texts)
Mungra &Webber (2010)	Italy	Neurology, Dermatology, Internal medicine and Surgery	17
Loonen, Hage & Kon (2005)	Various countries	Plastic and Reconstructive Surgery	97
Kourilová (1998)	Slovakia	Biomedicine	80

Mungra and Webber (2010) examined reviewers' comments and criticisms in 17 medical research articles from neurology, dermatology, internal medicine and surgery written by NNS researchers working in Italy. There were two types of comments: (i) content comments and (ii) language-use comments. 15 (88%) of the 17 manuscripts were returned for revision and resubmission, one manuscript was accepted (6%) with only minor changes concerning technical aspects and the other manuscript was rejected because of unsuitability for publication in the journal. There were 33 reviewers and 366 comments were identified, most of which were negative comments, while a small amount of comments were positive, being expressions of praise. The analysis showed that all of the comments started with a summary of the manuscript. Content comments and methodological criticism accounted for around 56% of comments, comments on language use came to 44%. Content comments included several aspects, such as incomplete literature or lack of association between claim and data. Language comments focused on many aspects, too, such as pointing out faulty use of English, lack of clarity and the requirement to downtone claim or hedge.

Kourilová (1998) investigated the interactive functions of 80 peer-reviews of manuscripts submitted to British and American biomedical journals written by Slovak doctors. She analysed the nature and occurrence rate of eight discourse features: critical items: blunt (including irony, negatives) and mitigated criticism; commands: personal, authoritative and mitigated to suggestions; hedges: weakening compliments and mitigating criticism and commands; compliments: full and with downtoners; impersonality devices; involved textual dimension; doubt and suspicion; assumptions with a high and low degree of commitment. The findings showed that 39 patterns were of a compliment + criticism type as in a "yes, but attitude" (p. 108). Although one paper attracted only negative comments from reviewers, the editor published the paper, and it had 40 citations in three years. Eight manuscripts were rejected because of poor study design and lack of quality. In two other reviews, compliments and polite suggestion, and in two other reviews, compliments and one manuscript criticism and compliments were present. Politeness conventions in peer reviews tended to be with criticism were less hedged or mitigated. Peer reviews tend to be overwhelmingly critical and negative.

Loonen, Hage and Kon (2005) focused on peer-review comments. The findings are important because the data includes Turkish medical specialists' manuscripts in line with my target research participants. They assessed 97 manuscript reviews from the *Journal of Plastic and Reconstructive Surgery*. 77 of these 97 manuscripts were from 18 countries outside the

United States. Five manuscripts included authors from more than one country. The findings showed that the authors' use of correct and idiomatic English was evaluated as insufficient for publication for manuscripts from Turkey (23 of 30), China (six of eight), and Japan (five of seven). In contrast, one of the reviewers asked for language revisions in just two of the 20 manuscripts from the United States. Of the 45 manuscripts from Turkey, China, or Japan, 18 (40%) manuscripts were assessed to be of no importance. This compared with four (19%) of the manuscripts from Anglo-American countries (n= 21). On 43 review forms from Anglo and non-Anglo submissions, one of the reviewers commented that the references provided by the author(s) were insufficient, and for 24 manuscripts, s/he provided additional references. On 63 review forms, one of the reviewers commented that the conclusions were not sufficiently justified, and in 45 of the comments, one of the reviewers commented on the methodology or conclusion parts of the research. Comments on the discussion part of the research article accounted for the largest number of remarks (n= 65). On 92 of the 97 review forms, one of the reviewers provided comments regarding the quality of the manuscript. One of the reviewers advised that major revision was needed for 44 manuscripts. S/He assessed that 23 manuscripts were not worthy of further consideration. One of the reviewers advised the editor to accept 54 and to reject 38 of the 97 manuscripts. For five manuscripts, s/he did not provide conclusive advice to the editor. 44 manuscripts were published in *Plastic and Reconstructive Surgery*, and this publication rate did not differ considerably from the reviewer's recommended acceptance rate. The acceptance rate of manuscripts from the United States or the other English-speaking countries was higher than non-Anglo-American countries.

The studies above provide some information on the peer review process in medicine. The reviews tend to focus overwhelmingly on the critical aspects. However, it is notable that the studies discussed above on peer review process tend to focus on textual analysis and the validity of the findings appears to be taken for granted because these studies only focused on textual analysis and could have been enriched through interviews with the reviewers and actual authors of the articles.

2.8. Remaining Issues

As discussed above, interviews, surveys, case studies, discourse- and corpus-based research have all been widely used to describe the challenges of scholars to publish in English, in order to draw linguistic and/or pedagogical implications. However, there are some remaining issues that need to be addressed, to which my research may contribute.

First, relatively little is known about disciplinary academic writing conventions in English as a foreign language in Turkey. To the best of my knowledge, there is no study that describes Turkish scholars' publishing challenges in medicine in an academic setting by means of triangulated data sources. Also, it is notable that there is no study that has addressed medical specialists' challenges to publish in academia in the literature. Thus, to the best of my knowledge, this study will be the first research to fill this gap.

Second, as Geertz (1983) pointed out, researchers should have the "passion to swim in the stream of the [informant's] experience" (p. 58); that is, to access the discourse community in each discipline. In the same vein, Bhatia (1993) highlighted the necessity to collaborate with specialist informants. In contrast, Askehave and Swales (2001) claimed that having specialist informants check the analysis may complicate the process. Nonetheless, despite these objections, I hypothesise that subject specialist informants and author interviews will likely strengthen the claims regarding the validity of my research.

Third, to the best of my knowledge, there is no research featuring text analysis of reviewers' comments and authors' interview responses on these same comments in a Turkish context. The present PhD research project also helps fill this gap.

Because of their salience for my own research, available studies investigating Turkish researchers' publication attempts in peer-reviewed journals are reviewed in some detail below.

The earliest research relevant to the Turkish context which focuses on the challenges of academic writing is Buckingham's (2008) interview-based study. Buckingham conducted an interview to investigate 13 Turkish scholars' perceptions (four male and nine female) about the development of discipline-specific language writing skills, speaking to scholars located in the departments of Ottoman History, Anthropology, Cultural Studies, Economics, Conflict Resolution Studies and Law in one of the most prestigious private universities in Turkey. The interview was conducted in English although participants' native language was Turkish. All of the participants' university education had been English medium apart from one participant who studied in Germany. They had PhDs and between two and eighteen years experience of publishing in English. The findings of this work relate to perceived challenges in academic writing in English and subjects' academic writing strategies. Interview data analysis revealed several recurring challenges. These challenges included difficulty in writing in English: participants reported grammar, article usage and punctuation as some specific difficulties they faced. Participants also stated that they spent a lot of time writing in English and felt they needed to write in an elaborate style (see Flowerdew, 2000, for the same result). Because all of the participants in the study had experienced English medium education and professional training during their university years studying in Turkey and outside Turkey, they stated that they were not familiar with academic writing in their native language of Turkish; hence they had not felt any influence of their native language on their writing in English. With regard to assistance from shapers (Burrough-Benesch, 2003) like editors, some participants said that they had not had any help, some described lower level support, such as help with punctuation, article use and grammar, while other participants received help on the discourse level and with the organisation of the research. Participants reported their insufficient command of English and said this made itself manifest in their writing, i.e., through difficulties with formal correctness, including article and punctuation use; through difficulties with stylistic aspects, such as passive sentences, long sentences; and with tone, richness and idiomaticity. As for the strategies they adopted to overcome these problems, the participants stated that they examined published research articles for clues about appropriate organisation and discoursal features in their field of study; and took notes while reading on vocabulary and expressions to use in their own writing.

The second study on Turkish researchers' publication experiences is Uysal (2014), which is more detailed compared to Buckingham's (2008) research. Uysal focused on the tension between Turkish state policies and personal practices of research and publication because publishing in high-impact journals is a mandatory requirement for academic promotion according to state policies. Uysal described the struggles Turkey underwent in the 1980s, i.e., missing out on being a part of European industrialization but also "awakening to the demands of the information age for scientific research and publication" (p. 167). With the improvements in the Turkish economy in the 1990s, Turkey employed centralised, macro-level state policies and significant goals were determined regarding academic research, i.e., increasing the research population from 7 to 15 per 10,000 people, and increasing the research and development budget from 0.33 per cent to 1 per cent (p. 168). In 2009-2010, the Turkish Council of Higher Education increased the number of ISI-listed publications available in university libraries which contributed to a rapid increase in the number of Turkish-authored publications.

Uysal compared academic staff's experience and perceptions in two prestigious state universities in Turkey using a mixed method design, i.e., employing both a semi-structured questionnaire (n=115) to consult academic staff from different disciplines and of different ranks and also a face-to-face interview (n=8). The questionnaire comprised 10 questions to learn about participants' demographic information and publishing profiles, as follows: (1) age, (2) gender, (3) area of specialization, (4) current position, (5) English language proficiency, (6) whether the participants had a degree from an English-speaking country, (7) whether participants had any international publications authored before 2000, (8) if they published before 2000, how many publications, (9) whether participants had any international publications authored after 2000, and (10) if any of these international publications were published after 2000, how many. Of the 115 participants surveyed, sixty-one (53%) academics were from the hard sciences, while fifty-four (47%) participants were from the social sciences. The interview (n=8) in Turkish with participants in the social sciences working at two different universities explored different institutional and personal attitudes towards research and publication. The questionnaire also enabled Uysal to investigate if there had been a change in the publishing behaviour of academic staff since 2000.

The survey findings showed that in both universities, academicians' international publication output increased in the hard and soft sciences after the implementation of state policies. The increase was higher in the hard sciences. Scholars who had obtained at least one of their degrees in English-speaking countries published more. The interviews aimed to identify gaps or tensions between the state policies and local practices of research and publishing. The four interview questions focused on the following: the value placed upon research and publishing by interviewees' universities, any support to encourage more research and publishing in their universities (e.g., time, good library resources, financial support), whether their academic environment is conducive to conduct and publish research and a description of the promotion process. The findings for the first two questions showed that there is increasing support, such as grants for projects and travel grants for conferences, but academics reported that they were only superficially rewarded for their publication and endeavour because a higher research and publishing performance did not bring instant benefits and rights in academic-decision making or promotion: it seemed to make no difference if they published a lot or a little. Thus, participants found this situation demotivating and in conflict with the macro-level state policy. In the first university, academicians were more motivated to conduct research and publish compared to the second university because these activities were valued. In the second university, teaching hours were double those of the first, and resources such as time, grants and library resources were better in the first university. However, considering the accounts of the academicians in the interviews (e.g., "the library is very poor in terms of resources and especially in terms of books"… "In terms of resources, we need to buy most things by ourselves"), Uysal reported that "conditions [in higher education in Turkey] […] fall short in terms of research support, resources, technical equipment […]" when comparing these two universities with universities in the UK and USA (pp. 177-178). As for the third interview question about support and motivation to conduct research in the university, the results were similar across both universities: low-ranking academics had more problems when they tried to conduct research. Participants explained that there was a lack of a research and publishing culture: people did not collaborate; decision-making systems were unfair and opaque; decisions in the department were made without consent. As for promotion procedures and experiences, the participants particularly in the second university reported that the promotions process tended to be lacking in objective standards, and non-academic factors came into play, including seniority, good social and political relationships, and misuse of authority. There were some exceptions but very few.

With the present study, I sought to contribute to the literature on publishing and to begin to fill the gaps identified in light of the literature, with my research aims and questions as described below.

2.9. Present Study

Grounded in the notion of "community of practice" (Lave & Wenger, 1991), the multiple case studies explore the status of publications in English and decentre[13] academic text production with a focus on the specific experiences of four medical specialists from Turkey, a non-Anglophone 'centre' context, outside the Inner Circle, where English is used as a foreign language. Specifically, this longitudinal interview and text-oriented case study aims to provide a forum for Turkish medical specialists' voices and to describe the strategies they use in an attempt to overcome the problems encountered while writing scholarly publications in English in their context, which is a largely unexplored area.

The key research question the present study will attempt to answer is as follows:

What are Turkish medical specialists' experiences in writing and publishing their research in Turkey as a non-Anglophone context?

[13] 'Decentre' here refers to the idea of shifting attention from the Anglophone 'centre' and tends to be used to "decentre academic text production and evaluation practices…" (Lillis & Curry, 2010, p. 155).

Chapter 3: RESEARCH DESIGN AND RESEARCH METHODS

3.0. Introduction

In this chapter, I describe my research procedures. The chapter is divided into four main parts. First, in line with my research aim, the theoretical framework is presented to identify the theory used to justify the research design (3.1). Second, research methods and data collection procedures of the study are provided (3.2). Third, the data analysis procedure is reported (3.3). Finally, the measures I look to enhance the validity and reliability of the study are described (3.4).

3.1. Scientific Publication Policy in Turkey

In this section, I will provide information on scientific publication policy in Turkey. The 1993-2003 period was significant for Turkey because of the various problems regarding research production, such as overloaded and underpaid academic staff and limited research resources (Uysal, 2014). These problems led to the Council of Higher Education and the Turkish government formulating policies with the aim of competing on the international stage, including boosting Turkey's world ranking regarding international publications. To encourage researchers, the Scientific and Technological Research Council of Turkey (TUBITAK)[14] provided financial incentive programmes for research on Turkey that is published in citation indexed journals (Al, 2008a). At the same time, the Bologna process was encouraging Turkish policy makers to ensure local higher education systems are compatible with European standards. Hence, "Turkish academia is currently in transition, [...] while still preserving more peripheral characteristics at the institutional and personal levels" (Uysal, 2014, p. 165).

Important research was conducted by Al (2008a) on the scientific publication policy of Turkey using the bibliometric approach based on citation indexes. The study aimed to explore the bibliometric characteristics of Turkish publications in Turkish universities compared to universities worldwide, i.e., analysing journal impact factor, h-index and relative citation impact to compare the countries in the SCI, SSCI and Arts & Humanities Citation Index (A&HCI) data bases in 2005. I will focus on the research outcomes regarding medicine, given my own focus on this discipline. When the impact factors of the journals are assessed, surprisingly, the study findings suggest that Turkish authors did not tend to submit to high

[14] TUBITAK is a Turkish agency that promotes research and development through providing funding to the researchers.

impact factor journals. The findings also indicated that h-index values of Turkish publications, i.e., any authored by Turks, have grown each year, but Turkey still lags behind the developed countries, including Denmark, Austria and Finland. Al also examined the h-index of publications from 11 countries (Denmark, Finland, Austria, Norway, New Zealand, Hungary, Greece, Singapore, Portugal, Argentina and Turkey), finding that Turkey had the lowest h-index, i.e., 47, among the countries researched. The analysis showed that researchers located in Portugal, Singapore and Greece published fewer outputs than Turkey but their h-index was higher, i.e., the h-index for 2000 was 66. In 2000, the h-index was 70 for Hungary, 84 for New Zealand and 94 for Norway (Al, 2008b, p. 276). 40% of the publications and one third of the research articles affiliated with Turkey in the SCI index did not attract any citations, which is in line with a previous study in the Turkish context that investigated publications between 1973-1999 (see Yurtsever, et al., 2002), which revealed 48% of the publications in the health sciences and 40% of the publications in engineering and basic sciences were not cited.

Al suggests that these stark differences across countries cannot be explained by researchers' difficulties with English language but by the importance put on research and researchers and most significantly the difference among research cultures in the countries. All in all, despite the increase in the h-index of publications in Turkey, this increase is insufficient because Turkey lags behind most other countries.

3.2. Theoretical Framework

In line with my research focus, the theoretical framework I have employed in this study comes from Lave and Wenger's (1991) and John Swales' (2004) notion of "discourse community" and the notion of "community of practice" (Belcher, 1994; Wenger, 1998). In Lave and Wenger's (1991) apprenticeship model, the *social context* in which learning takes place is one of the key concerns. Three key concepts that encompass Lave and Wenger's theory are as follows: (i) community of practice, (ii) legitimate peripheral participation and (iii) apprenticeship. These key concepts are described below to show the connection of each notion with my research aim and research context.

Lave and Wenger view learning as a 'situated activity' and define learning as 'an aspect of communities of practice' through which learners need to become involved for full participation in the sociocultural practices of the community (p. 29). Hence, "scholarly writing is not usually acquired in the formal setting of a classroom" (Flowerdew, 2000, p.

131). Likewise, Berkenkotter and Huckin (1995) pointed out negotiation with the members of the disciplinary community is significant to be accepted in the world of science.

Another key term coined in Lave and Wenger's (1991 theory is *legitimate peripheral participation*. It is notable that in this theory the word *peripheral* has a positive aspect, in contrast to the meaning that I discussed in the literature review to describe developing countries and off-network scholars. Lave and Wenger define the term legitimate peripheral participation as "an opening, a way of gaining access to sources for understanding through growing involvement" (p. 37). During 'situated learning', legitimate peripheral participation is learning through *apprenticeship* (p. 30), with newcomers gaining experience of the knowledge and skills required in the community. Bazerman (1980) stated that the conversations and negotiations are constant among members of a disciplinary community.

I want to highlight given the present study context in a developing country that this cognitive apprenticeship experience will take place for my participants in a context notable for its lack of academic culture and research facilities. In this theory, knowledge is described as *a process* rather than a product with difficulties encountered because of the academic, cultural setting.

I adopted Wenger's (1998) conceptualization of practice as "doing, but not just doing in and of itself. It is doing in a historical and social context that gives structure and meaning to what we do. In this sense, *practice is always social practice*" (p. 47, emphasis added). Wenger (1998) further suggests that identity is a "negotiated experience", that we "define who we are by the way we experience ourselves through participation as well as by the ways we and others reify ourselves" (p. 149).

I thought that Lave and Wenger's theory is particularly suitable for my research with some modifications in light of the academic culture in Turkey, which can be easily applied to the practices of my Turkish medical specialists. First, this theory highlights the *process* of acquiring knowledge and seeing learning as a staged process, in other words, the road from apprentice to master and a part of the community. Second, the significance of *participation in the community* as social practice is contextualised. Third, the emphasis on change as a part of individuals' *learning trajectories* and developing identities is noteworthy and useful. These aspects could provide an appropriate methodological framework to describe Turkish medical specialists' journeys by means of the description of their experience, perceptions and difficulties in writing for publication in English in academia, which is compatible with my research aims and research questions.

In line with the theoretical framework described above, several studies have described the experiences and challenges of multilingual scholars' publication attempts in terms of their legitimate peripheral participation, as described in the literature review. Some of the studies focused on situated learning theory (e.g., Englander, 2009; Flowerdew, 2000). For my own purposes, I modified Lave and Wenger's notion of legitimate peripheral participation. The framework has been supported by several specific methods and research designs, particularly with Lillis and Curry's (2010) study featuring text-oriented ethnography, case studies and analysis of peer-review comments in medical manuscripts. Drawing on their notion of legitimate peripheral participation, this term is defined as: 'the newcomer's (Turkish medical specialists') attempts and process to become a part of the community of practice through *trying and trial, learning by doing*, collaborating with experienced peers and mentors and benefitting from the editors and reviewers' comments for academic text production in English in medicine'. The focus here is on how the research culture and limitations are likely to have an effect on the researchers' academic production as well as their perceptions and experiences in academia. The ethnographic approach will include convenient and purposeful sampling (Suri, 2011), which is detailed in the following sub-sections. However, it is notable that this cognitive apprenticeship model also has some limitations as discussed by Lave and Wenger themselves, and by Belcher (1994, p. 24). Belcher raised concerns regarding potentially insufficient attention to the community that the learner looks for membership in.

Given the above, the experiences and problems faced by each Turkish academic could be very different.

3.3. Case Study

There are various definitions of the case study, but Duff (2008) points out that there are recurring principles among these descriptions as follows: "boundedness or singularity, in-depth study, multiple perspectives or triangulation, particularity, contextualisation, and interpretation" (p. 23). In the present study, drawing on Johnson's (1992) definition, my case study aims to "understand the complexity and dynamic nature of the particular entity, and to discover systematic connections among [Turkish medical specialists'] experiences, behaviours, and relevant features of the [research publication experiences]" (p. 84).

Case study has many advantages to realise my research aim compared to other types of research as follows. First, case study provides a rich, in-depth and vivid description (Hitchcock & Hughes, 1995) in real life context with a down-to-earth approach. A key feature of case study is that it aims to study phenomena in their contexts, rather than independent of context. Hence, case study data is considered ‘strong in reality’ because case studies focus on “complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance,” usually using various types of data (Cohen, Manion & Morrison, 2008, p. 253). Second, data is gathered systematically and rigorously, thus assisting us to interpret other similar cases. Third, with a case study, we begin to find answers to ‘how?’ and ‘why?’ research questions that we cannot answer using quantitative methods. Fourth, it is also notable that I have no control over behavioural events on the medical specialists involved in my research, which is not so with many other types of research design (Yin, 2014), helping to bring an authenticity to the research and its findings.

There are different types of case studies (e.g., intrinsic, instrumental, multiple: see Stake, 1995; exploratory, descriptive, explanatory: see Yin, 2014). Following Yin (2014), I utilised a multiple case study design (sometimes called a collective case study: see Stake, 1995). The reason why I preferred to use the multiple-case study research method was as an outcome of taking into consideration both advantages and disadvantages associated with this method in the literature as follows. First, multiple case studies may enable me to enrich the representativeness of the cases in my research (Duff, 2008) through providing an in-depth description of four different medical specialists’ experiences and perceptions on publishing in academia. Second, the data collected from multiple cases is considered more robust (Eisenhardt & Graebner, 2007) given that multiple-case design requires more extensive resources and time to access different cases, strengthening research findings compared to a single-case study. Third, reporting other cases for replication in multiple-case studies may mitigate certain criticisms of the single-case study: namely, that the single-case represents a unique context and makes generalisations impossible, whereas ideally multiple case studies will make replication and generalisations more feasible (Yin, 2014). Fourth, as Stake (1995) pointed out, multiple-case studies are instrumental to achieve a better understanding of the cases because the focus is to go beyond the case. Thus, the aim was that the cases would lead to a better understanding of the phenomenon of peripheral scholars’ attempts at publication.

Focusing on the strengths of the single case study, I conducted a longitudinal multiple-case study to let the data that was collected intensively for over two years reflect a longitudinal perspective and give the participants a voice. I aimed to learn how four medical specialists' accounts of experiences were similar or different, in order to deepen our understanding of the experiences and perceptions of peripheral scholars in the process of publishing research articles in English in medicine. The reason why I chose the research article as a genre is that the journal article is the most preferred publication genre (Lillis & Curry, 2010, pp. 8-9), particularly for research performance evaluations; as Hicks (2004) pointed out, "…research is published predominantly in English language journals and references predominantly recent papers in a set of core journals recognised for their high quality and impact" (pp. 473-474). Also, I chose medicine as a field of study to fill the gap because, to the best of my knowledge, there is no research on medical specialists' publication practices in academia.

3.4. Longitudinal Mixed Method Research Design

I had extensive personal exposure to the research setting where I collected large amounts of research data, as a result of numerous visits. Because of my sustained engagement with the four medical specialists through re-interviewing and revisiting them over two years, the present multiple case studies could be classified as longitudinal research both regarding data and design (Dörnyei, 2007).

I used the longitudinal mixed methods research design, with its focus on a meaningful, extensive and intensive combination of mixed data collection, specifically through collecting data with (i) several semi-structured interviews and (ii) text trajectories/histories (see Figure 3). Thus, I was able to analyse data from various sources to render a multifaced perspective of the cases and the study benefitted from "a high degree of completeness, depth of analysis, and readability" (Duff, 2008, p. 43). The underlying reasons why I preferred a mixed methods research design are as follows: First, this approach can provide us with "a depth and breadth that a single approach may lack by itself" (Ivankova & Creswell, 2009, p. 136) thereby helping us to understand the research problem and context more thoroughly (Creswell, 2008) and better answer my research question when compared to a single method approach (Ivankova & Creswell, 2009). Importantly, there are more similarities between quantitative and qualitative data than there are differences as discussed in the literature (see Onwuegbuzie & Leech, 2005). Both quantitative and qualitative methodologies describe the data; make arguments about the outcomes (Sechrest & Sidani, 1995). Accordingly, I thought that we can compensate for the weaknesses of both quantitative (i.e., knowledge produced may be too abstract and general for specific local contexts and individuals) and qualitative research (i.e., difficult to make quantitative predictions, generally takes more time to collect the data compared to quantitative research, Johnson & Onwuegbuzie, 2004) through a mixed methods research design. Second, use of multiple, complementary measures may provide valuable aspects, such as verification. Third, complementary measures may be used for some basis to guess possible mistakes in the measures. Fourth, we may answer the broader research question the present thesis focused because we are not limited to a single method. Fifth, we can obtain evidence through convergence and corroboration of strong findings to arrive at a rich picture of medical specialists' practices and perceptions that may be missed when we use only a single method. Finally, we may never achieve complete accuracy via triangulation; however, we can enhance the quality of our research via these means (Sechrest & Sidani, 1995, pp. 84-85).

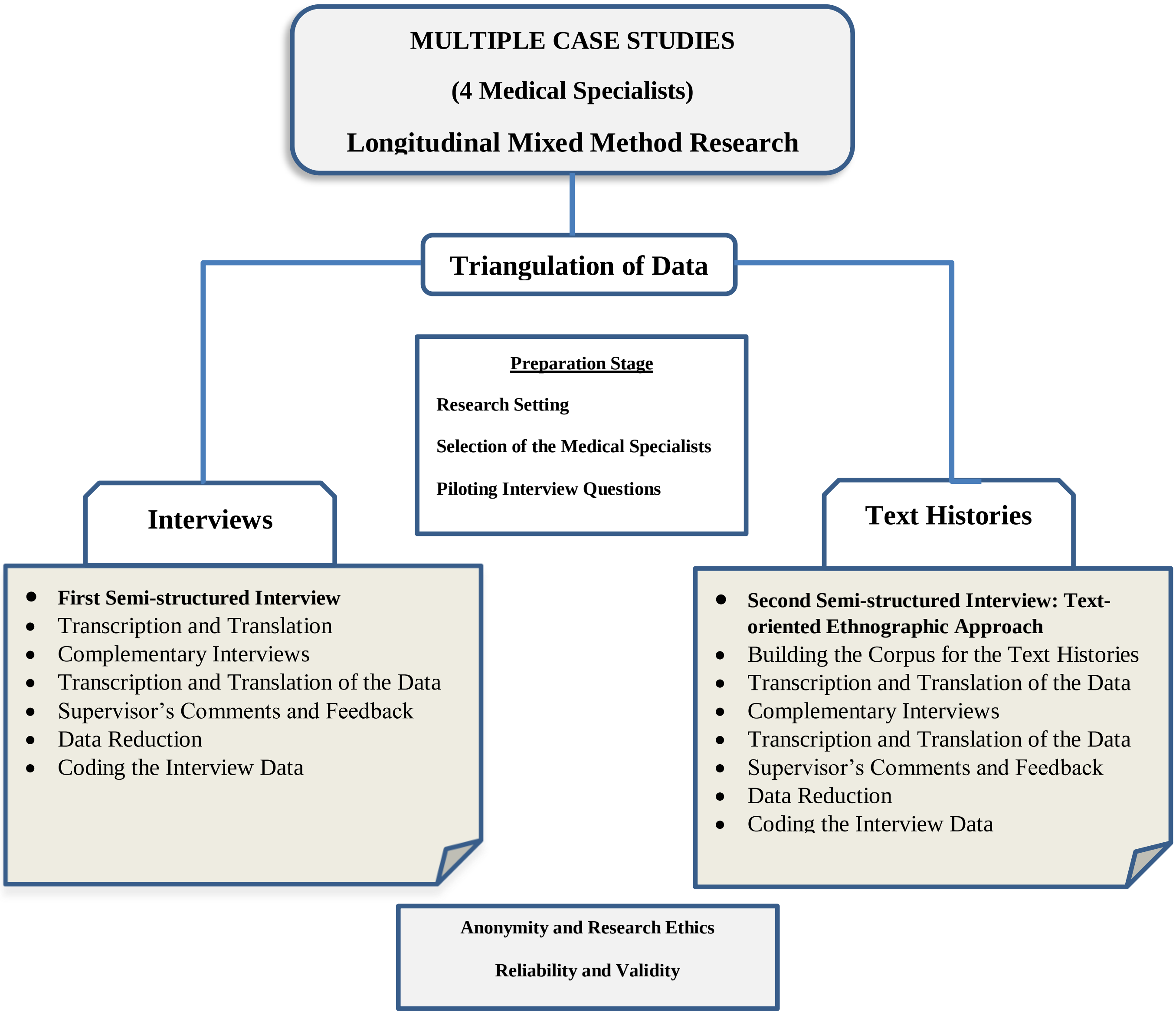

Figure 3. Research Design and Research Methods Administered

All in all, the goal of the qualitative phase of this study is to obtain an overall picture of perceived problems and strategies four Turkish medical specialists employed to tackle publishing in English. To prevent the risk of gathering subjective information and collect empirical qualitative data (Sandelowski, 2003), ethnographic techniques were used for thick description (Sarangi, 2007) and to obtain thick data. One feature of the use of multiple methods, in this case lengthy, in-depth semi-structured interviews, e-mail interviews and text-oriented interviews to understand the context, is that it can provide an insightful set of findings and supports the validation of data.

I triangulated different sets of data for the in-depth understanding of the target context in line with Curry and Lillis's (2010) study, as reported below. Given that an error-free method of inquiry does not exist, each of the research methods administered is described below with characteristic strengths and weaknesses, and also how the weaknesses and criticisms were compensated for to improve the research quality.

Because one-shot interviews are unlikely to provide sufficient data description (Polkinghorne, 2005), at least three one-to-one sequences of face-to-face interviews were scheduled and administered as on-campus interviews with each medical specialist. Two main interview protocols were developed for this study, and these were also accompanied by several complementary e-mail and face-to-face interviews as described in detail below to gain an understanding of the research setting.

3.4.1. Preparation Stage of the First Semi-structured Longitudinal Interview

By means of the first semi-structured face-to-face interview, I aimed to develop a rapport with the medical specialists and the interview consisted of general questions compared to the second interview in line with the project's research aims. To conduct the interview, I translated the questions from English into Turkish given that Turkish was the native language of the medical specialists in the study.[15]

The first semi-structured interview aimed to draw a general picture of the medical specialists and to become familiar with their experiences. This interview provided me with the freedom to ask additional questions according to the medical specialists' response (Mackey & Gass, 2005) and to allow the medical specialists to elaborate on certain issues I aimed to investigate in the following complementary interviews.

[15] I amended entire transcripts against the recordings repeatedly for accuracy (see Lin, 2014b, p. 431).

For the preparation of the first interview questions, the literature on challenges scholars encounter while writing for publication purposes and the instruments they used to collect data were examined carefully. In addition, the continuing feedback of my supervisor helped ensure the research questions were kept in focus. In fact, my supervisor gave feedback on more than 10 versions of these questions in 2013 until the first semi-structured interview schedule was finalised to start data collection in 2014-2016 after piloting (see Appendix 1 for final interview schedule). Prompt cards were designed in the light of the literature focused on studies of academics writing for publication. For instance, Emerson (2012) features quotes of academics' descriptions of the pleasure they derive from writing ("If I had the option, I would sit in my office all day and write"). In addition, I consulted the prompt cards used by Harwood and Petrić for an unpublished study of academic authorship and identity and again drew on their quotes, including some which came from Carnell et al.,'s (2008) study. (i.e., for the question 'Could you tell me your strong points and weak points as a non-native English researcher while publishing?' prompt card L included cues such as difficulty in making claims or discussing findings, less rich vocabulary, L1's intervention in the writing process). The interview was in the native language of informants, in Turkish, in an attempt to try to encourage lengthier, more natural responses and made up of 24 initial questions, most of which were supported with prompts.

Specifically, the first interview aimed to elicit the following information to answer the research questions under five sub-sections:

- Demographic information about the medical specialists (7 questions),
- Experiences relating to academic publications in English in medicine (12 questions),
- Problems of Turkish medical specialists in English academic writing (4 questions),
- Strategies Turkish medical specialists use while writing research articles in English (1 question).

This longitudinal multiple case study was conducted at a state university in a medical school in Turkey. Here, longitudinal study refers to collecting data over two years from the medical specialists.

3.4.2. Piloting the Interview Questions: Two Pilot Case Studies

To ensure the interview schedule would work efficiently, two medical specialists were recruited to pilot the interview questions and these interviews were held in their offices in the university. The first medical specialist was a professor and the second medical specialist was an assistant professor. During the piloting, medical specialists tended to choose the prompts rather than sharing opinions in depth, thus, the interviews took only about ten minutes. Thus, in the main study, firstly, I asked the questions and elicited their responses and then showed the prompts to obtain deeper data. Also, piloting obliged me to consider how to choose the most eligible and appropriate participants. For example, during the piloting, one medical specialist looked at his/her watch frequently because of his busy lab work, which made me decide not to ask additional questions and finish the interview immediately. The other medical specialist could not comment on some of the questions, explaining that he/she had very limited experience of publishing although he/she had a high rank in academia. I did not include the data I collected in the piloting phase in the analysis which follows.

3.4.3. Ethical Considerations and Problems Encountered

The medical specialists were given details of how anonymity and confidentiality would be preserved in the consent form to try to ensure their active involvement as well as to develop trust with them. The consent form also described my research aim, provided assurances that participation was voluntary, that their identities and privacy would be protected,[16] and that they could withdraw from the study at any time (see Appendix 2 for consent form). Potential participants were given the opportunity to ask questions and were informed that they were being asked to share their text histories. However, when medical specialists' extracts from research articles are used as data in the studies, this could potentially give rise to the identification of participants. To minimise this effect, the extracts included in my analysis tend to focus on general wording rather than highly specialized (identifiable) extracts and some sentences have been rephrased.

A week later after first introducing my research to medical specialists, via e-mail and with a short visit, potential participants were asked whether they would like to be involved in the study and, if so, to organise interview times accordingly. However, one of the medical specialists was hesitant to be involved in the research, although, at first, they all confirmed that they would with the explanation that participating could be a good experience and that they were willing to help me as a young scholar and express themselves to an international audience. When I investigated the underlying reason for the hesitation, which came through

[16] In order to ensure a further layer of anonymity given the highly sensitive nature of the data, at times I do not disclose the gender of some of my participants or of potential participants who refused to take part in my study. Thus, the gendered names were used. Helen, for example, may be a man scholar.

an e-mail, it was because the specialist felt my research design might put me in a difficult position in terms of ethics during my PhD because the study involved published research articles and reviewer comments. Once I had the e-mail, I went to see him in his office. He explained to me that he talked to another lecturer about the research, particularly the research design, and was told that interviewing about publishing experiences and using text histories was not ethical. This experience was unexpected, and may be associated with the fact that I was working in a peripheral country or in a setting where there was a lack of research culture. However, later, this lecturer came to believe that the study was ethical and added that he got confused after talking to his more sceptical colleague—but also stated that he had some questions and worries regarding the research. I provided all of the information required, such as my supervisor's name and contact information and details of Sheffield's ethical committee. I also talked to a member of the ethics committee in the university where I collected my data. I showed them recent published research, including Gosden (2003), Mungra and Webber (2010) and Lillis and Curry (2010) to prove that it is possible to study anonymised published texts and reviewer comments. This experience could be indicative of a rather precarious academic life in a peripheral context where scientists may be afraid because of unethical practices in a number of areas, such as writers plagiarising previous work, as well as the construal of my study as an agenda-driven attack on academia.

The lecturer who had tried to prevent the involvement of one of my participants in the study had not contacted me or sought any explanation from me of my research. When I checked the lecturer's publications, he/she had very limited research experience and a very limited number of publications, despite many years lecturing at the university. Nonetheless, I went to talk to her/him and provided detailed information on the study, asked whether he/she had any questions but he/she said she did not have any, and I sent e-mails to him/her concerning published studies in line with my research aims and design to prevent other withdrawals from my study because of his/her approach to one of my potential participants but did not receive a response, which made me question his/her aim. I should note that this experience is not unique to me, and not my first unhappy experience in conducting research. I also observed similar cases and problems among post-graduate students in Turkey. However, I was very lucky that the volunteer participants, including the medical specialist who at first was discouraged, understood my research aim and were very willing to be involved in the study. After this experience, the research proceeded without problems but just in case I carried a file full of relevant published studies whenever I visited the medical specialists' offices and reported all the research stages, including collected data and transcriptions, monthly to my supervisor to ensure things remained on track.

3.4.4. Selection of the Medical Specialists

Selection of the medical specialists and research setting are significant to the overall quality and validity of the research and the need to provide relevant data. While recruiting medical specialists, I employed heterogeneous purposive sampling to focus on particular characteristics of four medical specialists in the basic sciences in a medical school in a Turkish university to best enable me to answer my research questions. I aimed to ensure that the research included as many different kinds of medical specialists as possible to construct robust insights and capture a wide range of perspectives, seeking common findings across all four cases which a larger study could pursue to determine whether these common findings can be generalised. I considered five inclusion criteria as follows for the medical specialists' involvement in the present research:

The potential medical specialist informant:

(1) has a PhD degree in medicine,

(2) has a university post lecturing in medicine,

(3) was willing to share with me his/her academic publications in English in SCI journals as well as reviewers' and editors' comments,

(4) is a Turkish citizen and using English as a foreign language,

(5) was willing to be involved in at least two interviews and also further complementary face-to-face and e-mail interviews to collect rich data.

There is not a consensus on the number of cases one should aim for in multiple case studies, but there are some suggestions that focus on the depth and credibility of case study research. For example, Creswell (2007, p. 75) answers the question "How many cases?" in a multiple case study by saying "there is not a set number of cases. Typically, however, the researcher chooses no more than four or five cases […] to set boundaries that adequately surround the case". Similarly, Duff (2008) stated that "the approach taken by many researchers in applied linguistics case study is to select two to six cases for in-depth analysis" (p. 124). Four medical specialists were chosen for this study. I had to exclude some participants because of two main reasons: (i) ethical problems (for example, some medical specialists shared their colleagues' text histories without receiving permission) and (ii) some potential informants shared more limited data on text histories compared to the four cases I report here, all of whom provided more extensive data.

The research aims were described explicitly to the medical specialists with a face-to-face meeting and interview questions were sent via e-mail and provided before obtaining their informed consent to participate. Circulating the interview questions in advance enabled informants time to think about the questions. The advantage of studying medical specialists in a research setting that I was already familiar with (because I have coordinated medical English courses there) helped smooth the path to gaining entry to the research site and obtaining informed consent.

For each participant, a pseudonym was used. The medical specialists were an Assistant Professor (n=1), an Associate Professor (n=1) and Professors (n=2) from the medical school of a state university in Turkey. 20 hours and 42 minutes of interview data were collected during two interviews.[17] The interviews took around 5 hours 10 minutes on average per participant. All of the medical specialists who were willing to be involved in the study were NNSs medical specialists and developed their knowledge of English for research purposes in their local context by their own efforts. They were all PhD holders and had worked at the university and had been in post for more than 10 years. (I am being deliberately vague here in order to more carefully disguise informants' identities.)

Table 2 provides an overview of the medical specialists in terms of their academic position, gender, and expertise, their number of SCI publications and years of work experience. Each of four medical specialists was interviewed in person, and they were compensated for the time they spent being interviewed, so as to increase their motivation to continue to be involved in the study, as our conversations stretched over a period of over two years.

Table 2. Medical Specialists' Profile

Medical Specialists	Academic Position	Gender	Number of SCI publications
George	Professor	M	24
Helen	Professor	F	28
William	Associate Professor	M	7
John	Assistant Professor	M	5

[17] The total interview data collected was around 30 hours. However, as elucidated before, some medical specialists were excluded.

As for compensation, I provided two choices: (i) I offered to edit two of their research articles before submission (or sometimes more than two articles, depending upon the time they sacrificed for interviews); or (ii) I offered one-to-one sessions during which I focused on particular aspects of English for academic purposes with which they had difficulty, basically offering language tutorials. However, I was also asked for two other forms of assistance, both of which I was happy to provide, namely: (iii) translation of technical documents from Turkish into English; and (iv) one informant asked me to co-teach an academic writing course on the master's programme. This mutual collaboration helped me to gain a deeper and sustained intimacy with the specialists and also the research context (Hood, 2009), thus allowing me to collect richer data.

3.5. First Semi-structured Interview

Because the interview questions were prepared meticulously in light of the literature and my supervisor's feedback over several preliminary drafts and maybe also because of my post-graduate education and research background in ESP, the questions were unchanged after piloting because they were found to work well. However, unexpectedly, the piloting helped me to choose among eligible participants: I chose the informants who were most reflective and exhibited the greatest degree of interest and motivation in the research.

3.6. Data Analysis

During the process of transcription of the first interview data, follow-up or complementary questions were drawn up for subsequent interviews. All the interview data was recorded and transcribed, and because the interview was in Turkish, I translated from Turkish into English as part of the process of transcription. Thus, there were only English medium transcripts. Whenever I was unsure how to translate, I probed further through an e-mail, enabling me to "mov[e] deeper and deeper into understanding the data […] making interpretation of the larger meaning of the data" (Creswell, 2009, p.183).

After the transcription of the first interview data, I examined each response to each question to design subsequent follow-up questions to elicit elaboration on certain issues, and also to clarify any misunderstanding, to ensure against loss of data and facilitate unexpected and unanticipated answers with the support of my supervisor, who read all of the interview transcriptions and provided feedback on my interview technique and made suggestions for questions for subsequent interviews (see Appendix 3 for a sample of the first semi-structured interview transcription). The latter was particularly useful to catch significant and missing aspects in the interview that could shed light on my research questions and facilitated the organisation of the emerging salient themes in the data.

3.6.1. Complementary Interviews for the First Interview: First interviews were later enriched through complementary face-to-face and e-mail interviews. E-mail interviews facilitated the data collection process thanks to the speed of response and saved time because e-mail responses were already a kind of transcribed data (Selwyn & Robson, 1998). Many of the potential shortcomings of the e-mail interview, such as nonverbal clues, non-responses or problems with participants' interpretations of the questions, thereby constraining their responses (Meho, 2006), were avoided because I had already conducted face-to-face interviews before the complementary interviews. Complementary interviews allowed me to prepare more specific questions, and the interviewees had a chance to think more deeply about their experiences. Thus, complementary interview 1 was more focused to fill out and clarify informants' accounts (Dörnyei, 2007). It is also notable that after data analysis of the first interview, all the medical specialists were asked different complementary questions because they were prepared according to each informant's response in the first semi-structured interview (see Appendix 4 for a sample transcription of complementary questions after first semi-structured interview). In addition, the medical specialists checked the first interview transcription in English given that the complementary questions were based on the first interview data. A sample complementary interview 1 question is provided below from my conversation with Helen.

Context: Helen is explaining her experience of submitting an article to a SCI journal in Turkey.

> Helen*: Ten minutes later, they responded that my manuscript was not accepted.*
>
> Neslihan: *Interesting!*
>
> Helen*: I was very upset at that time because how did they decide only in ten minutes?*
>
> Neslihan: *Did the editor reject your manuscript directly?*
>
> Helen*: Yes. The article was rejected directly. I got an e-mail with the explanation that our manuscript was not appropriate for the journal.*

After I listened to the interview and transcribed the data, I asked Helen via email if she could share the rejection correspondence with the editor. She was willing to share this and responded very quickly. I added this e-mail correspondence to my text history data and thus enriched the account and dataset.

The interviews were repeatedly listened to in order to identify salient themes and facilitate coding. I discussed the data with my thesis supervisor, and with the help of these complementary questions, I sought to draw a general picture of the world of the specialists and to prepare more specific questions for the second interview concerning their publications.

3.6.2. First Semi-structured Interview Analysis

I translated each word of the specialists' interviews carefully from Turkish into English.[18] Translation dilemmas in qualitative research were examined in the literature to inform this stage (see Temple & Young, 2004). After the completion of the English transcription of the interviews, the accuracy of the translation was checked by the medical specialists. The problematic issue of translating data into English was lessened because I asked each medical specialist to check the original transcripts for accuracy of the translation. My supervisor also asked questions where he found the translations to be unclear and I also asked one of my friends from the UK, who studied translation, about problem passages while translating through Skype, all of which helped with translation-related issues.

3.6.3. Coding the Interview Data

After reading the interview data several times, all the interview data were coded manually on paper to find the repetitive patterns and to identify the main ideas through dividing the text into small units, mainly paragraphs, and assigning codes. In light of my supervisor's comments, adjustments were made in coding. Some of the codes were the same in the four specialists' data given the semi-structured interview questions (e.g., the need for academic literacy brokers). However, there were also different codes because of the distinct experiences reported. Different themes occurred among the medical specialists (e.g., in George's data, (presumed) Turkish reviewers against Turkish authors). Themes were compared among the four cases for similarities and differences. After coding and data reduction, 15 themes emerged (see the list of codes for the first interview analysis in Appendix 5).

[18] As a lecturer in a state university, my responsibility also included translating formal documents. I attended special training to hone my translation skills in the context of TermTurk –Terminology Training in 1999 funded in an EU project at the Hacettepe University, Ankara, Turkey. Thus, I had competency to translate from Turkish into English and vice versa
(see the blog of the training: https://terminologyblog.wordpress.com/2009/09/01/terminology-country-report-turkey/).

3.7. Second Semi-structured Interview: Text-oriented Ethnographic Approach

In both ethnographic research and case study, to "establish an *emic* (or insider) perspective" (Richard, 2011), multiple data sources and sustained involvement in the research context (Lillis, 2008) are necessities. As a complementary methodology to enrich the research, a second interview was conducted to achieve an in-depth understanding the medical specialists and enhance the validity of my research. Following Lillis and Curry (2010), a text-oriented ethnographic approach was used in the second semi-structured interview to collect and analyse a range of ethnographic and text data and uncover the histories of the informants' research article production and their account of experiences and practices in publishing.

3.7.1. Building the Corpus for the Text Histories

The manuscripts, all of which were finally published, comprise a corpus of manuscripts submitted to international journals. When I collected the data, I did not know whether the reviewers/editors were from central or peripheral countries.

For the second interview, which was a discourse-based interview (cf. Odell, et al., 1983), a corpus of text trajectories was built from studying the manuscripts and corresponding reviewers' comments. All the publications were empirical research articles. I used the terminology *text history* to refer to "a key unit of data collection and analysis that [I] developed for exploring the trajectories of texts towards publication" (p. 4), including "the impact of literacy brokers" (Lillis & Curry, 2006, p. 7). My aim was to collect as much information as possible about the history of a text. Each text history involved the following key data elements: interviews with the medical specialists as a main author, target publication and available drafts. In the present research, I called each different manuscript submission story a history that was supported by a text. For example, Helen's email correspondence with a Turkish journal editor was one history in the first interview and her specific article she published in a journal that is reported in the second interview was her second text history.

Thus, each informant's data had a different number of text histories as shown in Table 3. Accordingly, emergent recurring and salient themes and the depth of each text history dataset differed among the medical specialists. Particularly, our second participant George was very willing to contribute to my research and shared the most text histories to contextualise his perceptions and share his experience.

In the present research, text history, which consisted of documents relating to the medical specialists' submissions, is a key unit of data and analysis that helped me to investigate the trajectories of texts towards publication during the second semi-structured interview.

Table 3. Medical Specialists' Total Number of Text Histories

Medical Specialists	Number of Text Histories Shared
George	3
Helen	2
William	1
John	1

Lillis and Curry concede their experience of collecting text histories is time-consuming, however, they highlight that this type of data is a crucial way of "glimpsing important moments within texts' trajectories" (p. 5). Text histories of the medical research article submission process were my specific focus in the second interview. These 'text histories' comprise a paper trail, including original successful and unsuccessful submissions, reviewers' comments, resubmissions, correspondence with the editor, and editors' comments and decision letters. The range of text history data varied for each medical specialist.

The second semi-structured interview involved three key phases as follows:

First phase: To collect specific data concerning the problems medical specialists encountered, such as specific reviewers' comments which caused them difficulties when revising and preparing to resubmit their manuscripts, discourse-based interviews were conducted with specialists to triangulate the textual data: showing the interviewee specific parts of their writing (or asking them to comment on specific parts of their writing) which proved troublesome or were otherwise significant in relation to my research questions. The interview was carried out by referring to the specific parts of the texts for discussion in electronic or printed form and the interview was recorded with the medical specialists' permission. Questions were designed to elicit information regarding their motivation of choice of research field/topic; the purpose of the research; the co-authors and their roles/contributions; the reasons for choosing the target journal; the medical specialists' perceptions about the target readers/audience; the writing process; any overlap with previous research experience; informants' reactions to the reviewers' comments; the organisation of the research article; and their overall perception about their publication practices and problems they encountered.

Specifically, the second interview aimed to elicit the following information mainly under six sub-sections and questions were tailored in line with the text trajectory each medical specialist shared (see Appendix 6 for the second semi-structured interview questions):

1. Outlet and audience of the journal
2. Co-authorship
3. Reviewers' and editor's comments
4. Research article under discussion
5. Pressure on conducting research and research writing
6. Miscellaneous, retrospective additional informant comments, such as informants' (dis)satisfaction with the published text.

As in the first semi-structured interview, prompt cards were provided, e.g., with regard to co-authorship.

Second phase: The collection of as many texts as possible of the text history. I collected 42 texts in total, including submitted papers, email correspondence with editors, reviewers' comments, edited manuscript, resubmitted manuscript after reviewers' comments. 16 texts were collected from George for three text histories, 12 from John for one text history, 9 from Helen for two text histories and 5 from William for one text history.

Third phase: E-mail correspondence and informal discussions with medical specialists to clarify aspects when needed.

3.7.2. Complementary Interviews for the Second Semi-structured Interview

Like the first interview, after examining the second interview data, I asked some complementary questions either through e-mail or at a face-to-face interview and provided the second interview transcription for each specialist to check.

3.7.3. Second Semi-structured Interview Data Analysis

All the interview data were analysed. Firstly, I provided a detailed description of each case individually and reported recurring salient themes within the case—a within-case analysis. Second, I conducted a thematic analysis across the cases—a cross-case analysis (see Creswell, 2007, p. 75; Duff, 2008, p. 163) and displayed associated features graphically.

3.7.4. Coding the Interview Data

I read the data reiteratively to perform coding through content analysis and discovered links among categories that would shed light on the informants' overall experiences and perceptions. After coding and data reduction, six themes emerged (see the list of codes for the second interview analysis in Appendix 7). In the results section, quotations/excerpts were provided from the informants' transcribed interviews data and corpus.

Because I had large quantities of data, I condensed and presented the data meaningfully in light of ongoing feedback from my supervisor and my participants.

3.8. Anonymity and Research Ethics

Given the well-known dangers of case study, that is "ethics, especially difficulties protecting the anonymity and privacy of case study participants" (Duff, 2008, p. 48), the medical specialists in my study were protected from identity disclosure by a set of steps striving to ensure participant anonymity and addressing issues of research ethics. First, all of the data were saved with a pseudonym for each medical specialist. Similarly, pseudonyms were used during the coding and recording process. I should note that the medical specialists were really willing to share their specific experiences and did not bother to hide any information and were open about their identities being known by readers but with research ethics in mind, I have strived to disguise their identities as much as possible (and was encouraged by my supervisor to do so—not least because of any potential prejudice or accusations that could conceivably attach themselves to the informants as a result of identification). Second, importantly, I have omitted to include medical specialists' published papers in the list of references in the study. Third, any hard copies of the data, including research articles and reviewers' comments, were kept in a locked drawer in my study room.

3.9. Reliability and Validity of the Study

The terms 'validity' and 'reliability' are multifaceted, thus, there are many different types of validity and reliability and discussions in connection with these aspects. For example, Guba and Lincoln (1989, p. 236) proposed four criteria for trustworthy research: "credibility (confidence in the truth of the findings), transferability (applicability of the findings in other contexts), dependability (consistent findings which could be repeated) and confirmability (the extent to which the findings of a study are shaped by the participants not by the researcher's bias)". Given the significance of validity, the *credibility* of qualitative research, I aimed to spend a lot of time learning about, learning from, and learning with the medical specialists (Rallis & Rossman, 2009) to ensure the research findings were accurate for me as a researcher, the participants and the reader/audience (Creswell & Miller, 2000). Based on the suggestions of the USA Government Accountability Office (1990) to address the trustworthiness, credibility, confirmability, and data dependability of the research, in the present study, four design tests were administered. Yin (2014, p. 45) labelled these tests as case study tactics: (i) construct validity, (ii) internal validity (also called logical validity), (iii) external validity and (iv) reliability (i.e., consistency or repeatability of the measurements, see Bruton, et al., 2000) to make this study replicable (see Figure 4). Hammersley (1992) associates validity with confidence in our results independent of claims. In other words, as has been highlighted a lot in the literature, without construct and internal validity, we cannot expect to have external validity. The three validity types (construct, internal and external validity) are embedded (see Figure 4). Here, "internal validity and external validity are replaced by such terms as trustworthiness and authenticity" (Denzin & Lincoln, 1994, p. 92).

TESTS	Case Study Tactics	Phase of the Research in which Tactic Occurred
Construct validity	1- Multiple sources of data and methods/data triangulation ○ Interview data ○ Text histories	Data collection
	2- Medical specialists review draft case study report for member-checking[19]	Composition[20]
	3- My supervisor's reviews of transcriptions and drafts	Composition
	4- Citing published studies that made the same/similar matches	Composition
Internal validity	1- Pattern matching as credibility criterion (identified to those reported by other authors)	Data analysis
	2- Explanation building	Data analysis
External validity	1- Cross case analysis Nested approach (different case studies within one organization)	Research design
	2- Rationale for case study selection	Composition
	3- Details on case study context	Composition
	4- Expert (my supervisor) review	Composition
Reliability	1- Using case study protocol	Data collection
	2- Case study protocol (report of how the entire case study was conducted)	Composition
	3- Expert (my supervisor) review	Composition

Figure 4. Framework for the Methodological Rigour of the four Case Studies

There is a consensus in the literature that the data should be validated with several techniques, such as triangulation (see Creswell, 2009, p. 191), to compensate the weaknesses as discussed above. I actively incorporated validity strategies following Creswell (2009) to

[19] See also Creswell (2009, p. 191) who recommends member-checking as one of the strategies to determine the accuracy of the qualitative findings.

[20] Composing refers to "not just writing, because a case study report can include textual and nontextual forms, [i.e., tables, drawings]…multiple-case report [consists of] both individual cases […] [a] section covering the cross-case analysis and results" (Yin, 2014, p.184).

"enhance [my ability] to assess the accuracy of findings and […] convince readers of that accuracy" (p. 191). To ensure the accuracy of findings, through prolonged engagement with medical specialists, I followed the following steps. Firstly, to address issues regarding *internal validity*, I formulated a clear research framework; pattern matching was realised through comparison of the observed patterns in previous studies and different contexts; triangulation was administered. *Construct validity* refers to the extent to which a study investigates what it claims to investigate, which was realised through providing a clear chain of evidence to reconstruct how the initial research questions became findings (Yin, 2014) and I triangulated both the data collection methods and data sources.

External validity refers to generalizability; that is, the "intuitive belief that theories must be shown to account for phenomena not only in the setting in which they are studied but also in other settings" (Gibbert, Ruigrok & Wicki, 2008, p.4). For a good analytical generalisation, as Eisenhardt (1989) pointed out, a cross-case analysis with four to ten case studies may help us and the cases may also be within one organisation. Following Eisenhardt, I investigated four cases. I used heterogeneous purposive sampling, so each of the medical specialists in the purposive sampling differed in terms of the nature and ability to contribute to future research for replication. Also, in chapter 4, while reporting the results, I provide a thick description of the research participants and research site under four subsections for each. Following Gall, et al., (2007), my aim was to enable readers to determine the transferability of findings to their particular situation or to other similar contexts.

I assessed the qualitative findings through member-checking (informant validation) to solicit medical specialists' views of the trustworthiness, feedback, authenticity and credibility of findings (Miles & Huberman, 1994) and also to show respect for the study informants and ensure that the medical specialists were partners in each step of the research. Informant validation can enrich the research because medical specialists can view the researcher's draft findings and can elaborate, extend and contest them (Rallis & Rossman, 2009). Thus, I asked my informants to verify the accuracy of the interview transcriptions, the translations and specific descriptions of emergent themes that reflected the descriptions of the medical specialists' experiences and perceptions. And also, for a prolonged sustained engagement with the informants' world, and to build trust, enabling me to better understand their perspectives to add to the value and accuracy of the study (Creswell & Miller, 2000), I responded to each informant's academic support request, such as translation or editing help. Second, as an external audit/validity measure and an intellectual watchdog, my supervisor examined all of the processes, including all the transcriptions in English as raw data, medical specialists' research articles, responses to the complementary questions asked via e-mails, and the text histories each medical specialist shared. Third, during my data collection, to minimise the errors and biases multiple sources of data were collected to triangulate different sources of data (interviews vs. peer-review comments, for example) to enable firm justification for interpretation and elaborating of results. Following Yin (2014), I cited relevant published studies in line with my aim and research findings on publishing experiences in Turkish academia, which aimed to increase the construct validity.

As for reliability, I strived for quality of measurement; taking steps to ensure "consistency" or "repeatability" of the measures I used (Harper, 1994) to ensure that the study could be reproduced under a similar methodology. First, to assess consistency, I interviewed each medical specialist at least four times over long intervals to report the "degree to which [medical specialists] maintain their position [...] over repeated measurements" for relative reliability through cross-checking questions (Bruton, et al., 2000, p. 95). Second, I checked all the transcriptions to ensure there was no missing information or any mistakes and got in touch with the medical specialists with any questions to help me account for the missing parts or other uncertainties about the transcriptions (see Gibbs, 2007). Third, after constantly comparing data with the codes across cases, I consulted my supervisor for feedback and comments.

In the following chapter, I will present and discuss the results of the longitudinal multiple case studies to provide detailed portraits of four medical specialists in the basic medical sciences at a state university from a non-Anglophone centre context, Turkey. A text-oriented ethnographic approach was used to explore the trajectories of medical research article writing. Some identifying features of data, such as excerpts from their texts, correspondence with editors, and specific information about informants' profile were removed to retain informants' anonymity.

The findings are presented in two parts in line with the research aim and research methodology. First, I introduce each medical specialist and detail their accounts of experiences and perceptions to contextualise the study. Second, I present extracts from specialists' text histories to account for their specific experiences while publishing in English as a NNS.

CHAPTER: 4 RESULTS AND DISCUSSION

4.1. Medical Specialist Profile 1: George

4.1.1. GEORGE'S BACKGROUND

If my voice to make these things heard will be heard thanks to you, it is very good. At least your supervisor reads this data. I really care about this a lot. Forget the rest. (George)

4.1.1.1. Introducing George

I was familiar with George's research interests because I also visited him a few times with questions on research ethics before beginning my PhD. Thus, I got to know him and became familiar with his research.

George had two PhD degrees, having completed his first PhD in 1999 on Public Health and his second on his speciality in 2006. He has been working in the medical profession more than 20 years. He worked as a doctor in a state hospital for around five years after graduation. However, recently, he has been in the university's medical school. Before this, he worked as a doctor in an emergency service. He has never spent a substantial amount of time living in an English-speaking country. He once lived for two months in the UK, but not for academic reasons; rather, to accompany his girlfriend, who went to the UK as an au pair.

George was perhaps the most interesting and straightforward case in my research because he responded to most of my questions by providing information candidly; but also because he asked questions of his own about my research and also self-reflective questions about his own responses (e.g., Why did I give this example? Do you have an answer?). He responded to each interview question in depth directly through asking questions and questioning me closely.

It was clear that George had things to say about being a peripheral scholar and, as he put it, '*he wanted his voice to be heard worldwide as a medical specialist through this research and this interview*':

> If my voice to make these things heard will be heard thanks to you, it is very good. At least your supervisor reads this data. I really care about this a lot. Forget the rest. As far as I understood from your questions [in the interview], you and your supervisor are

> really interested in these problems [on professional scientific research in peripheral contexts], this is very significant and valuable to me.

George was very ambitious and a highly informative interviewee. Whenever I visited him in his small office for an interview or an informal conversation, I saw him writing articles in front of a very big computer screen, seemingly engrossed. George's telling comments and the level of detail he provided me with on his publication history sets him apart from the other medical specialists in my study.

4.1.1.2. Administrative, Medical, and Academic Responsibilities

George's current responsibilities were various. He had courses to teach and coordinate related to his speciality in the undergraduate programme. George normally had 4 hours of lectures each week in the first semester. Each semester was 14 weeks. Hence, he did not have a lot of teaching. He had 38 hours of undergraduate teaching in all during the spring semester, but also had PhD courses, bringing George's load up to around 50 hours of teaching in the spring semester. In a year, he had around 100 hours of teaching. His second responsibility was that he was expected to sit on various committees; and attended regular meetings for both roles. In addition to these duties, George conducted research.

George said without hesitation that he had enough time to conduct research—although, given his other duties described above, 'enough' time did not mean limitless time.

4.1.1.3. English Proficiency in Academic Writing for Publication

When George was asked to describe his written English proficiency, he evaluated it as adequate to publish in English, given his considerable experience of publishing. George stated that his research articles can be published without editing now; however, with editing he believed that the paper became better. His article in a particular international journal was accepted without editing, and George was happy with this outcome. However, he explained they had taken his status as a foreign language speaker of English into account. He liked this approach and appreciated the reviewers who were aware of this:

> I mean they looked at whether the text was understandable. I mean it does not mean that my English was super.

George had plenty to say about bad experiences during the publication process, linking this to his status as a medical specialist in a peripheral country:

> Because the same journal published my personal views about the problems in Turkey, so I think they tolerated my English. They invited me to express my opinions on another event in Turkey, and the journal said to me, please explain what is happening in Turkey. They invited me because I also published a letter in the same journal about problems in Turkey. Thus, they were familiar with who I was. Because they invited me, they tolerated my English. If I had submitted new research, most probably they would have said I needed to get my English language edited. However, my experience showed that this journal does not focus on the English language. I wrote a lot of e-letters, which means a rapid response, for this journal. In e-letters, you can comment on the published studies or comment on the readers' comments, and they were on the website with my own English.

George claimed that the researcher who was a native speaker of English was able to express himself/herself better than him even if his manuscript had been edited by a native speaker. He said he expressed himself in two sentences, but a native speaker could convey the same meaning in half a sentence. George believed that the reader could become bored with George's writing, and he made his concerns and his self-perceived weaknesses as a non-native speaker clear in the following:

> The trouble is not to make the reader bored. You need to express yourself without boring the reader. You will start with effective sentences, and you will do these in a different language. The native speaker has read everything, including news, in English from birth. He/she knows jokes, has read fairy tales. I cannot make a joke [in English] because it is dangerous. Because I do not know the cultural codes of the country while you are making a joke, you may not be correct. Thus, you should be cautious, treading carefully with simple language. Although the sentences can be long, you should write clearly and simply. However, a native speaker can use all of the power of English. The difference between us is this. It will remain like this. They will always be at an advantage.

However, George also found writing the introduction part of the article a challenge; and said it was particularly tricky to write a good introduction. His account below identifies various difficulties, including the need to avoid plagiarism and to write in a compact style in the introduction:

> Because in the introduction, you describe the literature first, second describing the gap/niche in the literature and show that your research aim fills the gap. To describe the gap in the literature, you need to summarise the full part of the literature. Where? In a very short space. Literature takes a lot of time and effort. Literature does not mean copying parts from other research. You will write the known information in the literature. In fact, it is a challenge.

George noted that the easiest part of the research articles to write tended to be presenting the results. The most challenging part was structuring the discussion. From his description, an effective discussion means presenting your own argument in a persuasive way:

> Firstly, you will form the research in your mind, but it is not enough. You need to present this effectively. I mean, your argument could be good, but you may not even persuade the editor if you cannot write properly. This is our problem; I mean form gets ahead of the content although the content must be important. What I have said not how I said it.

George compared academic writing competency in English in clinical and basic sciences. He elucidated the disadvantages of being a medical specialist in his own field, in which he believes there is a particular need for fluency and skill in written expression:

> What I mean with the comment my English is not good is that if my field could have been clinical, I could have reached the highest position that I am able to. However, my expertise is a social area, we mention about philosophy. You must master the words. You know, for one word in Turkish, there are seven words in English and each word has its own usage. If I do not learn them, if I use the same words, you are not taken seriously.

4.1.1.4. Publication Practices

George was a highly prolific researcher (see Table 4). At the time of my study, he had in excess of 100 publications to his name, including conference proceedings and 24 SCI articles. Out of 219, 114 of his publications were in English and 105 were in Turkish. When I asked the most important academic genre to publish for him in terms of his career, he believed that the research article that had a societal message and impact was the most significant. The main benchmark of all of these publications was that they should be of influence, whether they influenced society, health providers or policy makers:

One of my aims is to reach the policy makers. I mean the research I conduct; academic productions I make should have a response in life. In other words, I want to contribute to preventing or reducing the value problems, which arises from medical practice. A value problem is the main area that his field of study deals with. When there is a situation wherein the physician cannot decide how to act to which value to protect, or if he/she faces an ethical dilemma, then there is a value problem. To realise my aim, reaching the policy makers/decision makers is significant. This concern affects my choice of journal partially. What I try to do is the thing that affects the parties most.

Table 4. George’s Publication Record

Books	Editor of conference proceedings	Book chapters	Research articles published in international journals	Research articles published in national journals	International congress /seminar proceedings	National congress/seminar proceedings	Reports	Translations
3 in Turkish	1 in Turkish	18 (16 out of 18 were in Turkish and 2 were in English)	42 (3 out of 42 were in Turkish)	24 in SCI out of 58	47 (22 out of 47 were in Turkish)	29 in Turkish	8 in Turkish	13 in Turkish

George had built his own research team of trusted colleagues. His field has a tendency to conduct multidisciplinary investigations, making such collaborations necessary. Thus, for example, he collaborated with a researcher from Public Health, another from Medical Education, and a clinician. George described how his team could be comprised of four researchers with each making a distinctive contribution. Moreover, there were a few people that he really liked working together with and valued their opinion. They were highly educated and they had knowledge and skills that George himself did not have because they had different specialities and one of his colleagues had an MSc from northern Europe in Medical Education. Each member of the team contributed to the research with their own expertise. George stated that his colleagues from different specialisms enhanced and developed his knowledge a lot, as he makes clear in the following:

For example, a medical specialist in medical education can find a proper scale to measure students’ values. Again, this is a power relationship between student and teacher. While you are conducting research with students, you are more powerful regarding hierarchy, but this is creating a bias for you. I have support from a medical education specialist how to reduce this bias. A clinician talked to me about the ethical problems in clinics. You cannot know from the outside. For example, without understanding the context in clinics, it is very challenging to understand the ethics in clinics. Because my aim is to understand values, each speciality helps me.

George said that he always tried to think of how he could involve the specialists from different specialisms in all of his research. He liked working with one particular sociologist, too. George seemed to be happy to work with the researchers from other disciplines who focused on human beings and society:

> I think whether I can involve a philosopher. If I can do this, I will be really glad. I worked twice with philosophers. Thus, firstly, in my mind, I build a proposed team. After I put this proposed team in place, if people accept my invitation and if they don't live and work nearby, mostly this happens, one researcher tends to live and work nearby and the others are remote and with the others we exchange e-mails, and I coordinate a construction process. I propose a research aim and method, if you are the first author and lead, it must be like that. We particularly develop the method and then pass to the other processes. I think that responsibilities should be shared at the start.

Having described George and his background in medicine, I will provide George's perceptions and experience regarding working in a developing country.

4.1.2. WORKING IN A PERIPHERAL COUNTRY: PROBLEMS AND DISADVANTAGES

4.1.2.1. Learning Academic Writing through Trial and Error

Despite his ambitious character, surprisingly, George had only participated in one formal training course in 2013 on academic writing in English: a three-day publishing course in George's speciality in Belgium. However, George found the training a bit disappointing; he found it overly general, in contrast to his expectations of a discipline-specific focus. Instead, then, George learned academic writing 'by trial and error':

> Neslihan: You said that you attended the only training but you published a lot. I wonder how did you learn how to publish?
> George: I learnt with 'trial and error'.
> Neslihan: It seems it is a big problem in academia in Turkey.

George: Yes, I learnt through hitting my head against the wall…Yes, I mean, actually, through examining these articles. No one gave this education on academic writing, and there is no education for this.

Hence, George reportedly taught himself to write by reading other publications in medicine. However, it seems the process was less than straightforward: his description of "hitting my head against the wall" may show how much he suffered. He believed that to be able to write something, even in Turkish, everyone should read firstly. He stated that when we read a lot, first, we learn what kinds of written rhetorical patterns are available; second, we should learn what editors and reviewers prioritise and the likely ease or difficulty of getting a manuscript accepted from journal to journal through becoming aware of their acceptance rates:

Editors care about what the reader wants. Their role is to get the reader to read the articles in the journal, and they are professional. Thus, we understand the publication policy of these journals. Apart from writing in IMRD[21] [Introduction-Methods-Results and Discussion] structure, apart from this, we understand which publication's acceptance rate is more through reading [when we read a certain journal, we can determine their standards through the quality of the articles they publish, and therefore their acceptance rates].

George did not feel that he needed further training for academic writing in English, maybe because of his 'trial and error' learning, and his long publication history. At first, I felt he enjoyed writing but later when I asked him, he openly stated that he suffered and that the process was 'agonising'. However, from what I could observe he never gave up thanks to his ambitious nature:

Neslihan: Do you enjoy writing in English for publication?

George: I do not enjoy it. I am suffering.

Neslihan: Really?

George: Yes.

Neslihan: Why are you suffering?

George: Because you torture yourself to express yourself well in a different language which is not your mother tongue at each attempt. After all, writing itself is agonising because you need to express yourself properly. However, I prefer to write in English.

[21] The abbreviation IMRD was George's exact words. I clarified through adding [Introduction-Methods-Results and Discussion].

George used strategies to improve his academic writing, such as extensive reading. He created dictionaries for himself through taking notes. He stated that there were a number of words in English for a single Turkish word. While he was reading, he realised that some words were used in a specialised sense.

4.1.2.2. Wishing to Write and Publish in Turkish

As for his weak points, George commented that he cannot use idioms in English and he highlighted how he was competent only in using idioms in his native language, Turkish, to write an article. Thus, if he used Turkish, he could make effective use of them, and other linguistic resources. Some idioms had a few meanings, so he was very cautious when using them. Even consulting dictionaries did not guarantee a full understanding of a term or phrase:

> I cannot play with the words while publishing. I cannot express myself more succinctly. These are my problems, and I do not know poems. These give the meanings of strength. I do not read poems in English. I do not know Shakespeare and Edgar Allan Poe in their own language. You put a word in the sentences and it strikes you. I do it in Turkish; but I cannot do it in English. Now, to give the meaning of a word, I need to write a paragraph.

Nonetheless, George compared himself favourably with most Turkish scholars while describing his strengths in writing academic English. He said he did not have a fear of writing:

> I start writing and finish. I do not say I will write in Turkish and translate it into English. At first, I was writing in Turkish and translating into English. However, now, I write in English and build the sentences in my mind although it is painful and I struggle while writing. However, considering the average skill in writing [in English] among Turkish researchers, now I am at an advantage. As far as I know, only 10% of Turkish people can [write in English] now. Thus, this is my strong point.

George did not agree that there was much more pressure to publish in English than in Turkish. Indeed, he was not discouraged from publishing in Turkish but writing Turkish in some subjects was most appropriate, such as local health care problems specific to Turkey to raise public’s awareness.

Despite the language challenges George faced, he preferred to publish in English with the aim to be read worldwide as a world citizen. However, if both English and Turkish could have had the same power in publishing, he stated he certainly would have chosen Turkish.

4.1.2.3. Pressure on Research and Writing for Publication

George's institution encouraged rather than obliged him to publish. Thus, he does not have to publish anything if he does not want to. George added that the university does not set specific publishing targets, but there is pressure to publish to achieve several aims, i.e., for academic promotion, project funding, incentive payments and financial support to attend conferences abroad. In accounting for his publication behaviour and his employer's expectations in this domain, George talked about the differences in expectations at public and private institutions in Turkish higher education:

> The University says that if you publish, I give you money, send you to congresses and give performance-related pay. These are encouragements for the doctors; however, these are not duties. However, in a private university, it is a necessity to publish at least three research articles in a year to get your contract renewed.

George explained that according to how many research articles you had to your name, you had respect and had a position and even in Turkey and other countries probably, you had grants and other financial incentives. He provided detailed information on the benefits of publications. He stated that, first, TUBITAK awarded up to 5,000 Turkish liras (c.£1,230) for publications in high impact journals, almost two months' academic salary. Second, he associated publication with academic capital: it earned you intellectual credit, and a position in academia that gave you power.

4.1.2.4. Lack of Resources and Staff

As a periphery scholar[22], George had problems to collect data because of institutional constraints (Canagarajah, 1996, 2002a), including the lack of staff to help him, and he described the debilitating effect these constraints can have:

> […] However, collecting data is problematic, which makes me fall behind. When I realise that I will not be able to collect data, I give up because we do not have an assistant, I am alone.

[22] In the interview data, using the terms "periphery/peripheral" are my conscious choice where medical specialists described themselves as a researcher living and working in a developing/underdeveloped country.

George reported his recent data collection experience to contextualise his case. Once, he tried to survey the whole hospital staff of around 600 people. In order to do so, he visited each department and asked how many staff there was. If they said 13, he left 13 surveys with the department. With this attempt, he was able to reach around 40% of participants. However, he found the number unacceptable because it was fewer than 80%, and contrasted his efforts to what he would have been able to accomplish if he had had a research team of, say, four people. He could have speeded up his productivity and output with a research team behind him.

George continues his account of the difficulties caused by a lack of resources and infrastructure to the periphery researcher in what follows:

> George: How will I do it? How will I collect the data? I cannot collect it. How will I collect data technically? The only way is I write a project proposal and the project gives me around 1,000 Turkish Liras [£218]. Why? I will give money to professional companies to collect data for me. Yes, it is true that I visited all of the departments and reached more than 600 participants on my own, but this process made me exhausted. I did not think I would conduct a study like that even though this research was limited to only one hospital. If I had a bigger research team or if there had been an academic culture in Turkey through which I could collect data via phone, I could have undertaken more comprehensive studies.
>
> Neslihan: What about the reliability?
>
> George: Yes, the reliability is another dimension. I am asking how will I conduct this research? That is why I cannot do this research. That is why I mostly conduct qualitative studies.

Clearly a lack of resources has affected how George works, what he is able to do, and the research approach he takes when designing studies.

4.1.2.5. Academic Staff Income and Research Funding

George highlighted his modest salary as an academic staff member by comparing himself with both the police and his colleagues in clinics who treat patients and who earned more money because of their performance-based pay:

> My income is the same as a policeman's income [in Turkey]. I am an associate professor.[23] I have two PhDs. I have a master degree as well. I am not saying this to praise myself, but there are many researchers like that. I have been working for 22 years, and I am earning the same salary as the police, and when I get retired, my pension will be the same as a police officer's pension. When this happens like this, my wife is not working, for example, I have two children studying. In this case, you have a disadvantage. It is clear that I need money, and I do not give service [to the patients]. I do not earn money from the patients, either. I do not have an examination centre to examine patients, either. I do not have a laboratory, either.

I asked George to clarify through e-mail after the interview what this performance-based system entails. George's exact explanation in English is below:

> [Performance-based system] is some kind of a supplementary/additional payment to physicians. It is given in addition to their regular monthly salary. Physicians get paid by the number of patient they've treated plus the diagnostic tests they've ordered etc. Every medical intervention is converted to points and physicians get paid by this bonus points. So, patients are transformed to bonus points!

In George's working context of a Turkish state university, if academics are PhD holders, they can apply for research funding from the university scientific research project unit. However, George explained that this unit only covered research expenses up to a certain modest limit, i.e., 70,000 Turkish Liras [£15,269]. He mentioned his attempts to find additional research funding from another source: a project incentive scheme, attending a course to learn more. The funding rate was only 18% because of fierce competition, and George claimed mainly R&D activities were supported, and that he could not benefit from this funding because it was mainly for industry. And so again we are presented with a context in which material resources are constrained.

George associated the pressure to publish with money in his environment, explaining by means of several examples. Indeed, in Turkey, being a medical specialist commonly tends to be associated with earning a lot of money although medical specialists tend to maintain the opposite. George stated that as medical specialists, they made money in two ways. The first was through their publications; the second is via a performance-based capitation payment,

[23] George got promoted during the course of my research, thus, in the methodology part in Table 2. Medical Specialists' Profile, I referred him as a professor.

where their organisation pays a physician or group of physicians a set amount for each patient assigned to them.

Unfortunately, George explained that the assessment mechanisms for performance-based capitation payment outlined above were not transparent. No one knew how the calculation was conducted. Furthermore, George claimed the culture made it taboo to raise these issues:

> This topic of money cannot be talked among us because if we talk about this, it will be shameful.

George added that he and colleagues assumed that the quality of their publications was reflected in the money paid into their bank account monthly. However, he was not sure.

The second way of receiving financial support, which was more concrete compared to the first method described above, was the remuneration received when they had a publication in an indexed journal. The Scientific and Technological Research Council of Turkey awarded money by considering the prestige of the journal. George further commented that:

> George: […] thus, now publishing is not as it used to be because publishing is rewarded. In this context, it is not bad but…now the pressure is more.
>
> Neslihan: I see. So, do you mean that because publication in medicine means performance, publication is considered as not a pressure but an incentive for medical specialists?
>
> George: Both incentive and pressure: reward and punishment, reward and punishment. Both awards and punishments are pressure.

To my surprise, George highlighted that there was also peer pressure to publish, in that in almost every university there was jealousy among academic staff, thus, a tendency among medical specialists to compare and measure colleagues' number of publications rather than focusing on their quality:

> 'Who has more publications?' […] 'He/She has more publications', or you know now there are academic facebook [sites], such as ReseachGate.

George commented that academics have started to realise how their presence on these internet sites was benefitting them: in his case, it allowed him to record his publications and make them more accessible. George perceived this facility as a great opportunity. He provided examples from his experience regarding these benefits:

> I see that researchers from Croatia or South Africa downloaded my studies and read them.

He added that apart from this, these internet sites increased researchers' visibility and prestige in view of other academics within the university and for the administration:

> As expressed all the time administrative staff expects [although it is not formally a must] more publications from us. If you do not publish, you are not an acceptable academician. They do not fire you, but it is about doing what is expected or not in academia. If this is important to you, it can also be a pressure factor.

4.1.2.6. Turkish Academic and Research Culture

George cast a critical eye over the research culture in Turkey. He criticised Turkish society more widely because of a lack of reading culture and said this was also manifested in academia, meaning that there was a lack of proper scrutiny and accountability of research:

> In our culture, no one inspects the research you conduct or no one calls you to account. Anyhow, no one is reading, no one is reading. Who is reading for god's sake? Who is reading research articles? What is the need?

He stated that I am lucky as a young PhD candidate because I am studying in the UK. He compared academic culture in the UK and Turkey. He noted that researchers were reading in the UK; however, in Turkey, nothing was read, and there was no quality control:

> Only the number [of publications] is considered here, and there is no one who can assess the quality because he/she himself/herself also did the same thing for years. Now, if you say sit and look at the quality of the paper he/she will ask what is the matter with the quality? He/She says it is quite good.

4.1.2.7. The Need for Academic Literacy Brokering as a NNS

George talked about the need for language support in general, and about editing and polishing in particular, and his experiences in this regard. George had asked for help to improve the English language in his manuscripts before submission with various manuscripts, at different stages of his career. At first, he used to write in Turkish and then pay to have his text translated from Turkish into English. However, he was aware this was not effective. He explained that once someone who did not know his field of study translated his work badly even though his/her English was good, which may show how disciplinary writing conventions are significant, and that brokers need to be aware of and fluent in the discipline in question. George had three bad experiences while trying to benefit from language support. Once he paid for a poor translation. Another time, he requested help with editing but the people who were working for the editing service did not understand the study. And the third bad experience was because George again received a substandard service: the editing was not up to scratch, and George attributed this to the editor's English not being sufficient. Thus, George gave up on this type of brokering, but added that he still solicited feedback from at least two specialists among his colleagues before submission. George confessed that he did not send the manuscript to these readers via e-mail but provided hard copies. He asked these colleagues to read not as reviewers but language checkers. George also said he asked his colleagues for language help when writing in Turkish.

No matter which brokering strategy he used, George's struggle with English continued in all of his publication attempts. However, in hindsight, he did not feel the practice of writing in Turkish which characterised his early attempts was advisable; it is preferable for a scholar to force himself/herself to write in English even if their English is poor. He stated that he learnt to use proper patterns in English after a while, and then had editing rather than translation help. Thus, although George did not evaluate his academic English as very good, he thought that it had improved over time.

George felt that he always needed additional support to publish a research article or to prepare an English-medium paper for publication. What he needed was editing. He realised that he can express what he wanted to say in an understandable, basic manner; however, he needed a polishing service. He needed someone whose native language was English and who had comprehensive knowledge of the topic, but this was not enough: he/she must be familiar with the language of the most prestigious target journals in George's field.

4.1.2.8. Problems of Turkish Scholars in Publishing in English

In response to a question about the difficulties he faced while writing a research article, George used only one word to describe his main self-perceived difficulty, and sounded like he was affected a lot: "prejudice". Although it was clear that he also thinks he has other difficulties, such as his English language abilities, his thoughts about prejudice were heartfelt. George's subsequent explanation referred to his publishing experiences and how he felt manuscripts taking 'western' and 'non-western' points of view had rather different chances of eventual acceptance:

> George: […] if you look at the problems in Turkey with an orientalist eye, you have a high possibility of getting published. This is my personal experience.
>
> Neslihan: Orientalist eye?
>
> George: I mean, you are looking from outside to the East. Here is the East. For example, concerning our cultural, moral values, which are unfavourable? I am not looking down on people who are writing this or I am not blaming them. I mean they are forcing us to do this. For example, regarding informed content, such as euthanasia. There are arguments on euthanasia—must be done because or must not be done because. If you write pure 'must be done', your publication possibility is low. However, if you write something like "In an Islamic country…", I mean discussions about euthanasia from an Islamic point of view, your possibility for publication becomes higher. Because what they expect is this. You are in an Islamic country, so you write from there. What is your place [as a non-western scholar] in my discussion? I already have been discussing this problem on my own [in the west]. This is available. Second, there are people who are Turkish enemies. Indeed, there are. I think these are common problems Turkish researchers encounter. In addition to having to write publications in English, there are such problems.

George shared another experience which he felt would be illuminating for me with regard to what he perceived as prejudice against Turkish scholars, albeit he conceded this experience was unusual. Once George was a member of a big international project with members from more than 30 countries who came together twice a year: On this occasion, the meeting took place in Tel Aviv, but a professor from Israel openly snubbed George's greetings:

> George: I mean he himself was the host. He was waiting in front of the balcony and was welcoming the guests. He did not shake my hands and looked aside. We were coming in a queue, and he was saying hello, welcome. I came, he looked aside. Do you understand what I'm saying? I tried to greet him three times but he did not respond. When he did this last time, I thought that it could be about me. He somehow became crabby towards me. But later, in a meeting a Turkish woman told me that the man did the same thing to her as well. She said that he did not shake her hands and did

not say hi. Look at this example. This is called racism. This professor has a book entitled Human Rights.

Neslihan: Did you talk to him about this?

George: No.

Neslihan: Why?

George: Because he [the Israeli] did not respond to my greetings three times and even when he was the host.

Neslihan: Does he know that you are from Turkey?

George: Yes, he knew from the start.

George stated that this same Israeli scholar would not respond to other attempts by George to communicate, such as e-mails. George found this behaviour to be a connivance of racism and fascism:

> As a scientist, you must be objective here. However, if you have a political attitude towards me, for example, I have towards the people from Israel.[24] This cannot be against human beings but can be against the government. You are liable to say this to me. Why did I give this example? Because of this. Look, the man does not know me. He lives in another country. We meet twice each year. We never talked. He has never spoken to me, never respond to my "hi", and shake my hand. If the man could do this, you say I wonder what else he would do. I again do not want to say things and come to conclusions, but I do wonder. I do not have any answer, actually. Certainly, I do not have an answer apart from this. Do you have an answer?

George added more on this theme of prejudice when speaking about what he sometimes thought of as 'ego' and a false sense of superiority among people when they are a referee for an international journal because they see themselves in a position of power. He felt sometimes referees recommend rejection of a manuscript to make it clear to the editor that they do not say yes to everything. Another thing he discussed was the point that we are fallible human beings. To George, being objective can be challenging while assessing manuscript for publication as a reviewer.

[24] Akyol, 2014, shared the results of a poll by the Pew Research Centre that found "the most disliked nation proved to be Israel, with only 2% of Turks expressing any sympathy for the Jewish state".

When asked about the problems of Turkish scholars publishing in English, George commented that the problems were "limitless". I provided some prompts for him, flagging up potential difficulties found in the literature, including difficulty in making claims or discussing findings, less rich vocabulary, being a non-native speaker, L1 interference in the writing process, poor language learning background/low level of proficiency in English, specialised discourse conventions, and working in a developing country. George claimed that 'all of the prompts are valid in the Turkish context'.

George described the various problems alluded to above in more detail in turn and started with the lack of knowledge on how to cite and quote. He spoke of a publication titled 'Turkish physicists face accusations of plagiarism' as evidence to back up his views. This article was published in 2007 in *Nature*, and the article was about a very big plagiarism scandal.

> George: You will remember the event. 40 physicists' publications were deleted/retracted from a very big international database because of plagiarism. Around 200 publications and it became a worldwide phenomenon. We [as Turkish researchers] in *Science* and *Nature*. They wrote about it as Turkish physicists' big fraud. Most of the comments were true, which always happen. However, one Turkish researcher, who was the Dean of [a state] University at that time, wrote a letter to *Nature*. He wrote that we are 'borrowing good English'.

Indeed, I was very familiar with the publication in *Nature* and it made me upset when I read it for myself (Brumfiel, 2007; Yilmaz, 2007).[25] After this comment, George paraphrased the intention behind the Dean's 'borrowing good English'. He appears to accept that using exact phrases from a published study in a new study is not theft but borrowing, as described in the following:

> With the phrase "borrowing good English", he meant 'I did not steal anyone's original opinion or production, but I used the phrases exactly which do not have any meaning when used alone, fixed and vacant expressions'. What he explained may not be very convincing, but this case is significant. What he does is a common habit in academia because we do not know how to express certain issues and when we see a good expression, we use as it is.

[25] The accusations made by arXiv that some Turkish physicists plagiarised, which was discussed by Brumfiel and Yilmaz in 2007 in *Nature*.

According to George, this is what the Dean meant, and he liked the way the Dean described the problems:

> I do not know English well. Thus, to express myself better, I do not borrow the information, but I borrow the expressions. Yes, it is not acceptable, too. However, he described the problem very well.

George stated that the letter in *Nature* showed that English is not the author's native language:

> George: For example, "I do not know how to use however and nevertheless now, where which is used. Can I copy it here to use? Possibly because it is grammar. Is this what the author [I copied] produced? No." It is not acceptable; it is also plagiarism. This is a very serious problem for us. I think this is one of the most significant problems. Thus, if people know Turkish authors, all of them turn out to be plagiarised in a big amount. Now, there are programs that scan texts for plagiarism. You know Turnitin, kung fu which are to check plagiarism and show you where you took the text.
>
> Neslihan: Yes, I know. I even recommended our university to use for the thesis submitted by post-graduate students.
>
> George: I also recommended.
>
> Neslihan: What did they write as a response?
>
> George: They did not answer.
>
> Neslihan: They did not answer mine, either, but I wrote for the second time. I even talked in a meeting to the university rector. He said I am right, and added that there were a number of investigations on plagiarism in the university. Do you have experience about plagiarism?
>
> George: For my own concrete experience about plagiarism. I wrote a article for a conference proceedings and a Turkish woman wrote an article from my proceedings. I mean she stole the sentences from my publication. Now, she is also a professor.

George criticised the system in academia in Turkey after our discussion on plagiarism in the university milieu:

> In the regulations of Council of Higher Education, there is no punishment. These are all legal in Turkey. There is no enforcement for this in Turkey. [There is not any education or training on plagiarism in most of the schools and universities. And also, there is not any punishment in the cases when a post-graduate student or an academic plagiarise some parts or whole text from a researcher's study. There is no rule, so when a researcher applies with complaint letter to the Council of Higher Education that his/her thesis or research article is plagiarised, the plagiariser is not punished.]

George believed that some researchers played the system by producing a high number of publications which drew heavily—too heavily—on others' work and that in effect they were skilfully plagiarising. In the extract below he claims his own research has been plagiarised in this way:

> When I do something, it is plagiarized. Look, I am not using a verb to hold back. I say openly. It is stolen. They are professional, and they publish through stealing. They are stealing like that. They are putting 10 research articles in front of them. All of the articles they write are like that. From each article, they copy a paragraph, but they do not copy exactly.

George stated that they paraphrased the published studies and from his reading, he understood that the article was so eclectic stylistically that the purported author did not write it. He meant these publications featured lots of different writing styles within it, so it was clear the work of various authors had just been pieced together:

> If you understand that he/she also stole from your article, you understand because you say that it is my opinion. In this case, you do not want to share your publication until it is published.

To sum up George's views on plagiarism, he recognised and acknowledged that it is difficult being an L2 author, and he can at least understand why Turkish (and other) L2 authors 'borrow' non-content phrases. But he seemed also to explicitly say it is inappropriate.

George confessed that because of this predatory behaviour by plagiarising 'scholars' he was even afraid of putting his course notes on the internet. He described how he had established a new innovative course which had not been previously available in Turkey, and only available in four or five universities worldwide. But instead of uploading it and making it available online, George distributed hard copies of the course notes to students by hand. He added that there are people in Turkey who build their career in academia through stealing and secured promotion through stealing. His own articles and teaching material had been stolen off the internet.

4.1.2.9. Motives for Unethical Publishing and Predatory Journals

George questioned the emphasis on quantity in publishing in academia with the criticism that this wrongly outweighs the quality and originality of the research, and can encourage unethical practices:

> Everyone is looking for the number. You are asking about pressure. Pressure, why? Because there is no one who looks at the quality and originality of your research. The only thing that is expected from you is stealing, do whatever you do but publish.

He described journals that publish in exchange for money: a fee of $120 was required for a one-page article or $1000 for eight pages. George was against publishing in such predatory journals, and he stated that he preferred to have no association with academicians who publish in these journals. There follows an excerpt in which George says more about predatory journals:

> Visit the website and see; the authors are only from Turkey with 20-30 co-authors to divide the money. Is it in the index? Yes, it is acceptable? Yes. The content is not important. You give the money, and they will publish it. There are journals like this. In Turkey, this is increasing. They are publishing very quickly. I really hold back from three or four people in my field.

George stated that the ‘authors’ of the article in the predatory journal he described to me were Turkish, and they were in his field. Given these uses and abuses of publishing, he felt his endeavour was undervalued, which made him angry and moreover, he was very upset as they were not punished; on the contrary, they were rewarded:

> George: In this system, there is only one way that is protecting you. To protect yourself, you do not share. There is no team work in the departments. Why? One of the reasons is this.
>
> Neslihan: I realised that among your co-authors, there is no one from the university you are working. It sounded very strange to me because it is the same in other departments apart from researchers who are working in the same lab.

George: Because of rivalry.

George said he did not try to get involved in institutional politics and just tried to publish. He thought, therefore, this was why he has not risen as quickly as he could have done if he had networked. George distinguished his environment from one in which healthy, meritocratic rivalry could flourish; instead, he claimed those who were rewarded gained influence through improper means, by skilfully building networks and alliances:

> Here, you know that the people who do all the dirt will be in front of you. The one who builds the relationship, political relationship, who drinks coffee at the correct time, in the correct place with the correct person wins. These are unofficial/informal networks. I mean drinking coffee with the right person at the right time is more important than the qualifications of the scientist himself/herself in Turkey. These are the key to being in a higher position in Turkey. Even if you publish in the *BMJ*, people are more valuable than you. You know this. The key to reaching peace is to be away from people.

With the above interview extract, George was arguing that there is a less savoury side to academia—unofficial networks, in which the ability to curry favour trumps academic achievements.

4.1.2.10. Prejudice against Publications from Peripheral Researchers

Since the beginning of my first meeting with George, I observed he felt that there was a prejudice against publications from peripheral researchers, and he claimed that he had experienced this. However, this situation did not prevent him from enjoying publishing and conducting research ambitiously. Here is a flavour of George expressing his views frankly and openly:

> In the editor/reviewer’s eyes, you are already from a third country [as a Turkish researcher]. When your name is not pronounced [properly], they understand that you are coming from a shitty country. I mean there is not any difference between you and people who are coming from an Arabian country. You are Muslim from the Islamic world, Islam, which is the second disadvantage. Third, your education has no respect. I mean, generally, the quality of our education is not appropriate, and it is not a secret especially for high school. From medical schools, I can at least say that it is getting

worse significantly over the past 20 years. If you are writing but if you do not write properly, you are already starting with three minuses to zero.

Here is another interview excerpt in which George shares his views on prejudice against peripheral scholars. As can be seen, he claims this prejudice can have its roots in race and religion. He sounded certain and his exact words "I don't just think with a claim, I know" may show how he was affected by prejudice in his publishing attempts. Near the beginning of the excerpt, he makes it clear that some instances of prejudice are anecdotal only; however, he then claims he has experienced prejudice first hand because of an unblinded peer review system which rarely operates in his field:

George: On [his research topic], there was an epidemiologic study. For example, prevalence was found. A correlation was investigated. The journal rejected the article that comes from Turkey. The same study from India with a similar population with similar method was accepted by the same journal. Why? Because the journal is from the UK and the country who submitted is a Commonwealth country. Thus, prejudice comes to your mind. However, this may not happen. For example, let me give you the examples that come to mind. If your name is Rosenberg or Zimmerman, I mean Jewish names. It is most commonly said. It can be right or wrong but it is a general rumour. Your luck increases. Third, from a shitty country, for example, my surname is X. It is impossible to pronounce this. If I write Givaner. Maybe. At that time, they pronounce as Cayvin. My name is a Turkish name, which is not known and Arabic case in my name. I really think that these can have an effect on people. This is human nature.

Neslihan: Did you have an experience in light of the comments you made about prejudice and your claims?

George: Yes, I can give a very clear experience. In one of the cases, the reviewer, we could see each other, so I can talk in an assertive way. Most of them are prejudices. I mean they can be unfounded. This is more than just what I think; this is what happened to me.

Neslihan: Do you mean you can know who the reviewers are?

George: Yes, both the reviewers saw us, and we saw the reviewers- a completely open system. I can see the reviewers' names; check them on the Internet.

George provided more details about this case of reported prejudice as follows and claimed that if he writes about bad topics in Turkey, such as cruelty, it is highly likely to be published:

> I realised being Turkish has had an effect. For example, if I were American or co-author with an American or a researcher from another country, your publication possibility increases. All of us are thinking like this [in Turkey]. Second, if you write shit in Turkey, the possibility of publication increases because what is expected from you is not to contribute to their problems, arguments. You cannot do this. If you write about something that is a completely authentic, specific and private topic tailored only to your shitty country, and state that X in Turkey X in India, they publish, 'yes, it can take the readers' interest'. For example, if I write about virginity tests, it will be published. I am almost sure.…I can write about cruelty, these are published.

George also drew on his own attempts at publishing in four different prestigious journals as evidence of prejudice. He was very upset that all of the four journals rejected the co-authored manuscript for a similar reason or without any reason. He questioned these decisions because of what he saw as a lack of justification for rejection:

> I will tell you what I think about the response for our submission was….,–look, they are saying "we do not feel" that the research is suitable for our journal. Can such a response be possible? Only one sentence. I am trying not to think that there is an ideological approach here; however, what is this? What will I say to this now? These are very big journals. The journal of [the title of the journal] is number one in our field. [After four rejections]…and none of the editor and reviewers has comments on methodology, findings, statistics, introduction or discussion. How can I interpret this? Now, I submitted to the fifth journal [...].

In response to this fifth attempt, one reviewer commented that the paper was not suitable for the journal. The other two reviewers asked George and his co-authors what motivated the research and the topic they addressed. As a response, they provided the references, and George explained the background and motivation for the article by providing the sources and government reports that led to the research. However, the submission was ultimately rejected on the grounds of suitability. Only one journal sent the manuscript out to reviewers; the other journal submissions were directly rejected by the editor:

What does "it is unsuitable" mean? There was almost no study on this topic, that was why it was significant because nobody looked at how [the way this topic applies to the field of medicine].

George shared the editor's rejection comments with me that he found biased. Below is an e-mail he shared from a managing journal editor for this submission we were discussing.

> Immediate Reject (Oct-2014)
>
> From: email address
> To: George's two email addresses
> CC:
> Subject: Journal Title-Decision on Manuscript ID X
> Body: Oct-2014
>
> Dear [George]:
> With regard to manuscript # X entitled "X" which you submitted to [the journal].
> I am afraid that we are unable to accept the submitted manuscript because we do not feel that it is suitable for publication in [the journal].
> Thank you for considering [the journal] for the publication of your manuscript. I hope the outcome of this specific submission will not discourage you from the submission of future manuscripts.
>
> Sincerely,
> X
> Managing Editor
> Postal address

As he had explained, the manuscript was not reviewed and was rejected directly. For the same manuscript, in another journal, two reviewers gave very different evaluations:

Reviewer 1: *Level of interest: An article of limited interest*	Reviewer 2: *This paper deals with a very important and topical issue. The study is based on a very large sample and can provide insights into attitudes towards [the research topic] that are of interest for further research as well as teaching.* *Level of interest: An article of importance in its field*

George was a keen reader and an experienced medical specialist, so he was familiar with the published articles in the journals in his field of study. He considered the 1st reviewer's comments unfair because he claimed his research was novel.

Both of the reviewers agreed that the command of English was an issue[26] in their comments and George did not agree but had to accept the comment unwillingly to publish his study:

Reviewer 1: *Quality of written English: Needs some language corrections before being published.*

Reviewer 2: *Quality of written English: Needs some language corrections before being published.*

This was now George's fifth submission. He shared his feelings and opinions openly about the rejections he found unfair:

> Look, actually, this experience is directly related with the topic we are discussing now. All of the editors are starting with this sentence "*Your method is very good*." Now, I am submitting this research from the top journals to the low. I need this publication for academic performance and promotion. However, my organisation never asks me what did you publish last year or will you publish next year. There is not a rule like this. Thus, if you have publications, you are permanent or if you do not want promotion, you do not have to worry about publications. Now, I think, what are the biased attitudes of these reviewers and editors forcing me and other academicians to do when I want to apply for a professorship? They are forcing me not to make fraud but to send the article to a low prestigious journal, lower indexed and lower citation scored journal and even there are journals that you give money, 2,000 dollars, and the acceptance rate is 50% and are these indexed journals? Yes. Is writing for these journals tortuous? No. However, these journals are perceived as lower. They are pushing me to go to these instead. Now, because I am a professor, it is okay if I do not have any publication.

George maintained that there were some Turkish researchers who were paying to be published as described above, so George sounded very upset because this was his fifth submission for this article and the article had been re-drafted over the last two years:

> In the article [which was the focus of the second interview] you have in your hand now, I assume that they will think it is from Turkey, shitty country, Turkey is already Arab, Iran; these are the same places. They even do not know the difference and not

[26] The first and second reviewer's comments on the English language were the same. Maybe in the review form there was a restricted range of choices from which to choose to assess language.

> aware of the difference.[27] Although saying these things are also shameful for me; however, nationalist things can exist. I mean, because I am Turkish.

The comments from the journals we discussed above made George think that if his name and country were different, the results could have been different. He did not think these things before, but experiences of rejection had changed his mind. Two journal editors sent his manuscript for review and the other two editors did not. But ultimately, all four of them rejected it. George conducted the study on 1,700 students around Turkey in three big cities, and even included final (6^{th}) year medical students. Reaching 6^{th} year medical students is challenging because they are preparing for their specialist examinations. But despite this, his article was rejected and he found this unfair:

> I am talking about 1,700 students, 1^{st}, 3^{rd} and 6^{th} year medical students. Conducting research with 6^{th} year students is impossible because they start with a seven-eight-year internship and they are made to work hard, so you cannot find them. I conducted research in three big universities in Turkey. I think it is unfair [to be rejected].

George was still trying to publish in good journals, continuing to believe his research was of the quality commensurate with the prestigious journals to which he was submitting:

> Why should I lower my quality [i.e., send my work to less prestigious journals]? This is a very valuable research to choose a journal with a lower impact factor. At least the editors should send my manuscripts to the reviewers.

George retained his ambition to publish in prestigious journals and never gave up.

4.1.2.11. (Presumed) Turkish Reviewers against Turkish Authors

While we were discussing George's experiences of publishing, George remembered his manuscript submission history for one of the most reputable journals in his field. He explained that in this journal, there were distinguished scholars who had written on topics in his field, and a Turkish researcher was on the editorial board. George pointed to perhaps an unexpected problem in the world of publishing: That reviewers from one's own country can be unfairly biased. He described the submission history of one of his manuscripts to this

[27] When I asked George through an email what he meant by the following sentence: "I mean there is not any difference between you and people who are coming from an Arabian country". He explained that: "I mean, for the west, Turkish, Saudi Arabia, and Iranian are the same. They do not know each country is different (because most of them think that all these three countries are the same). Even if they know the difference [between these countries], this has no meaning because these countries are Middle East countries. The manuscripts are from researchers whose names they cannot even pronounce".

journal where he believed one of the reviewers was Turkish, based on the reviewer's detailed knowledge of Turkish context, recommended references, and English because the reviewer made the kinds of errors in his English language review characteristic of someone whose L1 is Turkish. This was a trying experience, because in George's view, the reviewer's comments were "empty". Nevertheless, ultimately, he achieved publication by persuading the editor of the soundness of his work and he was pleased with the review outcome despite the attitude of the (presumed) Turkish reviewer. One reviewer was very positive and recommended accepting the study for publication. However, the 2nd reviewer, who George suspected was from Turkey, recommended rejection. George described this second review as "*stuff and nonsense*":

> They were empty comments. I sat and wrote a 1 and half page letter to the reviewer explaining everything in detail. The editor accepted the manuscript though the reviewer was not satisfied. Do you know what happened? The article was one of the most read articles in the journal in that year. The issue was among the most read in that year among ten and among the 50 journals. The best response for the bad comments of the (presumed) Turkish reviewer was this. This example.

Following the interview, I asked whether George could share the text history for this unhappy experience and he duly did so, enabling me to describe this case in more depth, using the sources detailed in Table 5.

Table 5. George's Text History

Text history	**Date**
Source 1. Reviewer's report, 2 pages	June, 2007
Source 2. George's response to the review, 8 pages	July, 2007

When I asked why George suspected that the reviewer was Turkish, he said the reviewer had written comments about Turkey that a non-Turk would not know:

> The reviewer was Turkish, not a reviewer from abroad. Because the nonsense expressions were about Turkey, and you could not say those things without knowledge about Turkey.

According to George, the expression "*given the real situation in Turkey*" from the review below revealed the reviewer's familiarity with Turkey and made it highly likely that the reviewer was Turkish:

(Presumed) Turkish Reviewer's comment: *The aim of this study is clearly stated, but given the real situation in Turkey it is not compatible with the current prescribing status of x.*

When I examined the reviewer comments, surprisingly, given the recommendation was ultimately to reject George's manuscript, at first there were very positive comments, and the reviewer acknowledged the contribution and significance of George's study:

(Presumed) Turkish Reviewer's comment:…the subject of this manuscript is really worthwhile, it is relevant to the aims of [journal] and I would recommend it for publication after some major amendments.

However, there was an abrupt change to this initial verdict, because the reviewer then recommended George to submit to a local instead of an international journal. George claimed these recommendations were contradictory because on the one hand, the reviewer found the article suitable for the (international) journal's aim and recommended the manuscript for publication but on the other the reviewer recommended a local journal should be the publication outlet (see Appendix 8 for presumed Turkish Reviewer's comment and George's response).

George responded to the reviewer's comments in detail. He firstly paraphrased the reviewer's comments and then responded to each, claiming to show his research would indeed be of interest to the journal's international readership. George's lengthy response may be an indication both of his disappointment but also his willingness to prove that he put a lot of effort into his research. George wrote his extensive report as detailed in Appendix 9 (A- Comments about the international scope 1- Our rationales for conducting the study, 2- Rationale related to the study findings, B- Comments about the aim of the paper C- Comments about methods, D- Comments about the structure).

In sum, then, George was adamant the review was unfair and repeated the statement that the "*comments were nonsense*" and started to go into detail about why this may have been so:

> […] it was irrelevant, because it was wrong, so I say stuff and nonsense. It is not only because I do not agree. The reviewer wrote a criticism. I was very angry because the criticism was irrelevant and wrong. I sat and wrote pages of serious, very serious response. The editor accepted the article immediately and the article is still available on the journal's website and became of the top 25 research articles that have been read in the history of the journal. An international journal.…The reason why I say international journal is that one of the criticisms the reviewer made was that the topic

> we addressed was not international. In this case, I do not think that there was a good intention. A reviewer from Turkey and he/she can guess (who I am as the author of the article) because in Turkey, [George's speciality], we are not even 100 researchers. The studies we conducted are obvious and who studies what is clear and the references you cite are clear. Thus, he/she can guess more or less who you are. I believe that these things are connected.

Indeed, when I scrutinised each sentence in the review, it did indeed seem the reviewer was very familiar with Turkey, and the reviewer's intensive focus on Turkey was very noticeable in his comments. In the below account, George is clear that peer review can be corrupted by prejudice and personal connections:

> Turkish researchers had a very bad relationship with most Turkish people in [George's speciality]. I was one of them. I will tell you the reason why later. During a period when the reviewer was effective [reviewed a lot for this journal] in the journal, we found that all of the research we sent was rejected directly. However, people with whom he had a good relationship published easily. For me, the articles published by Turkish researchers were bad, and I think even Turkish journals would not publish them, although I may not be objective, in particular there was one piece of research where you would definitely not publish it—and in fact the author was only an intern. You can ask 'What is this?' Later, the reviewer stopped reviewing for the journal, and we were able to publish. However, for a few years, our research articles were rejected quickly. All in all, personal issues can also have an impact even in big journals I think.…I know that in the same journal [a] lecturer…phoned the journal co-editor or editor, I cannot remember now, to publish his student's publication. This is another example. So, it is open to manipulation.

George added that he could also guess who this (presumed) Turkish reviewer was. He claimed that the reviewer was also present in the jury in the associate professorships' examination board. In Turkey, a jury examines and evaluates the academician's academic file when they apply to be an associate professor. George remembered the comments in his Associate Professorship academic file and compared them with the comments in his manuscript review. He stated that the two featured very similar expressions and were written in a similar style. George remembered that in his file, for one of his SCI articles, the reviewer criticised a publication of George's as irrelevant and as having no value at all. Thus, he suggested George's published research cannot be assessed:

Neslihan: Why did you think that both the (presumed) Turkish reviewer and your academic file assessor is the same person?

George: My file was rejected and my application to be an associate professor was declined.

Neslihan: You sound as if you know the person?

George: Yes, I do. That is why my description is not speculation. We have a limited number of medical specialists in [George's field]. The same Turkish academic wrote in the review that the manuscript is a great contribution to [topic]. The same academic wrote the opposite comments in the evaluation of my first application for promotion to Associate Professor.

Neslihan: How can this happen?

George: Either he is drunk, or he did not read the article. This behaviour is not acceptable. Why am I thinking that he is the same person? I know this person from the congresses, and he always talks with certain and empty expressions.

Neslihan: So, you mean you understand his speaking and writing style?

George: Yes, that's right. Thus, although he rejected my manuscript because I wrote in detail how the (presumed) Turkish reviewer's comments were wrong, the editor ignored his review, and my manuscript was accepted.

4.1.2.12. Reviewer Experience: The Abuse of the Power among Reviewers

George was on the editorial board of a medical journal which is affiliated to the medical association in his country. He was also a reviewer for some other journals. George stated that publication and reviewing experience were associated with power. When I asked what he meant, as he explained:

> There is power relationship everywhere in society. You carry positive and negative effect in the places where power relations are present. The power is also available in academia, in the world of science.

According to George, in the manuscript review process, there is a hierarchy of power, and people who were assigned as a reviewer suddenly felt more powerful, and that such power could, unfortunately, be abused. As usual, George openly shared his experience:

I also felt this. I mean, you said me to share my individual reviewer experience, I felt this and I experienced this. Suddenly, power is given to me. One or more than one person's academic career is in my hands, even partially, it is in my hands because I can give the okay for the publication. There is a very good model that explains this which belongs to Pierre Bourdieu, French. I strongly recommend it. He says that there are types of capital in society. When we say capital, only money comes to mind but not only this. For example, in academia, recently, I listened to a very good presentation, and this has come to my mind. The presenter said that he implemented the model with regards to the academy. There are types of capital, such as social capital, intellectual capital. This is the research article in academia. I mean, in our academic world, money is a research article, namely credit means a research article.

George associated power with becoming a reviewer or an editor and spoke of the effect of power on researchers:

[…] You have power and you are in the position that you disseminate this power. Suddenly, you have such a big amount of power. This is a very unequal relationship; I have had such an experience. When you become a reviewer, okay, the article is sent to two or three reviewers but they are not accountable and including the editor, to begin with. This is the first thing that I called unequal relationship, hierarchy. In these power relationships, academicians are at the bottom, or rather the author is at the bottom. Thus, the reviewer is in the position that he/she can use his/her power in a bad way, first. Second, the reviewer may not be conscious of all this. I mean, he/she does not have enough a proper idea of the work that is expected from him/her because he/she is a peer reviewer. Most of us aren't polite enough. This is your colleague and your academician. You are an academician and so is the author. The University is also producing knowledge, but this knowledge must be examined by an outsider objectively. Okay, we can criticise this knowledge mercilessly but with scientific and objective measurements. If you do not use these measurements, it is arbitrary. They are doing these things arbitrarily.

George pointed to a crucial problem in the peer-review process and discussed the significance of the reviewer's expertise in peer review. He believed that when the topic was not within the reviewer's expertise, they must decline to review. He shared his perceptions and observations as follows:

> When people are on the editorial board, they are evaluating everything they are sent, they do not say this is my expertise/area. There are people wandering around saying ‘I am on the review board of X journal’ and writing hither and thither. Their name is on the Internet. If it is not your expertise, you shouldn’t do it. The weakness of people is also present here.

George stated that (presumed) Turkish reviewers tend to understand their role differently to reviewers in the West, and in his view, they had an erroneous understanding of their role. When I asked for a member check of the interview transcription in English, George commented as follows:

> Please translate the Turkish word “hakem” into English as “referee” not “reviewer” because in Turkey, if you say “reviewer”, people do not understand the word with the meaning you want to give and the word “reviewer” tends to be understood as “üst-denetçi”, a senior auditor. That is why I object to the translation. Considering today’s scientific paradigm, peer means other researchers who have equal levels/are from your discipline and they evaluate your research by looking from outside/taking an external perspective, and you do the same for them. However, when you say “hakem” (and translate this as ‘reviewer’), according to the established understanding/perception, the person feels himself/herself in a higher position hierarchically, and may misuse his power and even perceive this as if this was their own right. In any case, no one calls them to account, and there is no standard for the review process.

Salient themes in the first semi-structured interview for George were associated with the problems and disadvantages of working in a developing country. The most striking data was his unhappy experience with a reviewer he believed to be a fellow Turk who made what George felt to be biased comments, and claimed (presumed) Turkish reviewers could be biased against their countrymen, which is a novel finding that has not been reported in the literature before. George also ascribed general prejudice against peripheral researchers to race and religion at times. Also, George shared his observation that Turkish medical specialists may resort to publishing in predatory journals.

4.1.3. TEXT HISTORIES

4.1.3.1. Outlet and Audience

The second interview developed into a very long exchange given George's willingness to make his voice heard as a peripheral researcher and share many text histories. In the second interview, my questions mostly concerned an article George published with his supervisor as co-author which was published by the second journal it was sent to.

George could not remember the reason why the first journal rejected it. Sounding as if he was well acquainted with this type of outcome, George explained that their manuscript had been desk rejected by the original journal by the editor directly after their first submission; that is, it was never sent out for review:

> I cannot remember now, but there was not a good justification. In fact, I'm not sure there was much justification at all.

Thus, the text history we discussed was from his second submission to another journal. George submitted the manuscript in 2006, and his study was eventually published in 2008. The text history included 11 documents, i.e., reviewers' comments and George's responses (see Table 6 for the contents of the text history), which are discussed and detailed in what follows. George provided the greatest detail of text history among the medical specialists involved in the present study, particularly with the very long reviewers' comments.

Table 6. Text History of George for the Discourse-based Interview

Text history	Date
Source 1. Author's covering letter for initial submission	November 2006
Source 2. Author's submitted original manuscript	November 2006
Source 3. 1st Reviewer's report 1	February 2007
Source 4. 2nd Reviewer's report 1	April 2007
Source 5. Author's response to two reviewers' report 1	June 2007
Source 6. 2nd Reviewer's report 2	July 2007
Source 7. 1st Reviewer's report 2	August 2007
Source 8. Author's response to two reviewers' report 2	October 2007
Source 9. 1st Reviewer's report 3	November 2007
Source 10. Author's response to 1st reviewer report 3	February 2008
Source 11. Author's published research article	February 2008

4.1.3.2. Co-authorship

The paper was collaborative research written by two medical specialists from two different universities in the same specialism. George wrote most of the manuscript, so he was the first author. He also performed the analysis. George's PhD supervisor was his co-author, and he explained below how his supervisor contributed to his thesis:

> …my supervisor helped me with my research aim and research method.…I wrote the thesis and my supervisor gave comments and criticisms to improve my study. Sometimes, my supervisor wrote some parts to show me how to write.

George showed the draft of the paper to his supervisor. George's acknowledgements in his article thanked an American acquaintance and vice dean for their help in the process of collection of data also and a health care provider for reviewing and commenting on a preliminary draft of the manuscript.

George also asked for the help of a medical specialist of public health with the method:

> George: In a sense, I received help for the method I used in my research. Thus, to have the right answer to these five questions I mentioned, 'who, what, where, when and how', some medical specialists must see the research before starting.

He also showed the manuscript to a clinician because they were talking about clinical risks in his study. Apart from the co-author, George enlisted the support of an English editor, who was paid a fee for his work. The editing support was provided by a colleague. His colleague was his friend's husband. George explained that this was a very serious editing service, and he was satisfied. He also thanked the 1st reviewer in his acknowledgments for helping to "polish" the manuscript's English.

4.1.3.3. Extracts from the Text History

4.1.3.3.1. Reviewers' Verdict

I asked about George's opinion on the extended review process for this study, given the first version of the manuscript was submitted in 2006 and only published in 2008. His research was published after revising the manuscript three times in response to reviewers' comments (see Table 7). Thus, here, I provide a summary of this submission process plus the two reviewers' comments. The 1st reviewer provided comments three times and the 2nd reviewer wrote comments twice. When I examined the reviewers' reports on the three submissions, George accepted 13 comments. However, in contrast to my other three medical specialists, he rejected many comments through providing justifications; sometimes making additions to the manuscript (see Appendix 10). His responses to comments ran to more than 10 pages.

Table 7. Review Result for each Submission

Reviewer 1 First submission: Accept with minor revision Second submission: Accept with minor revision Third submission: Accept with minor revision
Reviewer 2 First submission: Reject because too small an advance to publish Second submission: Reject because scientifically unsound

I asked George about the comments he received on his manuscript from the reviewers. The text history, from source 3 to source 10, included 3 reviews from the 1st reviewer, 2 reviews from the 2nd reviewer and 2 responses from George. Because there were a number of comments from two reviewers, I underlined them for discussion at the interview. I also gave a copy of the comments to George himself, which he had shared with me before the interview, to skim, just to remind him about his experience. We started to discuss comments both from the first and 2nd reviewer on the first version of his manuscript (see Appendix 11 for the summary of the 1st review comments from the two reviewers).

4.1.3.3.2. Comparison of the 1st Reviewer and 2nd Reviewer's Comments

The 1st reviewer recommended acceptance for publication and left the major compulsory revisions part of the journal's reviewer template empty, which asks reviewers to specify compulsory major revisions. The 2nd reviewer filled this part with several criticisms, as well as specifying minor essential revisions (such as missing labels on figures, or the wrong use of a term, which the author can be trusted to correct) and discretionary revisions (which the author can choose to ignore). In addition, in contrast to the 1st reviewer, the 2nd reviewer included comments on the manuscript's English. After the first review round, then, the manuscript was rejected for publication at this stage because of issues with the manuscript's content and the need for extensive editing, as specified by the 2nd reviewer—although, as explained above, George was invited to revise and resubmit (see Appendix 12).

4.1.3.3.3. The Need for Academic Literacy Brokering as a NNS

I asked George about his opinion of the two reviewers' recommendations at this stage, i.e., one recommended acceptance and one rejection after the first submission. George was angry about the rejection decision given the huge effort and time he spent on his research. He had much to say particularly regarding the comments about the quality of the manuscript's English given that he was a non-native speaker in a developing country. He shared his opinion openly:

George: I can say that I got surprised a lot. I think editing has turned into imperialism. What does imperialism mean? It means exploiting. There is a giant market, and editing is a part of this market. If you look it up for editing in google, there are millions of papers.

Neslihan: I wonder although you have editing service, why do you think journals are still asking for additional editing?

George: I cannot generalise that all of them are like that, however, for example, my university has an agreement with a USA editing service. The service is famous worldwide, but I asked for editing of my text with this service and three or four times, the journal asked for additional editing with the explanation that the English of the manuscript is bad. Is this possible? I also pay additional money to have higher quality editing but despite this, journals are asking for further editing. Editing is similar to the privatisation of the hospitals.

After examining the 2nd reviewer's first review comments, George explained that English language use in the paper was a problem he encountered while preparing this manuscript for publication. Although the university he was working for had an agreement with an editing service and paid for him for a 'normal' level of editing, George paid extra money for additional editing. George described how each faculty member who holds a PhD had the right to benefit from this standard editing service once a year. However, George's previous experiences with this free editing service had left him disappointed after the reviewers had nonetheless said the quality of English in his manuscripts was an issue, and so George had chosen a 'premium' level editing service but again received criticisms regarding the English language from the reviewers and therefore had to switch to a different paid editing service which he funded himself:

My university covers this editing expense. However, when I sent [my manuscript] for editing, my edited article was sent back to me from the journal with the comment that this edited article needed editing. Then, after this experience, I had to give additional money to pay the difference between the standard and premium editing rates, and I benefited from premium editing, which is high-level editing, through paying out of my own pocket. Later, to avoid wasting time with this editing service, I used other editing services and paid myself. Although this way becomes more expensive, at least the journals do not ask for additional English language editing. Actually, despite this, I again had comments that additional editing is needed, I got angry and wrote openly that the manuscript had already been edited and showed the editing document. Then, the journal did not say anything. The question springs to mind that the underlying reason why I had this problem may arise because I did not have editing service from the services the journals suggested.

We discussed each comment, although George focused on the 2nd reviewer's comments during the interview, which was unsurprising, given that this was the most critical review. Indeed, the reviewer who advised rejecting his publication recommended George to revise his manuscript for English language use despite the editing described above. Specifically, there were four general comments in the 2nd reviewer's first review, and surprisingly two of them focused on English language use as well as the first major compulsory revision comment despite the fact that his manuscript had been edited by a native speaker in an international editing company.

> **Source 4. 2nd Reviewer:**…..*there are a number of ways that the manuscript could be improved, including: rewriting the text to make it much more concise,……avoiding the is/ought fallacy (that is, just because something is the case, doesn't mean that it ought to be the case).*

The first two major compulsory revision comments were again about the effect of the English language use. The reviewer described the article as "*cumbersome*" to read:

> **Source 4. 2nd Reviewer:** *The primary limitation of the manuscript is that it is quite cumbersome to read.*

When I examined George's response to reviewers, he spoke of how he had removed some parts from the manuscript to make the text an easier read:

> **Source 5. George's response:**
> We have tried to re-organize the manuscript by the changes listed below, as suggested by the reviewer:
> * A sub-heading has been added: "X"
> * The first paragraph of Discussion and Figure.1, which proposes a model for determining the X, was omitted
> Needless duplications were omitted:
> - The second paragraph of Discussion (p. X, X paragraph)
> - A sentence in p. X, 3X paragraph
> - Two sentences in p. X, the first paragraph
> - Two sentences in p. X, the X paragraph
> * Survey questions were moved to Appendix as suggested

However, George declined to remove the quotes from a distinguished author he had cited as per the reviewer's suggestions since he highlighted that if he had deleted the quotes, the research would have become meaningless:

Source 4. 2nd Reviewer: *Similarly, in the Methods, the quotes from* [distinguished author George cited] *might be dropped.*

Source 5. George's response: *We choose not to drop the quotes from* [distinguished author George cited], *because it was vital for us to explain his argument in detail.*

It was notable that when I examined the original submission in November 2006 and compared it with the final, published version of 2008, I noticed some extra editing as required by the 2nd reviewer as the reviewer commented "Quality of written English: Not suitable for publication unless extensively" and George confirmed that this had been done by a separate editing company.

The second major comment reported by the 2nd reviewer detailed the difference between "*is*" and "*ought*" through referring to the original sentences from the manuscript:

Source 4. 2nd Reviewer: *Throughout the manuscript, the authors appear to equate "is" with "ought" This distinction, sometime referred to as the "naturalistic fallacy", is important because….For example,…If by "can refuse" the authors mean "sometimes refuse" then the claim is less objectionable, but the authors should be aware that "can" may be interpreted to mean "morally justifiable". As another example, the authors write….Here again, it isn't clear to what degree the authors are over-relying on data to drive their normative claims.*

George changed some wording to remove any concern that they were over-relying on the data and to make the meanings more precise:

Source 5. George's response:

** "evidence from a cross-sectional survey" removed from the title. "an analysis" was replaced instead.*
** "can" was replaced with "sometimes" in the sentence [2nd reviewer] mentioned.*
The second sentence [2nd reviewer] has quoted ("By understanding…") was replaced with another one (Please see p. X, X paragraph).

There was also a thank you note in George's Acknowledgment in the published article to the 1st reviewer for English language help:

Source 5. George's response: *Our colleague [1st reviewer], greatly helped us to copy-edit the revised version of the manuscript.*

George explained that there are differences between "is" and "ought to" in the field of medicine:

> "Because "is" is related to the fact, factual but "ought" is like "must". "Ought" is for morality but when we look at "is" you cannot deduce this. In our field, "ought" is not for advice. It is a formal use of "should."

George's response to the 1st reviewer's comment was as follows:

Source 5. George's response:...*we would like to thank [1st reviewer] for encouraging us with his supportive comments, and guiding us with his clear recommendations. We believe that the manuscript was improved by taking into consideration his recommendations, especially those which concern the criterion of rationality and the "is/ought fallacy".*

When I examined the original submission, and compared it with the first review comments, the changes below showed that George had indeed changed 'can' to 'may', as in the sample sentences below. In addition, some language modifications had also been made:

Source 2. Original submission:	**Source 11. Revised submission:**
Editing need in the November 2006 submission after the reviewer's first review: *...especially when there was a risk of being infected with X <u>can</u> refuse to treat a patient*	Published version in 2008 submission after re-editing: *...especially when there was a risk of being infected with X <u>may</u> refuse to treat a patient*

4.1.3.3.4. Lack of Resources

In the 5th comment, the 1st reviewer recommended consulting a source which he believed would help the authors refine their arguments. However, George responded that they had been unable to consult it because although they had ordered it, the book had not arrived before the resubmission deadline. To compensate, with his co-author George read the reviewer's two important articles on the issue:

Source 5. George's response: *Although I ordered the book he recommended from Amazon, it was unfortunately not possible to receive it in the limited amount of time available. However, we have read the [2nd reviewer's] two important articles on the issue; in particular, we found his article titled "X" very useful for clarifying the grounds for the [topic]. We added them to the section "Theoretical Framework*".

George explained that whenever they order a book, including the book the reviewer recommended for the research that we were discussing in the text history, the book arrives in around 2-3 months. And when a reviewer urges authors to benefit from the book, George pointed out that he would need a few weeks to read it, too. George compared himself as a peripheral researcher with the researchers in developed countries such as the USA and UK:

> For example, I cannot have an article written before 1980. You British and USA researchers, everything is open to you. But I spend 30-40 Dollars; I need to order the article. We are not equal.

To summarise the first review outcome, the 1st reviewer was in favour of accepting the manuscript with minor revisions whereas the 2nd reviewer rejected. The editor then issued a resubmission verdict.

4.1.3.3.5. Reviewers' Comments on the 2nd Submission/Resubmission

The 2nd reviewer's re-review started with a very positive general comment. Surprisingly, however, the 2nd reviewer again recommended rejection and explained his reasons for recommending rejection as follows: reject because scientifically unsound (see Appendix 13 summary of the 2nd review). When asked whether he accepted the 2nd reviewer's comments, George said he could not accept the reviewer's opinion that his manuscript was 'scientifically unsound'. Furthermore, George reported that he did not accept the comments about the language of the manuscript:

> No, I do not accept it. We had the paper edited by professional researchers.

Later, the reviewer commented as follows:

> **Source 4. 2nd Reviewer:** *For example, the second half of the second paragraph of the Introduction could be dropped in its entirety.*

However, it was clear that George accepted and acted upon other suggestions by this reviewer. The reviewer wrote part of George's Introduction "could be dropped". George accordingly deleted some of the Introduction in line with the reviewer's suggestion. The reviewer also wrote: "The questions posed in the survey might be moved to an Appendix." When I looked at his published research, George had done this, and he also confirmed:

> Yes, we put the survey into an Appendix, I remember.

George was trying to do best to deal with the reviewers' comments.

4.1.3.3.6. George's Feelings about Reviewers' Comments

When I asked George whether the comments were sufficient and serious enough to reject the article, he found most of the comments of the 2nd reviewer are insufficient grounds for making this recommendation. He detailed what he meant going through the comments step by step. First, as for the English language comments, he stated that this problem was small because if the readability was indeed difficult, it could be made easier with editing services. Second, regarding the removal of the paragraph, he thought this was a technical criticism and easy to tackle. George highlighted that these comments did not detract from the value of his research. According to George, these were all minor revisions, not major revisions.

When I asked George whether there was any comment that he agreed with so far, as expected he only agreed with one comment, which was on putting the questions asked in the survey into an appendix**:**

> **Source 4. 2nd Reviewer:**…*the questions posed in the survey might be moved to an Appendix.*

However, George added that, normally, none of the journals asked for this but because this journal was online, George accepted this recommendation.

The 2nd reviewer's third comment was about methodological limitations:

> **Source 4. 2nd Reviewer:** *There are a lot of methodological limitations in the authors' efforts to answer questions like ". . .how wise is it to assume that at the time of choosing their X was fully aware of the X."..Similarly with the queries that follow regarding determination of X. Some of these limitations are inherent in the study design, others might be remedied ….*

George claimed that the comment on methodological limitations was also a minor revision and responded:

> **Source 5. George's response**: *We added a paragraph discussing the limitations of the study (Please see p. X, the X paragraph in Changes.doc file).*

George also dismissed the following comments in which the reviewer calls for a rather different research focus in his third comment:

> **Source 4. 2nd Reviewer:** *The analyses would be strengthened by consideration the problems of recall bias and socially-desirable response bias (yeah-saying). Why not examine physicians currently about enter to the field if that is the time period that the authors are primarily interested in?*

George responded thus:

> Yes, it could be asking me to "examine physicians currently about to enter the field". Yes, this can improve the study but new research must be conducted. The reviewer is not saying practical things.

The comment went on:

> **Source 4. 2nd Reviewer:** *Apart from these biases, retrospective judgments of motivations as complex as the ones examined here seem highly susceptible to numerous errors in judgment.*

According to George, these were very loaded remarks. “Highly susceptible to numerous errors in judgment” meant for him that his research was ‘shitty in Latin’ and one may expect rejection. He said that he certainly did not agree with this comment because the reviewer did not explain why, and such serious criticisms need to be backed up with specific support:

> The reviewer only writes in general. Why? Where are the numerous errors? He must show the error.

The reviewer also took issue with George’s participant choice, as follows:

> **Source 4. 2nd Reviewer:** *It seems a little unusual to include X with physicians in this sort of survey, especially given the limited role that X are likely to have in responding to X. Perhaps the authors could consider this a bit. Also, it isn’t clear why physicians X were selected.*

George found the comment on participant choice silly. George questioned why he should provide an explanation for his participant choice just because the reviewer thinks his choice is ‘unusual’.

George agreed with the reviewer concerning “*the limited role that … are likely to have in responding to….*”, however, he highlighted that their research was not only concerned with epidemics.

When asked about his opinion on the following reviewer comment:

> **Source 4. 2nd Reviewer:** *Also, it isn’t clear why physicians “who work in X specialties”, rather than other fields, were selected*

George stated that they wrote the reason in the introduction of the article and answered the question the reviewer asked: “*because they are more risky*”. However, he agreed with the comment and reflected that, in hindsight, they could have had a control group. This could have enriched the research:

> Sometimes, I am thinking this. If we had had a control group, the ones who are accepted as less risky-I do not say less risky but acted as less risky, comparing these two groups also could have been better.

George then considered and agreed with another comment from the reviewers relating to the analytical approach he adopted:

> **Source 4. 2nd Reviewer:** *The results should include multivariate analyses to avoid potential confounding.*

He was also positive about a comment which suggested a reference which could be added to the manuscript:

> Neslihan: The reviewer also recommended a reference for your research after mentioning about [a well-known researcher George cited].
>
> George: Which reference?
>
> Neslihan: Here is it:

Source 4. 2nd Reviewer: *Some have written about a [X] and it may be helpful for the authors to consider this as the[y] refine their arguments [A published research article was recommended as a reference].*

George found this comment providing a reference to be very constructive, very good and also fair. He commented that writing this type of comment was what a reviewer should do.

There were also "Minor Essential Revisions (such as missing labels on figures, or the wrong use of a term, which the author can be trusted to correct)"

Source 4. 2nd Reviewer: *I didn't find Figures attached to the manuscript*.

George stated that he downloaded figures but that for whatever reason presumably the reviewer was unable to view these.

Another comment was as follows:

Source 4. 2nd Reviewer: *The theoretical framework might be abbreviated and incorporated into the Methods unless it is a standard "stand-alone" section of journal submissions*.

According to George, this was a good technical recommendation. The seventh comment was about the use of abbreviations:

Source 4. 2nd Reviewer: *It may be helpful for the authors to avoid abbreviations throughout*.

George commented that there was a word limit and also abbreviations to make the reading easy. The eighth comment was about study findings:

Source 4. 2nd Reviewer: *Page [X]. The authors find that only [X] report they and use this to argue that…. This seems to be a bit unwarranted of an inference*.

George accepted the criticism here. He also conceded that this comment was a major revision because the reviewer was talking about George's main argument:

> The reviewer can be right. I must have corrected this, of course. A good criticism.

As for the following comment "Level of interest: An article of limited interest", George sounded certain that the comment was wrong, and the reviewer was inconsistent with his comments. When George cited the reviewer's own article in the revised version, the reviewer no longer claimed George's article was of limited interest:

> He comments as limited interest, but he himself also has an article. This reviewer has his own research article on duty care about 11 September, again about the SARS pandemic. I also cited the reviewer's published research article and then the reviewer's comment on my manuscript as "limited interest" disappeared.

George did not understand why the reviewer wrote some of the comments. George addressed the reviewer's criticisms as much as he was able. He thought that there were possibilities for some misunderstanding because of what the reviewer said. He believed that there are two possibilities:

> Either the reviewer has a bias against me or he misunderstood my responses.

George summarised his opinion about the reviewer's comments and the rejection recommendation this reviewer delivered:

> Neslihan: What was your opinion concerning the 2nd reviewer, whose outcome was rejection, if you can summarise?
>
> George: For example, he recommended five changes to me. I did four of them. I mean I responded and what he says were reasons for rejection I corrected the comments which were for rejection and responded and changed things. In the second report, in this case, he writes five totally new additional comments. What do you think now? Did you not see these things when you read the manuscript the first time?
>
> Neslihan: Have you encountered such a situation before?
>
> George: No, I have not faced this.
>
> Neslihan: Why do you think the reviewer did this?

George stated that he always tried to avoid using biased and nationalist expressions. However, he claimed that there could be prejudice against authors located in an Islamic country or with Islamic names:

George: They even cannot pronounce your name. Who is he? I know there is a lot of prejudice towards Turkey, but it is unfair if an editor/reviewer is biased against me because they have something against Turkey. This explanation made me remember something else. If you have a co-author from the USA, UK, or a European citizen, your chance for publishing increases. This foreign author does not have to be a distinguished researcher.

Neslihan: Do you really believe this?

George: Yes, I certainly believe it. I certainly believe it. I have seen it a few times. For some researchers, who do not have a publication in good journals, they can publish in high prestigious journals if they co-author the manuscript they submit. For example, there's publication in one of the top journals authored by two Turkish and two foreign authors and the study is conducted in Turkey. Why? Because it is thought that if there are foreign co-authors, more probably, the data is considered more reliable. The reason why there is bias against Turkey is not only Islam or because we are Eastern but because of fraud and scams, corruption. These are true in general; however, you cannot generalise to the whole Turkish society. I suffered a lot because of this negative perception of us.

According to George, both of the reviewers used kind language in their comments but he thought there were also differences:

George: The first difference is the 1st reviewer wrote comments to improve my research but the 2nd reviewer was inconsistent. But please Neslihan note this aspect in your research.

Neslihan: Yes, I am listening carefully and recording.

George: The 2nd reviewer writes to me do these and I do or I correct, but, later, he says to me a new comment that he did not mention in his previous review. In the third review, he is writing new comments. When this happened, I thought he was trying to make sure my research wasn't published. He should have written all of his criticisms from the start.

Indeed, when I examined the second review of the 2nd reviewer, the comments were more detailed and longer compared to his first review comments. George added that, however, the 1st reviewer always provided constructive comments in order to improve his manuscript and showed an example comment:

> **Source 9. 1st Reviewer:** *Perhaps the authors should clarify the extent of similarity between X medical education and Turkey.*

So, what happened, given that the reviewers gave George's manuscript contradictory evaluations, one recommending rejection and the other acceptance? George said that the editor asked them to respond to the comments. And although at first the 2nd reviewer recommended rejection, he eventually recommended acceptance after George's detailed responses to the reviewer's questions and criticisms. George made his respect for both of the reviewers clear because of their efforts during the review process:

> They sat, spent time and wrote long responses to me. It is what must be done. Particularly, I learnt a lot from the 1st reviewer. I was more respectful to him, but I was respectful to the other reviewer, too. Do not misunderstand. I never say the reviewer is racist. I respect both of them. I really learnt a lot. I write, they write. I write, they write. In the end, we must persuade each other. However, to do this, we must have a good intention as a common denominator- an unprejudiced approach. When I was suspicious that this reviewer was biased, I felt the process to persuade each other was not healthy. I cannot say the reviewer is X or Y.

The 1st reviewer recommended accepting George's paper, but there were some small remaining criticisms made associated with the analysis and criterion of rationality:

> **Source 3. 1st Reviewer:** *While I believe the essay should be published, it does need some attention to a systematic problem that arises in the analysis. The problem occurs with a neglect of reference to some standard of X incumbant [sic] upon the health care professionals themselves. There is a further related problem regarding the criterion of rationality….I do not think a full-blown response to these problems is needed, but the essay would gain substantially, in argued credibility, if some recognition or general response to these two problems is at least briefly woven into the essay*.

I asked about George's opinion regarding the comment on rationality criteria. He said he had rationality criteria in his research and added that:

> George: That is why I liked the 1st reviewer's comments. These comments completely improved my article. I considered the comments seriously and rethought.… Later the reviewer said okay.

Neslihan: Another criticism is ignoring the question of the moral responsibility.

George: Again, this is about my ethics analysis and argument. He says okay you discuss the fundamentals and basics of [the topic] but an individual health provider- and this is a social contract- the responsibilities coming from the social contract has a responsibility to know his moral responsibility while providing service. The reviewer was aware of this role and criticised me that I took them for granted/ignored. He said do not ignore this responsibility they have. I added them. The comments were great. Look, he wrote long, thoughtful comments.

Neslihan: Yes, and the reviewer also mentioned about X model in detail, too.

George: A good review must be like this. He never wrote improve or develop this but showed how to respond to his comments.

George agreed with and tried to address almost everything the 1st reviewer suggested. However, George felt that he could not successfully address all the points made because he lacked the ability to do so:

My competencies were not sufficient. Frankly, this is where I failed. The reviewer with patience-that is why I respect him a lot- wrote the same things in the second report and more clearly. The reviewer asked us to [make a certain point]. I could not do this properly. I wanted to but I could not. This is the summary of our correspondence with the 2nd reviewer. However, I hope that I also did successfully respond to some of the things he asked for. It was a very good process. Thus, I learnt from this reviewer.

The 1st reviewer's comment went on:

> **Source 3. 1st Reviewer:** *In summary, the article is a useful contribution to [topic] and argument and should be published. Even so, it would be greatly improved in its persuasive [power] by: (1) giving some attention to questions of X rather than simply to a sample population of X.*

George found the reviewer's comments fair although George did not agree with some of the comments as discussed and detailed above, particularly disagreements with the 2nd reviewer's comments. All in all, he agreed with most of the comments of the 1st reviewer. He responded to each comment in the review as follows:

Source 5. George's response to the 1st Reviewer's comment:
1. We have added a section about problem 1 in order to emphasize the social responsibility of a member of the medical profession (Please see p. X, X paragraph in Changes.doc file).

2. The rationality criteria claimed by X was used as an example to show the requirements of a competent decision that could be named as X or X. Our main aim was to emphasize the requisites for....But after taking into consideration [1st reviewer's] comments, we have realized that the X model is "harder" than we need, and we decided to omit the part which refers to the X model, a part which did not contribute to the paper significantly…

It seemed the reviewers put a lot of effort into assessing George's manuscript. However, with most of the earlier issues resolved, the comments were now getting shorter.

4.1.3.3.7. Reviewers' Comments on George's 3rd Submission

Source 9 below shows a summary of only the 1st reviewer's comment because the 2nd reviewer did not re-review at this stage.

Source 9. 1st Reviewer's report 3: 1 page of general comments consisted of 5 paragraphs. The comment started with a positive comment "the findings do still appear to be of interest". However, surprisingly, the last part of the manuscript included comments on the need for English language improvement:

"*…however, one thing has emerged on the re-reading that must be cleared up. I also sense a deterioration of the writing style."*

After reading the comments, George admitted that he was aware of the problem the reviewer identified, because:

> George: For each revision, I need to send [the new manuscript] for editing.

However, because of financial constraints, he could not afford to do so:

> George: I did not ask for editing at every turn. I mean I could not. Think about it. There were lots of revisions. Each time, I have to pay a lot of money.

The rest of the comments asked George to compare medical education in Turkey and the USA in a few paragraphs:

Source 9. 1st Reviewer's report 3:*..I need to know if the context of medical education in Turkey is relevantly similar to the US...Perhaps the authors should clarify the extent of similarity between US medical education and Turkey.*

However, although George explained the situation regarding medical education in Turkey and the USA in two paragraphs, as requested by the 1st reviewer, he reported that he himself wanted to remove the paragraph from the manuscript. I asked whether this aspect of differences between medical education in Turkey and the USA are so significant in his research, and George explained it was not and ultimately, he decided to remove these paragraphs and did not compare Turkey and the USA:

> We see that sharing a personal experience could needlessly divert the point we try to make, and for the reason explained above, we have decided to omit the part below which would not change our point.

All in all, then, this was a protracted story. The review process continued for two years, George first submitting his manuscript in 2006 and the article only eventually being published in 2008. George stated that he tried to do his best to respond to the reviewers' comments and accepted the suggestions that he found to be fair, but refused to address others that he and his co-authors felt were off the mark. This text history ultimately had a happy ending. George was delighted to receive the editors' acceptance e-mail despite the mixed reviews and his displeasure and anger at some of the reviewers' comments. At that time, he was preparing for the associate professorship examination, and part of the requirements for promotion was to have three publications in indexed journals. Thanks in part to the acceptance of this article, he was able to meet the requirements and was promoted.

4.1.3.3.8. George's Feelings on Blind vs. Unblinded Reviewing

George found open review very beneficial and spoke from experience. He commented that when the review was open, this discouraged abuse of power by reviewers. However, he highlighted that there were very few open review journals. He discussed both pros and cons of open review given the state of academia in Turkey:

> I mean, there must be a standard for this work. Defend the criticisms you wrote. Do not make them up. To a degree because of this, however, in Turkey, this is impossible. People kill each other. They would fire a bullet at the leg.

When I got in touch with George via e-mail, to clarify his sentences as follows "People kill each other. They fire a bullet at the leg", he explained that:

> I [am] exaggerating of course [with my statement People kill each other. They fire a bullet at the leg]. But the thing I was trying to say was, again fully subjectively, that Turkey has not [a] scientific culture which is needed for open review. Personal interests and feelings are seriously affecting the professional judgements, and there is NO accountability at all. You could easily imagine what would be in a context like

that if the author-to-be would know the name of peers. But on the other hand, it still sounds unfair to me. I sincerely believe in the open-review idea. We are not referees or judges who are in a super position; we are just peers who sincerely would like to try to improve the paper if it is possible or criticise the serious flaws in the name of "healthy" knowledge accumulation. Therefore, we should be able to communicate openly. It would also increase the sincerity I believe, which would decrease misunderstandings.

George was in favour of open review for reasons of transparency, and he justified his choice through raising criticisms against blind review:

> The open review is the proper option for review, if he/she is a peer, you must defend in front of everyone. [In the blind review], say whatever you want and your identity is anonymous. This is not an honest relationship. However, you know who I am [in a system of open review]. Oh good! This is the power that makes you more honest. As we said in the beginning, you are given power [in blind review], and you are anonymous. It is impossible for me to call you to account.

George discussed the underlying reason why most journals preferred blind review—to enable them to steer clear of individual antagonism and to prevent prejudice:

> However, if they want to prevent the prejudice, then the name of the author also must be anonymous. Okay, they do not send the names of authors to the reviewers, however, more or less who is the author is clear. From the references the author used, the study the author conducted, for example, it is clear that I conducted the study from Turkey because I collected samples from Turkey. Even if he/she does not know anything she/he knows that I am Turkish.

As we can see from the above excerpt, though, George recognised that the blind review system is far from perfect, as reviewers can sometimes have a rough or exact idea of who the author is, which may prejudice their reviews.

When I asked George about the characteristics of a good reviewer, he criticised the word 'reviewer'. I was unsure what to say, but fortunately he started to express his opinion, and made it clear that he has a problem with the word because of how reviewers abuse their power:

George: Look you said ‘hakem’ (reviewer). It is ‘akran’ (peer). We are used to saying reviewer because of Turkish, but I do not know the other languages.

Neslihan: Reviewers review, so it is translated as “hakem” in Turkish.

George: Yes, I know but if the process is reviewing, namely examining, you should say examiner who is examining [the paper] not ‘hakem’.

Neslihan: The Turkish word ‘hakem’ is used all the time.

George: I know, but it is wrong. Another word must be found. A new word must be found. ‘Değerlendiren’ [Assessor] in Turkish? Say assessor. I mean, what I am trying to say is this. The notion of science is not established well (in Turkey), the valid notion, a positivist scientific notion I mean one of the methods to make the system reliable is set up through peer assessment. But to make the system valid, to whom will you send the manuscript?…Of course, a researcher in your expertise who has the relevant background. However, this situation does not show you they are superior to you in terms of morals or science. However, in today’s world, reviewers think they are superior in terms of morals. Why? Because their native language is English, they have money; they are the ones who are defining the problem areas in the research world. How can we get into their world? Through looking at our world from an orientalist perspective. Why should what I write in Turkey get their attention. Why? Islamic country, shitty country. For example, it will be about human rights violation, virginity examination. Do you understand? This is what attracts them. When I conduct research on informed consent and publish, this does not attract their attention because we are already having these discussions [in the West], and who are you trying to make a contribution to our discussion? But if I say this is an Islamic perspective, then it attracts attention. I mean, there is an unequal situation. Now, when we turn back to the question concerning being a good reviewer, we are equal, actually. I do not know, maybe peer review is a situation where author and reviewer are equal [in the west] but when you say someone is a ‘reviewer’ in Turkey, they think ooooooooh, it means the truth is in me, I am the reference for the truth. I have the authority. And there are errors in this manuscript. There is likely a mistake considering the fact that the editor sent it to me. And so they criticise ruthlessly and/or without having the sense of responsibility because they’re not accountable. Okay, where is the sense of morality in reviewers like this? Okay, you expect me to have a high sense of scientific morality as a writer and research; you must also have the same sense of responsibilities as a reviewer. This applies to both Turks and foreigners.

George suggested, therefore, that good reviewers, irrespective of the discipline, should always remember that he/she is a peer, first. Second, their command of the language must be fluent, and the review must be honest: if there are points that need to be improved, the reviewer must provide sincere recommendations because the aim is to improve the science. If the writer is not able to do the recommendations, she/he can say “I recommended these but you could not carry them out,” and therefore can give a verdict that the manuscript should not be published with justification. However, the reviewer should also be aware of his/her own limitations, saying things like “As far as I can see”.

George believed that the review system (blind or unblinded) would affect the results. According to George, theoretically, the best system was unblinded, when both parties knew each other’s identity because this will make the reviewer himself/herself feel accountable. Similarly, publishing the pre-history of the review process, as in a prestigious journal in George’s field.

George was very open while he was questioning the peer review system in medicine despite his successful publication history in prestigious journals compared to his colleagues in Turkey.

One of the prominent themes in George’s data in the second semi-structured interview is how peripheral scholars may lack the resources their counterparts in the west would likely take for granted—easy access to books. Also, his low salary made it difficult for George to pay for repeated rounds of literacy brokering.

4.2. Medical Specialist Profile 2: Helen

4.2.1. HELEN'S BACKGROUND

Ten minutes later, they responded that my manuscript was not accepted…I couldn't understand why. After this experience, I don't send my research to a journal in Turkey. Why would I? (Helen)

4.2.1.1. Introducing Helen

Helen was the Head of the Department of her speciality. I met her for the first time while I was looking for volunteer medical specialists for my research. Hence, I did not have any previous information on her and her speciality. She graduated from the medical school in the 1970s, and she has been working since then. Helen had been teaching for a number of years and was highly experienced. She had lived in another European country for several years and was therefore bilingual.

Helen was very willing to participate in the study. She openly demonstrated her positive feelings towards my research and appeared to answer each question sincerely. Her friendly and talkative nature, together with her considerable experience of publishing, made the interview flow fluently. She offered me coffee whenever I visited her. She always had classical background music and a very pleasant room odour in her office, which made me relaxed although I must admit that at first I felt strange as I am not used to this kind of office environment in Turkey. She showed me her well-thumbed Turkish-English/English-Turkish dictionary. Her taste in clothes and accessories was also distinct, and she always wore a big hairclip with the image of a flower. In the second interview, when I went to her office, she gave me a package, and when I opened it, there was a big hairclip with the image of a flower for my long hair. She was like a grandmother full of advice in contrast to the other cases in my research. Helen said that she wanted to support me thanks to my attempt to study in the UK for my PhD and appreciated my academic effort. She was unable to move because of family reasons. She explained how she was very sorry because she felt that she should have moved to another country to live and work. She sounded as if she could not stomach life in Turkey. Once she saw me and said that if I had time, I could come to her office. She gave me a second parcel that included a book entitled 'The Immortal Life of Henrietta Lacks'. I was very surprised. The book was dealing with ethical issues of race and class in medical research. Helen added that she liked not only academic writing but also liked writing in general. She liked writing itself: both a research article and also novels and history in Turkish. She had two books published.

Whenever Helen saw me on campus or in the faculty, she strongly recommended me to move abroad given the challenging situation in daily and academic life, the misuse of power in academia and reminded me of the current problems in Turkey. She regularly stated that she wished she were younger and could move to another country, and still regretted not having done so earlier in her career. She said she would urge all young researchers to leave, and that this was her common advice for young researchers in Turkey; and I was not the only young scholar she recommended to leave.

4.2.1.2. Administrative, Medical, and Academic Responsibilities

Despite her age, surprisingly, in contrast to young medical specialists in the faculty, Helen had the highest number of courses to teach to medical students. She also had management responsibilities. Nonetheless, Helen stated that she had enough time to conduct research because she did not have a responsibility to provide healthcare in contrast to medical specialists in clinics.

4.2.1.3. English Proficiency in Academic Writing

Helen ascribed her English language skills to her background knowledge of another European language. She speculated that maybe knowledge of a language facilitated her learning of a third language. She gained language learning experience through reading a number of articles. She recommended that we need to read to write. When asked whether academic writing in English for publication was enjoyable for her, she answered again with an emphasis on her age and her academic milieu:

> Because I like conducting research, and I wonder what I will find, I like writing. Maybe because of my age, now writing is difficult. Although I say difficult, and I don’t want to do it, I am still doing. Because I have post-graduate students, and they want to publish, I must read to help them. Until I retire, I must go on publishing because of this situation.

4.2.1.4. Publication Practices

I inquired whether she had any stories about publishing articles she wanted to tell me, and she spoke sadly of her experiences of the time-consuming nature of the publication process. Helen actively wrote research articles for science citation index journals and other indexed journals. She had published 50 research articles and 28 of them were in SCI journals and had 131 publications in all (see Table 8). 62 of her publications were in English and 69 were in Turkish.

Table 8. Helen's Publication Record

Books	Editor of a book	Book chapters	Research articles published in international journals	Research articles published in national journals	International congress /seminar proceedings	National congress /seminar proceedings	Chapter Translation Editor
6 in Turkish	1 in Turkish	12 (one chapter in English, the other chapters in Turkish)	28 SCI out of 50	25 in Turkish	11	25 in Turkish	1 from English into Turkish

When I asked if she attended any formal training or seminars on academic writing in English, she said that she had not done so but had improved her skills through reading a lot. Maybe because of her intensive experience in academia, she thought that she did not need any training on academic writing. She took university medical English courses to learn to read and evaluate research. From her reading she learnt new words, so she did not feel the need to take an additional course or support to learn English.

Once her research article went through several cycles of revision/resubmission for two years and was rejected in the end. She got very upset owing to what Helen saw as the unique contribution of the research. She said there had never been a study like this conducted in Turkey before. Helen translated a questionnaire written by researchers working in another country with her colleagues into Turkish and was pleased with the result and with the research. A British teacher in Turkey helped them. Helen wrote up the article and sent it to a journal which published similar research. Five or six months passed and the journal replied that the Introduction part of the paper was insufficient and asked Helen to incorporate relevant theories into a revised version of the manuscript, which left Helen somewhat bemused:

> Which theories? These are applied/practical research. I tried to do what they asked. The article has come and gone several times because each time they asked us to write this and that. In the end, the journal wrote that they rejected our study. We made a lot of modifications. I was very upset because we put in a lot of effort and later I said…the study must be published somewhere. I sent it to another journal, but it is not SCI and they published it. I was really upset because they stalled us a lot. If they want to reject, they must reject directly. I was very upset.

Helen noted that the stage of data collection was the longest process in their research. Because they had to collect data with one or two researchers due to the lack of staff, this process was difficult, thus took almost three months and then they dealt with the analysis in a month.

The studies she and her team conducted had not been undertaken in Turkey before but only in other countries. Thus, Helen felt their studies had a value, and she believed that they would contribute to the disciplinary knowledge in her speciality. Most of their studies had been cited. They could understand from these citations that their study contributed to disciplinary knowledge. Helen stated that writing for publication was not simply a matter of getting the job done. Rather, she believed that each faculty member in a university should conduct and publish academic research and then disseminate the research to other medical specialists. She reminded me that writing for publication was one of the main responsibilities of each faculty member who was working at a university in Turkey. However, she did not think that publishing was the first duty for faculty members; rather, their teaching responsibilities should come first as part of their educative role, which may explain her heavy teaching load as previously reported. For Helen, her first responsibility was student education. Education always came first. Then came research. She believed that to make the education process successful, a faculty member must conduct research because conducting research is a means that helps the faculty members to improve themselves and also faculty members learn a great deal while conducting research:

> Everyone cannot know everything. It is not possible. Some people say that “okay, I am a professor, it is enough, I don’t need to study and do research”. It is not the right view because everything changes, social sciences changes, medicine changes. You should improve yourself. For example, you are preparing course notes; you are using the same course notes for ten years. There are faculty members like this. It is impossible, it can’t be like that because everything is changing and you need to keep up with innovations, what is happening, what kind of research have been conducted. You should know all these. Thus, I think conducting research and writing articles are necessities. Maybe you cannot perform as much as you do in your associate professor period or professorship. However, you can write one or two research articles at a minimum. The journals in citation index in Thomson Reuter’s citation, you can write two publications at most in a year. It is very challenging because it takes a lot of time

– such as the review process of the research article, its return, making the corrections. These take time.

4.2.2. WORKING IN A PERIPHERAL COUNTRY: PROBLEMS AND DISADVANTAGES

4.2.2.1. Lack of Resources: Present and Past Working Conditions in Academia

Helen was the most experienced specialist among our cases. Thus, she compared former and present working conditions in Turkey, particularly with regard to research resources and facilities. Helen was also able to recall her old working environment which was characterised by a lack of resources (see also Salager-Mayer, 2008). She talked about the benefits of the SPSS license her university bought. Compared to the resources formerly available to her, she found the current resources facilitated her research:

> You may not know, but I remember the days we were working with very difficult programs. Now, everything is easier to do everything. So, a study can be finished in six or seven months.

With a wistful tone of voice, she described in detail how much she suffered in academia during her early career, and she wished there could have been training on academic writing in English twenty years ago. Because of her lack of training, at first Helen was not familiar with the style and organisation of academic texts but as she explained, she gained experience of this. She did not think that writing was a chore to her because she said she enjoyed writing in general, and academic writing in particular. She learned everything on her own, namely by trial and error. She described the huge effort that would be needed to conduct research in the days before the internet. In her first years in publishing, manuscripts and editorial communications were sent by post and it took a lot of time to correspond with editors abroad and send corrections. These books were still available in the library; however, no one was using them now. When she was a young researcher, they had to book a place in the library, and the librarian brought them abstracts of the publications they requested. However, with electronic searches now, things are much easier. Helen described how the university had a subscription to a number of databases, making quick, powerful literature searches straightforward. In her early years as a researcher, in contrast, when she could not find a resource in her university she had to go to a university in Ankara or ask them to send it, all of which made publication challenging. Now, she thinks present resources make it easier to publish when she compared her early career.

4.2.2.2. Pressure on Research and Writing for Publication

In her department, Helen helped, supported and mentored her colleagues in their attempts to publish. Helen was not familiar with the system in the UK but in the USA, she reported that academic staff had a contract for one, two or three years and the requirement for the renewal of the contract was to publish a few papers a year. Thus, people could lose their job if they did not publish. However, in Turkey, there was no such a thing if you were working for the government. Everyone was working for the government as a civil servant in her university. Even if you cannot be an associate professor, you can remain as an assistant professor or you can be an associate professor even you do not have enough publications to be a professor. No one will dismiss you for insufficient publications. Although there was the possibility of more pressure to publish in private universities in Turkey, as far as Helen was aware, the pressure was not excessive in the private sector, either. Helen explained that, in contrast to other many countries, in universities in Turkey, academics did not have a requirement to publish, and so that was why people tended to give up publishing when they became a professor but she continued to publish. However, she explained that because there was a requirement to publish in SCI journals for promotion, people had to publish in English.

Helen claimed that this pressure to publish has not had an adverse effect on her:

> There is pressure in Turkey, you know. You need publications to be an assistant professor, associate professor and to be a professor. Of course, I also felt this pressure, however, if you ask if the pressure wore you out or made you tired of life, no, because I like writing. I really enjoy writing. I also really enjoy doing research and wait with anticipation to see what will be the research outcomes. I always found the results quickly. I mean, I really enjoy conducting research. Thus, even if I felt the pressure, the pressure did not have a negative effect on me.

Furthermore, due to her senior status, she no longer needs to publish to be promoted, but does so because she wants to:

> …so I could publish or not, it was not a problem…

4.2.2.3. The Need for Academic Literacy Brokering as a NNS

Helen wished she could have spoken and written English more fluently and creatively. However, she believed that because of her age, it was impossible for her to succeed now. Helen was strongly in favour of thinking and writing in English for publication purposes.

Thus, she was against writing in Turkish and translating into English while writing research articles because she believes that this approach does not work. At first Helen had drafted her manuscripts in Turkish, then tried to translate her writing into English but she realised that it did not work. Even once she said she asked an English teacher who studied linguistics to translate her Turkish manuscript into English but the outcome was disappointing because of the paucity of content knowledge of the translator, which suggests the need for the help of a highly specialized person.[28] Then, she used an editing company but she was not happy with the editing service, either, but eventually settled upon writing in English and then getting a native speaker of English to edit her text:

> The person's translation was worse than mine because s/he didn't know the content knowledge. Thus, we should think and write in English. We can do it by reading research articles in English in our field of study, reading English books. This is the best solution. Otherwise, we cannot gain this skill. Now, I am thinking in English and writing in English. However, is it right? No. It may not be right. There can be grammatical mistakes, problems with readability of the sentences and comprehensibility. Hence, there is a teacher in the city where I lived and worked whose native language is English and does editing. I met this teacher fifteen years ago, and sent my writing to him/her. S/he is making corrections on the writing. Sometimes, s/he is changing the structure of the sentences, examining the grammar. Then, s/he sends me the writing back with language corrections. Before meeting her, there was a professional company abroad. I was sending my writing to the company. However, I was not very satisfied with the company's service. At first the service was very good but later the company had a number of customers and didn't do the service effectively. Thus, now, I have help from the native speaker because I make language mistakes while I am writing. I see my mistakes when the native speaker returns the edited writing. Thus, corrections should certainly be made.

Helen repeated without hesitation that she needed additional support from a native speaker to publish in English, and all of my medical specialists said the same, that they need help:

> Of course, I need help, everyone needs it. As I told you before, in terms of grammar, in terms of language, in terms of meaning, I ask for help….Everyone must do this. I wish our university could provide us such an opportunity.

[28] cf. Ferguson, 1997, who highlighted the need for ESP teachers to acquire this specialised knowledge.

Helen also mentioned that her university had an arrangement with a US editing service; specifically, this service had an agreement to edit a research paper of each academic who had obtained a PhD. Academic staff had an opportunity to benefit from this service only once a year. However, Helen said that she did not benefit from this editing service because she stuck with the native speaker who edited her papers. She recommended that in the university there should be an editing service run by native speakers in English, German or French. Nonetheless, Helen was clear that she meant an editing service rather than a translation service because she said that all the academic staff must have a command of and write in English.

4.2.2.4. Wishing to Write and Publish in Turkish

Helen wished there could have been more journals in her field in Turkey which were in the SSCI/SCI indexes. Helen questioned the growing tendency to publish in English and she wished for a situation where scholars could publish their research in Turkish in local journals:

> Why don't I publish a research article as a Turkish researcher in a Turkish journal on a Turkish school in Turkish? I want to be able to do this. I am discussing this for my field of study. Of course, medicine is universal. Research on patients and treatments is significant for both Turkey and abroad. However, I am conducting research on people's behaviour and education level, which mostly interests my own society. So, I prefer it to be published in Turkish. The society that I would like to read this publication is from Turkey. This is our problem; these are Turkish people. The study shed lights on our problems. Unfortunately, in Turkey there are very few journals indexed that I can publish in my field. In clinical medicine, there are more journals indexed.

Helen was not happy about the fact that English was the dominant language in international scientific communication in many areas, including education, academia and business. She also questioned the requirement to assess a researcher's success in academia through SCI publications:

> Helen: [...] unfortunately there are not a lot of journals in Turkey. I think for a research article, it is not necessary to be published in the SCI. However, in Turkey are you successful or unsuccessful, do you have the right to promotion, SCI is used in these kind of assessments in Turkey although there are other indexes in the world. For

example, to be an associate professor, we need to have publications in SCI. I find this nonsense. That is why many people are making an effort to publish in SCI journals. I think this shouldn't be a sufficient assessment to evaluate one's success in academia.

Neslihan: Do you think that people are discouraged to publish in Turkish? What do you think?

Helen: Yes, of course. When does the publishing occur? Publishing occurs when there is an opportunity for promotion while being an assistant professor, associate professor and professor. There are very few people like me who are publishing because they like it. Thus, they have to publish in English in indexed journals. Most of the indexed journals are in English. There are also journals in German and French but they fewer in number. Therefore, publishing in English is a natural outcome.

Helen therefore laments this state of affairs, believing authors should have the freedom to publish in the most appropriate languages and outlets their research focus warrants.

4.2.2.5. Turkish Editors against Turkish Authors

We have seen that Helen feels authors should be free to publish in Turkish where appropriate. However, Helen criticised Turkish journals because of incompetent reviewers, the tendency to publish poor-quality articles and for a perceived negative attitude towards Turkish authors. She was referring to cronyism. Helen shared her experience when I asked her to give a real-life example that encapsulated this unfortunate situation, and she told me about an experience that happened in 2008. She started to describe her experience with a question: "What kind of research did we do?" Then, she stated that she and her research team conducted research on more than 1,000 university students; she did not remember the exact number. They found a measurement to measure three psychological aspects designed by a psychologist from another country, and Helen wrote an e-mail to the author and asked for permission to translate the measurement into Turkish for research in Turkey. The professor readily agreed and asked her to send the findings of their study. They surveyed around 1,600 students, wrote the article in English and Helen submitted the article electronically to a Turkish journal with a quick and surprising outcome:

Helen: Ten minutes later, they responded that my manuscript was not accepted.

Neslihan: Interesting!

Helen: I was very upset at that time because how did they decide only in ten minutes?

Neslihan: Did the editor reject it directly?

Helen: Yes. The article was rejected directly. I got an e-mail with the explanation that our publication was not suitable for the journal.

When I asked her if she had the direct rejection comments of the editor, she said that she did not but she remembered the very short comment the editor sent:

The editor wrote, “Your manuscript was rejected/was not found suitable for our journal”.

Helen submitted the rejected article to another journal abroad, and the journal asked for some corrections, which they made. They published the article, and the article had been the most highly cited for the research team so far, which was published in 2008. A happy outcome, then—but Helen was very upset because of her original submission experience with the Turkish journal. She said that everyone who read the article in Turkey sent her an e-mail asking if they could use the measurement. Helen claimed:

Thus, in light of this experience, some journals – I am talking about the journals published in Turkey –are in the hands of some people or groups and they were asking on the website whether we were a psychologist, I couldn’t understand why. After this experience, I don’t send my research to a journal in Turkey. Why should I?

Throughout the interviews, Helen consistently expressed the view that she felt and experienced prejudice from Turkish journals:

I can say that journals in Turkey are very prejudiced. The SCI journals in Turkey are very prejudiced. They publish researchers’ studies who they know, so they foreground them. These things are common in Turkey, so I decided that I will not send articles to SCI journals in Turkey. I really do not like this.

Helen’s explanation suggests that she felt she had encountered prejudice when she submitted to a Turkish journal because she believed unscrupulous editors were rewarding/publishing favoured people rather than judging research on its merits, which makes an interesting contrast from a theme we find in the literature, which is perceived prejudice by the west against the developing world or against L2 scholars. When I asked Helen about her most recent experience of prejudice from a Turkish journal, indeed, she shared her e-mail correspondences in Turkish with an editor of a local journal. Our exchange is reproduced in Figure 5 below, together with Helen's email exchange with the journal editor.[29]

Source 1
May, 2016
Dear Neslihan,

Here is one more example why science has not developed in Turkey and why I do not want to submit my manuscript to publish in the journals that are published in Turkey.
Love,

Source 2
May, 2016
From the editor:
Dear Helen [Surname],
Thank you for your manuscript submission. Because our 1,5 year journal volumes are full, we regret to say that we cannot review your manuscript for consideration.

Editorial Board
[The title of the journal]

Source 3
May, 2016
Helen's response
Dear Editor,
It is the first time I have met this type of response in my years of academic life and I am very shocked. Then, please on the journal website write that you do not accept manuscripts because your quota is full. I am appalled at this state of affairs.

Source 4
May, 2016
Editor's response:
Although you are a professor, I see that **you have not published any study on your own** (original emphasis). When you send a manuscript to an international journal, you will experience this. I am appalled by your attitude in turn!

Figure 5. Correspondence

Similar to George's experience reported under the theme (presumed) Turkish reviewers against Turkish authors, I discussed Helen's experience with Turkish editor example to define intra-peripheral tensions to contribute to controversial notion of peripheral country.

4.2.2.6. Promotion Procedures Past and Present: What the Turkish University Values

Helen claimed promotion procedures have de-emphasized the importance that used to be given to teaching and how they now only recognise the quantity rather than the quality of publications. She suggested that the criteria to be an associate professor or professor should be more like they were formerly. The candidate should be observed in class and assessed on their lecturing ability by senior staff, as well as writing and defending a thesis, to assess his/her knowledge. Helen therefore felt that publishing should not be the only criteria to be

[29] In a 2008 poll by World Values Survey, "Turkey was at the bottom of a list of 60 different countries rated according to interpersonal trust" (Akyol, 2014).

considered when applying to be a professor. She recalled that there were formerly examinations to be taken. During the classroom observations, senior staff were looking at how the candidate was teaching, his/her body language, the tone of voice, his/her subject competency, ability to convey information effectively (as opposed to simply reading aloud from notes), and time management.

4.2.2.7. Problems of Turkish Scholars in Publishing in English

Given that Helen was the most experienced specialist in our study, she explained and critically reflected on her strong and weak points as a non-native English researcher while publishing without hesitation. She openly stated that her written English was not fluent, and even though she could make mistakes, she was happy that she was able to write. However, she expressed the wish to write better. She would like to write in online fora concerning literature. She would like to use English fluently—in the same way she uses Turkish.

Helen felt that scientific language was a significant problem for her: she claimed that because she did not graduate from a college or Anatolian High School and learned English in a state school and tried to improve on her own, her abilities were insufficient. She added that she did not live in a country where English was always used, but she visited countries for a few months where English was spoken. Thus, she felt that expressing herself was a big challenge as a non-native speaker and given her speciality, in that her field requires her to be an accomplished writer:

> When you don't have a sufficient command of a foreign language, you cannot express yourself as you wish. Maybe it is not obvious in medicine because there are technical words, patients and treatment methods and the success. Thus, if you are from clinical medicine, English language is not a challenge. Because my field is not a division of clinical medicine and because my field is mostly related with society and social events, people's perception of health, we need to write the paper with social science English language. I feel that I am inadequate for the use of English in this aspect.

Regarding the main problems of Turkish scholars in publishing in English, Helen believed that writing academic texts was a problem because Turkish scholars do not think in English while writing; they tend to think and write in Turkish and have translation help. Helen found this approach to be unwise. According to Helen, the same behaviour led to a difficulty in making claims or discussing findings in English and an impoverished vocabulary, which was also a significant problem for her. She recommended that to increase vocabulary knowledge, it was necessary to read a lot of books and a number of research articles in English. Helen read short novellas in English to improve her abilities.

Helen admitted that her individual problems in writing in English for publication were her self-perceived language and vocabulary inadequacy. In contrast to other medical specialists in the present study, for her the Introduction part was the most challenging while writing a paper, as she believed that this part of a manuscript in particular required her to use polished words and expressions. She expanded on this by relating an experience she had where the reviewers of her work asked her to rework and develop an Introduction, asking her to include theory in it. She claimed that the reviewers wanted this particularly in the journals in social sciences and because of her insufficient proficiency in written English, she found writing the Introduction a formidable challenge.

Helen’s comments below about her language abilities again highlight her perceived inadequacy:

> Native speakers are at an advantage when writing for publication. Knowledge of language is one of the cores and an inevitable requirement for writing. However, knowledge of language, here, means knowing the details of the language. Living in the country at least one year where the language is spoken. We must live in the country and speak the language in a real environment actively. For example, how will you learn the idioms? You cannot learn them. Look at my English dictionary. It is awful. You look at the meaning in the dictionary, but it doesn’t mean anything. The word you looked up has a completely different meaning in the language. You cannot learn the language without living there. It is important to learn the language by living in the society. Because in the research articles the language must be fluent and must be written in a way that someone who is not an expert or who is not familiar with the topic should understand, for this you need to live the language.

4.2.2.8. Prejudice against Publications from Peripheral Researchers

Helen was in favour of publishing in English in international refereed journals with the belief that this meant productivity, grants and promotion, and she added that she enjoyed writing. However, Helen did not feel there was prejudice against peripheral researchers built into the peer review process. Helen described her experience as a reviewer while she was reviewing a paper with her own self-reflection and critical eye:

Helen: I do not want to think that the reviewers whose native language is English abroad, like the UK or US, have a prejudice towards people in the developing country. I accept that there is not a prejudice because when we looked at the research articles, there are a number of research articles from developing countries. I also witnessed that the authors' names were open and people from Holland wrote the article. I liked the publication and wrote positive comments. The journal…is also a very good journal. However, because the other reviewers did not recommend acceptance, the article was not published. If there had been prejudice, they would have accepted the manuscript from Holland. Thus, I do not think that there is prejudice. That is why I say that everything must be open.

Neslihan: You said that "I do not want to think that the reviewers whose native language is English have a prejudice towards people in the developing country". Can your perception be the effect of your speciality?

Helen: I do not know but if science is correct, it is correct. Why can science be prejudiced towards the people they do not know?…in contrast we in Turkey can be prejudiced here. I of course sometimes feel that there is prejudice [in Turkey]; however, it doesn't mean that I don't enjoy academic writing. We must write and we must fight with this prejudice. However, such prejudice is really present because they say that they mask authors' names and reviewers do not see authors' names. Indeed, it is valid for most of the journals. There are prestigious journals which take this issue seriously. I cannot say anything about them. However, in some journals, I see that the situation is invalid. There are journals that make me review a paper and write an e-mail to me asking whether I could be a reviewer. I accept and the author's name of the article is clearly seen. So, they didn't mask the authors' names. Second, the studies in our field are mostly about society. Thus, you have to write the country or the city where the study is conducted. You don't have any choice. When the reviewers see the word Turkey, I think there is a prejudice among reviewers. How do I know? While I am conducting these studies and writing research articles, I examine relevant research articles conducted in other countries. I try to do a similar, same study which has already been conducted elsewhere. Their studies do not have any objections and are published. For example, they use a statistical test. However, when we use the statistical test, the reviewers ask why we use the test. They ask the underlying reason why we use the test and other reasons for further explanations. Thus, these are boring, compelling and unnecessary interventions. I feel this, so I feel the prejudice.

When asked whether Helen encountered this perceived prejudice a lot, without hesitation she said she encountered prejudice in almost all of her submissions. Formerly she had sought a rational explanation where prejudice was not involved, but then had eventually come to accept that reviewers were indeed prejudiced. Now, she writes more defensively, anticipating potential negative comments from reviewers, thereby writing to prevent rejection. For example, she would explain why she used a certain statistical test because the reviewers always asked in their comments. She added that she has received a number of criticisms about her sample choices, too:

Neslihan: What type of criticisms did you get on the sample choices?

Helen: The criticisms are regarding how we choose the samples. However, I examine similar studies and they don't have any explanation for this.

Helen sounded disappointed by these and other criticisms. She shared text history for the second interview as discussed below.

The principal theme in the first semi-structured interview in Helen's data was her unwillingness to publish in Turkish SCI journals because of her perception of unfair treatment by a Turkish editor who allegedly favoured certain researchers and submissions and did not focus on research quality when adjudicating.

4.2.3. TEXT HISTORY

4.2.3.1. Outlet and Audience

In the second interview, Helen discussed a specific article she published in a journal in February 2014, covering its editing history, the editor's e-mails and the reviewers' comments on two revisions and Helen's responses (see Table 9 for text history).

Table 9. Text History of Helen's Study

Text history	**Date**
Source 1. 1st Reviewer's report 1	September 2013
Source 2. 2nd Reviewer's report 1	September 2013
Source 3. Helen's response 1 to two reviewers' reports (edited manuscript resubmitted)	December 2013
Source 4. 2nd Reviewer's report 2	December 2013
Source 5. Helen's response 2 to the 2nd reviewer's report	December 2013
Source 6. Editor's e-mail requesting word reduction	February 2014
Source 7. Helen's published research article	February 2014

My questions were mostly concerning her specific research. Extracts from her text history are provided to contextualise the research. Helen explained that target readers of the journal were medical specialists, however, in addition to them, other health providers, such as nurses, laboratory technicians and health technicians, were also the target audience. This journal focused on work on Helen's topic, and was felt to be a suitable outlet for the research:

> For example, if you send research on factors affecting breast cancer [to the journal in question], they won't publish it….Thus, this journal is not a general medical journal. The journal's typical readers are doctors, medical students, health providers.

With her co-author, Helen chose the target journal because they wanted and aimed to publish in this journal due to its suitability and close association with other work on her topic:

> First, I tried to find journals that publish similar research that we conducted. I mean if you send the research you conducted to a journal that does not publish similar research, it becomes meaningless. Your manuscript is rejected by the editor. Because this journal has published this type of research before, I preferred this journal.

4.2.3.2. Co-authoring

The paper Helen shared was collaborative research written with her co-author in the same speciality. She explained their collaboration and how they shared roles when co-authoring to produce this manuscript. Together they decided about the research topic and assessed the literature together. The survey they used was the same as the survey used in previous research from the USA. Helen and a co-author together translated the survey into Turkish. Mostly, they conducted the research together, too. The first author was the coordinator of the course they used to conduct the research, as it involved recruiting students as participants. Helen wrote up a draft of the manuscript, and later they read and assessed it together. All in all, they collaborated on the writing of the manuscript at each step. However, Helen was the second author, and I wondered why. Her answer below did not surprise me as I have observed her experience is a common tendency in Turkish academia:

> I am already a professor. I mean, these publications do not contribute to me for my academic promotion. Thus, the other authors [that I collaborate with] tend to be the first author.

In other words, Helen said that she was helping her colleague further their career by making herself the second author because the co-author needed a first-authored article to become a professor. However, Helen explained that normally it is the first author who proposes the research idea and outlines the research. She added that most of the writing should be done by the first author. The first author handed out the surveys and collected them, organised the research and helped with data entry. Thus, in the experience detailed above, the ethics of co-authoring may need to be questioned in Turkish academia, since the co-author did not do the things (like initiate and design the research) that we would expect a 1st author to do.

4.2.3.3. Reviewers' Verdict

Helen's manuscript was accepted for publication after some revisions (see Table 10). When I examined the reviewers' reports on the three submissions, Helen accepted 8 comments but could not address one comment due to word limits.

Table 10. Review Result for Each Submission

Reviewer 1 First Submission: Accept with major revision Revised Submission: No comments
Reviewer 2 First Submission: Accept with minor revision Revised Submission: Accept with minor revision

The reviewers asked for some modifications to the original submission (see Table 11). Helen and her co-author revised accordingly by addressing all the comments but one: reviewer 2 commented briefly with a very positive statement, "Excellent article", but suggested: "I think the readability of the text would be improved by listing the tables and then includes comments". Helen admitted that she could not understand what the 2nd reviewer intended to say, so she did not respond because the reviewer was asking her to present her research in a way that is at odds with the presentation guidelines the journal gives to authors:

> I did not change anything because sometimes these types of silly comments may come. This is very silly because this comment is not in line with the journal's instructions.

The 2nd reviewer also asked for "more thoughts and suggestions regarding the implementation and the use of this approach in teaching". Helen explained that the reviewer was asking for comments on how to improve this education methodology more. She seemed to be dissatisfied and even disappointed with the reviewer's remark as they had already commented on the education methodology:

Unfortunately, it seems that the reviewer commented just to comment, and this is a common problem I experienced in my publication processes.

We discussed the comments as reported as follows.

4.2.3.4. Reviewers' Comments on the 1st and 2nd Submission

Helen revised the manuscript twice in line with the reviewers' comments. Helen responded to the first review comments by making amendments in red in the revised version rather than by listing step by step explanations in a separate document.

Table 11. Summary of the 1st Review

Source 1. 1st Reviewer's report 1-September 2013 The comment was two paragraphs and starts with the first paragraph describing Helen's research and the paragraph finished with an encouraging statement as follows: "The paper is clearly written, and the subject of its use in [topic] education is worth attention." In the second paragraph, the reviewer asked five specific questions as follows "i.e., What are the implications of using [X] in the first year of medical students vs later, after students have had some professional exposure to [X] and [topic]? Should the goals of showing it earlier differ from those appropriate for an audience of more advanced trainees, and if so in what ways? What would this mean for focusing the discussion by students of the [X] in certain directions rather than others?…., what are the potential problems (and potential benefits) of using [X] which shows how NOT to provide optimal care? What does a lack of first year student exposure to [topic] teaching mean for the validity of student responses about … in comparison to other ways of teaching?"
Source 2. 2nd Reviewer's report 1-September 2013 The 2nd reviewer's comment was brief: Excellent article but I think the *readability of the text* would be improved by listing the tables and then include the comments…I would like to see *more thoughts and suggestions* regarding implementation and the use of this approach in teaching.

4.2.3.5. The Need for Academic Literacy Brokering as a NNS

Helen did not send the draft to any medical specialists to ask for comments on the content, or for proofreading because there was no one studying this topic in the faculty. Helen and his co-author were the first group of medical specialists who conducted research on this topic. However, as Helen felt the manuscript needed editing, they sent it to a proofreader who was a native speaker of English she normally used. The woman they received language help from was an English literature graduate. She reportedly helped them a lot because for them writing a technical paper was easier. However, because in this study human feelings were also reported, the native speaker helped them particularly with the language they used to describe the participants' feelings in the manuscript.

After responding to the reviewers' comments and incorporating the proofreader's comments, Helen resubmitted her manuscript. An extract is presented in Appendix 14 to show the extent of the editing help. Although I have more data showing edits, I did not include in the thesis to protect medical specialists' identities.

The editor sent her an e-mail acknowledging the reviewers' enthusiasm for the manuscript but asking Helen to respond to a second round of reviewers' comments and revise the manuscript. For the second review, however, the 1st reviewer did not comment and only the 2nd reviewer commented briefly and Helen revised the manuscript accordingly.

The 2nd reviewer said the manuscript needed a minor revision, in that the paragraphs that Helen had added in response to the reviewers' requests for further information as a result of the first round of reviewing needed some rewriting. The comment focused on an overly-long paragraph and asked them to reduce and separate this into short paragraphs, and they did so accordingly, as we see below.

Source 4. 2nd Reviewer: *That section needs minor revisions: it is added on to an already large paragraph---shorter paragraphs needed.*

Source 5. Helen's response:*...The reviewer suggested reorganization of the paragraphs and to make short paragraphs. We rearranged the paragraphs and marked the first words of the new paragraphs in red. The 1st reviewer had no comments.*

Interestingly, the editor asked for further stylistic revisions, and in fact this meant that Helen ended up deleting some of the revisions which developed the manuscript to address the reviewers' comments (see Source 6 for the editor's e-mail requesting word count reduction).

Source 6. Editor's e-mail for word count reduction:

Dear Prof [Helen],

I would like to tentatively accept your manuscript for publication pending satisfactory revision. However, the word count is considerably over our limit of 3,000 for an Original Paper. I am willing to accept a higher word count, but somewhat less than the current length. Therefore, I would like you to revise further for brevity.….

4.2.3.6. Helen's Feelings about Reviewers' Comments

Helen said that, in general, she was very happy because the reviewers' comments were positive. In the reviewers' comments, Helen noted that there were few criticisms. I wondered whether there were points or comments with which Helen disagreed. Helen criticised the comments asking why they chose first-year medical students and why did not they sample students from other years. Helen felt the fact she had chosen first year students rather than other students to be participants was unimportant and according to Helen, they had already explained the reasons for their choice of this group in the original version of the manuscript; however, this comment required a major revision:

> Whoever we conduct the research on, it does not matter. You explain in detail that first year medical students do not know anything on [topic].

With her co-author, Helen wrote the reasons for their study target group. She thought it was an unnecessary comment, but the reviewers asked for it and so they had to explain, although unwillingly. She sounded very angry and upset, but she was well aware of the power of the reviewers as gatekeepers:

> Helen: I do not agree with all the comments of the reviewers but even if I disagree with some comments, I am trying to go as far as I can. If you are obstinate with them, they do not publish. I mean, they completely reject. It is a shame because you put in a lot of effort.
>
> Neslihan: You said that you did not change one reviewer comment. The 2nd reviewer's comment?
>
> Helen: I can't do what the 2nd reviewer commented because it is against the journal's rule.

Helen explained that the reviewer asked that for the formatting of tables to be done in a way that contradicted the journal's house style and to put the tables at the end of the text. Thus, Helen did not do what was suggested in the 2nd reviewer's comments:

> Neslihan: What does the 2nd reviewer's comment show us?
>
> Helen: I think the reviewer could not find anything to comment and wrote this. Actually, all the journals tend to want the tables as we did them.

When I asked Helen whether she would like to add anything to the discussion at interview, she wanted to say more about the article that she had shared. She was very disappointed and angry because of the reviewers' attitude and she found reviewers' approach towards their manuscript improper. Helen reported that for the article that we were discussing, the reviewer evaluated the original submission as excellent but sought further changes in the review of the revised version. She found the reviewers' approach unreasonable and she was upset because of the time she wasted:

> It is silly. Because, once I had another experience, because of the comments, our article was under review for almost two years, and then the article was rejected. I got very upset because of the time I wasted.

Helen openly admitted that in her previous manuscripts, she had had better reviewers. They commented line by line. For example, they commented “Change this like this, so it will be better”, “Show X’s study as a reference” and provided the reference, and “You can add these to here, so the meaning of your research increases”. According to Helen, such concrete, detailed comments were very helpful and very good. However, she said that in the case of one of the comments discussed above, the one asking her to ‘list the tables and then include the comments’, she could not understand what the reviewer wanted and she speculated about the reviewer’s English:

> I say maybe my English is limited and she did not understand, so I send to my son, who had his education in Canada and my other son is in the USA and I send and ask what the reviewer means. They say that “I also did not understand”. What can I say?

Helen criticised the fact that she believed sometimes reviewers write and comment just to comment. She had also encountered reviewers who were verbose and unintelligible:

> Do not write anything. Just say, okay well done. Write clearly what you want me to change. In an intelligible way.

Helen was very happy after she read the editors’ acceptance e-mail which was the final correspondence because she said that she and her co-author had put a lot of effort into this research for two years.

Helen did not want to change anything because she thought that the research was well-designed with a lot of thinking and reading behind it. However, she emphasized the key point concerning the effect and importance of appropriate language use in her speciality involving human participants and their emotions, in contrast to writing in basic sciences where human feelings and emotions do not need to be expressed and she added that:

> Maybe another person could use more literary language….

She had highlighted some language that interested her as she read through her article:

…. shows the distribution of students in terms of emotional experience of the X. Most of the students found the X somewhat emotional.

For Helen, this part was an interesting part in the article because the sentence provided medical students' opinions. Helen explained that their study was qualitative because medical students openly wrote their opinion on the subject in focus, but her report on this part of the results was very long and the editor shortened it because the article was more than 3,000 words. Helen sounded very upset due to the reduction of the words here:

> I wish this part could have been longer. The paper could have been better. There was not any problem about the data. What was nice was we asked questions what did you feel, what would you do if you were a doctor? Which doctors' attitude did you like? Why? The answers they provided were very nice. All of them were writing. The shortest one was one page. We read one by one and tried to code. I chose among good samples and put them into the article. There were more samples but because of the word limit, the editor asked us to reduce the text.

Helen felt her research had had an impact on the students and revealed what was important to them.

4.2.3.7. Helen's Beliefs about Reviewing and Blind Review

Helen was in favour of open, rather than blind, peer review. She said that whenever she reviewed a paper, she included her name to show openly who she was. When the journal for which she reviewed a paper asked whether her name could be retained, she always agreed. However, Helen stated that journals might have preferred a blind review to prevent reviewer bias in the event of the author being from a very prestigious university (in which case the reviewer may be consciously or unconsciously favourably disposed) or from an undeveloped country (in which case they may be prejudiced and the article could be rejected).

Helen thinks that the reviewer must have knowledge of the medical subject focused on in a manuscript because if the reviewer does not have knowledge about the content, he/she will not understand anything about the study. If the language of the journal is English, the reviewer must have the necessary mastery of English. Helen did not think that some reviewers had a sufficient level of English when she looked at the reviews she had, some of which featured sentence fragments and wrong usages of English. Furthermore, as discussed above, sometimes reviewers' intended meaning was not intelligible.

Helen stated that the reviewer must be honest, must explain their thoughts openly, must help the author, must not only criticise but also guide. That is what she thinks makes a good reviewer for a medical journal. When she is a reviewer, she tries to adhere to these principles.

We then spoke again about blind and unblinded reviewing in the case of her own work:

> Neslihan: If the peer-review had not been anonymous/blind, do you think the reviewers' comments and the result would have been different?

With a strong and questioning voice, she answered my question with one of her own:

> What will happen if the reviewer's name is visible? Will it affect anything? I do not think it will affect the result. It should not. I think a person who will be a reviewer should not be affected. I do not know the answer to this question. I want to know who the reviewers are. For example, I want to know who the 2^{nd} reviewer you saw was. She/he asked me to list the tables. I wonder who he/she was. If I know, I can write an e-mail and ask 'What do you mean?'

In sum, then, Helen was strongly in favour of an unblinded review process.

In the second semi-structured interview, the most striking theme was related to ethics and co-authoring. Helen explained that, although she handled most of the responsibilities in the research, her co-author was assigned first author because, unlike Helen, she was seeking promotion. It seems, then, that the ethics of co-authoring arrangements in medicine in Turkey may need investigation.

4.3. Medical Specialist Profile 3: William

4.3.1. WILLIAM'S BACKGROUND

Because our problems are not their problems, and our problems are different, they do not want to publish. (William)

4.3.1.1. Introducing William

William was an Associate Professor. He had been working as an academic since 1999, and he worked as a general practitioner (GP) before joining academia. He talked fondly and wistfully about his work as a GP as if he missed his past life.

William was a quiet person. He appeared to respond to each question as clearly, concisely, and as sincerely as possible. He appeared to be very concerned about societal problems not only in Turkey but also internationally, and was trying to raise awareness about social problems in Turkey: he shared and discussed problems on Facebook regarding postneonatal mortality rates, air quality, air pollution, dirty rivers, concerns about jailed Turkish journalists, forest fires, drug addiction and news against the installation of thermal power stations. William aimed to encourage the public to adapt good practices beneficial to society, informed by his knowledge and passion for his speciality.

4.3.1.2. Administrative, Medical, and Academic Responsibilities

William's duties in the medical school included teaching medical students and conducting research. He did not have any administrative tasks. Also, in contrast to other medical specialists in my research, he and his team provided health care in various areas in the city where he worked, and William organised this.

4.3.1.3. English Proficiency in Academic Writing

William had lived in the UK for two months to attend an English language course. He learned academic writing on his own. He attended formal training on academic writing in English in his university two years ago, which helped him understand the way articles are structured. In contrast to the other medical specialists in the present research, William still felt a need for training:

> I need education on how to publish. For example, training that could be for a week or ten days could be great.

William did not feel proficient in writing in English but said that he was familiar with the style and organisation of academic texts thanks to the training he had had. Writing was not a chore to him and despite his perceived weaknesses, he enjoyed scientific writing. However, he claimed that the challenge of publishing in English was exacerbated by the high standards of language required by his speciality:

> Our English should be polished not like the other divisions in medicine, such as physiology and gastroenterology.

William was not satisfied with his proficiency in writing in English as a non-native speaker, so his self-assessment of his writing was “less than adequate to publish in English”. He complained about the efficacy of English language teaching in Turkey, underlining his frustration with his linguistic competency.

4.3.1.4. Publication Practices

William stated that writing is about a means of saying who he is, and locating and representing himself in the world:

> My way of representing myself in the world has been through writing. Thus, writing is an essential part of me.

Moreover, he maintained this was valid for all academics. William stated that his research contributed to disciplinary knowledge, so he enjoyed undertaking research and writing. For him, writing was not simply a matter of getting the job done.

William had enough time to conduct research because he did not have a busy teaching schedule—only around an hour of teaching a week. He had more than 100 publications, 7 of which are SCI publications, and 6 of his publications were in English (1 book chapter, 4 international journal articles and 1 publication in a collection of congress proceedings). Out of 109, 7 of his publications were in English and 102 were in Turkish. His other publications were in Turkish (see Table 12). William published in SCI journals on workers’ health and conducted studies on perceptions regarding his speciality.

Table 12. William’s Publication Record

Books	Book chapters	Research articles published in international journals	Research articles published in national journals	International congress/seminar proceedings	National congress/seminar proceedings
1 in Turkish	1	6 (out of 6, 1 is in Turkish)	40 in Turkish	1	60 in Turkish

William had authored an article with a GP colleague before he did his PhD. Neither of them was thinking of working in academia, but because of their desire to conduct research, both found themselves in academia.

4.3.1.5. Pressure on Research and Writing for Publication

William said that he liked writing in English for publication a lot, and if he had time, he would write in his office all day. However, other aspects of the job were less enjoyable:

> The necessity is not good. I do not like the fact that writing in international refereed journals is a necessity, rule and imposition for promotion. I like writing but these things are pressure, and I do not like this type of necessity. I like writing on its own.

William then discussed how he wished to write in Turkish.

4.3.2. WORKING IN A PERIPHERAL COUNTRY: PROBLEMS AND DISADVANTAGES

4.3.2.1. Wishing to Write and Publish in Turkish

William was discouraged from publishing in Turkish, and given that high impact factor journals publish in English, William did not have the enthusiasm to publish in his mother tongue because for him Turkish publication was not incentivised—it did not award any points for promotion. He shared his concern while he was explaining why he was unwilling to publish in Turkish. He stated that when they published in Turkish, the publication was overlooked and did not get the credit it deserved in Turkey. He was aware that it was a must to publish in journals with high impact factors:

> I am writing in English not because English is the dominant language in international scientific communication. I prefer English because I am obliged to, promotion and to have a higher position….I write in English because I am obliged to.

4.3.2.2. The Need for Academic Literacy Brokering as a NNS

William explained how he had used editing and translation services in the past out of necessity:

> We asked for editing services and also for a few papers we asked for translation help from private companies. I submitted an article after editing help, but the journal returned it with the comment that the paper needs editing because of the faulty

> language. They wanted us to find a native speaker to edit the paper and sent it back. We had the paper edited a second time, and they accepted it. Isn't that very interesting?

William described his problems while publishing in terms of the effect of interference from Turkish, his perceived inadequacy to use English and poor language learning background. However, he stated that these were common problems among non-native speakers and that translation and editing services could help, although knowledge of specialised discourse conventions was important.

4.3.2.3. The Problems Turkish Scholars Face

William felt at a disadvantage compared to native speakers when he submitted his paper for publication. We have seen how he mentioned his non-native speaker of English status as a disadvantage. To these he added the issue of relevance to western journals and their readers and his explanation of why certain manuscripts tended to be rejected:

> Because our problems are not their problems, and our problems are different, they do not want to publish. For example, tuberculosis is one of the problems in Turkey. Hence, the USA is not interested. Malaria is our problem, so we can write about it but it is not their problem. They can ignore it. All in all, our problems are different.

William shared his observations on Turkish medical specialists' problems regarding writing academic texts, including the Discussion section. He also described the usefulness of the training he had at the university focused on the importance of identifying a 'research gap' in the research paper. He said that this knowledge facilitated his attempts at publishing, and had been discussed in their departmental research group:

> For example, once we conducted research which was very valuable to us, however, we did not write why the research is valuable. After the training, I wrote the gap in my last article we published. The topic we addressed was not studied before in the literature. I sent it, and the paper was accepted immediately. It was the first time I understood how the 'research gap' is significant in writing research articles. While writing, we were aware of the gap, however, we never put in a sentence about this. Now, we know that if we fill a big gap, if we do not write about it explicitly, they do not understand.

As for strategizing to improve his academic writing, William said he took notes in the training course and studied them as well as the training PowerPoint slides for almost fifteen days. He examined the articles in other medical journals on his own after the training, such as presence of the identification of a research gap.

4.3.2.4. Turkish Academic and Research Culture

William stated that there was sufficient available funding and resources to conduct his research. However, he complained that Turkey lacks an academic publishing culture—and this despite the fact that the teaching load was low in William's field in contrast to social sciences, where lecturers could teach up to 50-60 hours a week. One of the biggest problems William had observed was that Turkish academics did not know how to correspond with editors and reviewers.

William described his happy experiences co-authoring with colleagues. Unlike some other departments, he and his team refuse to add 'phantom' co-authors who have contributed nothing to the research. He criticised the high number of co-authored publications in some departments, mostly in surgery, in his medical school:

> We never write a name as an author if she/he does not do any work in the context of our research. Thus, our number of authors is three or five at most. We also add the researcher who does the last reading and says 'yes, the paper is ready to submit.' Apart from this, no one's name is written if they do not contribute something.

As co-authors, they were used to examining the reviewer comments as a group, each author sharing a responsibility to answer the reviewer comments. William described their collaboration as very good and sounded satisfied with his research team in his department in contrast to most of the cases in my research.

4.3.2.5. Prejudice against Publications from Peripheral Researchers

William claimed that prejudice against publications from peripheral researchers was "a certainty". Similar to George, William mentioned this prejudice even before we started the interview when I provided information about my research aims.

William claimed that poor quality research by western authors was published, but that it was harder for scholars in Turkey and other peripheral contexts to get published. I asked whether he could share his reasons for feeling this way and he told his story:

We have research article hour here in the department. We examine research articles in detail in this hour. We see published studies with impossible mistakes. There are unbelievable big mistakes. We evaluate all of our studies together. I believe that when we send our articles abroad, they think that we made up the data we collected for our studies.

William and his co-author did not consider submitting their manuscript to a journal with an impact factor above 1.5, because of perceived prejudice from these higher prestige journals. William claimed most medical specialists of his acquaintance felt the same way and the very few who did submit to these journals said they did so for reasons of vanity.

As evidence supporting this perceived prejudice, William cited a recent experience of manuscript submission, suggesting if the name of the country had been omitted from the manuscript, his treatment might have been more favourable. Full of hope, since William felt the research was promising, he had recently submitted a manuscript with his research team to an international journal. However, they regarded the reviewers' comments as highly unfair, so they withdrew the article:

William:…we withdrew, and we submitted to another journal, and our research was accepted immediately.

Neslihan: What type of comments bothered you?

William: […] The reviewers claimed that the issue [problems] we addressed in our study cannot be present in reality although our research was an empirical study with evidence.

Neslihan: Did you write an answer to the review?

William: I do not believe in them. If they comment like this, I think there is no need for a squabble.

When William was asked for specific examples from the reviewer comments, the disappointment in his voice was apparent:

[The reviewers criticised us regarding] grouping the ages. If the old people ratio is 7%, I mean people aged 65 and above, it is called an old society. When we wrote this, the reviewers commented that 'there is not such a classification', and wrote 'where did that come from?'

Given the well-established concept of an old society in the field, William and his co-author did not provide references. William recalled the training he attended, and how he had been told that the relationship between editors and submitting authors could be significant; but believed that this process should not depend on this relationship but the merits of the study alone.

William had both experienced and also heard from his colleagues about the challenges of publishing. He detailed a recent experience which showed his belief in the benefits of a distinguished co-author:

> Have you heard about [distinguished researcher]? He is in the WHO. My colleague in the department knows him. We conducted research in [western Turkey]….The study will be translated into English. Who knows in how many settings these studies will be published because [the distinguished researcher] will be in the study. If I conduct the study myself, I cannot publish anywhere.

His confidence and certainty about the potential effect and power of a distinguished researcher were marked:

> …when his name is mentioned, there is no possibility not to be published.

However, William also provided his perception on a form of 'reverse prejudice' which he felt is possible, though not very common. This theme is in line with George's claim who claimed that "if you look at the problems in Turkey with an orientalist eye, you have a high possibility of getting published".

William talked about how sometimes being a peripheral researcher can make it easier to get published if the west is unfamiliar with the researcher's context and would view an article on this context as a novel contribution to the western literature on the field. William exemplified this by taking the case of Afghanistan, saying someone from Afghanistan could publish inferior research than a study published in developed countries:

> …most probably, the research for Afghanistan is very important for [western journals] even if the data is little. I mean, the research must be published because that is all the data they have and we publish to share with the world. If a worse study comes from Afghanistan, yes, the conditions in Afghanistan are like this, but there are benefits if the world knows this. They must assess the quality of the study like this.

An important theme in William's data included in the first semi-structured interview was his concern that the problems in Turkey were not the problems of western journals. Thus, western journals tended not to be interested in problems in Turkey. William perceived this as a reason for manuscript rejection. Also, he shared his and his colleagues' observation about prejudice against publications from peripheral researchers with the explanation that poor quality research may be published by western authors, whereas superior research by peripheral researchers may be unfairly rejected.

I now turn to William's own experiences of publishing and the text history he described, reported below.

4.3.3. TEXT HISTORY

4.3.3.1. Outlet and Audience

William shared co-authored research which was in press when the interview took place (see Table 13).

The journal William submitted to he described as very good and very prestigious; thus, when their article was accepted, he was very surprised and happy.

Table 13. Text History of William's Study

Text history	**Date**
Source 1. Authors submitted original manuscript	August, 2014
Source 2. 1st Reviewer's report	August, 2014
Source 3. 2nd Reviewer's report	August, 2014
Source 4. Authors' response to two reviewers' report	March, 2015
Source 5. Authors' published research article	April, 2016

In this case, the problems experienced arose from the lack of availability of reliable social health care data in the peripheral context. William and his co-authors analysed the available data in contrast to their previous publications, which were based on the data they collected in the field. That was why at first they thought the study might not have been accepted because for them the study was very 'simple' research. According to William, most probably, the availability of such big data in Turkey attracted reviewers' attention because their study identified a trend—that there had recently been a rise in occupational casualties in Turkey, a theme which was particularly relevant in the light of a recent mining disaster:

> You know people die in the mines in the Soma mine disaster [the worst mining disaster ever in Turkey, which led to the death of 311 mineworkers], and there is a question all over the world: What is happening in Turkey? Our research is very good

> research that addressed this question…very well and clearly both for Turkey and people from other countries. I think because our research addresses what the situation is on…injuries in Turkey, our research was accepted easily quickly. There was always a question in people's mind.

4.3.3.2. Co-authorship

The paper William discussed in our second interview was collaborative research written with a colleague from the same university in the same specialism. William was the first author. The journal they published in was their second choice. At first William chose another journal and submitted their manuscript, but the editor wrote that they had a long queue of submissions and that William would likely experience a long wait for a review and a long period between acceptance and publication. William put the manuscript aside for a long time after this first unsuccessful submission attempt:

> As I explained, after submitting to the first journal, I put the article back in my drawer. It remained there five or six years; I said I would not send it anywhere.

When I asked the reason for his decision to put the article aside, he mentioned his resentment at the original verdict by the first journal. Then, after the mining disaster in Turkey, his co-author asked William where their research was and recommended resubmitting this research. However, William responded that he did not want to deal with the resubmission. His co-author looked for a journal to submit and said: "look, this journal is associated with our research aim and wanted me to get interested." After a month and a half, William decided to take up his co-author's suggestion and resubmit and the manuscript was accepted. William was very satisfied with the article, and its acceptance surprised and delighted him.

I asked how they collaborated and shared their authoring roles. William and his co-author were working in the same department. William himself planned the research and discussed it with his co-author. His co-author had more experience of their field of research, having begun to work in this field 10 years earlier than William and agreed to co-author the study. William started to write up the research, and when he was stuck, consulted his co-author as if his co-author was his supervisor and finished writing the research article in Turkish and showed his co-author. William's co-author did the final reading, and they asked someone to translate the Turkish manuscript into English. According to their respective efforts on the text and the research, they assigned William as first author.

William explained that the principal reason they chose the two journals was because of the fit between their article and the journals' focus. Second, the prestige of the journal affected their choice: in terms of prestige, the two journals in which they attempted to publish were similar. However, William said that the priority was the content of research the journal focused on and the closeness of fit between the journal's focus and the focus of their manuscript; and the fact that the journal had published similar research from different countries.

4.3.3.3. The Effect of Policy Makers on the Accuracy of Research Data on Society—and on William's Article

William claimed that the political regime, whichever party is in power, does not want the public to associate bad public health results with the government, and thus do not provide easily available or analysable data—something that William had to spend a considerable amount of time retrieving and norming to make it comparable:

> This affected the whole research article. We had to exclude some information regarding the variation on…injuries according to age groups and size of the workplace.

William stated confidently that there was no other research similar in terms of its focus on Turkey due to the problems accessing data, denied to both researchers and the public. William explained the underlying reason why this was the case and indicated that the data is even falsified and massaged for cynical ends:

> William: You cannot find information and statistical data when you examine the website of the Ministry of Health. They do not have the statistical data. They have a right not to publish the data.
>
> Neslihan: Interesting. What about the other countries? Do they share the statistics concerning health?
>
> William: Yes, of course. The other countries make available all types of statistics. For example, for this study, I did the research from our statistics. They give the same statistics to Eurofond (European Foundation for the Improvement of Living and Working Conditions), and our statistics are not compatible with their statistics although the data is sent by the ministry.
>
> Neslihan: When you say "our statistics/data", what do you mean?

William: I mean the data of Social Security Institution and Ministry of Labour and Social Security. The data they provide us in Turkey is inconsistent with the data that is shared internationally on Turkey. They change the data while giving it to us. We have another study with the same co-author. We asked four places: the civil registry, metropolitan municipality, Turkish statistical institute and a fourth place that I do not remember, "How many children died for [year]?" We got four different numbers. Four different and close numbers for the number of dead children.

Neslihan: What is the reason for the difference in the numbers?

William: I think some people are messing with the numbers so as not to show how bad things are.

Neslihan: How can this happen? Four different numbers here mean four different numbers for deaths of children?

William: When we obtained numbers from the Provincial Directorate of Health, they should give us the correct numbers. A parliamentary question was addressed to the minister about the number of deaths. The number that the minister gave was also inconsistent with the number given by the Provincial Directorate of Health. Although the minister should give the numbers that the Provincial Directorate of Health gave, even these two numbers were incompatible. We have serious problems. […] This study we are talking about is revealing the problem in Turkey. Look, the number of deaths decreased; however, when you do the statistics, in fact, you see that the number did not decrease….

William and his co-author did not have any hesitation sharing their authorship roles in writing the article, and they did not send the draft to anyone for feedback. However, they benefitted from a translation service. After the translation, they made some corrections and then sent it to an editing service before submission. William also noted that, although not in this case but in previous submissions, they had received claims their manuscript needed editing despite having already benefitted from an editing service by a native speaker.

4.3.3.4. Extracts from the Text History

4.3.3.4.1. Reviewers' Verdict

Both reviewers recommended that William's study be accepted for publication (see Table 14).

Table 14. Reviewers' Verdict

Reviewer 1 First Submission: Accept with minor revision
Reviewer 2 First Submission: Accept with minor revision

William was very happy, but he was also very surprised because he did not expect an acceptance response in 15 days. When he saw the editor's e-mail in his inbox, he assumed it must be a rejection. When he read the e-mail and realised that their research was accepted, he was walking on air. He said he had had a similar experience before and the acceptance response was also issued in a very short period (i.e., 10-15 days). When I examined the reviewers' reports on the three submissions, William accepted 11 comments but rejected 1 comment because they were unable to access the type of extra data the reviewer sought.

4.3.3.4.2. Reviewers' Comments on the 1st Submission

When I examined each comment starting from the brief comment of the 1st reviewer and I asked William about his perception (Table 15), William found the comment of the 1st reviewer below unfair: "…*attempt at explaining the cause of changes in the rate of fatality and mortality would improve the paper*."

Table 15. Summary of the 1st Review

Source 2. 1st Reviewer's report 1 paragraph *The paper fits the editorial scope of [journal's title] exceptionally well as it pertains to the problem of safety and working conditions as determinants of fatality and mortality of employees, especially in the construction industry. An attempt at explaining the cause of changes in the rate of fatality and mortality would improve the paper. There are no conclusions which would indicate the field of further studies….*
Source 3. 2nd Reviewer's report 1 paragraph and 10 specific comments for modifications and clarifications: 1- abstract's structure; 2- changing the term "Fatality" to "Fatality/all…recorded - rate"; 3- asking for the full labour force numbers; 4- asking for comparison of data; 5- a question to answer; 6 and 7-structural comments, i.e., mixing all…together in Table [X]; 8- adding another two columns of full…and covered…in Table X; 9- guidance on additional literature and reference as database, i.e., ILO regular Statistics publication, 10- correction of minor language problems

William explained that the data he had presented was 'all' they could provide:

> Because it is all that we can do. The data for future is not sound. When we ask for data, they say they do not give. We conduct research from available data to contribute to the scientific world. We cannot do more. On unavailable data, if we compare X and Y, we get closer one step to the truth. I recommended this with an explanation that in the underdeveloped countries like us, the government are hiding from the data, which is a very good recommendation. Thus, I think the comment is unfair.

William argued that the reviewers' comments probably betray a lack of awareness about the conditions of peripheral countries—and specifically, of obtaining relevant data in these contexts, without which the additions the reviewer requested cannot be satisfied. Hence, William believed that they were not able to make any additions to address the comments the 1st reviewer made, and so he only responded to the reviewer's final request for further conclusion sentences in the discussion section.

The 2nd reviewer wrote everything in detail. In the first lines of his/her review, there were positive comments but s/he also highlighted the fact that William wrote about the data problem "*based on limited information*". It is notable that as an introduction the reviewer referred to William's work as providing 'new information to [an] international audience'.

> **Source 3.** This paper tackles an important problem based on limited information. The outcome of this research provides new information to international audience and I agree with most of the conclusions. This would contribute to the science in the field of [X].

William was very happy after he read the comment. He thought with his co-author they put forward a very serious recommendation, and identified a good issue, particularly for underdeveloped countries.

The reviewer continued as follows, commenting on the specific parts of the article, i.e., beginning with an evaluation of the abstract:

> **Source 3. Comment 1-**However, I would propose the following modifications and clarifications
> 1. The *abstract* should be also be divided into the normal categories as for the full paper
>   - Introduction
>   - Materials and methods
>   - Results
>   - Discussion and conclusions

I wondered whether the comment arose from the journal's instructions for authors with regard to the structure of the abstract or whether it was purely the reviewer's recommendation. William was certain that their manuscript conformed to the journal's style/format instructions and the comment was the reviewer's opinion. Hence, he said he did not know why they received this comment. However, when I checked the final, published version of the research in April 2016, it seemed that the abstract had indeed been reorganised in line with the reviewer's wishes, and as made clear from William's response to the reviewers' comments.

> **Source 4.** We divided the abstract section into categories (Referee 2, first expectation).

The 2nd reviewer's second comment was very long, so I reproduce and analyse William's responses in a series of shorter parts. We first see how the reviewer focused on William's choice of terminology—'fatality' and 'mortality':

> **Source 3. Comment 2-**The term "fatality rate" creates confusion as most statistics, including the ILO and EU, refer with that term to frequency rate of fatal injuries/100,000 workers.

Neslihan: What do you think about this comment? As far as I remember, you said that in the first submission attempt for this research, the review also focused on the use of this term?

William: The first journal asked us to use fatality but the second journal wanted us to use mortality. Thus, now in the accepted paper, it is mortality.

William explained that this terminological discussion is still ongoing in the public health community, and that the differences are complex:

> Mortality means 'ölüm' in Turkish. Fatality refers to a disease which causes death, but mortality, for example, is being dead at 60 years old, not because of illness. Fatality is the difference among people who had an occupational injury. This is completely a fatality. There is a collocation, for example, fatality rate. This is completely fatality, and there is no need to use lethality. They differentiate lethality like this: based on available data, very clear data and they say if you use this type of data, it is lethality, but it is very confusing.

William used the term 'fatality rate' in the article, stating that he had already written in the methodology section what he meant by fatality rate. He did not change anything in response to this comment. However, when I checked both the first manuscript and the published manuscript, although William retained 'fatality rate', there was a slight change of wording to address the suggested changes the reviewer requested:

> **Source 4.** We changed "fatality rate" as "fatality/all injuries recorded – rate" (Referee 2, 2).

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The reviewer continued his/her discussion of the term in the second comment as follows:

> **Source 3. Comment 2-**The author has selected the term "mortality" for that while the latter is more used for illnesses and diseases. Maybe the <u>language translation</u> is the cause...

I asked William to elucidate the language or translation problem the reviewer reported. William willingly explained to me the difference between these two terms, mortality and fatality. He elucidated the difference through providing this explanation:

> We used both mortality and fatality. We have two of them. There is confusion because of this. I think you can also be confused. Do you want me to explain to you again? We have a population who are all workers. From these, X had..….injuries; and Y died. The ratio of the number of dead people to the total number of workers is mortality. The ratio of the number of who had an occupational injury to the number of dead people is the fatality. We can say that fatality rate is this.

He added that they used similar examples in this research article. Despite not changing the terminology to meet the reviewer's requests, the article was published using William's preferred wording because he and his team justified their choice of terminology to the editor. When I checked the first submission and the published paper, indeed, William used 'mortality' and did not change anything.

The reviewer continued:

Source 3. Comment 2- Construction – as rightly pointed out by the author – on the other hand has a number of serious and …cases as compared to minor cases. I presume that information on the relative severity may be difficult to obtain in Turkey, but usually severity is measured as to how many days off the…victim has experienced.

For this comment, William reported that this information had been in the original draft of the article, but was later deleted because the data was only available for certain years and thus the table would have been incomplete. He therefore reluctantly deleted it:

> You delete this column. I actually wanted to include it, but there was not any data. We call this as an ecologic study. And one of the disadvantages of ecologic study is this in the developing countries.

The terminology comments continued with the following reviewer remarks concerning Figure 1 in William's manuscript. The exact words of the reviewer are:

Source 3. Comment 2-Figure 1 should be readable without reading the non-conventional definitions so:

- Incidence should be "… incidence/1000…"
- Fatality should be as above
- Mortality should be "Mortality/100,000…" or "Frequency rate/100,000…"
- Both axis should be labelled and indicate which axis is linked to what data

William agreed with this comment and largely amended accordingly—although, as explained above, William did not change the definition of fatality.

The second comment finished as follows:

Source 3. Comment 2-I could not find any explanation of the trend line.

William explained that trend was associated with statistics, and there was a skew that shows the trend in the diagram. And there was value on the skew. Thus, they duly explained this to the reviewers. However, they did not write anything about it in the article.

In the third comment, the reviewer asked for another Table, and William and his co-author duly complied:

Source 3. Comment 3- It would be useful also to provide the full labour force numbers linked to those covered by compensation component, if possible at least for latest years, divided by sectors. Maybe another table of adding to table 1…

William stated that they added a new table for the most recent year data was available, 2011.

The fourth comment was very surprising given that Turkey is a developing country and we cannot expect to have lower number of injuries compared to EU countries:

Source 3. Comment 4- The number of all…is very low as compared to best EU reporting countries.

I questioned the comment:

Neslihan: Is it because the data is not correct in Turkey?

William: Yes, of course. We already explained this-why- in our article.

The reviewer went on to give concrete examples of rates from Finland and Germany. According to William, in this comment, there was no criticism but information (see Appendix 15 for Comment 4). However, they were not able to address the reviewer's requests and make an additional comparison because of the lack of data available—and of course the data they had been provided with was also flawed, as they were well aware:

Neslihan: I really wondered if there is a lack of data or if the data is not correct, what is the data you used in this research for publication?

William: We are actually saying this: We cannot rely on this data, but this data is given to us. We are writing according to data given to us. From the data given, if you compare this with that you can see how flawed the data is. For example, they always give us, as we also read in the newspaper: 'the.…injuries are starting to decrease'. Indeed, it is decreasing, and the number of people who have insurance is increasing. I know that mortality is decreasing a lot. Because the number of workers is increasing considerably, our mortality is decreasing. However, when you look at the fatalities, death because of…...injuries, we are getting worse because we are just recording the deaths. We wrote that the data is limited but the data should not be assessed on mortality but fatality to see how bad the situation is.

In the sixth and seventh comments, the reviewer had some suggestions concerning the addition of a table and modification to the statistics, which William found easy to address.

William responded to all the reviewer's 7 comments and revised the manuscript accordingly but he could not deal with the 8th comment of the 2nd reviewer which required additional data and not surprisingly William's response was clear and consistent: "…*we could not access any data for the full workforce*":

Source 3. Comment 8-*Could you also add another two columns of full workforce and covered workforce in Table 3?*

Source 4. William's response: *We could not add another two columns into Table 3; because we could not access any data full workforce and covered workforce according to variables (Referee 2, 8).*

Given that William had clearly experienced difficulties in his quest for reliable data, the 2nd reviewer in the ninth comment suggested consulting the website of the International Labour Organization (ILO) for some relevant statistics and again commented on the choice of terminology:

Source 3. Comment 9- For the literature and references I would add at least the ILO regular Statistics publication, available from http://laborsta.ilo.org/data_topic_E.html
This data, too, has limitations, but terminology and comparisons by Turkey and other would be useful to follow e.g. "rate of fatal ….per 100,000 is used" there.

When I examined William's response to the reviewer's comment, he did indeed use the ILO's data to compare Turkey and other countries:

Source 4. We used ILO's data to compare Turkey and other countries and added to reference list (Referee 2, 9).

In the tenth comment, the reviewer wrote about some small language problems and touched on issues relating to brokering activity involved in William's manuscript:

> **Source 3. Comment 10-** Some minor language problems detected: lines 68 and 158 uses "no any statistical information" should be "no statistical…". I would think that "household labour survey" should be "household labour force survey"…

William and his co-author edited these sentences in line with the language problems reviewer two raised:

Source 1. *Extract from the submitted manuscript:* *There is no* ***any statistical information*** *of informal….The first …* ***house labour survey*** *was …*	**Source 5. *Extract from the edited manuscript:*** *There is* ***no statistical information*** *of informal … …..The first….* ***house labour force survey*** *survey was …*

William remembered an experience he had had prior to this publication regarding a reviewer comment on his English language use. William had had this earlier manuscript edited by a brokering company and duly acknowledged the fact upon submission. However, the reviewers wrote that the language was problematic, and commented that the language must be edited by a native speaker whose mother tongue was English. William and his co-author found this comment very strange because the manuscript had already been edited. Because of this, they withdrew a few of their research articles from the journals that commented about language problems because they had already had the manuscripts edited. Thus, William questioned the need for English language editing again in this case, given that they already received editing help from a native speaker of English.

According to William, these types of experiences are common:

> Everyone experiences this. It is maybe the perception of the world towards us [Turkish people] which can be bad. Sometimes, I think that people may think we did not sit, did not conduct and did not write this research.

The Introduction part of the article was very short, as short as possible because of the journal's instructions to authors. After a very brief introduction (two short paragraphs), William wrote as follows:

> **Source 5.** *Although many studies [was conducted] to investigate...... and health conditions in Turkey…, the …and …. recorded - rates of…injuries over a long period have not been studied.*

William described this sentence as a gap. He reported that he prepared this sentence in accordance with the notes that he kept from the academic writing training that he discussed in the first interview. This part of the article followed the structure that he learnt in the training.

When I asked William if there were any other parts of the article that worthy of discussion, he highlighted the use of the term ‘fatality’:

> William: No one sees this, people are blind. There is no problem for rich countries but for countries like us fatality must be used and I claim that [this term] must get into all the literature. We also mentioned about this in our article.
>
> Neslihan: Is not the term being used in Turkey?
>
> William: No.
>
> Neslihan: In the literature?
>
> William: No, fatality is not used anywhere. What is the case for occupational injury in Turkey? They are showing that the number of workers is increasing, and the number of……injuries is decreasing. Yippee! How happy we are. The number of……injuries is not sufficient. They are looking at the mortality. [I mean] the ratio of the dead people/casualty to the total number of workers. They say that mortality is very good and has decreased considerably in Turkey. Great. It is decreasing in Turkey. I say look at the fatality. When we look at the fatality, there is an incredible increase. […] This is seen very clearly in the tables. We are saying that look at the fatalities. This is very valuable, I think.
>
> Neslihan: As far as I understood from your explanations so far, it must be very difficult for you to publish in your speciality?
>
> William: Yes, indeed, it is very challenging [because of a lack of access to data which is accurate data].

Without robust data, William and his colleague published research on their speciality:

> In the study, we conducted that we are discussing, the readers now know that the numbers in our research may not be true.

I asked whether this paucity in data put any pressure on him. Regarding pressure, William did not feel any pressure from the department or the university. However, he claimed that those who wished to be promoted in his context did indeed experience pressure to publish, and he said he did not know whether this pressure exerted itself in other countries. William also spoke of "the frustration of being in an underdeveloped country" and he felt that the reviewers/editors did not believe that they had actually conducted the studies they were reporting:

> William: I think that some editors have a bias against the manuscripts sent by the underdeveloped countries. I experienced and heard from my colleagues that some journals reject the manuscripts from underdeveloped countries without reading with the explanation that the research is not suitable for the journal. However, the same manuscript could be published in another journal soon and even have a lot of citations. Thus, this experience has two dimensions: either editors encountered some problems in the manuscripts from underdeveloped countries but even if it is the case I believe that some editors have a biased approach towards manuscript submissions from the underdeveloped countries. They may even think that we made up/fabricate the numbers. I have a feeling like this.
>
> Neslihan: Does this feeling put pressure on you?
>
> William: Yes, certainly. We really do harm ourselves. It is my opinion. We have a number of local journals, but somehow, we cannot publish in the SCI. Why? Because everyone is trying to send their article to the international journals. The research published in the local journals is not valued by the Council of Higher Education for the academic world. Both performance and promotion criteria are based on the international publications thus this I am disinclined to publish in the local journals.

William also spoke of Turkey being underdeveloped in terms of its local journals and he sounded very concerned because of the lack of value placed on local journals.

4.3.3.4.4. William's Feelings about Reviewers' Comments

William did not find any conflicting comments among reviewers' comments. He was very happy when he read the comments. William compared the reviewer comments that we discussed in the text history with review comments for his previous manuscripts he received; he stated the reviewers were kinder and more helpful for the manuscript in focus than he had had for previous manuscripts. It is also notable that the reviewer's wording in the report ("…I presume that information on the relative severity may be difficult to obtain in Turkey") may be evidence of empathy/sympathy for William as a peripheral researcher.

The most striking and important theme in the second semi-structured interview was the problems William and other medical specialists in Turkey encounter, i.e., accessing data on public health which was denied to both researchers and the public.

4.4. Medical Specialist Profile 4: John

4.4.1. JOHN'S BACKGROUND

…speaking and writing [in English are sources of fear for me]….I have an academic rank, and when I look at my writing in English, I feel bad, ashamed. (John)

4.4.1.1. Introducing John

As an Assistant Professor, John had been working in the medical school for over 15 years. John's area of specialisation was an interdisciplinary area, which was associated with technology.

Surprisingly, in contrast to other medical specialists in my research, John spoke of his responsibilities at home and the effect of his family on his career, particularly on his choice of speciality:

> Now, I have two children at home. When I am at home, I want to be interested in my children. I mean, I am not going home from here to eat the meal and go on working but I spend a good time with my children, and I try to complete my work at work. Okay, after they sleep, I can work. If I work at home instead of spending good time with them, I feel I am being unfair to them. My family influenced my choice of speciality. If I had chosen to be a clinician, most of my time would have been spent on my work. Thus, I made my choice from the start. I mean I want to spend time for my private life and my children, so this was also an effect while I was choosing my speciality in the basic sciences.

And in fact, it seemed to me he appeared to be untypical compared to his colleagues in medicine because of his focus on family life in the interviews. Consider the following comment which may help explain my interpretation:

> There are many things to do in our life in addition to working. You have a family life, you bring up a child, your social responsibilities and others, so [writing] is a part of your work and an indicator that shows that you are successful, but you cannot look at it as your whole life.

4.4.1.2. Administrative, Medical, and Academic Responsibilities

John's duties included teaching pre-clinical students in their first and second years. He was on the faculty board of the directors. He said he aimed to set up a laboratory in his speciality for the benefit of students and medical education because according to him with a good laboratory, they could conduct high-quality scientific research. Surprisingly, John was the only faculty member in his specialty, and he, therefore, did not have the support of other colleagues. Because John did not have a colleague in his specialised area, he brainstormed with colleagues in Sports Science and Physiology to get projects off the ground.

John also collaborated with researchers from other specialities in medicine. John stated that his main aim was, first, to provide good education to medical students and second to conduct good research. He perceived these as his main aims and responsibilities in academia. Given that his division is new in the medical school, the course hours he was responsible for were few. He did not teach or supervise any postgraduates and, because his course programme was not intensive, he was permitted to fulfil all his teaching in one term, leaving the other term for research. Thus, he had enough time to conduct research.

4.4.1.3. English Proficiency in Academic Writing

In Turkey, the multiple-choice format is the only method used to test students. Thus, foreign language knowledge, including English, is only measured through multiple choice questions both in university exams and national foreign language examinations for would-be postgraduates and lecturers (see Onder, 2011). John said that he got 67.5% for his interuniversity council foreign language examination, through self-study. However, he did not feel he possessed equivalent competencies in speaking and writing.

John attended a seminar at university where he studied how to conduct research and how to write a research article. He also attended seminars on how to publish and what pitfalls to avoid. He said he read two or three books on writing for publication. In addition, he read a lot of books on how to publish a research article, and attended training on how to write a research grant application. He found these steps useful for his professional development and perceived this effort as a process to improve himself. John believed that everyone needs to learn this from somewhere or someone. However, his first experience in publishing was with one of his colleagues who was an assistant professor while John was a PhD student, and he showed John how to write through providing one-to-one instruction.

John detailed the challenges he encountered during academic writing and publishing due to his perceived insufficient English language knowledge that he described and reiterated as “fear” during the interviews:

I really have challenges for writing for publication, and I also have problems with English in myself. I mean, you know, sometimes people cannot overcome his/her fear and everyone has different fears. [English] for me is in the form of fear. Similarly, speaking and writing [in English are sources of fear for me]. In terms of grammar use, I feel okay.

John suffered a lot in this regard in contrast to other medical specialists in the research; his perceived incompetency in English manifest itself as something he was afraid of.

4.4.1.4. Publication Practices

In terms of research articles, John had in excess of 28 publications (see Table 16). 18 of his publications were in English and 10 were in Turkish. As for his recent published studies, in 2011, he published in a Turkish medical journal; he published in an SCI-Expanded journal in 2012, and he published in a SCI journal in 2013.

Table 16. John's Publication Record

Books	Editor of conference proceedings	Book chapters	Research articles published in international journals	Research articles published in national journals	International congress/seminar proceedings	National congress/seminar proceedings
	-	-	5 SCI out of 9 (4 out of 9 are in Turkish)	-	19 (6 out of 19 are in Turkish)	-

When I asked John what benefits, if any, he would get from his university/department if he publishes in Turkish, he stated that English is the language of science, and you must publish in English, but he questioned this state of affairs:

However, does an American feel this? No, because he/she writes in their native language. Do French people know English? No. Do Japanese? No, because they have journals published in Japanese. However, because the language of science is English, everyone is trying to write in English. However, what is the aim of the science? To make an effect, bring innovation. What is the aim of science from these two dimensions? Serving the public. My service is to the public and enlightening of the public [through publishing in Turkish] because I do not want the public to know and read in English. I think Turkish publications are also significant for the development of science for Turkish society -I do not mention about the development of science, but I mention about the development of science for Turkish society. However, if you make a big leap in the world of science and want to show yourself in science, you must write

> your research in English. Thus, what I want to describe are two different approaches. So? What is the benefit if people in my own country are not able to read?

John sounded concerned about disseminating his work to the public—most of whom do not speak or read English, and he believed this should be done through their native language, Turkish.

4.4.2. WORKING IN A PERIPHERAL COUNTRY: PROBLEMS AND DISADVANTAGES

4.4.2.1. Pressure on Research and Writing for Publication

When I asked John whether there was any pressure he experienced or observed regarding publishing, he openly shared his opinion. According to him, publishing in English is a must if you are an academician:

> If you want to be an academician, if you are on this road, you do not have any other choice but publishing. In Turkey, you want to be an academician, and everybody can want this for different purposes, some people want to have a title and may aim to earn more money with this title, some people may like the speciality and go on with the speciality. Thus, everybody's aim can be different. However, if you are walking this path, you must know the requirements, and you must meet them. I mean, you must publish. You may have shortcomings and publish or you may publish a lot. It is up to you but you do not have another choice.

As for pressures regarding impact upon his research and writing, John stated that the Council of Higher Education had recently introduced an additional financial incentive payment for publishing in Turkey. John found this incentive reasonable and indeed incentivising. He justified his views by giving the example of two medical specialists, where one publishes a lot, and the other does not publish, arguing that if they are in the same position and have the same salary, there is an unfair situation:

> I think because if you are publishing a lot, and if your publications are valuable and if the assessment is made correctly, for example, my research article published in the journal with 1 impact factor and another researcher published in a journal with 50 impact factor, then, the researcher should have a corresponding salary. If the academic staff is publishing in good journals, I think they must be paid fairly.

John claimed that if you are academic staff in medicine, everybody feels this pressure.

No one began their career intending to stay as an assistant professor forever. Thus, if you want to be an associate professor, it is clear what you must do—publish. John argued that publishing in journals with high impact factors, indexed in the SCI, is necessary to get promoted and to him this is pressure.

John added that when a researcher publishes in *Science* or *Nature*, no one questions their abilities because publishing in such journals is considered being competent in your speciality.

4.4.2.2. Lack of Resources and Staff

As for being a medical specialist in a peripheral country, John had financial concerns. He explained that there was no money:

> How will you set up the laboratory you want to set up? How will you work? You need people who can work in your research; you need funding. Thus, there is not any advantage. Our salaries are low, and there is a lot you are supposed to do. Most of the things are disadvantageous here. They can easily reject your article due to lack of research facilities.

Because John was the only medical specialist in the division of his speciality, he expressed his urgent need for an assistant and technician to move his research forward. John aimed to develop equipment to assess and benefit patients. This was his biggest aim. Second, John aimed to write a book about his specialism in Turkish, and he added that this aim was particularly significant to him:

> John: If you ask me what is in the foreground for education, it is writing a book for my speciality in Turkish, which is really significant to me.
>
> Neslihan: Is it for your career?
>
> John: It is not for my career, writing a book is one of my biggest aims. For your career, whether you write a book or book chapter, everything will have some points for your promotion. However, for me, when I look at things from the medical students' eyes and for medical education, the priority is writing the book on my speciality because most of the books are translations from other languages, and most of the translations have not been clear, and they are superficial and also have some mistakes, thus you feel uncomfortable. For my research area…, I [want to] produce something that can be useful and beneficial.

Authoring such a book would improve the resources John had available.

4.4.2.3. The Need for Academic Literacy Brokering as a NNS

John needed English translation support to prepare an English-medium paper for publication because he did not have any colleague in the speciality; he always got professional help because he never felt himself proficient in writing in English:

> John: In my PhD thesis, I had a colleague who had his/her MSc in the USA, because his/her English was good, thanks to his/her, we dealt with the translation. I am not 'very good'. My proficiency in writing in English for publication is less than adequate. I feel like that because of lack of confidence.
>
> Neslihan: You asked for translation for each research article you published?
>
> John: Exactly. I wrote the research articles in Turkish thoroughly and then controlled the translation myself the translator did. I mean whether the translator used correct expressions.

John felt competent in writing in Turkish, in his mother tongue, but not in English. John described his current practices as follows. For his last publication, his university had an agreement with an editing service in the USA and John and his co-authors sent their manuscript there. When the edited manuscript came back, they realised that the editors had misunderstood some sentences and that these editors did not understand the content. However, John then took his manuscript elsewhere: he knew a translator with whom he had worked before who graduated in the USA and worked in the USA for years and was now in Turkey working as a doctor and translator. Unlike the previous editing service, John was full of praise for this one:

> He is translating so good that when I read his translation in English, and later I am asking myself whether I expressed myself well. In some parts, he also does not understand because I did not express myself in Turkish and he again turns back to me. I rewrite to say that I wanted to say this. Thanks to him, our last research article was also accepted.

While discussing to what extent John feels at a disadvantage compared to native speakers in the submission process for a paper, he used the example of reading Shakespeare to make his feelings clear. He compared a scholar who has read Shakespeare in his/her native language since his/her birth with another with a different L1, who tries to understand

Shakespeare in translation, and tries to learn English but never feels able to enjoy Shakespeare because their proficiency in English is never good enough.

4.4.2.4. Wishing to Write and Publish in Turkish

John explained that because his English competency is insufficient, he felt that writing in Turkish was the best option. He described the steps he followed while he was trying to write in English and spoke of the time and effort it took, and ultimately felt this time and effort were wasted. When he tried to write in English, he had to look up unknown words. He was looking for equivalent English words to the Turkish ones he had in mind. He was preoccupied with the tense and grammar. John had to try really hard to write in English and in the end, he felt his English was inadequate, and so simply gave up. He was trying to find the most correct way to express himself. When he tried himself to translate, the time he spent and the effort he put in was too much—and so that was why he preferred to have translation service support.

John stated that he did not need additional training for writing because he felt that with the training he received and with the books he read, he had reached the level he had aimed for and required—although not where his mastery of English was concerned:

> I have an academic rank, and when I look at my writing in English, I feel bad, ashamed.

John seemed to be dissatisfied with his writing skills in English but also spoke of his 'fear' of writing in English and English itself:

> Neslihan: You mentioned about your "fear". Where is the fear from English coming?
>
> John: I attended English courses a lot but if you ask where the fear from English is coming is that I am not to be able to manage, and I feel this whenever I try to write in English.

Because of John's aversion to writing in English, he certainly did not associate it with an enjoyable experience:

> Because writing in English is challenging for me and scares me, mine is not enjoyment but pessimism.

John accepted that writing was a part of him, but he enjoyed writing in his native language. He believed that he must publish the research he conducted otherwise if no one knew about it, there is no value in the research because according to him the research he conducted could contribute to disciplinary knowledge, so to him writing is a necessity. John actually accepted that he enjoyed writing when he wrote in his mother tongue, in Turkish, and improving this skill was also very good for him:

> Thus, writing is who I am. As a result, I like summarising good results.

John preferred to write in Turkish because he felt more comfortable with his national language while writing an academic publication. However, he highlighted that Turkish was not the international academic language. Thus, publishing in English is necessary to disseminate research widely. John stated that publishing in Turkish means publishing in little-known journals and this would be wasted effort:

> Actually, I believe totally that there must be a scientific language that is simple, I mean all of the publications are published in a simple common language, and everyone is able to use the common language. […]However, my native language is very limited in the world of science.

He explained that there was not a SCI journal in Turkish in his field of expertise despite his enthusiasm to write his research in Turkish.

4.4.2.5. Turkish Academic and Research Culture

John admitted that there is a problem concerning work ethics in Turkey in terms of science compared to researchers in other countries:

> Scholars abroad have a better work ethic [i.e., working hard], unfortunately we do not have sufficient work discipline.

John provides more detail about what he means below:

> We talk, but we do not care to do. We do not have academic culture and discipline. When I talked to my colleagues, who studied abroad, they are going to the laboratory in the morning and working until the evening. I mean as if their only work is this. However, we are divided a lot. I mean, we tend to be divided into a number of works within a day. Thus, you are supposed to do a number of tasks at the same time. For example, now, I am a lecturer, researcher, and I have management responsibilities. There are a lot of problems. Thus, you can have problems to concentrate. With the sentence 'We do not have academic culture and discipline', I mean this. However, if

> your work group is considerable, and if you are in a big work group, and if you are a mentor or expert, there will be a number of people who would like to work with you. If you can collaborate with the people who would like to work with you, a number of researches can go on, you can take part in many research. For example, I heard that there is a mentor in the USA who has a high thinking skill and can coordinate a number of researches at the same time. If you have that type of ability and if it is relevant to your main research area, it is possible. However, this case is related to the work ethics of the scholars.

Now, he highlighted that he cannot publish in *Nature* or *Science* because he must set up a new laboratory and even there is a good idea for research, it is really challenging to realise this because researchers in developed countries are 100 years beyond us. Instead, he can make the most of his current facilities and try to reduce the gap between the west and Turkey and benefit the new generation of scientists:

> If I manage [this], we may reduce the gap from 100 years to 50 maybe…, which is a big aim for me.

4.4.2.6. Prejudice against Publications from Peripheral Researchers

John expressed his opinion on the prejudice against periphery researchers. In contrast to other medical specialists, he did not think that prejudice was common against Turkish researchers. Rather, he believed that if the study was good and if it was from a very good laboratory, and if he showed the value of his research, his manuscript can be accepted. However, he thinks that you need a well-equipped laboratory and a good study, and that there is a general bias against periphery researchers. While John does not seem to have had similar experiences as George, say, who expresses very strong views on prejudice existing towards peripheral researchers, John nevertheless feels prejudice can exist.

In the first semi-structured interview, the most salient theme of John's data revealed his wish to write and publish in Turkish with the explanation that because he found himself incompetent to write in English, he did not enjoy doing so, but felt more comfortable with Turkish.

4.4.3. TEXT HISTORY

4.4.3.1. Outlet and Audience

In the second interview, John shared his published research article from his PhD thesis, together with the text history for his submissions after rejection by two different journals. John's research project was in a health-related field and described an experiment.

John and his co-authors submitted the article to the first journal, which was rejected. They then submitted the manuscript to a second journal, and following a second rejection they again examined the comments and resubmitted to this second journal, which was their third submission. The third submission was successful and the manuscript was accepted for publication in this SCI-Expanded journal (see Table 17 for text history).

John described how he decided about the order of the journals he chose to submit to. The order was associated with his research area and according to the impact factor of the journals. With the help of his two co-authors, he tried to improve himself through scrutinising the editor and reviewers' comments in response to these three submissions.

Table 17. Text History of John's Study

Text history	**Date**
Source 1. Author's manuscript submission to target journal 1	April 2011
Source 2. Editor's response	April 2011
Source 3. Author's response to the editor	April 2011
Source 4. Author's manuscript submission to target journal 2	April 2011
Source 5. Editor's response	April 2011
Source 6. Author's resubmission to target journal 2	June 2011
Source 7. Editor's e-mail	June 2011
Source 8. 1st Reviewer's report	June 2011
Source 9. 2nd Reviewer's report	June 2011
Source 10. Author's response to the editor	June 2011
Source 11. Author's response to two reviewers' report	June 2011
Source 12. Published manuscript	June 2012

4.4.3.2. Co-authorship

The paper was collaborative research written by three authors from two universities in the same specialism as John. The second author was John's colleague, and the third author was John's supervisor.

From the start, John worked with his colleague to decide which topic they could investigate for John's PhD thesis. They read a lot of literature, tried to develop the study and then thought whether they could combine the topic with a topic that he studied before. They performed all of the experiments together. They worked together in the laboratory, and discussed the results together. During each stage, they collaborated with John's supervisor, and John assessed the study with his supervisor and colleague before submission.

In light of this research background, here I will detail John's three submission experiences.

4.4.3.3. The Need for Academic Literacy Brokering as a NNS

John wrote the article in Turkish and his co-author translated John's part and was responsible for the English of the manuscript. John stated that he always wrote in Turkish because he felt himself incompetent to write in English. The second author was very good at English because he had an MSc from the USA and was very familiar with John's research and knew what he wanted to say; unlike John, he wrote his manuscripts in English. John did not need any support apart from his co-authors because both his supervisor and colleague studied abroad and they were competent in English. They did not need further help and did not ask for editing. His colleague had experience in translating English papers, too. Thus, as a research team, they did not feel the need for additional English language support.

4.4.3.4. First Submission History

John was surprised to receive a decision letter desk rejecting his manuscript within two days of submitting to the first journal ("*Your manuscript [title] has been withdrawn from [the first journal title] for the reasons listed below*"). The full text of the email is reproduced and discussed in what follows (see Appendix 16 for editor's e-mail response and verdict for the first submission).

It is notable that John and colleagues submitted the manuscript without a cover letter and also, as we see below, that the editor had the impression that John's study was preliminary although John's preliminary study had already been published but they forgot to add it as a reference. When the editor's comments were examined, there were two paragraphs to justify the rejection verdict: on content and the style and format of the manuscript.

4.4.3.5. John's Opinion about the Editor's Comments

At first John sounded very disappointed as he spoke about this desk rejection given that the manuscript was from his PhD thesis, and they put a lot of effort into conducting the research despite the limited research facilities. Suddenly, while re-reading the editor's e-mail and his response, John remembered how in fact they had inadvertently submitted the wrong document:

> The biggest mistake we made was that among the manuscripts we aimed to submit, we submitted the wrong manuscript. We then apologised to the editor….

He showed me the e-mail he sent to the editor:

> **Source 3. John's response to the editor:**
> *Thank you for your swift response and your comments...I would like to apologize about the format related issues, most of which are due to the wrong document being submitted as a result of a clerical error. I am sorry for the inconvenience this may have caused. The other errors you have pointed out have also been amended.*

John attached a copy of the corrected manuscript for the editor's approval. In the interview, he recalled how he was very upset and surprised to get a desk rejection without any comments from the reviewers:

> You work and study very hard but on the second day you read that your manuscript was rejected. The rejection was from the editor-in-chief and without sending to the reviewers. We did not expect a direct acceptance, but we did not expect such a quick rejection, either. We wrote a response to the editor as I shared with you.

In response to the editor's comment "This appears to be *a preliminary study* with uneven sample size", John explained in his reply to the editor that this was not a preliminary study, and he even provided a reference to the published preliminary study title to prove it:

> **Source 3. John's response to the editor:**
> *The results we have provided are not from our pilot study, the results from our pilot study have already been published in a national journal [Reference of the published preliminary study, authored by John and his co-authors].*

John explained how in fact the editor was asking for work beyond them because he was a researcher in a developing country and John's equipment and research facilities did not allow them to conduct the kind of study the editor was seeking. The editor's reply is reproduced below.

John explained how in this second e-mail the editor guided him to improve his research. John was very happy thanks to the editor's additional comments in this second e-mail because he perceived the comments as guidance despite rejection although as he said the editor was asking for a study that their equipment and resources did not allow them to do:

> **Source 5. Editor's response:**
> *...Please note that* "*just report our findings for the [X] group (n=X)*" *would not be sufficient as data for a scientific study to draw any conclusion.*

Source 5. Editor's response:
Also, for the detailed and quantitative description of [X]…,the manuscript needs to provide specific measured values at the respective locations with methods and procedures used for their determination. The uniformity of field needs to be shown by measurement or computation, likewise for the distribution of current density….

After these e-mail exchanges, John and colleagues tried to explain the differences in the numbers in the groups as the editor referred to in his comment. But some of the criticisms they were unable to respond to, as explained above, because of their limited research facilities as peripheral researchers. However, they tried to address as many of the editor's criticisms as they could and then resubmitted to another journal.

4.4.3.6. Second Submission History

After this first submission attempt, John submitted the modified manuscript to the second journal after addressing many of the editor's criticisms in the first journal. This second version of the research article was also rejected but this time having been sent out for review. John was sent the two reviewers' comments and the opportunity to resubmit if he wished to do so—although John and his co-authors had expected an acceptance after all the work they had already done and the changes they had made since the original submission to the first journal.

The editor stated that one reviewer recommended accepting his manuscript for publication, while the 2nd reviewer recommended rejection. In the decision e-mail, the editor invited John to resubmit, as follows (Table 18):

Source 8. *Reviewer 1 is not supportive of the manuscript as it stands indicating more data is required to support the hypothesis of the authors. ..this referee lists four specific comments for the attention of the authors.*

Source 9. *Reviewer 2 is somewhat supportive of the manuscript but lists eight specific points for the attention of the authors.*
In light of these reviews, we are unable to accept your manuscript for publication. We are willing to consider a resubmitted manuscript that addresses all the concerns, comments, requests for additional data and suggestions of both referees. If you choose to resubmit your manuscript, it will be treated as a new manuscript, given a new manuscript number but will be subject to review by your original referees...

Table 18. Reviewers' Verdict for the 2nd Submission

Reviewer 1 **First Submission:** Reject with major revision	
Reviewer 2 **First Submission:** Accept with minor revision	
Editor's Verdict: Reject and Resubmission	

Despite the verdict, John and his colleagues were encouraged because there was a window of opportunity—they had not been rejected outright, and, with the two reviewers' comments, they had an opportunity to improve their manuscript for resubmission. John duly saw these rejections as lessons to hone his skills.

John believed that if you are an editor of a very prestigious journal, you have a right not to publish a simple study. To him, the study they conducted was not top-tier research for the journal, thus, not being published was very normal despite the amount of time and effort they had invested.

John was very happy after he read these detailed recommendations both from the editor and reviewers and was cautiously optimistic as the editor detailed specific comments for the improvement of their manuscript:

Source 7. Editor's comments:
...the following editorial concerns need to be addressed in any resubmitted manuscript. The comments included....: checking that all acronyms are defined on first usage both in the abstract and the main text of the manuscript; checking that all... and equipment used are identified... by company name and location; revising the reference list according to journal instructions; numbering figure [X] at the end of the manuscript; checking that the manuscript resubmission conforms to these guidelines;.....

The editor also warned that resubmission would not guarantee acceptance, but John never lost hope:

Source 7. Editor's comments:
Please note that resubmitting your manuscript does not guarantee eventual acceptance, and that your resubmission will be subject to re-review by the reviewers before a decision is rendered.

Despite the second rejection, then, John was upbeat. He found this outcome better because the editor asked for resubmission, compared to their first attempt in which the article was desk rejected:

> This is a better result. As we expected, it was a better outcome. In the editor's email, the editor says rejection but suggested resubmission.

As a result of their resubmission to the same journal and editor, John was sent longer reviews and an editor’s letter. Each reviewer’s comments are presented separately below:

Source 8. Reviewer 1 Comments to the Author:
A paragraph was provided to summarize their study. Then a positive comment:
The manuscript is clearly written but results need to be substantially strengthened.

There were a few general negative comments: *Data presented to support the proposed hypothesis are indeed quite poor. More information should be provided and further experiments should be performed to support the authors’ conclusions…most of the discussion is based on speculations about…, but experimental evidence supporting this hypothesis is lacking.*

There were also some specific comments as follows: *The few data presented are expressed as mean values but errors and number of observations are lacking. Figures showing the data should be added to improve the readability of the results. The need for explanation why they decided to use field intensities of [X] and [X]…There was also comment on the discrepancies between the effectiveness of 1 mT stimulation and the lack of any effects in response to [X] fields. iv) At page [X], line [X], of the results the authors stated that….Can such modest increase have any physiological significance?*

John conceded that they could have investigated some of the issues raised by this reviewer, but this was not feasible because of the limitations in their research method and research facility constraints. The reviewer asked for an additional experiment, but, because they did not have sufficient equipment, they were not able to perform the experiments the reviewer asked for.

Nonetheless, John explained they were able to benefit from this review. In the research, they modified the algorithm and also used a different algorithm. Making these changes to the algorithm benefitted the research, in that the research article eventually published featured this modified algorithm. However, again the limitations of their peripheral context prevented John and colleagues taking things to their logical conclusion, as they were unable to test the algorithm, lacking the necessary equipment to perform the test:

> We did something good, but we could not go on because of [lack of necessary research facilities and equipment].

When we look at the 2nd reviewer’s comments, firstly the reviewer summarised the research. Then, s/he mentioned the significance of the study and its new methodology and used the adjective interesting: “*the idea of the study is interesting…the manuscript presents a new methodology*” while describing John’s research. John explained that their study was an attempt to show that their research topic cannot be addressed with standard methods:

> We completely changed this method. We did a novel and a highly different application. After we did this application, we showed the effect on these [his topic],

which is good and this is what must be.

I now look in more detail at this reviewer's comments and John's responses to them.

Source 9. The 2nd reviewer commented that *"there are some questions that should be solved and make the manuscript not acceptable, in this version, for publication"…: 1- Revision of the abstract because repeated information and insufficient highlight in the obtained results; 2- some unclear parts on the Materials and Methods, i.e., not clear if control and exposed samples came from the same subject; 3-to assay the effect of 1mT for 1h exposure at least for the citrate-samples stimulated with collagen 4- suggestion to verify the effect of 0.1mT (if it is possible considering the characteristics of the….coils), that is the upper reference level currently recommended by the European Council for general safe public exposure (1999/519/CE); 5- the suggestion to support the authors' hypothesis by experiments. 6- A figure depicting the effect of 1mT exposure 7-detailing results regarding the use of….8-revision of the English grammar and style.*

John revised the abstract considering the 2nd reviewer's comment:

Source 9. 2nd Reviewer's report: Comment 1- *The Abstract should be revised, because there is repeated information, and the obtained results were not sufficiently highlighted*

Another comment was about the sample size as one group included 30 samples while the second group consisted of 10 samples, which was, as John conceded, one of the biggest problems from the start.

Source 9. Comment 2- *The Materials and Methods were sufficiently detailed, but it is not clear if the agents inducing aggregation were all sequentially added to the same sample or each sample was divided into three subgroups, each receiving one agent….it is not clear if control and exposed samples came from the same subject, this could be important to exclude differences coming from different subjects.*

And it turned out that John conceded another criticism of the reviewer was on the mark:

Source 9. Comment 3-…..*Moreover, why the Authors chose 1.5 h for 1mT exposure? They should assay the effect of 1mT for 1h exposure at least for the citrate-samples stimulated with collagen.*

I mean an experimental mistake concerning this in our study. We changed the volume and made the hour different. Then, the volume and hour are different in two, so it was an experimental mistake. Thus, the reviewer is right in his comment.

John explained that because of their experimental restrictions, these mistakes occurred. He detailed the problem to show that the mistake arose from the available research facilities:

John: When they heat 1.5 hour with the available equipment, it is becoming very hot. When it becomes very hot, the heating effect is present. When the heating effect is present, to get rid of the effect, we need to make the time of the experiment short. I mean, this mechanism was necessary because we did not have other choice.

Neslihan: So, the problem you describe sounds concerning research facilities?

John: Yes, of course. The research facilities were limited but the reviewers do not understand. What can I do? The comment was right. If we had kept for 1.5 hour, it will differ more. We are aware of this.

Neslihan: Then the comment is going on for verification for the effect of [X] in the comment 4?

John: Yes, asking us to verify the effect of 0.1m T, which is called an upper reference.

> **Source 9. Comment 4-***The increase of temperature during…exposure appeared high…with a possible interference with...At least for the…, the Authors should assay lower intensity values with low temperature increases. It could be also* ***interesting to verify the effect of****…., that is the upper reference level currently recommended by the European Council for general safe public exposure (1999/519/CE).*

I asked whether John verified the effect of 0.1m T. Surprisingly, he stated that they knew how to do it but declined to do so. I wondered why:

Because everything already finished for the study at that time and we would have had to do the experiment all over again.

> **Source 9. Comment 5-***The Authors hypothesized that the effect induced by…, could be due to the modulation of….This could be supported by experiments performed in presence of…..*

I asked his opinion about the comment. John admitted that the reviewer was correct here: speculation is one thing, but verification through experimentation is another. John had done the first, but not the second.

4.4.3.7. Resubmission: Third Submission History

As for the resubmission, John and his co-authors agreed with most of the comments- but not all- made by the two reviewers and made their revisions accordingly. In other words, they changed what they could in line with the suggestions where they agreed the reviewers were on the mark. However, their limited facilities meant that they were unable to address all of the reviewers' suggestions in their third submission.

John wrote about the editorial concerns item by item as a response to the editor's comments: He modified details of the authors' affiliations; all acronyms were defined on the first usage; all reagents and equipment used were identified; and the manuscript was revised stylistically in line with the journal's "Instructions to Authors".

Second, he responded to each reviewer's comment step by step. However, the manuscript was initially rejected by the second journal due to the fact that John and his team were unable to conduct the additional experiments they required, since in order to do so, he would have needed additional equipment, which was impossible due to financial restrictions:

> I was still speculating and based on the literature, I tried to make my speculation reasonable but the journal did not accept.

Then, they resubmitted to the 2nd journal, and their manuscript was accepted for publication directly, and with no requests for revisions.

John reflected at interview, as he looked back on this period, that 'I think we really did good work given the limited research facilities'. John also reflected that the rigorous peer review process had ultimately benefitted him and was formative over the longer term:

> …because it was good to have long comments from the reviewer. We were upset but when I look back, now, I understand that having such comments were a good outcome. As a result, it was my PhD research, publishing the paper was important. The study had some shortcomings, and we were aware of this. In spite of this, the manuscript had to be published, and it was published. Our second research was better, and we published it in the first journal that rejected us for our first attempt.

John explained that in retrospect, he can understand that the editors' and reviewers' comments were right. John felt that this process was an experience for them to learn how to publish; thus, he sounded as if he was not upset at all about the two rejections before acceptance:

> Now, I can understand that the comments were motivating but at that time we were upset because our research was rejected.

As a peripheral researcher, John sounded very thankful to the journal editors and reviewers for their contribution to his enhancement, and he appeared to appreciate the effort the anonymous reviewers put into their comments although John and his co-authors were unable to address some of their points due to the available research facilities:

> When you look back, they are taking into consideration your manuscript and provide

> comments. Actually, this is not something easy. These people are very busy, but they are taking your manuscript seriously, sitting and thinking on your research and writing comments. This is really significant. Thus, not accepting their comments is unreasonable but when I submitted, and the manuscript was rejected, it sounded very bad but what I did not understand is that if the reviewers/editors did not understand something or if they rejected the article, either you did not express yourself, or there is a problem. However, firstly I should look at this situation from my perspective, we could not express ourselves properly, so while correcting, we expressed ourselves better through improving the parts that we did not express properly. Second, we tried to alleviate the heavy speculation. Later, things became clearer. And in our third submission to the third journal, our publication was accepted directly.

John sounded happy because he appeared to benefit from two rejection comments and found the initial rejections fair:

> In our third journal attempt, it was clear that our manuscript was assessed by other good journals and we benefited from the reviewers' comments in our previous submissions. It was clear that we used a novel approach but it was insufficient for our submission to two journals [due to lack of research facilities]. Thus, they were right not to accept.

John felt that thanks to the helpful and constructive comments of the reviewers in their two submissions, their manuscript improved considerably. Thus, John attributed his successful publication to the experience they underwent thanks to the previous two journal submission attempts. When I examined the reviewers' reports on the three submissions, John accepted most of the comments, i.e., 16, but rejected 2 comments: First, he rejected the claim that the study was a preliminary study and they provided their published paper to show the piloting. Second, he rejected the comment on the asymmetrical nature because the issue was regarding heating problems.

4.4.3.8. John's Feelings about Reviewers' Comments

John stated that as time passed after their submission, when he looked again at their past manuscript submissions with the text history, he found reviewers and editors' comments very valuable for his professional development:

> Certainly, we must take lessons from these [comments]. Because from their writing

> style, I understood that I am a good researcher and the language does not cause a lot of problems. They were not malevolent or pejorative. They valued and wrote positively; thus, I think we should consider their comments as positive.

If John had a chance to rewrite the same article now, he stated that he would go back to the experimental stage and make modifications because it was clear that, as the reviewers pointed out, there were shortcomings regarding the experiment they performed. With the reviewers' comments, they could undertake novel work and make it better and present the research more effectively, but they did not have sufficient research equipment.

In contrast to other medical specialists in my research, John also commented that he would not submit what would be a stronger submission to the journal in which the article was published, but to a better journal because he believed that the work he conducted was based on a novel approach, and if he had been able to strengthen the design from the beginning as the reviewers suggested, the work would then potentially be publishable in a more prestigious outlet.

> Thus, if I had a change to rewrite, could I write better than this? No, but maybe my academic writing improved and may write better, but I mean this is not much better. However, I could change the experiments, and the study becomes more different.

I asked John whether he was satisfied with the published manuscript, and in contrast to my other cases, he stated that he was not wholly satisfied because he is now more experienced, and he could have conducted better research:

> Change must happen all the time. However, when I look at the published research now, of course, there are parts that I am not satisfied.

After this submission and publication, John and his colleagues duly published a research article which they felt was a superior study.

In the second semi-structured interview, one of the prominent themes was about John's peer review experience. In contrast to my other medical specialists, he was more positive about the reviewing experience and felt grateful to the reviewers for their constructive comments which helped him to improve his manuscript.

CHAPTER 5: CROSS-CASE ANALYSIS

5.0. Introduction

Following my presentation of each of the four medical specialists' cases individually in the previous chapters, to identify overriding themes, I used a cross-case analysis, i.e., analysing the data across all of the subunits (see Baxter & Jack, p. 550; Duff, 2008, p. 163). Yin (2014) argued that through cross-case synthesis, "the findings are likely to be more robust than having only a single case" (p.164). My aim here, therefore, is to report commonalities and difference among the four cases (see Figure 6).

George	Helen	William	John
SALIENT THEMES IN THE FIRST SEMI-STRUCTURED INTERVIEWS I- WORKING IN A PERIPHERAL COUNTRY: PROBLEMS AND DISADVANTAGES			
Learning Academic Writing through Trial and Error	Lack of Resources: Present and Past Working Conditions in Academia	Wishing to Write and Publish in Turkish	Pressure on Research and Writing
Wishing to Write and Publish in Turkish	Pressure on Research and Writing	The Need for Academic Literacy Brokering as a NNS	Lack of Resources and Staff
Pressure on Research and Writing	The Need for Academic Literacy Brokering as a NNS	The Problems Turkish Scholars Face	The Need for Academic Literacy Brokering as a NNS
Lack of Resources and Staff	Wishing to Write and Publish in Turkish	Turkish Academic and Research Culture	Wishing to Write and Publish in Turkish
Academic Staff Income and Research Funding	Turkish Editors against Turkish Authors	Pressure on Research and Writing	Turkish Academic and Research Culture
Turkish Academic and Research Culture	Promotion Procedures Past and Present: What the Turkish University Values	Self-perceived Prejudice against Publications from Peripheral Researchers	Self-perceived Prejudice against Publications from Peripheral Researchers
The Need for Academic Literacy Brokering as a NNS	Problems of Turkish Scholars in Publishing in English		
Problems of Turkish Scholars in Publishing in English	Turkish Academic and Research Culture		
Motives for Unethical Publishing and Predatory Journals	Self-perceived Prejudice against Publications from Peripheral Researchers		
Self-perceived Prejudice against Publications from Peripheral Researchers			
(Presumed) Turkish Reviewers against Turkish Authors			
Reviewer Experience: The Abuse of the Power among Reviewers			
SALIENT THEMES IN THE SECOND SEMI-STRUCTURED INTERVIEWS II- TEXT HISTORIES			
Co-authorship	Co-authoring	Co-authorship	Co-authorship
The Need for Academic Literacy Brokering as a NNS	The Need for Academic Literacy Brokering as a NNS	The Effect of Policy Makers on the Accuracy of Research Data on the Society	The Need for Academic Literacy Brokering as a NNS
George's Feelings about Reviewers' Comments	Helen's Feelings about Reviewers' Comments	The Need for Academic Literacy Brokering as a NNS	John's Feelings about Reviewers' Comments
Lack of Resources	Helen's Beliefs about Reviewing and Blind Review	William's Feelings about Reviewers' Comments	
George's Feelings on Blind vs. Unblinded Reviewing			

Figure 6. Cross-case Analysis Results

As a result of cross-case analysis based on the four medical specialists' experiences and perceptions, seven themes emerged that were consistent among the cases, which guided me to answer my research question. The seven themes were as follows:

1. Pressure on research and writing
2. The need for academic literacy brokering as a NNS
3. Wishing to write and publish in Turkish
4. Turkish academic and research culture
5. Self-perceived prejudice against publications from peripheral researchers
6. Co-authoring
7. Feelings about reviewers' comments

I should note that these themes are tentative given that some of the interview data were not accompanied by textual data, thus, should be considered primarily as speaking to my participants' experience and perceptions only, which is a significant limitation of the present study.

For each theme, examples from each medical specialist were provided to highlight commonalities among cases, which are reported below.

5.1. Theme One: Pressure on Research and Writing

All four medical specialists associated the pressure to publish with promotion in state universities in Turkey, e.g., to be an assistant professor, the need for SCI publications. George said that in contrast to private universities, state universities did not set specific publishing targets. Thus, academics working in state institutions did not have an obligation to publish. He was motivated to do so, nonetheless, not only because of a desire for promotion, but also to realise some aims in addition to promotion, such as project grants and incentive payments. This finding is consistent with Arioglu and Girgin's (2003) study that found out that since 1973, Turkey jumped from 45 to 25 in the world rank for publication. The researchers attributed this to TUBITAK incentives and promotion criteria established in the 1990s (see Al, 2008a,b for the same discussion). Like George, Helen found this pressure stimulating to encourage researchers to publish. However, as Helen stated, the pressure they felt in Turkey was different from the pressure in the UK and USA where if academic staff do not publish, they are likely to lose their job, while in Turkey, not publishing does not cause any job loss for researchers in state universities. Both John and William stated directly that they associated the pressure to publish with promotion; however, unlike the other three medical specialists, William commented that he was not happy that "writing in international refereed journals is a necessity, rule and imposition for promotion" because he liked writing in itself. The theme of pressure also emerges in other literature (e.g., Salager-Meyer, 2014). However, the reason for pressure varied in previous studies: In Li's (2014a) findings on doctors in clinics, the pressure was mainly regarding time (i.e., the difficulty of squeezing research into a busy schedule dominated by clinical work); whereas in Olsson and Sheridan's (2012) study, participants associated pressure with research funding. Curry and Lillis' (2004) findings on multilingual scholars in Slovakia, Hungary, and Spain revealed the role of formally constituted reward systems as well as in more indirect institutional pressures and practices (p. 675) to publish in English medium journals and this pressure was sustained through reward systems. Lillis and Curry (2006) also reported that mechanisms encouraging publication in English were "sustained and refracted through a complex set of interrelationships between local institutional and national geopolitical contexts on one hand and individual scholars' academic interests and material living conditions on the other" (p. 4).

5.2. Theme Two: The Need for Academic Literacy Brokering as a NNS

Consistent with Lillis and Curry's (2010) findings, in the present research literacy brokering included different kinds of direct intervention by different people other than the four medical specialists as actual authors of the manuscripts. In addition to language brokering activity, a range of interventions and activities was performed by the brokers that impacted medical specialists' manuscripts in their trajectories towards publication, including reviewers, editors, editing and translation services, supervisor, colleague, and a native speaker English teacher. All of the medical specialists published in response to literacy brokers' interventions.

The perceived need for academic literacy brokers, particularly language broker involvement, such as a native speaker, was common among the medical specialists, which is inconsistent with Swales' (2004) arguments and Kuteeva and McGrath (2014) and Römer's (2009) findings. Both John and William, who sounded as though they had suffered considerably because of (perceived and/or actual) incompetency in writing in English for publication purposes, had to use translation and editing companies to publish in English. The other two medical specialists, George and Helen, at first benefitted from both translation and editing services; but later they became dissatisfied with these translation services because of the translator's insufficient content knowledge, and sought to improve their abilities to write in English so that they had no need to seek translation help. But still the need for some brokering remained; and a rather different strategy was finding superior brokering services: Helen, for instance, benefitted from consulting a native speaker who was working as an English teacher in the city where she lived because she was dissatisfied with previous experiences with translation and editing companies.

Now I will discuss each medical specialist's specific stories in more detail regarding brokering activity. At first, George benefitted from a translation and editing service but because he was disappointed with the results, he asked for help from his colleagues in medicine to read not as reviewers but language checkers while publishing both in English and Turkish. He was of the view that he only needed language editing and polishing help while publishing. He described the professional characteristics of the person he needed: A person whose native language was English, who had comprehensive content knowledge of the subject he addressed in the manuscript, and who was familiar with the language of the most prestigious target journals in George's discipline. This finding is somewhat in line with Benfield (2007) who suggests that in medicine, editing teams should consist of expert language professionals plus peers in medicine who may be recently retired surgeons knowledgeable about the subject matter, who have themselves published original articles (p. 364).

George criticised reviewers' comments regarding the need for editing despite the fact that his papers had been edited by a native speaker. He associated this unhappy experience of re-editing with linguistic imperialism (see Canagarajah, 1999; Phillipson, 1996) and in terms of the resultant financial burden (Lillis & Curry, 2010) given that he had to pay extra money for additional editing:

> There is a giant market, and editing is a part of this market. […] I also pay additional money to have higher quality editing but despite this, journals are asking for further editing.

In her first publication attempts, Helen tried to translate her Turkish text into English but she was not happy with the outcome. Later, she asked an English teacher who studied linguistics to translate her Turkish manuscript into English but again she was disappointed because of the paucity of medical content knowledge of the English teacher. Later, she started to read articles in English a lot and wrote her manuscripts in English. She used an international professional company for her editing needs. Again, she was not satisfied and finally, she met an English teacher in the city where she lived whose native language was English and had manuscript editing experience. She was satisfied with the teacher's editing:

> S/he is making corrections to the writing. Sometimes, s/he is changing the structure of the sentences, examining the grammar.

When Helen shared her text history, she also shared her edited and unedited manuscripts. The manuscript was edited by the native English teacher with whom Helen was satisfied. Reviewers requested additional information and she needed to do some rewriting like reducing and separating an overly-long paragraph into short paragraphs and the editor asked for further stylistic revisions, through requesting word count reduction.

William used editing and translation services. Like George, he also experienced re-editing:

> I submitted an article after editing help, […] They wanted us to find a native speaker to edit the paper and sent it back. We had the paper edited a second time, and they accepted it. Isn't that very interesting?

Regarding the reviewers' comment "Maybe the language translation is the cause [for the term mortality]" in the text history William shared, because he did not agree, he did not change anything. The other comments included the following aspects: Source 3. Comment 2, adding another Table and column, modification to the statistics, consulting the website regarding research topic, small language problems, such as "no any statistical information" should be "no statistical… (emphasis added)". The reviewers also wrote that the language was problematic, and that there was the need for editing by a native speaker whose mother tongue was English.

John was always in need of translation services but he highlighted that he always checked to see if the proper expressions were used. Also, his colleague who studied in the USA helped him with the translation to publish a paper from his PhD thesis.

The highlighted dissatisfaction with English translation was consistent with Lillis and Curry's (2010, p. 94) research findings that showed a Hungarian scholar's concern regarding the disappointing quality of the translation she had requested. This writer consequently asked a research assistant who had lived in the UK, to craft their English paper.

The theme on the need for literacy brokering is in line with many empirical research findings (e.g., Belcher, 2007, Daly, 2016; Flowerdew, 1999; Gosden, 1995; Englander, 2009;

Knorr-Cetina, 1981; Li, 2013; Lillis & Curry, 2010; Luo & Hyland, 2016; Onder, 2012). As I reported in detail, the four medical specialists' manuscripts underwent several changes as a result of interaction with a range of literacy brokers. This aspect is compatible with Lillis and Curry's (2010) categorisation of literacy brokers as English-language specialists and proofreaders, and academic brokers (and also see Burrough-Boenisch's, 2003, categorisation of shapers). Also, six of Lillis and Curry's (2010, pp. 89-91) 11 types of text modification were present in my textual data: Additions, deletions, reorganization of sections, argument claims, sentence level changes/corrections and visuals and representation of text (formatting diagrams).

The data analysis pointing to the need for academic literacy brokering highlights the significance of such interventions in academic text production. Notably, reviewers' comments regarding re-editing in two medical specialists' anecdotes are potentially worthy of further investigation, not least because of the financial burden this imposed on the authors. Studies of such re-editing experiences could investigate the competency of the person who is responsible for the editing and different understandings of the meaning of editing for the reviewers and authors.

5.3. Theme Three: Wishing to Write and Publish in Turkish

As NNSs, and given the challenges encountered using English for publication purposes, all four medical specialists wished to write and publish in their mother tongue, Turkish, and in local journals. It is notable that the four medical specialists only used English and Turkish for their publications. When we examined each medical specialist's publication records, most of William's publications were in Turkish, namely, he had 109 publications, 7 of his publications were in English and 102 were in Turkish. George and Helen also had a lot of publications in Turkish, too. Out of 219 publications, George's 114 publications were in English and 95 were in Turkish. As for Helen, out of 131 publications, 62 were in English and 69 were in Turkish. However, maybe because of his limited publications, John had 28 publications and 10 of them were in Turkish. Medical specialists were writing for a number of communities as the tables of publication records provided in chapter 4 make clear from the various types of publication the writers were producing: Books, book chapters, edited books, national and international conference proceedings, international and national journals, reports and translations.

The finding concerning publishing in the native language should be compared with Duszak and Lewkowicz's (2008) study that showed most of the researchers (87%) published in their national language, Polish (see also research conducted by Curry & Lillis, 2004, for the use of the local national or state language in publications, Slovak, Hungarian or Spanish in addition to publishing in English). Riazi's (2012) research participants from social sciences and humanities in Iran supported publishing in their native language in local journals. Petrić (2014) in her study on perceptions of the editors of English-medium journals in Serbia reported that "increasingly the option to publish in the local language is disappearing due to decreasing numbers of periodicals in the local language and the growing pressures on scholars to publish in English" (p. 206). Although my participants wished to publish in their native language, they were discouraged from publishing in Turkish because of the criteria for securing promotion, since this was accomplished by publishing in English in SCI journals. Helen criticised this criterion for promotion and did not think that publishing in SCI journals is enough to assess a medical specialist's suitability for promotion. George's wish to publish in Turkish was based on his self-perceived incompetency to use phrases, terms and idioms in English, which hindered him from expressing himself efficiently. He found writing in English "painful". Both William and John discussed their view that writing in Turkish brought little benefits. William explained that Turkish publications were not seen as important and were valued less compared to English publications. John highlighted how the time and effort were wasted whenever he tried to write in English. During the interviews, John's "fear" of writing in English for research purposes was very obvious, and he stated how this situation made him scared and pessimistic; in contrast, he enjoyed writing his research in Turkish, but benefitted little from doing so. The desire to write in Turkish could be attributed to the poor state of foreign language education in Turkey and insufficient attention and emphasis on the need for quality English language writing courses. Also, all the English language examinations in Turkey currently take the form of multiple choice questions and do not include any listening or writing sections; and so, it is hardly surprising that my informants were starting from a low knowledge and practice base when it came to learning and becoming proficient in academic writing.

5.4. Theme Four: Turkish Academic and Research Culture

As well as expressing their dissatisfaction with the education system and academic life in Turkey in general, my informants criticised various aspects of Turkish research culture. This finding is consistent with Uysal's (2014) findings as detailed in the literature review. For example, Helen compared Turkish researchers with researchers in developed countries and focused on a lack of reading culture in Turkey, and particularly among young researchers in medicine. She explained that PhD students in medicine tended to conduct research without reading the relevant literature. Another issue highlighted was financial, concerning the capitation payment, an additional supplement to the monthly salary, which operates in medical schools in Turkey. Helen noted that the amount of capitation payment was different in clinical and basic science. Thus, because medical specialists in basic sciences do not have patients in contrast to clinicians, they tend to be given a lower capitation payment. Like Helen, George criticised the lack of reading culture and associated this with "a lack of proper scrutiny and accountability of research […] nothing was read, and there was no quality control". He also highlighted how researchers tended to pay attention to the 'number' rather than the 'quality' of publications. William's concerns focused on a lack of knowledge of how to correspond with editors and reviewers. Also, he criticised how some co-authors, mostly in surgical medicine, did not put much effort at all into research but nonetheless had many publications to their name as one of many co-authors. For his part, John criticised a lack of work ethic in Turkish academia, claiming that the research culture in Turkey was 100 years behind the research culture in developed countries; thus, conducting good research was very difficult, such as difficulties because of lack of equipment and resources. And also, in William's case, lack of access to reliable data.

5.5. Theme Five: Self-perceived Prejudice against Publications from Peripheral Researchers

All of the medical specialists in the study claimed that they believed there was a self-perceived prejudice against peripheral scholars, including Turkish researchers, in the manuscript peer-review process in international journals in medicine. This finding is in line with Godlee and Dickersin's (2003) discussion of medicine which stated that bias could be related to authors' geographical location. Likewise, Peters and Ceci (1982) and Gosden (1992) reported the possibility of presence of bias against certain regions and organisations as discussed in chapter 2. However, their self-perceived bias never prevented the medical specialists in my study from conducting research.

George complained the most during the interviews how much he suffered from prejudice while he was trying to publish, and he wanted to make his voice heard in this regard through my research. He discussed his observations and experiences from various perspectives in-depth. To him, prejudice in academia was not only from the west but also from Turkey, which is a unique finding and has not been reported in earlier work in the relevant literature. George firstly discussed self-perceived prejudice in an international setting. By comparing 'western' and 'non-western' points of view, he expected editors and reviewers to look at the problems in Turkey with an occidental eye. This then coloured the kinds of research and the kinds of views they believed Turkish scholars should privilege. George talked about the topics western reviewers or editors see as 'legitimate' for Turkish scholars to write about. George associated prejudice with other aspects of academic life, as follows.

Second, power relations: George claimed that when researchers become a referee for an international journal, it is highly likely that they have 'ego' and 'a false sense of superiority' due to the power they gained. Third, roots in race and religion: George stated that even the author's (Islamic, 'foreign') name and Islamic location may have an effect on the manuscript review process. Western gatekeepers may associate these names/locations with a country's fraud, scams, and corruption. He also added that if you have a co-author from a developed country, the chance of getting a manuscript accepted increases. Fourth, George claimed that writing about bad events in Turkey, such as how 'shit' *Turkey* is or cruelty and virginity tests in Turkey, is likely to increase the acceptance of the publication. Fifth, George claimed that prestigious journals rejected many of his manuscripts with a lack of justification for rejection or without any reason with regard to his use of the literature, methodology or findings. Sixth, George stated that "peer review can be corrupted by prejudice and personal connections" in *Turkey* and provided some evidence of this through sharing peer review comments of a (presumed) Turkish reviewer in an international journal where George submitted his manuscript. He explained that the text history he shared is a good example of how reviewers from one's own country can be unfairly biased during the peer-review process. His claim about the (presumed) Turkish reviewer was partly based on the fact that the (presumed) Turkish reviewer was a member of the journal's editorial board. When I asked by email how this could happen after I listened to the interview, George provided me with the text history and in light of text history he argued this was indeed a local reviewer and that this view was evidenced by the (presumed) Turkish reviewer's detailed knowledge of the Turkish context, the reviewer's recommended references, his/her recommendation to submit to a local journal, and use of the English language because to George, the reviewer made the kinds of errors in his English language review characteristic of someone whose L1 is Turkish. George also mentioned that there were very few medical specialists in his field and the (presumed)

Turkish reviewer was a member of the jury in his associate professorship examination board in Turkey and the comments on the examination were similar to the comments he received in the manuscript review. George finished his claim with the following sentences: “Why am I thinking that he is the same person? I know this person from the congresses, and he always talks with certain and empty expressions”.

Helen did not want to think that reviewers had a prejudice towards people in developing countries. However, she claimed that when the reviewers see the word *Turkey*, there could be a prejudice among reviewers and added that her research had been rejected and the reviewer questioned the statistics she used which had been used in a published study from another country. Similar to George’s experience, Helen reported that she experienced prejudice from a SCI journal in *Turkey*. Like George, William sounded certain that he had been exposed to prejudice and explained how, in the article reading hour in the department, the published studies they read were full of mistakes. When their sound research was rejected, he felt that the reviewers might have thought “[William and his colleague(s)] made up the data [they] collected” and suggested that the country’s name should be omitted from the manuscript. William’s concern has been previously reported in medicine by Yousefi-Nooraie, Shakiba and Mortaz-Hejri (2006). For John, prejudice was a feeling, and he did not have concrete experiences to substantiate this feeling. In contrast to my other three cases, John was more positive and according to him, although he believed the possibility of prejudice against peripheral researchers is a real phenomenon, good research can prevent and overcome prejudice, and “prejudice was not common”. Riazi’s (2012) research findings on Iranian scholars’ publishing experiences are also comparable, as is case study research by Flowerdew (2000) that described a researcher from Hong Kong who claimed that reviewers/editors could be prejudiced against him as an L2 scholar.

5.6. Theme Six: Co-authoring

All of the medical specialists co-authored with their colleagues from their own speciality in medicine. This finding is in line with Hua’s (2005) study which suggests that scientific research increasingly requires collaboration within a team. The collaboration in my study appeared to be mostly a senior-junior collaboration and collaboration within a community of practice (Lave & Wenger, 1991). Given their stories, the medical specialists tended to collaborate well because they did not point out a particular problem. Any disagreements with co-authors that were reported were fairly minor.

5.7. Theme Seven: Feelings about Reviewers' Comments

All four medical specialists shared their accepted publications and reviewers' comments. The experience George described was in contrast with John's publication history. The former encountered many reviewer comments that he found unacceptable and the experience reminded me of Oliver in Flowerdew's (2000) single case study who struggled a lot to publish, while the latter was very happy because the editor's helpful guidance encouraged him a lot, and although John had to persevere, and had his manuscript rejected three times, ultimately, he achieved publication—and, at least as importantly, felt the whole process had benefitted him as a researcher. Because Helen was the most experienced researcher, perhaps unsurprisingly she reported relatively smooth publication processes. As for William, he asked for empathy from reviewers for peripheral researchers. He complained that the reviewers tended to display a lack of awareness about the conditions of peripheral countries.

CHAPTER 6: CONCLUSION

6.0. Introduction

This chapter first syntheses the research findings briefly (6.1); second, reports limitations of the study (6.2); third, provides pedagogical implications (6.3); fourth, suggestions for future research (6.4) and concludes with my reflections as a peripheral researcher (6.5) and concluding words (6.6).

6.1. Synthesis of the Research Findings

The present research aimed to find out the experiences and practices of four medical specialists in medicine from Turkey as a non-Anglophone ‘centre’ context. Research data was collected using face-to-face and e-mail interviews and also a text-oriented ethnographic approach over two years to track medical specialists’ manuscript production, practices, experiences and perceptions to unpack the complexity of the research topic. The contribution of the present study is that publication practices of Turkish researchers have to date been little investigated; and to the best of my knowledge this is the first study of its type that has been undertaken in an academic medical context.

As a PhD candidate, my motivation to conduct the present research was the problems I observed while Turkish medical specialists were writing for international publication in English. My research provides insights regarding both discursive (language related) and non-discursive (non-language related) challenges, intra-peripheral tensions and ideological perceptions, as seen through revisiting the framing of the key terms *centre* and *periphery*.

6.1.1. Discursive (Language Related) Challenges

By the time a research article is published in English in an international journal, the manuscript tends to have undergone various changes and language correction by pre-publication readers that I have referred to as brokers, including editors, colleagues, friends, reviewers and language professionals (Burrough-Boenisch, 2003; Gosden, 1995; Lillis & Curry, 2010). As detailed in chapter 5, my data highlighted the medical specialists’ experiences of a range of literacy brokers, including translation and editing services, native speakers, colleagues, reviewers and editors, while attempting to publish their manuscripts. In line with Lillis and Curry’s (2010) findings, language brokering activity was predominantly on the sentence-level, consisting of language corrections and modifications at the reviewers’ suggestions (e.g., in line with a reviewer’s comment, William changed “fatality rate” to "fatality/all injuries recorded – rate" at the request of a reviewer (Referee 2, 2); see also the extract from Helen's text, which showed edited and unedited sentences, provided in Appendix 14).

The findings suggest that to publish in English, three of the four medical specialists required editing help from a NS. The fourth, John, preferred to use translation services. It was interesting to learn that both George and William had been told by reviewers there was the need for re-editing despite the fact that their manuscripts had already been edited by a NS. This problem may arise from the incompetency of the person who was responsible for the editing, in terms of English academic writing conventions generally or disciplinary discourses in particular. Alternatively, the reviewers/editors may have felt the need for the kind of substantial rewriting that George and William's editors felt was beyond their remit. Other studies (e.g. Harwood et al., 2010) highlight the prominence of ethical issues when proofreaders or editors are deciding how substantial their interventions in the text should be. Whatever the explanation, the editing of L2 writing is an area which needs further research.

6.1.2. Non-discursive (Non-language Related) Challenges

The non-discursive challenges George reported included lack of staff, which was one of the biggest challenges he encountered that made his data collection very difficult, his low salary as an academic, lack of reading material available in the university library, and a local institutional culture which not always conducive to producing research. As George reported, he could not find the book a reviewer recommended in his library and although he ordered a book from Amazon, the book had not arrived before the resubmission deadline. Helen focused on the poor quality of English language education in Turkey and the lack of reading culture among young Turkish researchers. William highlighted the difficulty to collect accurate research data on public health and Turkish society because of the actions of national policy makers. John, who was the only specialist in his field at his institution, suffered from a lack of laboratory resources and staff. Notably, learning to write academic writing papers in English through trial and error without proper English language education was a common non-discursive challenge all medical specialists reported when they started to publish.

In addition to discursive and non-discursive problems in line with the literature, my data revealed two novel aspects that could be considered as a disadvantage when attempting to publish, intra-peripheral tensions and ideological perceptions, as discussed below.

6.1.3. Intra-peripheral Tensions

A key contribution of my study to our knowledge of L2 publishing relates to the intra-peripheral tensions reported by two medical specialists in my research. I associated the intra-peripheral tensions reported by George (who describes (presumed) Turkish reviewers' unfair bias against fellow Turkish authors) and Helen (who similarly describes Turkish editors' unfair treatment of fellow Turkish authors) with Galtung's (1980) notion of *intra-periphery warfare* (p. 181). In light of my findings, drawing on Galtung, I defined what I found in George and Helen's data as *intra-peripheral* problems, and define this phenomenon as 'tensions that are present within the Turkish research community itself in the form of '*Turkish researchers against Turkish researchers*'. This data again reminds us that the notions of centre and periphery should not be seen as an unproblematic dichotomy, or each centre/peripheral context as homogeneous: in this case, there is the suggestion of difference, disagreement, and bias *within* a peripheral context. The straightforward centre/periphery distinction is also muddied by my findings regarding ideological perceptions, explored in the next section.

6.1.4. Ideological Perceptions

George associated prejudice with race and religion. He claimed that being Turkish has had an effect on his success in securing publication of his work. George's claim regarding the racism that he experienced from a professor from Israel who openly snubbed George's greeting could be considered as a self-perceived disadvantage only. Also, George claimed that if a researcher has a Jewish name, his/her chances of publication success increase. And William shared another experience relating to his collaboration with a distinguished co-author from the WHO, claiming they were always going to secure publication because of this scholar's reputation in the centre. I should note that the ideological perceptions were only reported by George through interview data as anecdotes, and thus we cannot determine whether and to what extent they are valid. However, I suggest the need for further research on ideological perceptions given that in the relevant literature, bias and racism have been considerably discussed in medicine (see chapter 1, subsection 1.1.). As the ongoing discussion in applied linguistics suggests, any neat centre/periphery geographical distinctions may be wide of the mark.

To the best of my knowledge, the two themes *intra-peripheral tensions* and *ideological perceptions* in medicine have not been discussed in applied linguistics in the context of research for publication so far. I should note that this is the first study that revealed two medical specialists' perceptions on these themes. Thus, these findings could be considered as new insights about the periphery and the challenges peripheral researchers may encounter in academia.

After the discussion of my research findings, now, I will focus on the concluding sentences on my research below.

6.2. Pedagogical Implications

The pedagogical implications of my findings have two dimensions: First, academic writing programmes should be developed to address the needs of L2 writers and to equip them with the knowledge on research article genres and scientific discourse in their discipline. Second, given the self-perceived bias against peripheral researchers in the peer-review process, through the chain of evidence provided in the context of the present study, reviewers should be trained to enhance the quality of review and the peer-review process must be made more accountable. I suggest using a very objective peer-review system in which none of the stakeholders, including the editor(s) and reviewers, should see the author(s) and the country from which submissions originate and participants should be expressed with fixed usage in all of the manuscript submissions across disciplines, such as [the country] or [study participants] to solve the questions in researchers' mind and increase the objectivity of the peer-review. However, for qualitative studies, contextual details can be very important, and it can therefore be vital to include such local information which will reveal details about the researchers' location or context.

6.3. Limitations of the Study

While I chose the case study design because of its methodological strengths and ability to elicit depth and detail, these longitudinal multiple case studies also has several limitations given that the anecdotal quality of the data necessarily involves limited applicability. First, the data from each case may have some limitations in their transferability to other contexts, countries, and specialities/disciplines. Thus, comparing the findings with the research conducted in other countries would be useful. Second, some experiences medical specialists have shared, such as reviewers' comments for the need for re-editing in George and William's data, were not accompanied by textual data that might have showed the text trajectories and unfortunately in my research, re-editing is limited to references to editing in the interview data and an email George shared. Including extensive passages showing final texts would have compromised participants' identities, as it would then have been easy for readers to do a Google search of excerpts from the texts and thereby discover the authors' identities. And of course protecting participants' identities was primary. Third, despite the very common problems and themes reported among the four cases, the cases reported here are unlikely to be completely representative of all of the medical specialists or academic staff in Turkey given that the findings are limited to four medical specialists from basic sciences in medicine and the medical specialists in clinics were not included in the study because of their very hectic hospital work and teaching responsibilities. Fourth, while analysing the data to report findings, I relied on the accounts and perceptions of the study participants and I have not witnessed their publication experiences first hand—although my mixed method approach featuring interviews and a text-oriented ethnographic approach included traces of the histories of manuscript production and collected to enrich my data (see Lillis & Curry, 2010). A future research project which may provide valuable insights would be an intra-disciplinary comparison among medical specialists in basic sciences and clinics. Thus, I cannot be sure whether the data provided a full picture of what happens in actuality. However, it is notable that my data from four medical specialists included several mutual problems and descriptions of the peripheral research and work context in Turkey despite some slight differences that may arise from their amount of publication experience and speciality.

6.4. Suggestions for Future Research

Carrying out a longer study with a higher number of participants may advance and enrich our understanding of the process of writing for publication and empower the generalizability of findings in medicine in different peripheral contexts. Further research on medical specialists in clinical settings might provide valuable insights, particularly to find out commonalities and differences between basic and clinical sciences concerning English for publication purposes. A survey could be prepared to find out the prevalent attitudes towards the research culture in Turkey using the identified themes. Future research may also compare the accounts of academic staff in different disciplines in Turkey or other countries to identify points in common or of departure.

6.5. Researcher's Reflection

This study is located in an underdeveloped country, Turkey, where I was born, brought up, educated also where I have worked as a lecturer in a state university until my post-graduate study in the UK. During my PhD thesis writing period, I myself experienced intensively some of the difficulties of being a peripheral researcher because of the problems I have encountered and also observed in academia in a peripheral context, such as lack of research culture that makes research difficult.

6.6. Concluding Words

The significance of interdisciplinary and academic-professional collaboration has been highlighted as a social practice that is always situated in a specific context of production and involves "paying considerable attention to context" and "a critical orientation to dominant discourse about literacy" (see Lillis & Gray, in press) for "equal access and participation in producing academic knowledge" (Curry & Lillis, 2004, p. 667). I hope the thesis may contribute to debates and writing projects with insights into how the dominance of English as the medium of academic publishing has an effect on academic text production, and provides food for thought for those wishing to lessen the difficulties for peripheral researchers.

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APPENDICES

Appendix 1- First Semi-structured Interview Questions

L2 WRITERS IN MEDICINE IN PURSUIT OF SCHOLARLY PUBLICATIONS: CASE STUDIES FROM THE DISCIPLINE OF MEDICINE

INTERVIEW QUESTIONS FOR MEDICAL SPECIALISTS

Demographic Information:

1. Place of birth:

2. Gender:

3. Highest degree obtained:

4. Length of time living abroad:

5. Area of specialisation:

6. Workplace:

Your job title:

Your duties:

7. Years of work experience:

8. Have you written any academic publications in medicine in the last three years? What type of publications?

PROMPT CARD A

- *Book for the academic community, journal articles, chapter in an edited book, book review, conference proposal or other?*

Which one is the most important for you in terms of your career?

9. Number of publications:

10. Have you attended any formal training or seminars on academic writing in English?

How did you learn how to write and publish in medicine?

PROMPT CARD B

Now I’m going to show you some statements about writing for publication in English, and I’d like your views on each of these:

- *I learned to write for publication….:*

  …with some attempts on my own.

  …from other people (who).

  …by collaborating with my colleagues.

  …through examining the way publications in medicine are written.

  …Other(s).

  I feel I need training on writing for publication.

  I started writing with my master dissertation.

  I have not had any training on writing for publication during my education and work life.

11. Do you enjoy writing in English for publication? Please pick a point on the scale below to tell me how you feel.

Like a lot/like/neither like nor dislike/dislike/dislike very much

What is your reaction to the following statements about writing in English for publication?

PROMPT CARD C

- *If I had the option, I would sit in my office all day and write.*
- *Publication in English in international refereed journals means productivity, grants and promotion at work, so I enjoy writing.*
- *I do not enjoy writing because I feel that there is a prejudice against publications from peripheral researchers, researchers who are not working in the West. And I have experienced this.*
- *I enjoy writing because I am proficient in writing in English and familiar with the style and organisation of academic texts.*
- *Writing is a chore to me. I know some people love it, but in my case I'm always glad when it's over! I'm passionate about my discipline and my topic—not about writing.*
- *I think publishing in English is very hard because of language problems.*
- *Writing is about a means of saying who you are, and locating yourself in the world, and representing yourself in the world…So my way of representing myself in the world has been through writing. So that it has been an essential part of me.*
- *I think the research I conduct can contribute to disciplinary knowledge, so I enjoy writing.*
- *Writing is not about who I am; it's simply a matter of getting the job done.*

12. What is your reaction to the following statements about the language(s) in which you prefer to publish?

PROMPT CARD D

- *I prefer to write in Turkish because I feel more comfortable with my national language while writing an academic publication. However, I am not used to the academic language used in Turkish.*
- *I think English is the dominant language in international scientific communication in many areas, including education, academia and business. Therefore I prefer to publish in English.*
- *I prefer to write in English because I think it is the scientific language of academia.*

13. Given your current duties, where do you sit on the scale?

PROMPT CARD E

- *You think you have*

    enough time to conduct research?

    not enough time to conduct research?

    a lot of time to conduct research?

Why?

14. How long do you spend writing a research article in medicine i.e., the whole process, such as choosing the topic, the study design, collecting the data, analysing?

15. Now I want to ask you about whether or not there's pressure on you to publish. Here are the views of three researchers in Turkish universities about the pressure on them to publish:

PROMPT CARD F

- *Although there is more pressure to publish in English now than there used to be, it's not too bad. The pressure isn't too great.*
- *There's much more pressure to publish in English than in Turkish. In fact I'm discouraged from publishing in Turkish.*
- *Publishing in journals with high impact factors, indexed in the SCI, is necessary to get promoted.*

16. Do you think you need additional support to publish a research article/ to prepare an English-medium paper for publication? If so, what kind of help would you need? Have you ever asked for help to improve the English in your manuscript? Who/Where did you ask? Why did you ask this particular person or organisation?

PROMPT CARD G

- *Language supporter/mediator: editing service, colleague, friend, linguist, translators, international cooperation, and native speaker.*
- *Academic supporter/mediator: an academic from your disciplinary area, an academic who is not from the same disciplinary area with you, an academic who is from the same specialist field as you.*
- *Or other?*

Do you enlist the help of anyone when preparing a paper for publication? If so, who, and in what capacity?

PROMPT CARD H

- *Polishing the text, revising, editing, translation, feedback on the research.*
- *Or other?*

17. How would you describe your written English in terms of your proficiency in writing?

PROMPT CARD I

- *More than adequate to publish in English*
- *Adequate to publish in English*
- *Less than adequate to publish in English*

Why? Could you give real-life examples to explain why you feel this way?

18. Could you describe the typical process you go through in preparing a journal article for publication?

PROMPT CARD J

- *Team work, brainstorming, research design, sharing the responsibilities, editing*
- *Or other?*

19. What do you do after the editor has contacted you with their decision for your article you submitted for publication?

Concluding question: Would you like to add any more comments about what we've discussed so far?

Research question 1- What kinds of problems do Turkish medical specialists face while writing research articles in English in academia in a non-Anglophone 'peripheral' context?

1. To what extent do you feel at a disadvantage compared to native speakers when you submit a paper for publication (why/why not)?

PROMPT CARD K

- *General language proficiency, being a non-native speaker, working in a peripheral country.*
- *Or other?*

2. Could you tell me your strong points and weak points as a non-native English researcher while publishing?

What do you think are the main problems, if any, of Turkish scholars in publishing in English? What do you think are your individual problems in writing in English for publication?

PROMPT CARD L

- *Writing academic texts i.e., difficulty in making claims or discussing findings, less rich vocabulary, L1's intervention in the writing process, poor language learning background/low level of proficiency in English, specialised discourse conventions, shape meaning in the sentences while writing, evaluating the literature in the field, lack of collaboration, funding, facilities, cultural background, team-working, teaching load, lack of (update) material resources, access to the most recent research in the field, difficulties with corresponding with editors and reviewers, interpreting comments and suggestions made by referees and editors, technical problems and obstacles.*
- *Or other?*

3. Do you face with difficulties while writing a research article? If so, what difficulties do you encounter when trying to write in English? What are the particular problems in medicine in writing in English for publication?

PROMPT CARD M

- *Language, medical discourse, lack of resources, difficulties on interpreting/responding reviewers' comments, statistics, technical problems.*
- *Or other?*

4. Which part(s) of the research articles tend to be the most challenging/the least problematic for you?

Concluding question: Would you like to add more comments about what we've discussed so far?

Research question 2- Which strategies do Turkish medical specialists use in an attempt to overcome the problems encountered while writing research articles in English in academia?

1. Which strategies have you used/do you use to improve your academic writing?

PROMPT CARD N

- *Revision, cooperation with colleagues, extensive reading on texts in medicine to benefit your writing style, taking notes on sentence structures, vocabulary and expressions.*
- *Or other?*

Concluding question: Would you like to add more comments about anything we've discussed?

*The interviews will be conducted in the native language of the participants, in Turkish, and the data will be collected through recording, note taking and email. While asking the interview questions, the article histories will be used to elicit answers.

**Concerning the reviewers' comments, an unstructured interview will be conducted based on the reviewers' written comments provided by the participants.

Appendix 2- Consent Form

Participant consent form

UNIVERSITY OF ESSEX[30]

FORM OF CONSENT TO TAKE PART IN A RESEARCH PROJECT

CONFIDENTIAL

Title of investigation:

[L2] writers in medicine in pursuit of scholarly publications: Case studies from the discipline of medicine
What is my project about?
I am a PhD student in English for Specific Purposes supervised by Dr. Nigel Harwood in Language and Linguistics at the University of Essex, United Kingdom.
I want to understand what happens when Turkish researchers in the field of medicine try to get their research published in English. I am looking at researchers who have tried to get their research published unsuccessfully, successfully, and also those who have sometimes been successful, and sometimes unsuccessful.
To do this, I would like to talk to you about your efforts to publish by having a conversation about some of your writing.
If you have some articles which were successfully published, and others which you did not manage to publish, I would like to talk to you about the successful and also the unsuccessful manuscripts. To do this, I would like to interview you, and also collect as much writing associated with these two manuscripts as I can.

Brief outline of project, including an outline of the procedures to be used:

The texts I am asking for:
(i) your article drafts, final versions of the articles, reviewers/editors' comments on your original and final manuscripts, resubmissions, copies of your correspondence with the editor, editors' comments and decision letters
and
Interviews:
(ii) I would like to interview you so you can help me understand what happened with each article, the problems you faced, and the strategies you used in an attempt to overcome the problems encountered while writing an English research article for publication. The interview will be carried out in your choice of format (e.g., face-to-face, via phone) and will be audio recorded. If you are kind enough to agree to take part in my research, I will ask to interview you twice. I anticipate each interview will take between 50-90 minutes of your time.

When the results of the study are written up, your real name will not be used, and your identity will be protected. Parts of your writing will be quoted in my thesis and in articles which I will publish after I finish my thesis. However, the texts will be changed so that it will not be possible for readers to identify you from these extracts. The data for this study will be stored on a password protected computer, and only shared with my supervisor. All files containing any personal data will be made anonymous.

Participation in this project is voluntary and you are free to withdraw at any time without giving your reasons for doing so.

Please tick the appropriate boxes.

Taking Part	**Yes**	**No**
I have read and understand the information on the PhD research above.	☐	☐
I have been given the opportunity to ask questions about the project.	☐	☐
I agree to take part in the project. Taking part in the project will include	☐	☐

[30] I was a PhD student at the University of Essex. When my supervisor Dr Nigel Harwood transferred to the University of Sheffield, I followed him. The ethical approval form was received from University of Essex and shared with the University of Sheffield.

being interviewed and audio-recorded.

I understand that my taking part is voluntary; I can withdraw from the study at any time and I do not have to give any reasons for why I no longer want to take part.	☐	☐
Use of the information I provide for this project only		
I understand my personal details such as name, email address and phone number will not be revealed to people outside the project.	☐	☐
I understand that my words may be quoted in publications, reports, web pages, and other research outputs.	☐	☐
Use of the information I provide beyond this project		
I agree for the data I provide to be archived at the UK Data Archive.	☐	☐
I understand that other genuine researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.	☐	☐
I understand that other genuine researchers may use my words in publications, reports, web pages, and other research outputs, only if they agree to preserve the confidentiality of the information as requested in this form.	☐	☐

I, ... *(**participant's** full name) agree to take part in the above named investigation, the details of which have been fully explained to me and described in writing.

Signed Date:
(Name of the Participant)

I, NESLIHAN ONDER OZDEMIR *(**Investigator's** full name) certify that the details of this investigation have been fully explained and described in writing to the subject named above and have been understood by the participant.

Signed
Date: 12/11/2014
Neslihan Onder Ozdemir
(Name of the Investigator)

Contact details of the investigator:
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Appendix 3- A Sample of the first Semi-structured Interview Transcription

Medical Specialist 2: Helen

Demographic Information:

1. Place of birth: Turkey
2. Gender: Female
3. Highest degree obtained: Business and medicine
4. Length of time living abroad: I lived in [an EU country] when I was a child. I started the primary school in [an EU country] and in the last year we came back to Turkey. I stayed in 1960s.
5. Area of specialisation: Public Health
6. Workplace: […] University, medical school, Head of the Department of […]
Your job title: Prof. Dr.
Neslihan: Your duties?

Helen: Because I am head of the department, I have management responsibilities. Despite my age, I have the highest number of courses. I am […] years old.

Neslihan: How long do you teach?

Helen: This term, I have for four hours of teaching. And apart from this, we have two hours of compulsory course that is taught by me in a week and by my colleagues in another week.

Neslihan: Years of work experience?

Helen: I graduated from the medical school in […] and working since then. Actually, since […].

Neslihan: Have you written any academic publications in medicine in the last three years? What type of publications?

Helen: Research articles in the citation indexed journals and other articles in other indexed journals.

PROMPT CARD A

- *Book for the academic community, journal articles, chapter in an edited book, book review, conference proposal or other?*

Neslihan: Which one is the most important for you in terms of your career?

Helen: The most important one is research article.

Neslihan: Number of your publications?

Helen: I have a report of my publications. If you want, I can find them. Approximately? I will look from […] [which is an online system at […] University where academics wrote the publications for university records]. I will count. My publications must be more than 60. Around 26 of the articles are in SCI.

Neslihan: Have you attended any formal training or seminars on academic writing in English?

Helen: I did not attend. My native language was both German and Turkish. I had English courses when we came to Turkey to learn. I studied in governmental schools not in a private college.

Neslihan: How did you learn how to write and publish in medicine?

Helen: …we had Medical English courses at the university. They also taught us better to read research articles and how to evaluate the research. I learnt new words, so I did not take a course or support to learn English. However, maybe knowledge of a language facilitates learning of a second language. You gain the experience through reading a number of articles. You need to read to write because there are studies and research article that you want to study.

Neslihan: Did you examine the research articles while publishing one?

Helen: Yes, of course. Without examining research articles, you cannot publish anything. For example, an idea springs to your mind. In […] Medicine, how have we been working? Our studies are not regarding clinics. Our studies are in societies. Most of the studies in […] Medicine are based on questionnaires. Because we do not have clinics and inpatients, you have an idea in your mind and ask yourself whether there is a study worldwide. You do a literature review on the Internet. You read the literature before the preparation of the questionnaire. You look what they considered seriously, what the results of their study, which forms they designed, how they designed the forms. You cannot know these without examining the articles. In the next step, you prepare the questionnaire forms, pilot it, decide about the sample of the study and conduct the study. However, as far as I observed, researchers do not follow these steps in Turkey. I always say this. I say to my students. I mean to medical students who are doing their specialisation. I also explain this to our undergraduate medical students. They do everything they conduct research but they remember to review the literature last. It can't be like this. The first action should be reviewing the literature because when they don't review the literature, there are problems in the survey preparation. For example, they say that I wish we should have asked this question. Thus, firstly, the relevant literature must be reviewed which is the longest action in a research. I mean if there is considerable research you should read them.

Neslihan: Do you think that you need training for academic writing?

Helen: Now I don't think that I need training but I wish there could have been such training before I mean twenty years ago. I could have learned most of the issues on publications much better and in a more planned way. We learned everything thorough trying on our own. For example, now, the internet is available. When I got my specialisation and when I became an associate professor in 1980s, there wasn't Internet. These all existed later and our university has developed in terms of reaching the Internet. The databases existed for research and to review the literature. All of these developments facilitated publishing. In my first years in publishing, we were working with a post. We were using typewriter and sending our publication by post to abroad and it took a lot of time to come back to us from abroad and sending back the corrections was taking a lot of time. Then you were scanning very thick books called Medikus. These books are still available in the library. However, no one is using them now. You were booking a place from the library and the librarian brought the abstracts of the publications. However, now, it is not like that. Because now we have subscription to most of the journals, we now write a few keywords and the publications appear. I mean our university has subscription to a number of databases which is felicity. Because I know old days, for example, when you cannot find a resource here you have to go to […] University or write to […] University to send the resource all of which made publication challenging. Now everything is easier to make a publication.

PROMPT CARD B

Neslihan: Now I'm going to show you some statements about writing for publication in English, and I'd like your views on each of these:

- *I learned to write for publication….:*

  …with some attempts on my own.

  ...from other people (who).

  …by collaborating with my colleagues.

  …through examining the way publications in medicine are written.

…Other(s).

I feel I need training on writing for publication.

I started writing with my master dissertation.

I have not had any training on writing for publication during my education and work life.

Neslihan: Do you enjoy writing in English for publication? Please pick a point on the scale below to tell me how you feel.

Like a lot/like/neither like nor dislike/dislike/dislike very much

Helen: Because I like conducting research, and I wonder the findings, so I like writing. Maybe because of my age, now writing is difficult. Although I say difficult and I don't want to do, I am still doing. Because I have students and they want to publish, I must read to help them. Until I retire, I must go on publications because of this.

Neslihan: What is your reaction to the following statements about writing in English for publication?

PROMPT CARD C

- *If I had the option, I would sit in my office all day and write.*

Helen: Because I don't have a patient I am spending most of my time writing or reading research articles, we plan the research design. Some of our time is for lectureship and preparation for the lectures of course.

- *Publication in English in international refereed journals means productivity, grants and promotion at work, so I enjoy writing.*

Helen: I agree.

- *I do not enjoy writing because I feel that there is a prejudice against publications from peripheral researchers, researchers who are not working in the West. And I have experienced this.*

Helen: I, of course, feel that there is a prejudice; however, it doesn't mean that I don't enjoy academic writing. We must write and we must fight with this prejudice. However, such a prejudice is really present because they say that they mask authors' names and reviewers do not see authors' names. Indeed it is valid for most of the journals. There are prestigious journals which takes this issue seriously. I cannot say anything for them. However, in some journals, I see that the situation is invalid. There are journals that make me review a paper and write an email to me whether I could be a reviewer. I accept and the author's name of the article is obviously seen. So, masking the authors' names is not present. Second, the studies in our field are mostly for society. Thus, you have to write the country or the city where the study is conducted. You don't have any choice. When the reviewers see the word Turkey, I think there is a prejudice among reviewers. Where do I know it from? While I was conducting these studies and writing research articles, I examine relevant research articles conducted in other countries. I try to do a similar, same study which has already been conducted in terms of principle. Their studies do not have any objections and are published. For example, they use a statistical test. However, when we use the statistical test, the reviewers comment that why we use the test. They ask the underlying reason why we use the test and other reasons for further explanations. Thus, these are boring, compelling and unnecessary interventions. I feel this, so I feel the prejudice.

Neslihan: Do you encounter this perceived prejudice a lot?

Helen: I encountered this prejudice in almost all of my submissions. I tried to find an answer but now I understand. Now, I am writing through providing the reasons. For example, I answer why I use the test because they always ask. There are a number of criticisms on sample choice.

Neslihan: What type of criticisms on sample choice?

Helen: The criticisms are regarding how we choose the samples. However, I examine similar studies and they don't have any explanation for this.

- *I enjoy writing because I am proficient in writing in English and familiar with the style and organisation of academic texts.*

Helen: At first I was not familiar with the style and organisation of academic texts but now I gained the experience about this.

- *Writing is a chore to me. I know some people love it, but in my case I'm always glad when it's over! I'm passionate about my discipline and my topic*—*not about writing.*

Helen: I don't agree that writing is a chore because I enjoy writing, I also enjoy academic writing.

- *I think publishing in English is very hard because of language problems.*

Helen: Yes, I think this is significant. I had similar problems because I didn't graduate from a college or Anatolian high school. I learned English in a state school and tried to improve on my own. I didn't live in a country where English is always used but I visited countries for a few months where English is spoken. Thus, my English is not adequate. When you are not sufficient enough in a foreign language, you cannot express yourself as you wish. Maybe, it is not obvious in medicine because there are technical words, patients and treatment methods and the success and not being a successful treatment. Thus, if you are from clinics, English language is not a challenge. Because my field is not a division in clinics and because my field is mostly related with society and social events, people's perception about health, we need to write the paper with a social English language. I feel that I am inadequate about the use of English in this aspect. However, at the end, I decided that I could have had a very good English language education. I mean, speaking English very fluently, understanding the scholars, making similes and literary English. I could write easier and my writing becomes better. However, after this age it is impossible for me to succeed it. In addition, I want to say that, certainly, it shouldn't be thought that writing in Turkish and translating into English in writing research articles because it doesn't work. Most of the people support this, so we should think and write in English. It is what I do. At first I was writing in Turkish and then I was trying to translate the writing into English but it didn't work. Even once I asked a person who studied linguistics to translate the Turkish article into English. The person's translation was worse than mine because she didn't know the content knowledge. Thus, we should think and write in English. We can do it by reading research articles in English in our field of study, reading English books. This is the best solution. Otherwise, we cannot gain this skill. Now, I am thinking in English and writing in English. However, is it right? No. It may not be right. There can be grammatical mistakes, readability of the sentences and comprehensibility may not exist. Hence, there is a teacher in Bursa whose native language is English and does editing. I met this teacher fifteen years ago and sending my writing to him/her. S/he is making corrections on the writing. Sometimes, s/he is changing the structure of the sentences, examining the grammar. Then, she sends me the writing back with language corrections. Before meeting her, there was a professional company abroad. I was sending to the company. However, I was not very satisfied with the company's service. At first the service was very good but later the company had a number of customers and didn't do the service effectively. Thus, now, I have help from the native speaker because I make language mistakes while I am writing. I see my mistakes when the native speaker returns the edited writing. Thus, corrections should certainly be made.

- *Writing is about a means of saying who you are, and locating yourself in the world, and representing yourself in the world…So my way of representing myself in the world has been through writing. So that it has been an essential part of me.*

Helen: I not only like academic writing but also like writing in general. I certainly agree with this prompt. It is not associated with academic writing. I like writing itself.

- *I think the research I conduct can contribute to disciplinary knowledge, so I enjoy writing.*

Helen: The studies we conduct are not conducted in Turkey but there are studies abroad. However, mostly our research is not undertaken in Turkey. Thus, I think that our studies have a value and I believe that our studies will contribute to the disciplinary knowledge in […] medicine. Most of our studies have been cited. We can understand from these citations that it has contributed to the disciplinary knowledge.

- *Writing is not about who I am; it's simply a matter of getting the job done.*

Helen: I don't agree with this expression. If you are a faculty member in a university, you should conduct academic research and write it and then announce your research to others. It is one the main responsibilities of each faculty member who are working at a university in Turkey. However, the first responsibility is student education. Education always comes first. Then, the academic studies come. To make the education process to be successful, a faculty member must conduct academic studies because conducting research is a means that helps the faculty members to improve themselves and also faculty members learn a great deal while conducting research. Everyone cannot know everything. It is not possible. Some people say that "okay, I am a professor, it is enough, I don't need to study and do research". It is not a right view because everything changes, social sciences change, medicine changes. You should improve yourself. For example, you are preparing course notes; you are using the same course notes for ten years. There are faculty members like this. It is impossible, it can't be like that because everything is changing and you need to keep up with innovations, what is happening, what kind of research have been conducted. You should know all these. Thus, I think doing research and writing articles are necessity. Maybe you cannot perform as much as you do in your associate professor period or professorship. However, you can write one or two research articles in minimum level. The journals in citation index in Clarivate Analytics citation, you can make two publications at most in a year. It is very challenging because it takes a lot of time – such as the review process of the research article, its return, making the corrections. These take time.

Neslihan: What is your reaction to the following statements about the language(s) in which you prefer to publish?

PROMPT CARD D

- *I prefer to write in Turkish because I feel more comfortable with my national language while writing an academic publication. However, I am not used to the academic language used in Turkish.*

Helen: I wish there could be more journals in our field in Turkey which are in these indexes. We could make publications in Turkish. I am in favour of this opinion. Why don't I publish a research article as a Turkish researcher in a Turkish journal on a Turkish school in Turkish? I want this. I am discussing this for my field of study. Of course, medicine is universal. Research on patients and treatments are significant for both Turkey and abroad. However, I am conducting research on people's behaviour and education level, which mostly interests my own society. So, I prefer it to be published in Turkish. The society that I would like this publication to read is from Turkey. This is our problem, these are Turkish people. The study shed lights into our problems. Unfortunately in Turkey there are very few journals indexed that I can publish in my field. In clinics, there are more journals indexed. The attitude of these journals towards us is also very strange.

Neslihan: Could you give an example about this attitude you found strange?

Helen: Yes. For example, I will provide you an example. This happened in 2008. What kind of research did we do? We conducted research on more than […] university students; I don't remember the exact number. We found a measurement for […], which measures three of them. An Australian psychologist, […], in […]s, developed this measurement. In Turkey, there are other old measurements, such as […] measurement that is widely used. You know anxiety means "[…] means […], a very significant health problem in Turkey. I encountered […] measurement by coincidence on the Internet while I was doing the literature review. Later, I wrote an email to […] and asked for permission to translate the measurement into Turkish and use in Turkey. The professor wrote to me that he would be pleased and asked me to send the findings of our study. We translated the measurement into Turkish in cooperation with our colleagues. There were […] questions in the survey. […] of the question were on

[…],[…] of the question were on […], and […]of the question were on […]. We thought where we could conduct our study and decided to apply it on university students in all departments, including Medical School, […] and […], […] and […]. We chose the samples around […] students. It was a good study. We wrote the article in English and corrections were made. I sent the article to the journal […]. You sent the article online. Ten minutes later, they responded me that my publication was not accepted.

Neslihan: Interesting!

Helen: I was very upset at that time because how they decided only in ten minutes.

Neslihan: Did the editor rejected directly?

Helen: Yes. The article was refused directly. I got an email with the explanation that our publication was not proper for the journal. We sent the article to another journal abroad and the journal asked for some corrections and we did. They published the article and the article had been cited the most for us so far which was published in […]. Everyone who read the article in Turkey sent me an email asking whether they could use the measurement and asked our opinion about the assessment of the measurement. Thus, in light of this experience, some journals – I am talking about the journals published in Turkey – are in the hands of some people or groups and they were asking on the website whether we were a psychologist, I couldn’t understand why. After this experience I don’t send my research to a journal in Turkey. Why do I send?

- *I think English is the dominant language in international scientific communication in many areas, including education, academia and business. Therefore I prefer to publish in English.*

Helen: I don’t agree. I wish there could be more journals in SCI, and can send to these journals. However, unfortunately there are not a lot of journals in Turkey. I think for a research article, it is not necessary to be published in SCI. However, in Turkey are you successful or unsuccessful, do you have a right for promotion in academia, SCI is used in this kind of assessments in Turkey although there are other indexes in the world. For example, to be an associate professor, we need to have publications in SCI. I find this nonsense. That is why many people are putting an effort to publish in SCI journals. I think this shouldn’t be a sufficient assessment to evaluate one’s success in academia

Neslihan: Given your current duties, where do you sit on the scale?

Helen: Yes, I have enough time to conduct research.

Neslihan: Why?

Helen: Because I don’t have any patient, in other words, I don’t have a responsibility concerning providing healthcare. I only teach courses, let say education in general terms, and do research, thus, I have enough time to conduct research.

PROMPT CARD E

- *You think you have*
  enough time to conduct research?
  not enough time to conduct research?
  a lot of time to conduct research?

Neslihan: How long do you spend writing a research article in medicine i.e., the whole process, such as choosing the topic, the study design, collecting the data, analysing?

Helen: Firstly, we choose the subject, then literature reading, which you can finish in ten days. If there is a number of research on the topic, it may take more time. Then, the preparation of survey and ethical approval process which takes about a month. It is now one month and ten days or fifteen days so far. Then, the stage of data collection, which is the longest process in a research. Because when you collect data with one or two people, your work is difficult. However, if you have more people to give the work you can collect in shorter time which takes two or three months. If you add three months almost five months we need. You can do the analysis in a month. We now have SPSS program which is one of the benefits of our university is that the university bought licensed programs and now we all can use them. It is highly beneficial. You may do not know but I remember the days we were working with very difficult programs. Now, everything is easier to do everything. So, a study can be finished in six or seven months.

Neslihan: With how many people are you conducting research? For example, when I looked at the studies in clinics, the number of authors is a lot.

Helen: In the research articles that I write there are three or four authors at most generally. Maybe five authors can be at most.

Neslihan: Now I want to ask you about whether or not there’s pressure on you to publish. Here are the views of three researchers in Turkish universities about the pressure on them to publish:

Helen: There is no pressure on me concerning publication. I don't perceive such a thing because the reason can be due to my position and I will retire a few years later (because I am professor), so there is no choice of getting promotion, so I can publish or not, it is not a problem.

Neslihan: What are your observations concerning pressure in academia?

Helen: There are criteria for people to be a professor and after being an associate professor publication is a requirement. They must reach to a certain academic point. It can be a kind of pressure for them.

Neslihan: Do you think that the pressure is good or bad?

Helen: I think it is good because it motivates them and stimulate people to do something to reach an aim. It was also present in old days. There was thesis preparation. I remember while I was doing my speciality. One of my lecturers was about to be a professor, s/he had to write defend a thesis. Similarly, to be an associate professor they used to defend a thesis. This is also research in fact and more challenging than writing a research article.

PROMPT CARD F

- *Although there is more pressure to publish in English now than there used to be, it's not too bad. The pressure isn't too great.*
- *There's much more pressure to publish in English than in Turkish. In fact I'm discouraged from publishing in Turkish.*

Helen: The answer for this prompt is because of the explanations I already provided. Because there is a requirement to publish in the journals in SCI, for promotion people have to publish in English.

Neslihan: Do you think that people are discouraged to publish in Turkish? What do you think?

Helen: Yes of course. When does the publishing occur? Publishing occurs when there is an opportunity for promotion while being an assistant professor, associate professor and professor. There are very few people like me who are publishing because they like. Thus, they have to publish in English for indexed journals. Most of the indexed journals are in English. There are also journals in German and French but they fewer in number. Therefore, publishing in English is a natural outcome.

- *Publishing in journals with high impact factors, indexed in the SCI, is necessary to get promoted.*

Helen: Yes. SCI is a necessity if someone was to get promotion to be in a higher position, s/he has to publish.

Neslihan: Do you think you need additional support to publish a research article/ to prepare an English-medium paper for publication? If so, what kind of help would you need? Have you ever asked for help to improve the English in your manuscript? Who/Where did you ask? Why did you ask this particular person or organisation?

Of course I need, everyone needs. As I told you before in terms of grammar, in terms of language, in terms of meaning, I ask for help to control the paper for me with my own opportunities. Everyone must do this. I wish our university could provide us such an opportunity. It could have been great. Now, our university has the service but it is very limited and I don't know who are working there. As far as I have heard, there is someone who is native speaker working there.

Neslihan: Our University has an agreement with […] *and the articles are sent to* […]. *This service is for academics that have finished their PhD. They can benefit from this service only once a year*.

Helen: I think this service is not open to everyone. I didn't benefit from this service. Because I have a private opportunity. I think there must be staff here for this service and there must be a unit. The staff's native language must be English, German or French. The cost for the service can be determined according to word count and faculty members can pay for their own articles. I am not saying translating from Turkish into English. The person who will write a research article must know English.

Neslihan: You said that you have a service from a native speaker for language corrections. Did you ask any of your colleagues to edit your research article?

Helen: Because we write the research articles together, we already collaborate while writing and then we send for corrections.

PROMPT CARD G

- *Language supporter/mediator: editing service, colleague, friend, linguist, translators, international cooperation, and native speaker.*

- *Academic supporter/mediator: an academic from your disciplinary area, an academic who is not from the same disciplinary area with you, an academic who is from the same specialist field as you.*
- *Or other?*

Neslihan: Do you enlist the help of anyone when preparing a paper for publication? If so, who, and in what capacity?

PROMPT CARD H

- *Polishing the text, revising, editing, translation, feedback on the research.*
- *Or other?*

Neslihan: How would you describe your written English in terms of your proficiency in writing?

Helen: I don't know how to say. I can say my TOEFL score, I got 84. So, I can say that adequate to publish in English.

PROMPT CARD I

- *More than adequate to publish in English*
- *Adequate to publish in English*
- *Less than adequate to publish in English*

Neslihan: Could you describe the typical process you go through in preparing a journal article for publication?

Helen: Firstly, we think about a topic which hasn't been studied in Turkish context and review the literature, prepare the survey and pilot the survey. If the survey has been used in Turkish before, we use the survey but if the survey is in English, as I said before, we ask for a permission to translate and to use it from the author. Later, we decide how many participants we need. We get ethical approval. We apply the survey. We never conduct survey via phone or Internet because I think this type of research is early for Turkey. Conducting survey via phone sounds as if we are disturbing people. For example, marketing organizations are doing this. I get very angry. For Internet survey, I can't understand whether the survey is fully filled or taken seriously. Even you did the survey with a measurement, the survey must be completed. That is why, in all of our research, we went to the sample's place and gave the form and the questions were asked face-to-face. Now, you are doing a qualitative research, not quantitative, while our research is quantitative associated with numbers.

Neslihan: My research is a case study.

Helen: Yes, you are conducting your research in terms of qualitative research. We also have qualitative research among women doctors. We had interviewed them. However, most of our studies are quantitative. In our surveys, we mostly ask closed-ended questions because evaluating the open-ended questions and coding them are taking a lot of time and it is very challenging. However, when we have to ask, we ask open ended questions. Later, while entering the data to SPSS, we code. I developed a new coding strategy.

Neslihan: There is InVivo.

Helen: We don't know how to use InVivo and we don't have this program. After we enter all the data and do calculations, we write.

PROMPT CARD J

- *Team work, brainstorming, research design, sharing the responsibilities, editing*
- *Or other?*

Neslihan: What do you do after the editor has contacted you with their decision for your article you submitted for publication?

Helen: If the reviewers ask for corrections, mostly, I make the corrections because I write the article mostly.

Neslihan: To what extent do you feel at a disadvantage compared to native speakers when you submit a paper for publication (why/why not)?

Helen: Certainly, I am not at an advantage. Native speakers are more advantageous. Knowledge of language is one of the core and inevitable requirement for writing. However, knowledge of language, here, means knowing the details of the language. Living in the country at least one year where the language is spoken. We must live in the country and speak the language in a real environment actively. For example, how will you learn the idioms? You cannot learn. Look at my English dictionary. It is wretched. You look at the meaning in the dictionary but it doesn't mean anything. The word you looked it up has a completely different meaning in the language. You cannot learn language without living there. It is important to learn how the language is living in the society. Because in the research articles the language must be fluent and must be written. In a way that someone who is not an expert or who is not familiar with the topic should understand, for this you need to live the language.

Neslihan: Is living in a peripheral country is an advantage or a disadvantage? What do you think?

Helen: I think we are not at a disadvantage. Most of the publications in the world are written by the authors who are living in developing countries. I can talk about my field that the developed countries are full in writing and publishing about their societies. Because in developing countries, this type of research is rare, the number of publication on this issue is highly few. Thus, they are interested in research from developing countries, particularly, research on society and health. For example, health habits, healthy life styles, research on various illnesses that are not available in developed countries. I don't mention clinical studies here. That is why they are interested in this and if more research is conducted, I think they can publish.

PROMPT CARD K

- *General language proficiency, being a non-native speaker, working in a peripheral country.*
- *Or other?*

Neslihan: Could you tell me your strong points and weak points as a non-native English researcher while publishing?

Helen: I know where to start; I know which way to follow. Even if the language is not fluent, and even if I do some writing mistakes, I am able to write. I think these are my strong, positive characteristics. However, I would like to write better. I would like to write in forums concerning literature. I would like to use English fluently like how I use Turkish. However, it was not in my destiny. But my two children had this destiny because one of them studied high school in the USA and with scholarship. He was in […] and then studied at […] University with scholarship and now doing PhD there. He is in […] since 2005. He was very interested in English while he was in Turkey. He graduated from a private a primary and secondary school. Now, he can speak English like American students. My elder son is graduated from a French College and learned French, later, had master in […] and had PhD in […]. He also knows both French and English very well because he learned French from French lecturers. Both of my sons are very lucky thanks to these great opportunities in their education. They can use language very well and kidding with me because of my pronunciation. I say that I am in my […]s and I learnt English in a state school. I improved my English with my own effort. I say I didn't study in private schools like. I put a lot of effort for them to learn English because language is very important. If I had the language skills, which I have now, 20 years ago I wouldn't have been here now. However, I didn't have.

Neslihan: What do you think are the main problems, if any, of Turkish scholars in publishing in English?

Helen: Writing academic texts is a problem because as I said Turkish scholars do not think English while writing in English. They think in Turkish and write in Turkish and have translation help. I think it is not good. The same problem is also valid for difficulty in making claims or discussing findings. Less rich vocabulary is also a significant problem. It is also a problem that I have. To increase my vocabulary knowledge, it is necessary to read a lot of books in English, to read a number of research articles in English. I read short books in English to improve myself. It is necessary to know the meaning of the words and memorize them. Once I read small books and there was a dictionary at the back but the dictionary was not explaining the words from English to Turkish but from English to English. The books were very beneficial for me.

Neslihan: What about evaluating the literature in the field?

Helen: If the researchers read the literature and understand, I do not think that they have difficulty in evaluating the literature. However, if they evaluate the literature after conducting the research, it is a challenge and also if they do not understand what they read. For example, I am better in reading in English than writing in English.

Neslihan: What do you think are your individual problems in writing in English for publication?

Helen: Language and vocabulary inadequacy.

PROMPT CARD L

- *Writing academic texts i.e., difficulty in making claims or discussing findings, less rich vocabulary, L1's intervention in the writing process, poor language learning background/low level of proficiency in English, specialised discourse conventions, shape meaning in the sentences while writing, evaluating the literature in the field, lack of collaboration, funding, facilities, cultural background, team-working, teaching load, lack of (update) material resources, access to the most recent research in the field, difficulties with corresponding with editors and reviewers, interpreting* *comments and suggestions made by referees and editors, technical problems and obstacles.*

- *Or other?*

Neslihan: Which part(s) of the research articles tend to be the most challenging/the least problematic for you?

Helen: Introduction part is a challenge for me because you must use polished words and expressions while writing the Introduction part. It is challenging for me. I write but sometimes reviewers do not like. They comment to put some theory to the Introduction; they want us to develop more. The reviewers want this particularly in the journals in social sciences. I have difficulty in this because my language is not adequate.

Neslihan: What about Discussion?

Helen: Discussion part is relatively easy because in Discussion you compare your findings with other studies' findings and bring comments, which you must do. The easiest part is writing the Results and Material and Methods section.

Neslihan: Which strategies have you used/do you use to improve your academic writing?

Helen: I read a lot of research article on the subjects that I am interested in. Through using database, I find research articles and try to read.

PROMPT CARD N

- *Revision, cooperation with colleagues, extensive reading on texts in medicine to benefit your writing style, taking notes on sentence structures, vocabulary and expressions.*
- *Or other?*

Concluding question: Would you like to add more comments about anything we've discussed?

Appendix 4- A Sample Transcription of Complementary Questions after first Semi-structured Interview

Medical Specialist 2: Helen

Neslihan: Thank you very much for the second interview. After transcription of the first interview data that I collected from you, I showed the transcription to my supervisor for external validity. We have additional questions that were derived from your answers to the first interview questions.

Since you lived in [an EU country] *before and went through the Turkish education and German system, and then returned to Turkey. We wonder whether you can say about the possible feelings of prejudice towards non-centre authors?*

Helen: Honestly speaking, I do not want to think that the reviewers whose native language is English abroad, like UK or US, have a prejudice towards people in the developing country. I accept that there is not a prejudice because when we looked at the research articles, there are a number of research articles from developing countries. I also witnessed that the authors' names were open and people from Holland wrote the article. I liked the publication and wrote positive comments. The journal's title was Journal of Happiness. It is also a very good journal. However, because the other reviewers did not accept, the article was not published. If there had been a prejudice, they would have accepted the manuscript from Holland. Thus, I do not think that there is a prejudice. That is why I say that everything must be open.

Neslihan: Can this outcome the effect of your specialism?

Helen: I do not know but if science is correct, it is correct. Why can the science be prejudiced towards the people they do not know? European people are developing themselves for this in contrast to us in Turkey because we can do this prejudice here.

Neslihan: I see. In the first interview, you said that

"*You read the literature before the preparation of the questionnaire. You look what they considered seriously, what the results of their study, which forms they designed, how they designed the forms. You cannot know these without examining the articles. In the next step, you prepare the questionnaire forms, pilot it, decide about the sample of the study and conduct the study. However, as far as I observed, researchers do not follow these steps in Turkey. I always say this. I say to my students. I mean to medical students who are doing their* *specialisation. I also explain this to our undergraduate medical students. They do everything they conduct research but they remember to review the literature last. It can't be like this.*"

Is this a non-western problem? Or just those students aren't trained properly in many different settings these days?

Helen: Students do not write research articles at all but very few.

Neslihan: We wondered whether you think that this is a problem particular to Turkey and to the way Turkish medical students are trained?

Helen: No, it is not associated with the education system. I do not know. Writing a research article is a very tiring process and takes time. They want to do research, publish as soon as possible and they think that they can add very little literature to the article but the process is not like this. I can talk considering my experience and it is what is advised worldwide. Firstly, you should find the previous research conducted on the topic that you want to conduct research and read, digest the work. I mean you suddenly cannot write an article. It is not about our education but it is about the hurrying of our people. Moreover, new generation is not willing to write. Everything is limited with 40 letters in writing for them, sorry limited with 40 words. Thus, it is the hurrying and doing very quickly and ignoring the literature. They think that literature is not important and they can add three references later. However, the best way is not this, so the research conducted is not good.

Neslihan: Do you use equipment in your research?

Helen: No, but our research equipment is survey mostly but we can also use. We used equipment in a research. We measured the primary school students' weight and height, looked at the blood values. Because I like conducting research, and I wonder the findings, so I like writing. Maybe because of my age, now writing is difficult. Although I say difficult and I don't want to do, I am still doing. Because I have students and they want to publish, I must read to help them. Until I retire, I must go on publications because of this.

Neslihan: Do you have any stories about publishing articles you'd like to tell me? You could ask for a good one and a bad one; a happy one and a sad one…

Helen: Yes, I have stories that I described in the second interview. My research article wandered for two years and rejected at the end. I got very upset because of this. Because that study was about environment health and also about how the public perceive the […] health. There was not a study like this in Turkey before. It was the first. We visited […] houses in

[…] that we chose. We conducted this research in […] houses. The questionnaire form we used was developed in Italy because while assessing the quality of environment health, we need to look at a number of parameters and making them quantitative and assessment is challenging but researchers in Italy put a lot of effort and there was a very long list, such as the colour of the building, height, the wideness of the road, the enormity of green areas and even the security and relationship with the neighbours in the area. It was a very good measurement. We translated the questionnaire with our friends. […] helped us. We translated into Turkish and it was very long. We thought we can study the topic on environment. We had the required permissions, such as from governorship and conducted the study. We collected samples and I wrote the research article and sent to the Journal of […] which publishes similar research. 5-6 months passed and they wrote that Introduction part of the paper is insufficient and asked me to report the theories. Which theories? These are applied/practical research. I tried to write. The article has come and gone several times because each time they asked us to write this and that. At the end, they wrote that they rejected our study. We made a lot of modifications. I was very upset because we put a lot of effort and later I said that we conducted the study with a great effort and the study must be published somewhere. I sent to another journal but it is not SCI and published. I was really upset because they stalled us a lot. If they want to reject, they must reject directly. I was very upset.

Neslihan: Indeed, two years you waited-not short time.

Helen: The journal was very prestigious. Anyway because the importance of the journal got lost….In addition to these, there were experiences that I was very happy. I was very happy when my article on […] was accepted. We have another research in the Journal […] as a SCI publication. We carried out a study on social exclusion. The article was accepted directly without any modifications. I was really happy. However, I can say that Journals in Turkey are very prejudiced. The SCI journals in Turkey are very prejudiced. They publish researchers' study who they know, so they foreground them. These things are common in Turkey, so I decided that I do not send articles to SCI journals in Turkey. I really do not like.

I also had another experience. There is a journal entitled Turkish clinics which as in SCI but now it is not. We conducted research on relative marriages. We used to have policlinics in public, which are now closed. We sent our study to this journal. They accepted. They wanted a Turkish abstract. One of the criticisms was that Turkish abstract is not the same as English abstract. It can be however I do not need to use all the same things. These are silly comments. I believe that reviewers in the Turkish journals are incompetent. If you count all the journals, we even do not have 10 journals, including the journal of TUBITAK. Once I submitted an article to the TUBITAK Journal and they rejected. How do we know TUBITAK? We know that it give importance to science. However, they publish whim-wham publications as scientific publications. I do not send anymore.

Neslihan: In the first interview, you stated that:

> "*I not only like academic writing but also like writing in general. I certainly agree with this prompt. It is not associated with academic writing. I like writing itself*."

What other writing do you do?

Helen: I mean I both like writing a research article and also novel and history in Turkish.

Neslihan: I did not know this. My supervisor noticed this in the first interview transcription.

Helen: I have two books published. However, unfortunately, I do not have with me otherwise I could give you.

Neslihan: What are the titles of the books?

Helen: One is "[…]"and the other one is entitled "[…]".

Neslihan: You mentioned in the first interview that an English teacher as a native speaker is editing your manuscript:

> "*Hence, there is a teacher in Bursa whose native language is English and does editing. I met this teacher fifteen years ago and sending my writing to him/her. S/he is making corrections on the writing. Sometimes, s/he is changing the structure of the sentences, examining the grammar. Then, she sends me the writing back with language corrections. Before meeting her, there was a professional company abroad. I was sending to the company. However, I was not very satisfied with the company's service. At first the service was very good but later the company had a number of customers and didn't do the service effectively. Thus, now, I have help from the native speaker because I make language mistakes while I am writing. I see my mistakes when the native speaker returns the edited writing. Thus, corrections should certainly be made.*"

Neslihan: How can the native speaker know your speciality? Is there a problem related with not to understand your field?

Helen: She does not edit in term of our research content. She is editing in terms of sentence building, grammar and meaning.

Neslihan: Publishing to be a professor?

Helen: Publishing should not be the only criteria to be a professor. I remember, I was an assistant, that we had examinations to be an associated professor before 12 September 1980. The publication was not a problem but of course each person had a few publications. However, there was a course that shows how they can teach a course successfully. What does an associate professor mean? An associate professor means a person who involves in education, lectures and teaches. However, think about a person who cannot even say two words together to produce even a sentence but has 100 publications. Does this have a meaning for me? No, this does not have a meaning for me. In the old days, the candidate to be an associated professor was preparing a subject and taught the course. They were looking at how the candidate was teaching, his/her body language, the tone of voice, was he competent on the subject or was she/he only reading the notes in her/his hand, finishing the course on time,. These were significant. We were showing charts to say that the candidate has 1 or 2 minutes. The course teaching phase was highly important. They were writing a thesis, conducting research and publishing. I mean, instead of 40 sloppy publications-if you examine all of them, some publications are really flimsy-. We need one research excellent. Then, we had science examination and his/her knowledge was asked in this examination. I mean an associate professor does not mean only publication.

Neslihan: How should be the criteria to be an associated professor or professor?

Helen: Must be like in the old days I think. The candidate must teach in front of a classroom, professors will see whether she/he is teaching correctly, will prepare a thesis, have a thesis defence. And, then, an examination to see her/her knowledge. You can always compensate your paucity in your lack of knowledge; however, the most important characteristics of an academician are teaching and conducting research. She/he prepares a thesis, defence it, conduct a good research which goes on one year or two years, and whether she/he can teach in front of students to see if the candidate is competent. It must be like that.

Neslihan: Thank you very much for your time and your contribution to my PhD research.

Appendix 5- The List of Codes for the First Interview Analysis

Learning Academic Writing through Trial and Error
Wishing to Write and Publish in Turkish
Pressure on Research and Writing
Lack of Resources and Staff
Academic Staff Income and Research Funding
Turkish Academic and Research Culture
The Need for Academic Literacy Brokering as a NNS
Promotion Procedures Past and Present: What the Turkish University Values
Problems of Turkish Scholars in Publishing in English
Motives for Unethical Publishing and Predatory Journals
Prejudice against Publications from Peripheral Researchers
(Presumed) Turkish Reviewers against Turkish Authors
Turkish Editors against Turkish Authors
Prejudice against Publications from Peripheral Researchers
Reviewer Experience: The Abuse of the Power among Reviewers

Appendix 6- Second Semi-structured Interview Questions

1. OUTLET AND AUDIENCE

Journal:

Title of the Journal Article:

Outlet and audience:

How prestigious the journal is: a high-impact or a low-impact journal?

How specialized is it?

How does it compare to other outlets you write for?

Who are the journal's typical readers?

How did the journal's readership impact on the writing and the text?

Did you target this outlet initially? Or did you originally want to publish elsewhere?

Why did you target this journal?

2. CO-AUTHORSHIP

Now I'd like to ask you some questions about the fact that you wrote this article with other people…

The paper is a collaborative research written by 4 authors from three health organisations, including military medical academy, a state university and private university in two different cities.

How did you collaborate and share the roles in writing the manuscript?

You were the second author. How did you decide about the order of the authors for this research?

How smoothly or otherwise did the writing go?

Were there any disagreements or hesitations while sharing the roles in conducting research or writing the article?

How long did the research take?

How long did it take to write the manuscript?

Drafting, guidance, collaboration:

Did you show your drafts to anyone else EXCEPT your co-authors? Why/not?

If so, who?

Why did you pick them?

What happened?

Did you have any support to help you write apart from the co-authors?

What about other support did you receive? Please take a look at this card and tell me whether you had any help from these kinds of people.

Prompts from the first interview:

- *Language supporter/mediator: editing service, colleague, friend, linguist, translators, international cooperation, and/or native speaker.*
- *Academic supporter/mediator: an academic from your disciplinary area, an academic who is not from the same disciplinary area with you, an academic who is from the same specialist field as you.*
- *Or other*

3. REVIEWERS AND EDITORS

Now I'd like to ask you about the comments you got on this article from reviewers and the editor…

Tell me about the reviews showing two sides of the coin: acceptance and refusal?

How did you feel about each comment you shared with me on your study?

How did you respond?

How did you feel after you read the editors' [accept] email?

There were X major comments and Y minor comments about your manuscript. After you read the editor's email and reviewer's comments, were there any issues you agreed or disagreed?

Do you think that the comments were sufficient/serious enough to reject the article? Any conflicting aspects you felt?

Prompt: For example, as a minor comment, the first reviewer stated under the minor comment as "………….."

If yes, how did you decide about the changes?

Prompt: Accepted all comments as improvement; accepted some comments as improvement but refused some comments because we did not agree; we refused all of the comments.

After these experiences, I wonder what your opinion is regarding a good reviewer. What makes a good reviewer for a medical journal?

4. RESEARCH ARTICLE

Now I'd like to ask you some questions about the article itself…

How did you choose the keywords?

Was there a part of the article which became a challenge when writing?

If so, which part of the research article was difficult to write? How did you deal with this?

Which part was the easiest to write? Why? How?

Do medical papers tend to include a special page as 'conflict of interest' at the end of the paper?

How did you choose the references?

If you had a chance to rewrite the same article, would you change any part or choose other journal?

5. ANALYSIS OF THE RESEARCH ARTICLE

I have highlighted some language that interested me as I read through your texts. I am going to ask you to comment on the language I have highlighted.

What was your aim with the following sentence near the end of the Introduction?

…………..

Are there any other parts of the article that you'd like to talk about? That you think would be interesting for me to know about?

6. PRESSURES ON YOUR RESEARCH AND WRITING

Is there any pressure you experienced or observed regarding publishing? If so, what kind of pressures impact upon your research and writing?

[Follow-ups:

University pressures

Departmental pressures

Promotion

Financial

Funding

Any other types?]

To what extent did pressures impact like this upon the writing of the present article?

7. IN RETROSPECT

How satisfied/dissatisfied are you with this text? Why? How?

What would you change if you could do everything again from the start, if anything?

Prompt card B:

Outlet

Way text was drafted and written up

Comments and ideas from colleagues and action you took in response

The way you responded to reviewers'/editor's comments

Specific language used in your text

Research methods

Content of your text

Additional aspects to study in line with the research aims

Anything else

Appendix 7- The List of Codes for the Second Interview Analysis

The Need for Academic Literacy Brokering as a NNS
The Effect of Policy Makers on the Accuracy of Research Data on the Society
Lack of Resources
Feelings about Reviewers’ Comments
Feelings on Blind vs. Unblinded Reviewing
Beliefs about Reviewing and Blind Review

Appendix 8- (Presumed) Turkish Reviewer's Comment and George's Response

(Presumed) Turkish Reviewer's comment: *However because of the following reasons I recommend the author(s) to submit this manuscript to a local/national journal rather than [journal].*

....

In introduction section, on page 3, it is clearly stated that x in Turkey cannot prescribe medicines. Although the author(s) writes that within countries such as Turkey where x cannot prescribe medicines, PCs still take into consideration the ability of x to influence what drugs are prescribed and the possibility that in the future x in these places may acquire the authority to prescribe medicines by citing the points of view of other authors, (16, 17). While I really agree with this future projection, the reality is that x in Turkey have no authority to prescribe drugs. ...

(Presumed) Turkish Reviewer's comment: *... the introduction section has focused on previous research on this subject in other countries, especially on the relationships of physicians and [the topic] ...The most prominent and interesting findings of this study are that despite the fact that X in Turkey have no prescribing rights, more than half of the students stated that it is acceptable for physicians or x to receive gifts from X, or to receive a device and/or material that is intended for use in daily clinical practice. Students' observations on detailing techniques of x to x, offering gifts or some kind of support to x for attending congresses and that x were also target of PC marketing, are other striking findings which should be considered seriously by x and x educators in Turkey. I have no doubt that the results of this study have implications for the current x practice and for future educational planning activities in x in Turkey. A study on the ethics of relationship between physicians and representatives of x or the exposure of x to the marketing strategies or promoting activities of x in Turkey even if they still have no right for prescribing would be interesting and enlightening for international readers. However, without any scientific evidence about the exposure of x themselves to the promoting strategies of x and/or x' influence on prescribing X by physicians, would it not be hypothetical to provide the observations or rationales of x students in Turkey on this subject? What, therefore, is the contribution of this study on the subject area at an international level?*

George's response:
A. Comments about the international scope
George: What we understood [from the review] could be abstracted as:

Premise.1 In reality, x in Turkey have no authority to prescribe drugs (APD).
Conclusion This manuscript is not sufficiently international in scope.

While it seems that it is not easy to establish a logical connection between the premise and conclusion listed above, we think that there might also be an additional premise to the argument:

Premise.2 The results of a study conducted in a country wherein x have no APD are neither interesting nor useful for international readers.
We could not find any rationale in the comments that grounds this claim. Possible rationales behind this claim could be that international readers are not interested in circumstances which are different from their own, and that a study with international coverage should solely investigate situations within a framework that is the same or similar to that in the countries which are home to the majority of the journal's readers. These rationales are certainly debatable; we claim that it is false. Of course, these are only "possible" rationales and premises; it would be speculative to try to analyse them beyond this point. So, instead of considering them in greater detail, we feel that it would be more useful for us to mention what we had in mind while determining the aim of this study and our rationale in support of the claim that, regardless of the existence of APD, this study's findings are both interesting and enlightening for international readers.

Appendix 9- Summary of George's Response to the Rejection Review of the (Presumed) Turkish Reviewer

A. Comments about the international scope
1. Our rationales for conducting the study George's response through showing the gap in the literature George's response: *There are currently only three studies in the literature which have explored the knowledge,…[the topic with some similar dimensions with George and his coauthors' reviewed research],..* *There is only a single study in the literature which has investigated the [the research topic], That study was conducted <u>in two U.K. universities.</u>* *There is no study in the literature which has investigated the [topic with specific aspects that George and his coauthors dealt with],…*
2. Rationales related to the study findings George's response: *..X is a finding which is unique to the literature. Therefore, this study adds new knowledge, and the results are probably applicable also to other parts of the western world as Reviewer.2 stated…. By taking into consideration the rationales before and after the study, we think that this study's findings are important for all countries, regardless of the existence of [X]…*
B. Comments about the aim of the paper George's response: *…It is not an "X in Turkey" article, rather, it aims to reveal findings relevant to all health care systems concerning certain effects of x…*
C. Comments about methods Reviewer's comment: *In the 'Methods' section, page x, the author(s) writes: "In order to avoid complicating these questions, the words "ethical/unethical" and "moral/immoral" were not used; instead, the questions were structured only along the lines of 'acceptableness'…* George's response: *The term "acceptable", and other terms such as "appropriate", "agreeable", "positive", and "proper" are used in studies which are related with values. Below are some example studies which used these terms while exploring [the topic]. ..*
D. Comments about the structure **Reviewer's comment**: *The Results and Discussion section are difficult to read and have no logical structure. Facts, results, assumptions and interpretations, are not separated. There are also recommendations and conclusions within this section.* **George's response**: *We have separated the Results and Discussion sections.* Reviewer's comment: *Some of the findings are discussed by comparing the results of other studies that focused especially on medical students. (For example page x, while discussing the findings illustrated on Table x). Moreover, the Discussion section should have emphasized the implications of findings for ethics while citing previous research on this subject.* **George's response**: *The reason why we compared the results with medical students is that there is no study in the literature carried out with x students; this study is the first of its kind.*

Appendix 10- Justifications to Reject Reviewers' Comments: George

Second Reviewer's Comment: … in the Methods, the quotes from Daniels might be dropped,

George's justification to reject reviewer's comment: We choose not to drop the quotes from [a distinguished researcher], because it was vital for us to explain his argument in detail.

Second Reviewer's Comment: The theoretical framework might be abbreviated and incorporated into the Methods unless it is a standard "stand-alone" section of journal submissions."

George's justification to reject reviewer's comment: We believe that the "Theoretical Framework" should be a separate section before the "Methods" as it explains the manuscript's aim.

Second Reviewer's Comment: Physicians may also serve and expose themselves to personal risk out of heroism, whether or not they are aware of potential risks at the time they enter the profession. How was this possibility accommodated in the survey?"

George's justification to reject reviewer's comment: Two questions included in the survey questioned this possibility (Please see the Appendix section).

Second Reviewer's Comment: Abstract (conclusions). The conclusions seem to go a bit beyond the bounds of the data provided in the Results section of the Abstract. For example, the authors use survey data from physicians reporting retrospective judgments about the knowledge they had of [one of the keywords in the research] entering the profession and use it to claim in the conclusion that "one-fifth of the participants . . . either lacked knowledge about the [another keyword in the research]. . . or they were not sufficiently informed of these occupational risks during their faculty education and training period. "Such conclusions might seem speculative to some readers and might be more cautiously framed."

George's justification to reject reviewer's comment: We think that the conclusions presented in the Abstract section are limited to the results of the study. Because it is emphasized in the original sentence that the results are valid for the participants of this study:

"Furthermore, this study has revealed….

Appendix 11- Summary of the 1st Review: George

Source 3. 1st **Reviewer's report 1- February 2007**

The comments consisted of 2 pages and 9 paragraphs, with details of a reference to read for George, and a book chapter written by the reviewer, under general comments. The last, 9th paragraph finishes with a summary of the review. In the first paragraph, the reviewer started with a very positive statement, i.e. *well-crafted* and *welcome contribution*. However, the reviewer asked for revision, too. The comments highlighted the need for *some attention to a systematic problem* that arises in the "analysis" and the "criterion of rationality". The next two paragraphs summarised the study. The third paragraph again contains some criticism as follows:

Reviewer 1: *This is an important empirical outcome, but on the ethical side, such an approach raises worries. Facts and values must always be considered in distinction or at least in tension. What is missing from the article is clear recognition of such a tension."*

In the fifth paragraph, the reviewer provided the following criticism:

[The authors] seem to ignore the question of the moral responsibility.

The final paragraph finished with a positive comment:

Reviewer 1:*…a useful contribution… should be published…*

Source 4. 2nd Reviewer's report 1- April 2007

In the first paragraph, the reviewer started with a negative comment:

Reviewer 2:*…does not constitute sufficient grounds to make moral claims about*

The reviewer commented in 3 sub-sections, making the following recommendations and observations:

1- General comment in one paragraph:

-to rewrite the text,

-to focus on either the empirical data or theoretical claims,

-problems about methodological issues,

-to avoid the is/ought fallacy.

2- Recommended major compulsory revisions with 4 comments

- quite cumbersome to read (e.g., the second paragraph of the Introduction could be dropped in its entirety; in the Methods, the quotes from [a distinguished author George cited] might be dropped)

- address naturalistic fallacy,

- address methodological limitations,

- refine their arguments

3- Recommended minor essential revisions.

- Figures must be attached to the manuscript

- The theoretical framework might be abbreviated and incorporated into the Methods

- Avoid abbreviations throughout

Reviewer's Verdict: Reject because too small an advance to publish

An article of limited interest

Not suitable for publication unless extensively edited

Appendix 12- Two Reviewers' 1st Review Outcome: George

1st **Reviewer's reviews**	2nd **Reviewer's reviews**
Report 1- February 2007 Major Compulsory Revisions (that the author must respond to before a decision on publication can be reached) Minor Essential Revisions (such as missing labels on figures, or the wrong use of a term, which the author can be trusted to correct) Discretionary Revisions (which the author can choose to ignore)	**Report 1- April 2007** Discretionary Revisions (which the author can choose to ignore) Reject because too small an advance to publish **Level of interest:** An article of limited interest **Quality of written English:** Not suitable for publication unless extensively edited **Statistical review:** No, the manuscript does not need to be seen by a statistician. **Declaration of competing interests:** I declare that I have not competing interests
Report 2- August 2007 Major Compulsory Revisions (that the author must respond to before a decision on publication can be reached) Minor Essential Revisions (such as missing labels on figures, or the wrong use of a term, which the author can be trusted to correct) Discretionary Revisions (which the author can choose to ignore)	**Report 2- July 2007** Discretionary Revisions (which the author can choose to ignore) Reject because scientifically unsound **Level of interest:** An article of limited interest **Quality of written English:** Needs some language corrections before being published **Statistical review:** No, the manuscript does not need to be seen by a statistician. **Declaration of competing interests:** I declare I have no competing interests
R**eport 3- November 2007** Major Compulsory Revisions (that the author must respond to before a decision on publication can be reached) Minor Essential Revisions (such as missing labels on figures, or the wrong use of a term, which the author can be trusted to correct) Discretionary Revisions (which the author can choose to ignore)	

Appendix 13- Summary of the 2nd Review: George

Source 6: Second Reviewer's report 2- in July 2007

The comments were 3 and half pages. In contrast to the first review, the reviewer starts with a positive comment as follows:

The authors have made helpful changes to the manuscript, including making it more concise, better describing the argument upon which [the topic] is based, and avoiding unwarranted inferences from "is" to "ought".

However, the second reviewer asks for additional revisions to further enhance the rigor of the manuscript.

Major Compulsory Revisions included 6 recommendations and also 18 Minor Essential Revisions (4 comments about the abstract, 3 comments on the introduction, 2 comments about methods, 5 comments about results and 4 comments about discussion section).

Discretionary Revisions (which the author can choose to ignore)

Reject because scientifically unsound

Level of interest: An article of limited interest

Quality of written English: Needs some language corrections before being published

Statistical review: No, the manuscript does not need to be seen by a statistician.

Source 7: First Reviewer's report 2, in August 2007

The comments were 1 and a half pages. There were 2 main critical comments mainly on George' argument about the Premise.

In the summary part, the first reviewer stated that:

Reviewer 1: Overall, I continue to believe the essay by [the authors] is publishable work and the revisions represent a solid improvement.

[*premise* means a statement or idea that you accept as true and use as a base for developing other ideas]

Appendix 14- An Example of Editing Support: Helen

Extract before editing:

…we have used the [X] in the first year of medical education versus later after students have had some … experience for … patients and [topic]… but closely realistic environment of the [topic]… Several reasons were effective....Getting this care by family members... as a medical doctor aim is saving life or to help the patients for a good health… Rising awareness about …. care depends on the ….educators who advocated the… Below are some sentences of the students which show … benefits …

Extract after editing:

…we used the [X] in the first year of medical education [versus *deleted*] rather than at a [rather than at a *inserted*] later stage when [stage when *inserted*] students have had some … experience of [for *deleted* and of *inserted*]… patients and [topic]… but highly [closely *deleted* and highly *inserted*] realistic environment of [topic]… There were [There were *inserted*] several reasons for this decision [for this decision was *inserted*] were effective….Receiving [Getting *deleted* and Receiving *inserted*] this care from family members... as a medical doctor as to whether [as to whether *inserted*] the [the *inserted*] aim is to [to *inserted*] preserve [save *deleted* and preserve *inserted*] life or to help the patients have a good health… Raising [Rising *deleted* and Raising *inserted*] awareness of [about deleted and of inserted] … care depends on the… educators who advocate [d *deleted* from the verb advocate] the… Below are some sentences from [of *deleted* and from *inserted*] the students which show the [the *inserted*] … benefits…

Appendix 15- Reviewer's Comment 4: William

Source 3: Comment 4. e.g., in Finland there are annually more than 120 000 injuries in a work force of 2.5 million. The rates of fatals/all recorded injuries overall is about 1/1000 in Germany, USA, Finland etc. and even in construction sector not much more than 2/1000, so the Turkish figures indicate really poor rate of recording of *non-fatal injuries*. In Turkey it was 24/1000 in 2011 and it appears to deteriorate. Some comparison could be useful. It may be caused by better recording of fatalities or poorer recording of non-fatal cases or both. Better look at the household survey(s) in Turkey and EU may reveal more of the severity distributions.

Appendix 16- Editor's e-mail Response and Verdict for the First Submission: John

Source 2. Editor's e-mail response for the first submission:
Your manuscript [title] has been withdrawn from [the first journal title] for the reasons listed below. We appreciate your interest and welcome future submissions from your laboratory on this or other topics. If you decide to submit another manuscript on this topic, please make sure to include a cover letter that includes this manuscript number and indicates how you have addressed our comments in the manuscript or why you disagree with a particular comment. Thank you for your submission.