



**2nd International PRISEAL Conference:  
Publishing and Presenting Research Internationally:  
Issues for Speakers of English as an Additional Language**

**Occupying niches: Interculturality, cross-culturality  
and aculturality in academic research**

*The University of Silesia. Sosnowiec/Katowice, Poland, 9-11 June, 2011*

## PANEL

Members of *ENEIDA*  
(Spanish Team for Intercultural  
Studies of Academic Discourse)

**Principal Investigator:**

Ana I. Moreno

**Project title:**

**Rhetorical Strategies to Get Published  
in International Journals from a Spanish-English  
Intercultural Perspective (I)**

## *Spanish Researchers Publishing In Scientific Journals: Motivations, Views, Strategies, Experiences and Training Needs*

*Authors: Ana I. Moreno, Jesús Rey, Sally Burgess, Pedro Martín,  
M<sup>a</sup> Lluïsa Gea, Irene López, Belén Garzón, Itesh Sachdev*

Ministerio de Ciencia e Innovación  
(Ref.: FFI2009-08336/FILO) (2010-2012)





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**ENEIDA Presenter:**

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**Introduction to the  
Spanish National Team for  
Intercultural Studies of  
Academic Discourse (ENEIDA)  
project and research group**

**Research project :**

Rhetorical Strategies to Get Published in  
International Journals from a Spanish-English  
Intercultural Perspective (I)

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# Abstract

In recent decades, there has been a growing move towards publication in English-medium journals among multilingual researchers and a growing demand for materials (Swales and Feak, 2004) and courses in skills relevant to publishing in English for Research Publication Purposes (ERPP) (Moreno 2011). Research into academic writing has also flourished world-wide (Swales 2004), with crosscultural and intercultural studies of academic discourse across various languages and English being an area of increasing interest (Moreno 2010). Despite this, little is known about the training needs vis-à-vis ERPP of writers for whom English is an Additional Language (EAL) and how teaching resources might best address them (Swales 2002).

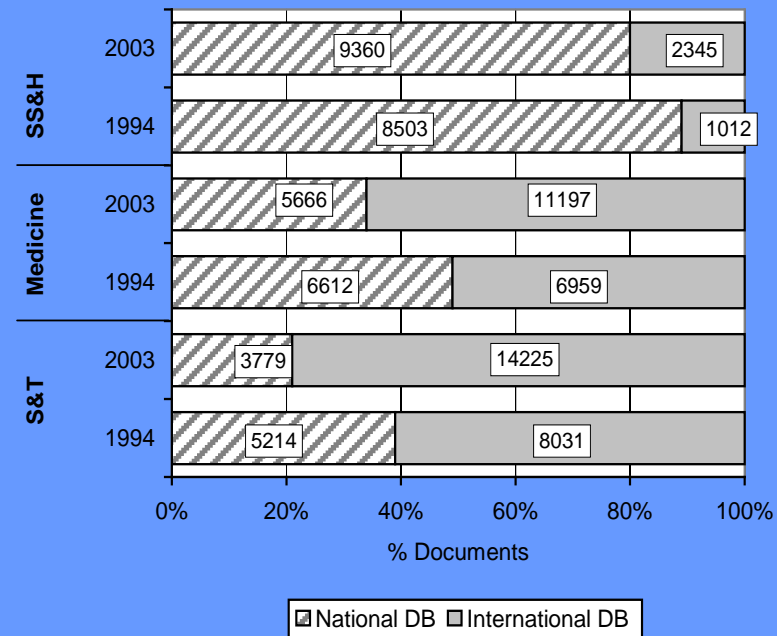
The present project focusses on a neglected population of EAL writers, Spanish researchers, and advocates for a critical pragmatic approach that addresses access and difference simultaneously. Thus the project highlights the importance of giving priority to those aspects of ERPP writing with which specific groups of Spanish researchers tend to have difficulties when communicating with an international audience (the intercultural perspective). Additionally, based on revealing results from Spanish-English crosscultural studies of academic discourse, the project seeks to explain some of Spanish researchers' writing problems by virtue of the contrastive rhetoric hypothesis, according to which writers from different cultural and language backgrounds have distinct preferences for articulating messages with share a similar purpose (the crosscultural perspective). It is believed that raising Spanish researchers' awareness of crosscultural differences in ERPP writing related to audience types (national/local versus international) will help them to produce more successful texts in the eyes of English-medium journal gatekeepers.

Convinced that this type of research would benefit from interdisciplinary collaborations, the ENEIDA (Spanish team for Intercultural Studies of Academic Discourse) research group was officially set up in 2010. It consists of researchers with background and expertise in supplementary research fields from one Spanish research-only institution (the CSIC), four Spanish universities (Universidad de León, Universidad de La Laguna, Universitat Jaume I and Universidad de Zaragoza) and three foreign universities (The University of London, The University of Michigan and the Open University). The first phase of the ENEIDA project on "Rhetorical Strategies to Get Published in International Journals from a Spanish-English Intercultural Perspective (I)" (Ref.: FFI2009-08336) sets out to collect relevant data to investigate Spanish researchers' writing difficulties publishing in English-medium international journals by means of a large-scale confidential online survey. The present panel aims to give account of the methodology used to carry out this survey and to offer first descriptive results on the basis of the responses given by the whole valid sample of participants. I will first justify the need for carrying out the ENEIDA project and for bringing the ENEIDA research group together.

# The increasing move towards publication in English by Spanish researchers

- Spanish researchers are gradually moving towards publishing their research results in international journals
  - International publications by researchers at the CSIC tripled from 1990-1992 to 2004-2006 (Gómez et al 2007) (Translated in Moreno 2011)
- This trend is not the same for all disciplinary areas in Spain as a whole?
  - It is less marked in the Social Sciences and Humanities (Gómez et al. 2006)
  - Even in these areas, a 25% of research publication is expected in English in the near future

Figure 1. National/international orientation of diverse knowledge areas in Spain



Sources: International Data Bases SCI, A&HCI and SSCI. National Data bases ICYT, IME e ISOC. Data elaborated at CINDOC.

Note: The bars indicate the absolute number of documents. (This is a translation of Figura 1 in Gómez et al. 2006)

# The increasing demand for courses in English for research publication purposes (ERPP)

Institution	Initial year	Framework for course	Course name	Disciplinary field	Duration
University of Córdoba	1984 (* 1987)	Acciones Integradas research project	ESP course for science researchers	Science	10 h. (*2)
University of Zaragoza	1997 (every two years)	ICE (Education Sciences Institute)	Estrategias de Escritura Académica en Inglés	Science and technology, mainly	25 h. Approx
Jaume I University	1999 (every two years)	Language Services Centre at the university	How to write research articles in English	Mixed: all fields at the university	20 h.
CSIC (Madrid and Barcelona)	2004	Continuing professional development plan	Inglés científico (IC)	Unspecified	20 h
	2007		IC: intermedio/ Avanzado		20 h
University of Zaragoza	2006	University internationalisation programme	Curso de Escritura Académica en Inglés	Business and Economics	30 h.
University of La Laguna	2005-2007	Staff training programme	Publishing skills in English	Psychology	30h
University of Zaragoza	2008 (*in press) 2008-2009	Centre for Academic Writing in English for the humanities Staff training programme en diferentes	Curso de Escritura Académica en Inglés	Humanities	20 h.
			Curso de Escritura Académica en Inglés	Social sciences, biomedicine, engineering	30 h.
University of Barcelona	2008	Continuing professional development plan	Habilitats de publicació científica per al PDI	Pedagogy, social work	30 h.

**Table 1: First courses in English for Research Purposes for Spanish scholars in Spain**  
 (\* = published experiences) (Moreno, 2011)

# The need to reflect collectively on the pedagogical options available for future ERPP courses in Spain

- The pragmatic approach to EAP teaching
  - concerned with facilitating access
- The critical approach EAP teaching
  - concerned with difference and with questioning mainstream practices
- The critical pragmatic approach EAP teaching
  - A synthesis of both approaches
    - Harwood and Hadley (2004) propose to raise awareness of disciplinary differences
    - Moreno (2010) proposes to raise awareness of crosscultural differences within the researchers' own discipline and prioritise addressing participants' real difficulties

## The need for more intercultural research into ERPP

- Moreno's (2010) proposal:
  - a. To identify the most recurrent text difficulties Spanish researchers encounter in the publication process in English-medium journals (Kerans 2001; Burgess et al 2005, Curry and Lillis 2004), in contrast to their difficulties in Spanish-medium journals.
  - b. To disentangle the type of unintended rhetorical and interpersonal effects caused on the international reader by misusing, underusing or overusing certain rhetorical and stylistic features.
  - c. To reveal to Spanish researchers the minimum essential textual revisions associated with publication success in English-medium journals and the need for these revisions

## The need to bridge gaps between crosscultural and intercultural studies of ERPP

- d. To understand the causes of Spanish researchers' real difficulties writing in ERPP rather than investigate what we think may be a problem
  - To investigate further
    - the CR hypothesis (Kaplan 1966, 2001; Connor 2004a,b) in a different light, i.e., focusing on what we know is actually causing difficulties to get published in English-medium journals in comparison to Spanish-medium journals (thus bridging the gap) and
    - whether transfer of rhetorical and stylistic features that are appropriate in Spanish-medium journals but are different to what is expected in English-medium journals is what is causing some of their difficulties writing in English (as L2)
    - What explains the differences?
- e. Relevant and useful to transfer these explanatory intercultural and crosscultural results to Spanish researchers. But what do they think?



## Some problems with researching the CR hypothesis in this new light

- Problem 1
  - It would require a parallel investigation of researchers' difficulties in the publication process in English- and in Spanish-medium journals (never done before)
- Problem 2
  - It would require to research into the specific difficulties of relatively homogeneous groups of researchers (challenging: a large team of coordinated researchers needed)
- Problem 3
  - It would require researchers' collaboration to provide the project with crucial data (perhaps possible, but costly)
- Problem 4
  - The CR and transfer hypotheses might not explain some of their writing difficulties getting published in English-medium journals (more complex than it looks because...)

## The need to take into account other likely factors

- Other factors affecting learning to write and writing in ERPP that need to be taken into account
  - sociodemographic factors (e.g. age, gender, scientific field, type institution working for)
  - the actual researchers' first language
  - their research qualifications
  - their level of proficiency in English (as L2) and in Spanish (as L1) for academic and for general purposes
  - their motivations to target different audiences
  - their attitudes and feelings towards writing research for English- and in Spanish-medium journals
  - their preferred writing strategies in English (as L2)
  - their previous publication experience and difficulties both in Spanish and in English-medium journals
  - their learning modes and preferences, ...

## The need for a large-scale confidential online survey

- To collect information about...in an economical and quick way:
  - A great number of Spanish researchers
  - Relevant variables characterizing them
  - Their training needs vis-à-vis ERPP
- To register the data automatically in a database so that it can later be used to establish links with other types of data
- To obtain consent from voluntary informants to be contacted again in order to participate in further phases of the research

# The need for a multidisciplinary team

- With expertise and sound background in
  - Applied Linguistics
  - EAP teaching and research
  - Analysing learners' interlanguage/errors
  - Genre analysis of academic discourse in English and Spanish
  - Research methods in crosscultural studies of academic discourse
  - Research methods in intercultural studies of academic discourse
  - Ethnographically-oriented methods for the study of academic discourse and of the research activities of Spanish scientists
  - Survey research
  - Sociopsycholinguistics
  - Sociology
  - Corpus Linguistics
  - Computational linguistics (to design tailor-made software)
  - Designing computer applications for survey research
  - Statistics
  - Edition of scientific journals (including electronic ones)
  - Peer reviewing and author's editing of research articles for scientific journals;
  - Experience as members of journals' scientific committees and editorial boards in various fields

# The *ENEIDA* research group

## Spanish Team for Intercultural Studies of Academic Discourse

- **Principal Investigator:**

- Ana I. Moreno



- **Expert consultants:**

- Itesh Sachdev John Swales Theresa Lillis



- **Researchers:**

- Jesús Rey-Rocha
- Ramón B. Rodríguez



- Sally Burgess
- Pedro Martín-Martín



- **Technical staff for phase 1 (ULE-CSIC):**

- Irene López Navarro

- M<sup>a</sup> Lluïsa Gea Valor



- **Other collaborators:**

- Expert informants (ULE, CSIC, ULL, UJI, UZ)
- José Manuel Rojo, Belén Garzón, Almudena Mata (CSIC)
- CESGA, Santiago de Compostela
- Gregory Garretson (Lingua Sapiens)
- EPOs:
  - MET (Mediterranean Editors and Translators)
  - Bitext, Madrid

- Rosa Lorés-Sanz
- Pilar Mur-Dueñas
- Enrique Lafuente



# *The ENEIDA project*

## Rhetorical Strategies to Get Published in International Journals from a Spanish-English Intercultural Perspective (I)

### Major aims:

To collect data from multiple interrelated sources so as to pave the way for investigating Spanish researchers' writing difficulties publishing in English-medium international journals from intercultural and crosscultural perspectives and for carrying out needs analyses of homogeneous groups of Spanish researchers vis-à-vis training in ERPP before designing ERPP courses/resources.

### Phase 1

To create a database of Spanish researchers' difficulties writing research articles for publication purposes in English and in Spanish (including relevant variables affecting writing and learning to write in both languages) and their training needs: the ENEIDA Database.

### Phase 2

For crosscultural studies, to create a database of matched sets of exemplar articles published in textually comparable English and Spanish-medium journals marked up with relevant variables and tagged for their rhetorical structure and more specific discourse functions

### Phase 3

For intercultural studies,

- To create a database of Spanish (as L1) and English (as L2) 'text histories', including submitted manuscripts, the corresponding peer review texts, editorial correspondence, ...
- To collect information by means of 'talk around text' questionnaires and/or interviews with a sample of authors, reviewers and journal editors

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# ENEIDA PRESENTERS AND TOPICS

## 1) *Ana I Moreno* (Universidad de León)

- *Identifying Spanish researchers' needs for training in English for Research Publication Purposes: Methodological aspects of a large-scale online survey*

## 2) *Jesús Rey-Rocha* (CSIC, Spanish National Research Council)

- *Spanish researchers' language choices for scientific publication purposes: attitudes and motivations*

## 3) *Sally Burgess* (Universidad de La Laguna)

- *Spanish researchers' current strategies for learning to write and for writing to publish research articles*

## 4) *Pedro Martín-Martín* (Universidad de La Laguna)

- *Spanish researchers' past experiences and difficulties with the publication of research articles*

## 5) *M<sup>a</sup> Lluisa Gea-Valor* (Universitat Jaume I)

- *Spanish researchers' future training needs in research article publication skills*



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***Identifying Spanish researchers' needs for training in English for Research Publication Purposes: Methodological aspects of a large-scale online survey***

**Collaborators:**

Researchers: Pedro Martín-Martín, M<sup>a</sup> Lluisa Gea-Valor; Rosa Lorés Sanz, Pilar Mur Dueñas, Enrique Lafuente

Interviewees and survey informants at ULE, CSIC, ULL, UJI, UZ;

CSIC Statisticians: José Manuel Rojo, Belén Garzón, Almudena Mata

Conversion of questionnaire into online format: CESGA, Santiago de Compostela

**Authors:**

***Ana I. Moreno, Jesús Rey,  
Sally Burgess, Irene López and  
Itesh Sachdev***

# Abstract

This paper mainly aims to report on the survey method employed in Phase 1 of the project to fulfil the following aims: a) locating those researchers at the five institutions participating in the project who might be interested in receiving ERPP training and in collaborating in subsequent phases of the project; b) identifying their specific needs vis-à-vis ERPP; and c) providing a context for future studies of Spanish-English intercultural ERPP rhetoric. The paper also offers an overall characterisation of the informants to our survey, discusses some of the results to assess the relevance and viability of further phases of the project, and evaluates the database thus created.

24 researchers were first interviewed in-depth from one research-only institution and two universities. Interview responses were then used to design a structured questionnaire comprising thirty-seven questions related to both English and Spanish for Publication Purposes. The questionnaire was piloted with 200 researchers selected from the total population of staff with doctorates (8,794) at the three institutions mentioned above, plus another two universities. The questionnaire was then sent out to the total population, yielding responses from 1717 researchers, which are kept in the *ENEIDA Database*.

The findings suggest high levels of interest in ERPP amongst participants in that not only were 64% of respondents interested in future ERPP training, but also in that 96% of them were willing to receive information about how to participate in subsequent phases of the project. It is hoped that the information contained in the *ENEIDA Database* will allow us to: a) carry out precise needs analyses of specific groups of informants (e.g. according to specific disciplines); b) carry out in-depth studies of how relevant factors affect writing for publication purposes of Spanish researchers, and c) design Spanish-English intercultural rhetoric multiple case studies grounded in sound research.

# 1. Aims of paper 1

- To describe the survey method used to create the *ENEIDA database*: a database of Spanish postdoctoral researchers including relevant variables affecting writing and learning to write in ERPP and regarding their general training needs vis-à-vis ERPP
- To offer overall descriptive results on the contextual variables of the database that help us to characterize our informants
- To assess the relevance and viability of further phases of the project by answering some preliminary questions

# 1. Preliminary questions to assess the relevance and viability of the project

1. To what extent Spanish researchers need training in ERPP by contrast to Spanish for similar purposes. In which knowledge/disciplinary areas is their need greatest?
2. How many of these researchers would benefit from an awareness of the typical difficulties Spanish researchers encounter in the process of publication?
3. How many of them would benefit from an awareness of the crosscultural differences and similarities between writing for research publication purposes in English- and in Spanish-medium journals?
4. How many of them would be willing to collaborate in further phases of the project?

## 2. Literature review

- We reviewed the literature in relation to:
  - needs analysis for EAP teaching-learning
  - factors that might affect writing for research publication purposes
    - Motivations, attitudes, feelings, writing strategies, writing difficulties for publication purposes, editorial processes, levels of proficiency, L1 transfer
  - questions asked in previous questionnaires on related topics
  - academic genres for research publication purposes
  - crosscultural studies of academic discourse
  - Intercultural studies of academic discourse
  - existing pedagogical materials
  - survey research methods
  - interviews methodology
- Aims clarified, but huge amount of questions

## 3.1. Population definition

- We decided to target postdoctoral researchers (*Spanish researchers* henceforth) to control for “lack of qualifications as a researcher” (Swales 2004).
- In April, 2010, we applied for the e-mail and ordinary mail addresses of all the staff with doctorates affiliated to the five institutions.
- Obstacles to obtain e-mail addresses.
- Raw population:
  - 8794 (valid e-mail and postal addresses of members of) staff with doctorates

## 3.2. Population distribution

Institution	Population of staff with doctorates at the five institutions participating in the project	%
Research-only institution	3919	<b>44.6</b>
University 1	637	7.2
University 2	677	7.7
University 3	1293	14.7
University 4	2268	25.8
Total	<b>8794</b>	100



## 4. Methods: In-depth interviews

- **Procedure of implementation:**
  - 24 face-to-face interviews at three of the institutions participating in the project (eight interviews in each institution) (April-May, 2010)
  - a cross-section of researchers in terms of gender, publication experience in English and knowledge areas.
  - for an average of one and a half hours
  - on the same set of questions and answers with a certain degree of flexibility
  - each question was asked open-endedly and then formulated in closed format

## 4. Methods: In-depth interviews

- **Method of analysis:**

- content analysis of their recorded responses

- **Conclusions:**

- need for training in ERPP confirmed; need for training in Spanish for RPP suggested in some cases
- our linguistics jargon would need to be slightly adapted
- contradictions with some of the issues discussed in the literature
- importance of surveying postdoctoral researchers and of distinguishing between scientific fields, publication experience and proficiency in English
- structure of the survey clarified
- number of questions reduced to 37
- a close-ended questionnaire would be designed
- some issues would be best explored by ethnographically-oriented methods
- UNESCO codes sufficiently good for informants to self-classify
- difficulty compiling comparable corpora in some fields
- willingness to collaborate providing text histories

## 4. Methods: Survey tools

- **A 37-question structured questionnaire divided into six thematic sections:**
  - 1) Personal and professional information (academic and language background)
  - 2) Competence in the use of Spanish and English
  - 3) Language choices for research publication purposes (English- and Spanish-medium journals suitable for publication, motivations, attitudes and feelings)
  - 4) Experience with publishing research articles
  - 5) Current strategies for writing for publication in scientific journals in English
  - 6) Past and future training in writing research articles in Spanish and in English

## 4. Methods: Survey tools

- **The online questionnaire**
  - Converted into online format by the Limesurvey application
  - Hosted on a CSIC server
  - Accessible clicking a link and entering a password
  - Allowed us to filter out researchers that did not meet certain criteria
  - Allowed informants to skip irrelevant questions
- **The covering letter**
  - Explained who we were and the aims of the project
  - Asked for collaboration to fill in the questionnaire (30 min.)
  - Provided the link to the questionnaire and a password

## 4. Methods: Procedures for validating and implementing the survey

- **Experts validation**

- The online questionnaire was completed and comments made by expert informants:
  - some of our interviewees and
  - Phase 1 research group members
- Their comments and answers were analysed
- The questionnaire and the covering letter were revised
- The tools were presented to the team at a team meeting and approved of after
  - revision of text mistakes
  - reformulations of some items on sensitive issues

## 4. Methods: Procedures for validating and implementing the survey

- **Validation with a pilot sample** of 200 informants (2.3%)
  - 24 September 10: informants contacted by covering letter:
    - 100, by e-mail
    - 100, by ordinary mail (link to the questionnaire by e-mail on 5th October)
  - 1st October 10: reminder sent by e-mail to the e-mail sample
  - 13th October 10: reminder to the ordinary mail sample
  - 20th October 10: The pilot online questionnaire was closed
  - Responses and comments from the sample informants were analysed
  - The advantages and disadvantages of the two administration procedures used were weighed.

## 4. Methods: Procedures for validating and implementing the survey

- **Conclusions** from validation with pilot sample:
  - We revised the design of a question difficult to answer, typographical issues, inconsistencies, automatic comments to explain why some informants were being excluded and some instructions for users were added.
  - The UNESCO code application and the skips and filters seemed to work well.
  - The covering letter seemed appropriate and access to the online application worked well.
  - No statistical differences in the response rate obtained between contacting informants by e-mail or by ordinary mail.
  - The questionnaire had been attempted by 29% of the pilot sample but only 15% finalised it.
  - The rate of potential collaborators seemed low to us (21.5% of those who answered).
  - Yet we decided not to make the questionnaire shorter, since a more thorough analysis was preferred over a larger response rate.
  - We would do two reminders to increase the response rate and change the text of the subject in the e-mail message to make it more appealing.

## 4. Methods: Procedures for validating and implementing the survey

- **Survey implementation procedure:**
  - 2nd November 2010: the final test of online questionnaire was done
  - 3rd November: The questionnaire was launched by e-mail message
  - Subject of e-mail message: Publication experiences in scientific journals: request for collaboration in research project survey
  - Server collapsed when 800 researchers tried to respond simultaneously. Questionnaire was migrated to a more powerful server.
  - 8th November: letter announcing solution sent to the 600 informants that had not been able to complete the questionnaire.
  - Follow-up messages: on technical problems accessing the questionnaire, queries about reasons for filtering out some informants (a few initial complaints), positive comments and congratulations.
  - A more complete automatic message was elaborated to explain why some informants were being excluded.
  - 22nd November and 30th November: 1st and 2nd reminders
  - 10<sup>th</sup>(15th) December 10: the questionnaire was closed
  - Subject: Publication experiences in scientific journals: end of survey



## 4. Method: participants

### *From the raw population to our target sample*

Staff with doctorates	8,794	100 %
Of whom completed the questionnaire	<b>1,717</b>	<b>19.5%</b>
Of whom have <b>Castilian Spanish as L1</b>	1,565	91.1%
Of whom have received their secondary and pre-doctoral education and training <b>in Spain</b>	1,502	96%
Of whom have received their secondary and pre-doctoral education and training <b>in Spanish</b>	1506	96.2%
Target sample	<b>1,454</b>	<b>84.7%</b>

## 4. Method: participants

Gender	N	%
Male	925	<b>63.6</b>
Female	529	<b>36.4</b>
Total	1454	100

## 4. Method: participants

		Age	N. of postdoctoral years
Mean		<b>46.34</b>	<b>16.18</b>
Median		46	16
Mode		44	7
Standard deviation		8,769	9,148
Smallest value		28	0
Largest value		70	44
Percentiles	25	40	9
	50	46	16
	75	52	22

## 4. Method: participants

Academic status	n	%
<b>Profesor Titular de Universidad</b>	342	<b>23.5%</b>
<b>Científico Titular CSIC</b>	334	<b>23.0%</b>
<b>Investigador Científico CSIC</b>	225	<b>15.5%</b>
Investigador Doctor Contratado	139	9.6%
<b>Profesor de Investigación CSIC</b>	135	<b>9.3%</b>
<b>Catedrático de Universidad</b>	98	<b>6.7%</b>
Profesor Contratado Doctor	66	4.5%
Profesor Ayudante Doctor	35	2.4%
Profesor Asociado	29	2.0%
Other	51	3.5%
Subtotal	1454	100,0%

## 4. Method: participants

UNESCO CODES	DISTRIBUTION BY DISCIPLINARY AREAS	(N = 1454)	%
24	LIFE SCIENCES	399	27.4%
33	TECHNOLOGICAL SCIENCES	292	20.1%
23	CHEMISTRY	231	15.9%
22	PHYSICS	177	12.2%
31	AGRICULTURAL SCIENCES	154	10.6%
25	EARTH AND SPACE SCIENCES	121	8.3%
55	HISTORY	93	6.4%
32	MEDICAL SCIENCES	84	5.8%
53	ECONOMICS	74	5.1%
12	MATHEMATICS	69	4.7%
57	LINGUISTICS	50	3.4%
61	PSYCHOLOGY	50	3.4%
58	PEDAGOGY	38	2.6%
62	ARTS AND HUMANITIES	35	2.4%
56	LAW	34	2.3%
21	ASTRONOMY AND ASTROPHYSICS	27	1.9%
63	SOCIOLOGY	23	1.6%
54	GEOGRAPHY	20	1.4%
59	POLITICAL SCIENCES	20	1.4%
72	PHILOSOPHY	10	0.7%
51	ANTHROPOLOGY	6	0.4%
52	DEMOGRAPHY	6	0.4%
11	LOGICS	4	0.3%
71	ETHICS	2	0.1%
99	UNCLASSIFIED	2	0.1%
	<b>TOTAL</b>	<b>1454</b>	<b>100%</b>

## 4. Method: Other variables in the *ENEIDA Database*

- Self-reported level of proficiency in the use of Spanish and English for listening/speaking/interacting verbally/reading/writing for general and for specific purposes.
- Self-reported level of publication experience by number of articles published as corresponding authors over the last ten years and experience as peer reviewers.
- The scientific journals that informants regard as most suitable for the publication of their research in Spanish and in English

## 4. Method: Other variables in the *ENEIDA Database*

- Motivations towards the publication of research articles in academic journals in Spanish and in English.
- Attitudes and views towards Spanish and English as languages for publication purposes.
- Previous experience and difficulties with publishing research articles in scientific journals in Spanish and in English over the preceding ten years
- Current strategies for writing for publication purposes in academic journals in English.
- Past strategies for learning how to write research articles in Spanish and in English.
- Views about the type of training needed to learn how to write research articles or to improve their current results

## 5. Results: To what extent Spanish researchers need training in writing RAs in English for publication purposes by contrast to Spanish?

Plan training in the writing of RAs	English		Spanish	
	N	%	N	%
Yes + Perhaps	956 <sub>a</sub>	<b>67.3%</b>	348 <sub>b</sub>	24.5%
No	388 <sub>a</sub>	27.3%	982 <sub>b</sub>	69.2%
I don't know	76 <sub>a</sub>	5.4%	90 <sub>a</sub>	6.3%
Total	1420	100.0%	1420	100.0%



5. Results: To what extent Spanish researchers need training in writing RAs just in English for publication purposes by contrast to just in Spanish or in both languages?

Plan training (just) in ...	N	%
English for research publication purposes	627	<b>64.3</b>
Spanish for research publication purposes	19	1.9
Both English and Spanish for RPPs	329	<b>33.7</b>
Total	975	100

5. Results: How many of these researchers would benefit from an awareness of the typical difficulties Spanish researchers encounter in the process of publication?

Training should familiarize them with the problems Spanish authors typically have when writing RAs	N	%	Total
English	536	<b>56.1</b>	956
Spanish	123	35.3	348

**5. Results: How many of them would benefit from an awareness of the crosscultural differences and similarities between writing for research publication purposes in journals in Spanish and English?**

1 = none; 2 = a little; 3 = some; 4 = quite a lot; 5 = a lot

<b>Training should help them understand the differences and similarities between writing RAs for Spanish and international journals</b>	<b>English (Mean)</b>	<b>Spanish (Mean)</b>
	<b>3.04<sub>a</sub></b>	<b>3.43<sub>b</sub></b>
<b>Number of respondents</b>	<b>956</b>	<b>348</b>

## 5. Results: In which knowledge areas their need for training and their willingness to collaborate in further phases of the project is greatest?

NEED TRAINING: (yes + perhaps)	JUST IN ENGLISH		IN BOTH LANGUAGES		IN ENGLISH ANYWAY		WILLING TO COLLABORATE	
	N	%	N	%	N	%	N	%
<b>Natural &amp; Exact Sciences</b>	379	60.4	129	39.2	<b>508</b>	53.1	<b>386</b>	76.0
<b>Technological Sciences</b>	108	17.2	92	28.0	<b>200</b>	20.9	<b>160</b>	80.0
<b>Social Sciences</b>	82	13.1	53	16.1	<b>135</b>	14.1	<b>95</b>	70.4
<b>Arts &amp; Humanities</b>	44	7.0	45	13.7	<b>89</b>	9.3	<b>73</b>	82.0
Unclassified	14	2.2	10	3.0	24	2.5	22	91.7
<b>TOTAL</b>	<b>627</b>	100.0	<b>329</b>	100.0	<b>956</b>	100.0	<b>736</b>	77.0

## 5. Results: In which disciplinary areas their need for training and their willingness to collaborate in further phases of the project is greatest?

Q1. Do you plan to continue your training in the writing of RA so as to send them to scientific journals in Spanish? And in English? Closing Question. Are you interested in receiving information about how to collaborate in this project?				
UNESCO CODES	Disciplinary areas	Q.31 Those who need training in English	Closing Question Those who are interested in collaborating	% of potential collaborators
24	LIFE SCIENCES	255	199	78.0%
33	TECHNOLOGICAL SCIENCES	188	154	81.9%
23	CHEMISTRY	149	119	79.9%
31	AGRICULTURAL SCIENCES	103	80	77.7%
22	PHYSICS	101	71	70.3%
25	EARTH AND SPACE SCIENCES	73	59	80.8%
55	HISTORY	68	59	86.8%
32	MEDICAL SCIENCES	61	46	75.4%
53	ECONOMICS	55	41	74.5%
12	MATHEMATICS	52	36	69.2%
61	PSYCHOLOGY	41	32	78.0%
57	LINGUISTICS	34	26	76.5%
58	PEDAGOGY	30	25	83.3%
62	ARTS AND HUMANITIES	26	20	76.9%
56	LAW	24	20	83.3%
63	SOCIOLOGY	16	12	75.0%
59	POLITICAL SCIENCE	14	10	71.4%
54	GEOGRAPHY	13	6	46.2%
21	ASTRONOMY AND ASTROPHYSICS	12	9	75.0%
72	PHILOSOPHY	9	6	66.7%
51	ANTHROPOLOGY	5	3	60.0%
52	DEMOGRAPHY	4	4	100.0%
11	LOGICS	3	3	100.0%
71	ETHICS	2	0	0.0%
<b>TOTAL</b>		<b>956*</b>	<b>919*</b>	<b>96.1%</b>

## 6. Main conclusions

- High levels of interest amongst participants
  - in future ERPP training, the natural and exact sciences being in the greatest need
  - in receiving information about how to participate in subsequent phases of the ENEIDA project
- Most Spanish postdoctoral researchers (56.1%) would benefit from a teaching approach that familiarizes them with the problems Spanish authors typically have when writing RAs in English
- Spanish postdoctoral researchers consider that some of their training should help them understand the differences and similarities between writing RAs for Spanish and international journals

## 6. Conclusions about the *ENEIDA Database*

- One of the few surveys that
  - tackles the issues of perceived difficulties of EAL researchers in writing for publication purposes and perceived disadvantage in writing for publication purposes (after Flowerdew, 1999, Burgess and Fagan, 2006, and Ferguson et al. 2011)
  - approaches these issues from a comparative perspective (after Hanouer and Englander, 2011), but is much more ambitious in terms of the number of issues explored
- Its comparative design and consideration of a greater number of influencing factors will allow for more reliable and greater number of studies on the factors affecting Spanish researchers' experiences and difficulties writing for publication in English-medium journals.

## 6. Conclusions about the *ENEIDA Database*

- Various times larger in number of respondents than these previous more focussed surveys
- Significantly more successful in response rate
- Created by means of a rigorous survey procedure based on preliminary interviews and piloting of the questionnaire before administration to the entire population
- Shares the limitations of all confidential surveys
- The way in which some of the questions have been asked may not be adequate for studies with different aims.



## 6. Conclusions about the *ENEIDA Database*

- We hope that this database will serve to:
  - carry out analyses of the specific training needs vis-à-vis ERPP of homogenous groups of researchers in certain disciplinary areas (ENEIDA, In process).
  - carry out in-depth analyses of how specific factors affect writing for research publication purposes of Spanish postdoctoral researchers, e.g.:
    - Moreno et al. (2012). Spanish researchers' perceived difficulty writing research articles for English-medium journals: the impact of proficiency in English versus publication experience. *IBERICA*, Forthcoming.
  - inform the design of multiple-case studies of Spanish researchers' difficulties writing for research publication purposes, e.g.: Moreno et al. (In process).

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## Paper 1 in this panel may be cited as:

Moreno, A.I., Rey-Rocha, J., Burgess, S., López-Navarro, I. & I. Sachdev (2011). Identifying Spanish researchers' needs for training in English for Research Publication Purposes: Methodological aspects of a large-scale online survey. URL: <http://hdl.handle.net/10612/1823> [25/07/2012]

## Overall aim of papers 2, 3, 4 and 5 in this panel

- To present descriptive results in relation to key variables in the *ENEIDA database with a view to carrying out general needs analysis vis-à-vis teaching and researching into ERPP.*

### The content of these four papers may be cited as:

Moreno, A.I., Rey-Rocha, J., Burgess, S., Martín-Martín, P., Gea-Valor, M<sup>a</sup> L., López-Navarro, I., Garzón, B. & I. Sachdev (2011). Spanish Researchers Publishing In Scientific Journals: Motivations, Views, Strategies, Experiences and Training Needs. URL: <https://buleria.unileon.es/handle/10612/1757> [06/06/12]



**2nd International PRISEAL Conference:  
Publishing and Presenting Research Internationally:  
Issues for Speakers of English as an Additional Language**

**Occupying niches: Interculturality, cross-culturality  
and aculturality in academic research**

**ENEIDA Presenter:**

Sally Burgess  
on behalf of Jesús Rey Rocha  
(CSIC, Spain)  
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*Spanish researchers' language  
choices for scientific publication  
purposes: attitudes and motivations*

**Collaborators**

Researchers: Pedro Martín-Martín, M<sup>a</sup> Lluisa Gea-  
Valor; Rosa Lorés Sanz, Pilar Mur Dueñas,  
Enrique Lafuente  
CSIC Statisticians: José Manuel Rojo, Belén Garzón,  
Almudena Mata

**Authors:**

*Jesús Rey, Ana I. Moreno,  
Sally Burgess, Irene López,  
Belén Garzón and Itesh Sachdev*

# Our questionnaire: thematic areas

- Personal and professional information.
- Competence in the use of Spanish and English.
- **Language choices for research publication: attitudes and motivations.**
- Current strategies when preparing a paper for publication.
- Past experiences and difficulties with the publication of papers.
- Training in research writing and future training needs and wants.

# Abstract

One aim of needs analysis in English language teaching typically involves describing the potential learners' motivations for and attitudes towards learning English so that these may be taken into account in curriculum design. Given our specific plans to design courses/resources in ERPP, in the present paper we analyse the responses given by the whole sample of Spanish postdoctoral researchers to the questionnaire items exploring their motivations for and attitudes towards reporting their research in English- versus Spanish-medium journals.

Our results show that informants' motivations for publishing in English are mainly their desire to communicate the results of their research to the international scientific community, to have their research work be recognized and to meet the requirements for professional promotion. Their main reason for publishing in Spanish is also to communicate their research results, but to a local audience, together with their desire to respond to a commission or invitation. On the other hand, their reasons for not using English are mainly related to their perception that their level of proficiency writing in English is lower than that required by the journals and to a lack of economic resources to afford translation and authors' editing costs. In contrast, their reasons for not using Spanish are mainly the lack of prestigious journals in this language and their perception that they would not achieve the desired benefits if they did so.

Overall, the Spanish postdoctoral researchers in our sample show a much more favourable attitude towards using English for research publication purposes than to using Spanish. The reasoning behind this rather homogeneous attitude is mainly utilitarian, while the reasoning behind the more fragmented positive attitude shown by less than half of the sample to using Spanish is of an ideological nature (e.g. to help the survival of the Spanish language and journals). Finally, although Spanish postdoctoral researchers on average feel significantly less capable and confident when using English than when using Spanish for publication purposes, they are significantly more motivated to write their research for publication in English-medium journals.



## The aim of this research

- To identify Spanish researchers' motivations for and attitudes towards reporting their research in English (relative to Spanish)

# Motivations for publishing

When you decide to publish a research article in a scientific journal to what extent do the following factors influence your decision to publish in Spanish? Or in English?

*From 1= not at all, to 5 = a lot*

## English

- Communicate the results of my research to the international scientific community 4.7
- My research work to be recognised 4.5
- Meet the requirements for professional promotion 4.2
- Get cited more frequently 4.0

## Spanish

- Communicate the results of my research to the local community 3.9
- Respond to a commission or invitation 3.4
- My research work to be recognised 3.2
- Continued existence of scientific journals in this language 3.2

# Motivations for not publishing

To what extent have the following factors led you, as corresponding author, not to consider or to decide against publishing research articles in journals in Spanish? And in English?

*From 1= not at all, to 5 = a lot*

## English

- My writing ability in this language is below the standard the journals require 3.9
- Translations / Authors' editing involve increased costs for which I do not have funds available 3.4 / 3.2
- Too much time / Too much effort 3.3 / 3.3

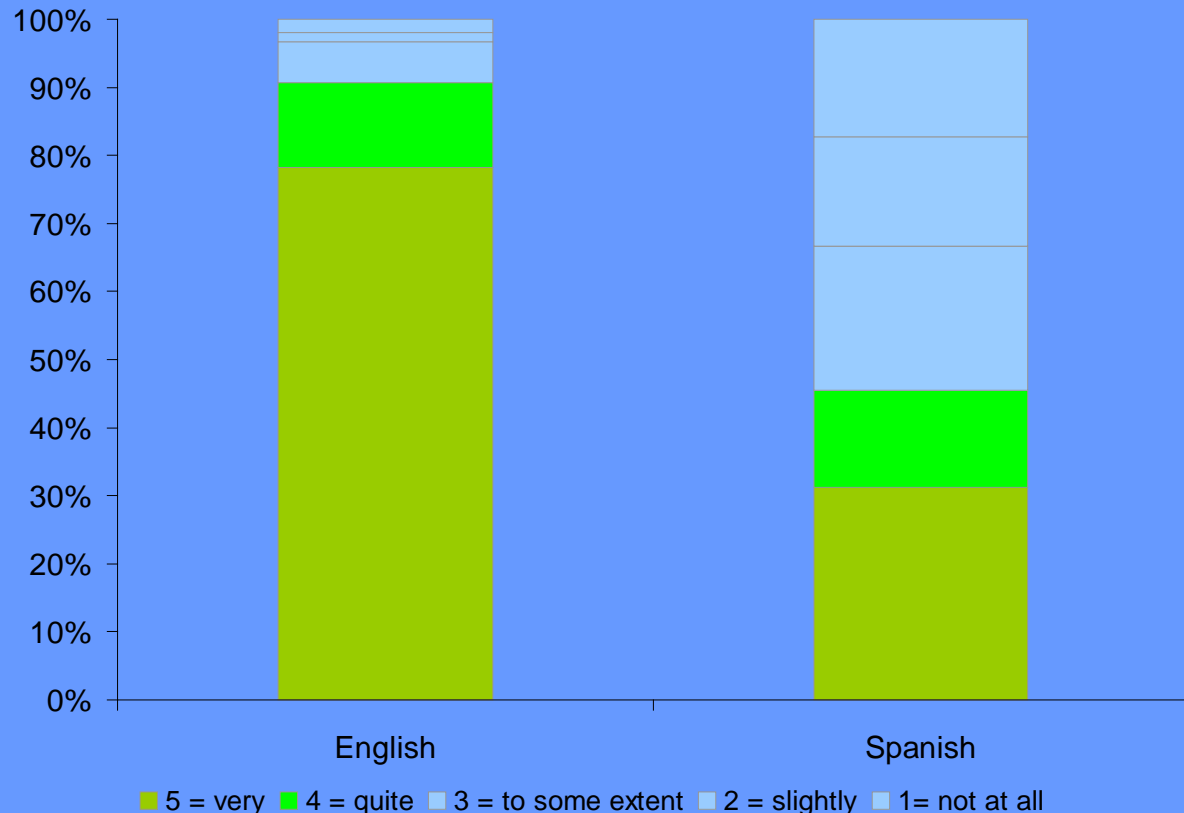
## Spanish

- No prestigious journals in my field in this language 4.6
- Would not offer me the benefits I seek 3.9

# Desirability of publishing in English and Spanish

How far do you think it is desirable for Spanish researchers in your field to publish the results of their research in Spanish? And in English?

- Less than half of informants (45,6%) consider it very or quite desirable to publish in Spanish
- Most informants (90.7%) consider it very or quite desirable to publish in English



# Attitudes towards publishing in Spanish or English

How far do you feel that publishing the results of research in your field in Spanish/English helps or hinders the following?

*(From +3 = helps the most to -3 hinders the most)*

## Publishing in English

### Helps

- Communicating the results of Spanish research internationally (2.6)
- The participation of Spanish researchers in international networks (2.6)
- The visibility of Spanish research (2.5)

### Hinders

- The development of academic language in Spanish (-0.6)

## Publishing in Spanish

### Helps

- The development of academic language in Spanish (1.5)
- The survival of scientific journals in that language (1.4)
- The improvement of the writing of research articles (1.3)
- Research on topics of local concern (1.3)

### Hinders

- The participation of Spanish researchers in international networks (-0.9)
- Communicating the results of Spanish research internationally (-0.8)

# Feelings

How do you feel when you write up the results of your research for publication in journals in Spanish? And in English?

*(From +3 = motivated, sure... to -3 = unmotivated, unsure...)*

## Writing in English

Respondents feel...

- Fairly motivated (2.2)
- A little capable (1.7), sure of themselves (1.6) and free to act (0.9)
- Neither loyal nor disloyal to their language (0.4)

## Writing in Spanish

Respondents feel...

- Fairly capable (2.6) and sure of themselves (2.3)
- A little motivated (1.2), loyal to their language (1.6) and free to act (1.8)

# Conclusions

## Main...

- **motivations for using English** for publication purposes (ERPP):
  - desire to **communicate** research results to an **international** audience, **recognition**, professional **promotion**
- **motivations for using Spanish** for publication purposes (SRPP):
  - desire to **communicate** research results to the **local** community, to respond to a **commission** or **invitation**
- **reasons for not using ERPP**
  - **low** self-rated level of **proficiency writing in English**
  - **lack of economic resources** for translation and authors' editing costs
- **reasons for not using SRPP**
  - **lack of prestigious journals** in this language
  - **not achieving** the desired **benefits**
- **attitude** towards the use of ERPP/SRPP: Much **more favourable towards using ERPP overall**
  - **Utilitarian reasoning**: Publishing in **English** helps the **communication** and **visibility** of Spanish research **internationally**, as well as Spanish researchers' participation in international **networks**
  - **Ideological reasoning**: Publishing in **Spanish** helps **survival** of **Spanish language** and **journals**
- **feelings** when writing in ERPP/SRPP:
  - **less capable and confident** when **writing in ERPP** than when writing in SRPP, but
  - **more motivated** when writing in ERPP



**2nd International PRISEAL Conference:  
Publishing and Presenting Research Internationally:  
Issues for Speakers of English as an Additional Language**

**Occupying niches: Interculturality, cross-culturality  
and aculturality in academic research**

**ENEIDA Presenter:**

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***Spanish researchers' current  
strategies for learning to write and  
writing to publish***

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*Itesh Sachdev*

**Collaborators**

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# Our questionnaire: thematic areas

- Personal and professional information.
- **Competence in the use of Spanish and English.**
- Language choices for research publication: attitudes and motivations.
- **Current strategies** when preparing a paper for publication.
- Past experiences and difficulties with the publication of papers.
- **Training in research writing** and future training needs and wants.

# Abstract

Needs analysis in a language teaching context also seeks to identify what is potentially lacking in a learning situation and what participants' needs might be. The design of a programme must begin by establishing participants' level of proficiency and their preferred strategies for learning ERPP and for writing texts for publication purposes. In this paper, we present the results of those sections of the survey concerning the researchers' self-rated proficiency in English for academic purposes (in relation to Spanish), how that proficiency was acquired and how it is then employed in the preparation and writing of research papers. We also report on respondents' perceptions of the effort implied by these publishing strategies and their degree of satisfaction with the outcomes.

Over half of those surveyed rate their writing proficiency in English for academic purposes as either high or very high. For the majority, these competencies have not been acquired through formal training but as a result of engaging in the task of research writing, through reading and noticing features of the research writing of others and through the comments of journal editors, peer reviewers and authors' editors on their manuscripts. As part of the preparation process, most of our respondents familiarize themselves with the journal's subject matter, its style guide and with the editorial process followed. They also take note of the way in which research is presented and, to a lesser extent, of specific stylistic preferences.

Most informants are in a position to write their papers directly in English, a third without the assistance of authors' editors. Those who do use such services prefer editors with expertise in their field. Only a fifth of respondents use translators. Though these publishing strategies involve our informants in considerable effort, they report high levels of satisfaction with the outcomes. These results suggest that publishing skills courses aimed at these researchers should build on the strategy of analysing their own and others' written output..

# The Research Context

## Research into textual products

- Genre analysis
- Cross-cultural discourse analysis

- **Research into research publishing processes: attitudes, motivation, needs and resources**

Hong Kong

Poland

Europe

Spain

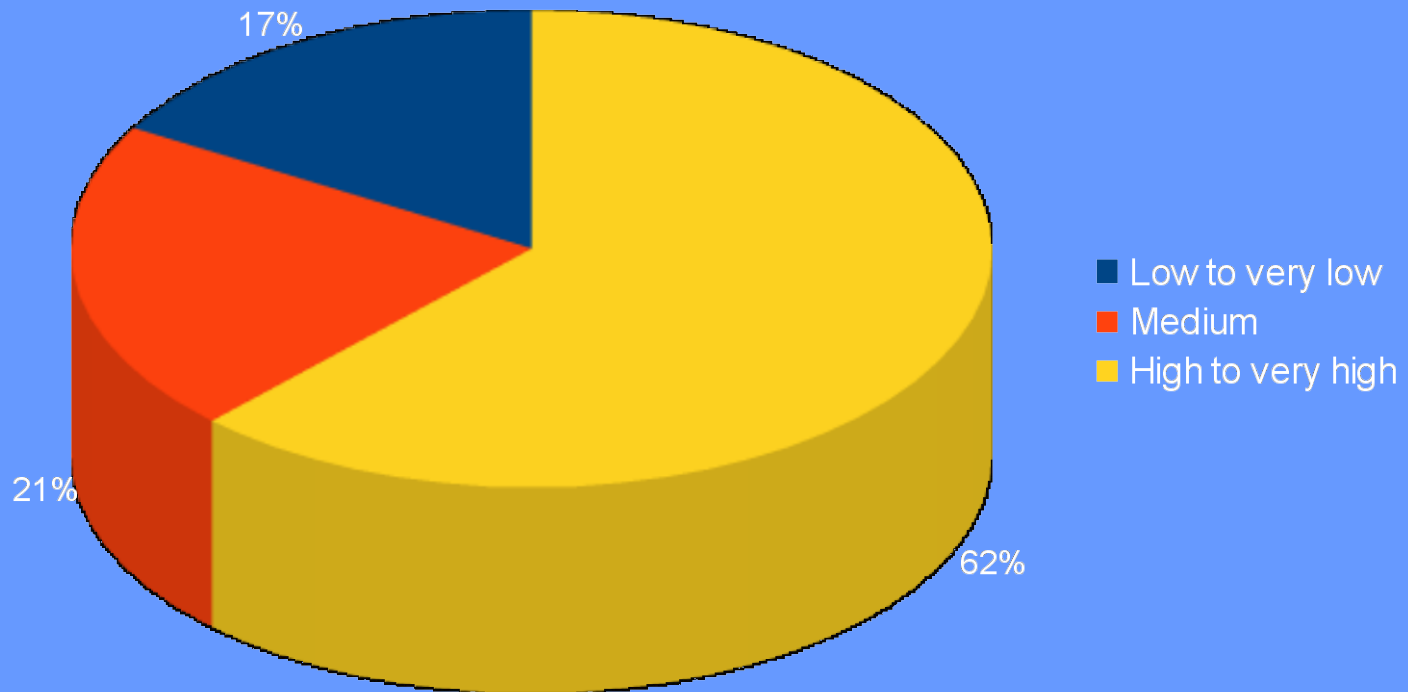
# Identifying needs and what is lacking in the learning situation

Competence in English for Research Publication Purposes (ERPP)

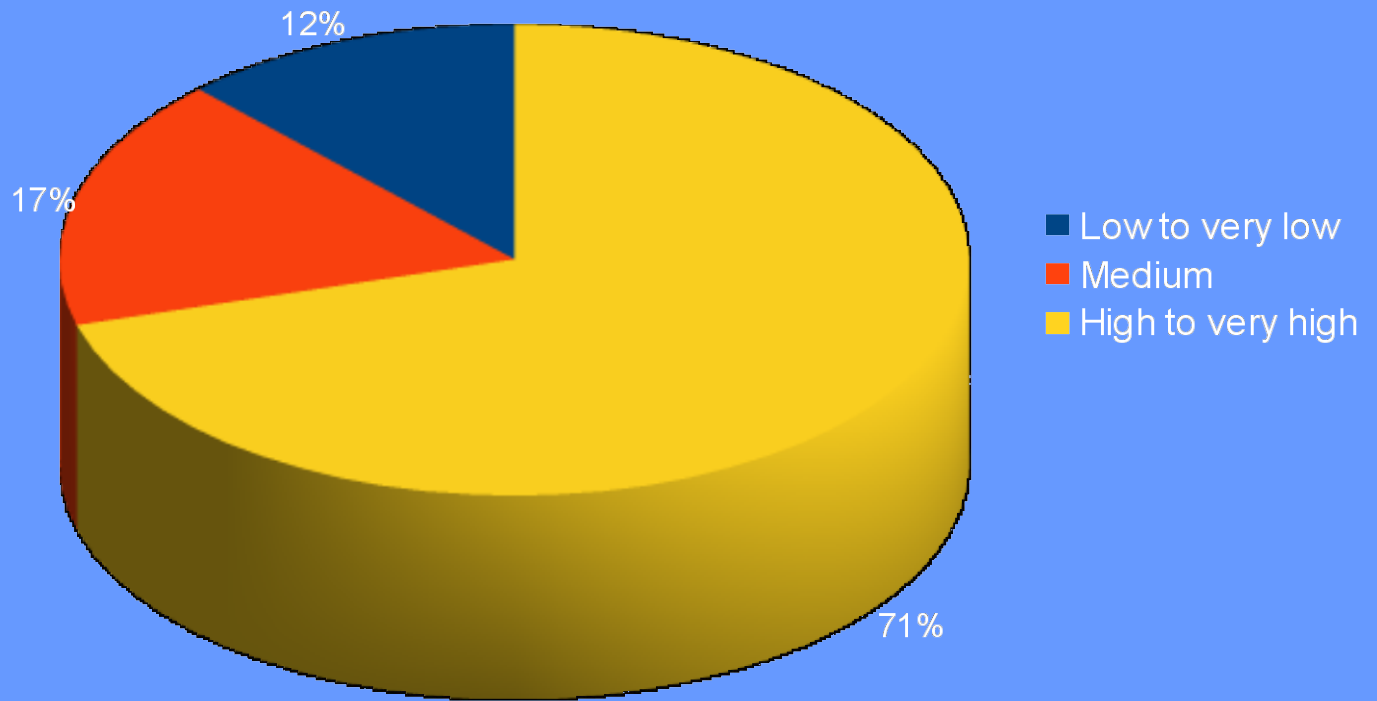
How competence was acquired: strategies for learning ERPP

Strategies for preparing to publish: familiarity with the journal and manuscript preparation

# Self-reports of competence in ERPP: research articles and books



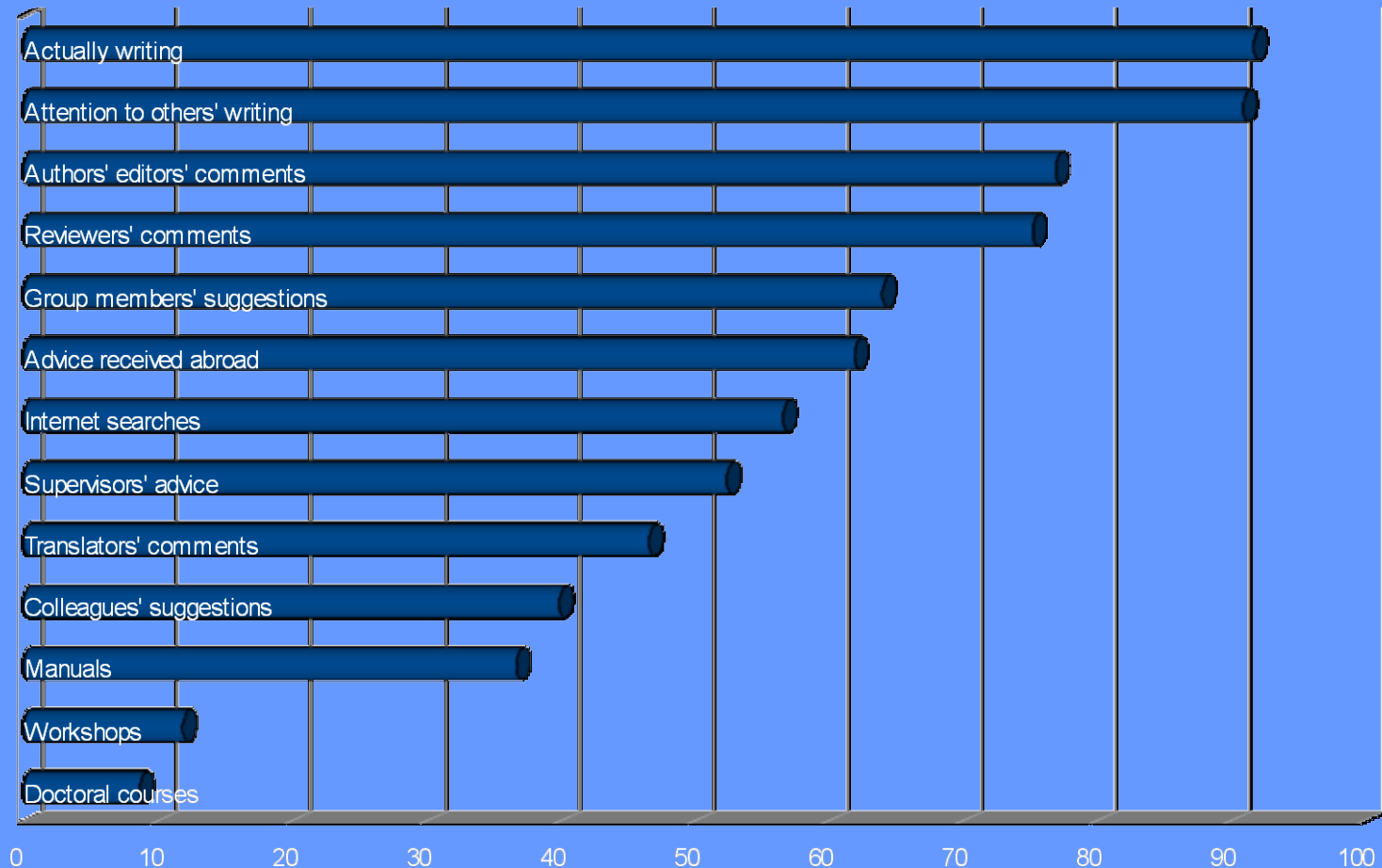
# Self-reports of competence in ERPP: Corresponding with editors and reviewers



# How far have the following strategies helped you learn to write research articles ?

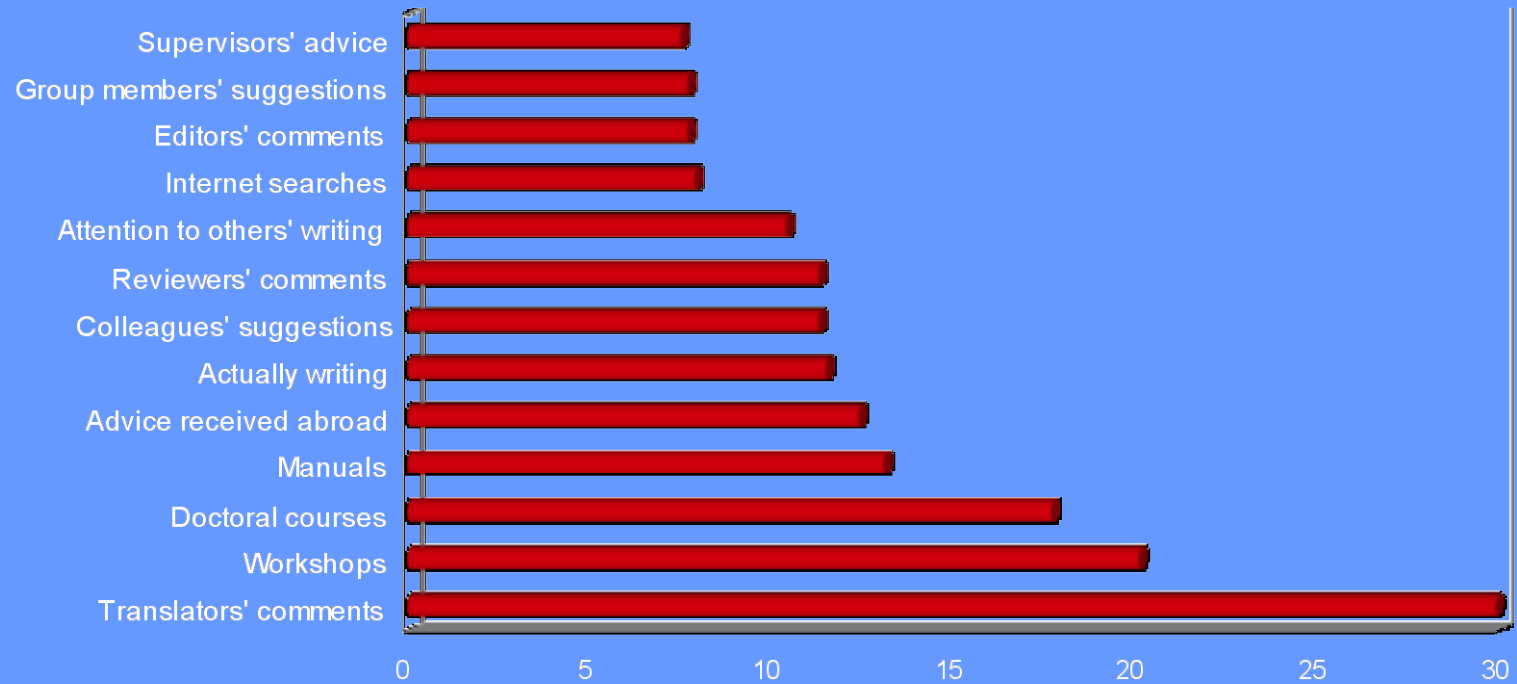
- Doctoral courses
- Advice from supervisor
- Workshops and practical seminars
- Manuals and textbooks
- Actually writing
- Paying attention to the way others write
- Comments from editors and peer reviewers
- Comments from authors' editors
- Comments from translators
- Suggestions from members of my research group
- Suggestions from colleagues
- Looking for words and expressions on the internet
- Advice on research visits abroad

# Learning to write research articles: helpfulness of strategies

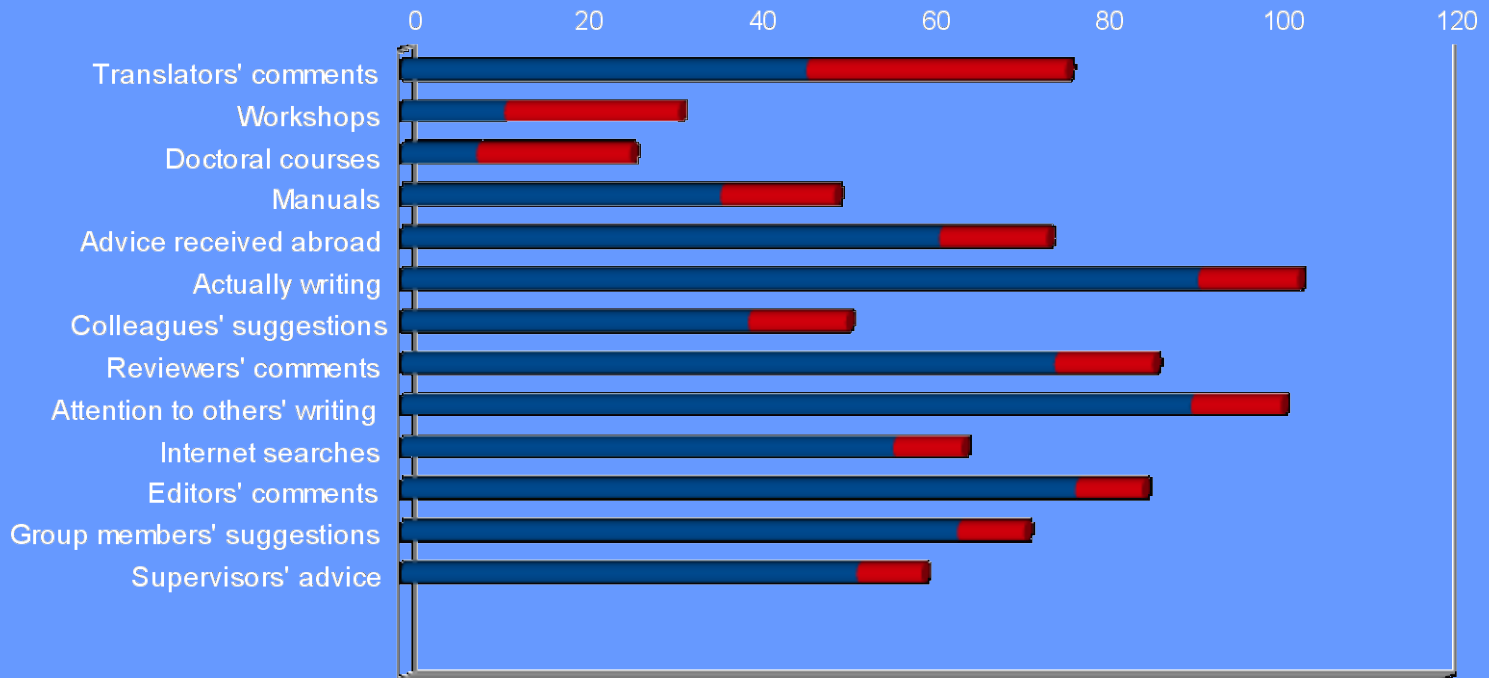




# Lack of applicability of strategy to prior learning experience



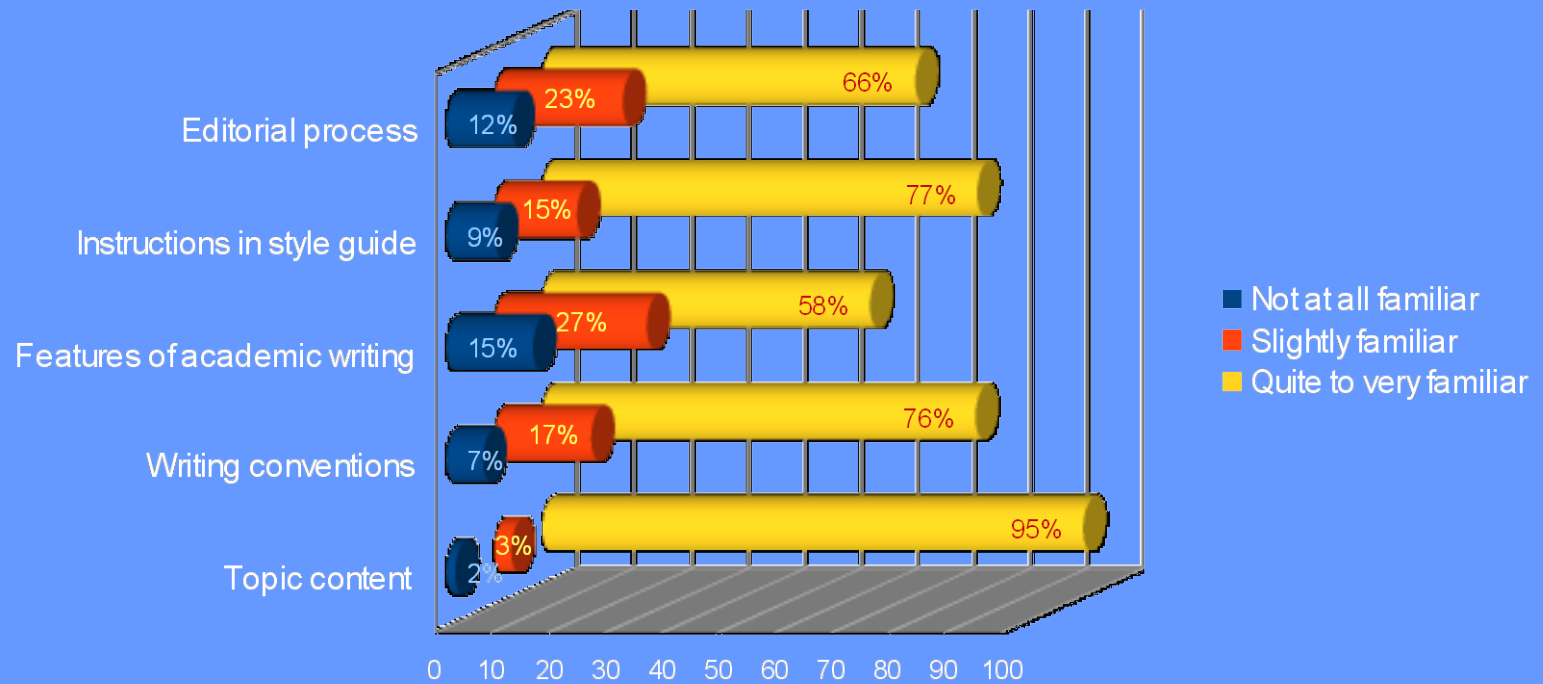
# Lack of applicability to learning experience with helpfulness of strategies



# How familiar are you with the following before you send an article to a journal?

- A. The topics the journal deals with
- B. The writing conventions expected by the journal
- E.g. putting my research into a wider theoretical context, appropriately reviewing the literature, clearly expressing my contribution to the field, making sure my conclusions fit my objectives etc.
- C. The features of academic writing specific to the journal
- E.g. typical sentence length, ways of expressing ideas clearly and appropriate style, how to organize paragraphs, grammar and vocabulary.
- D. The instructions in the journal's style guide
- E. The editorial process the journal typically follows

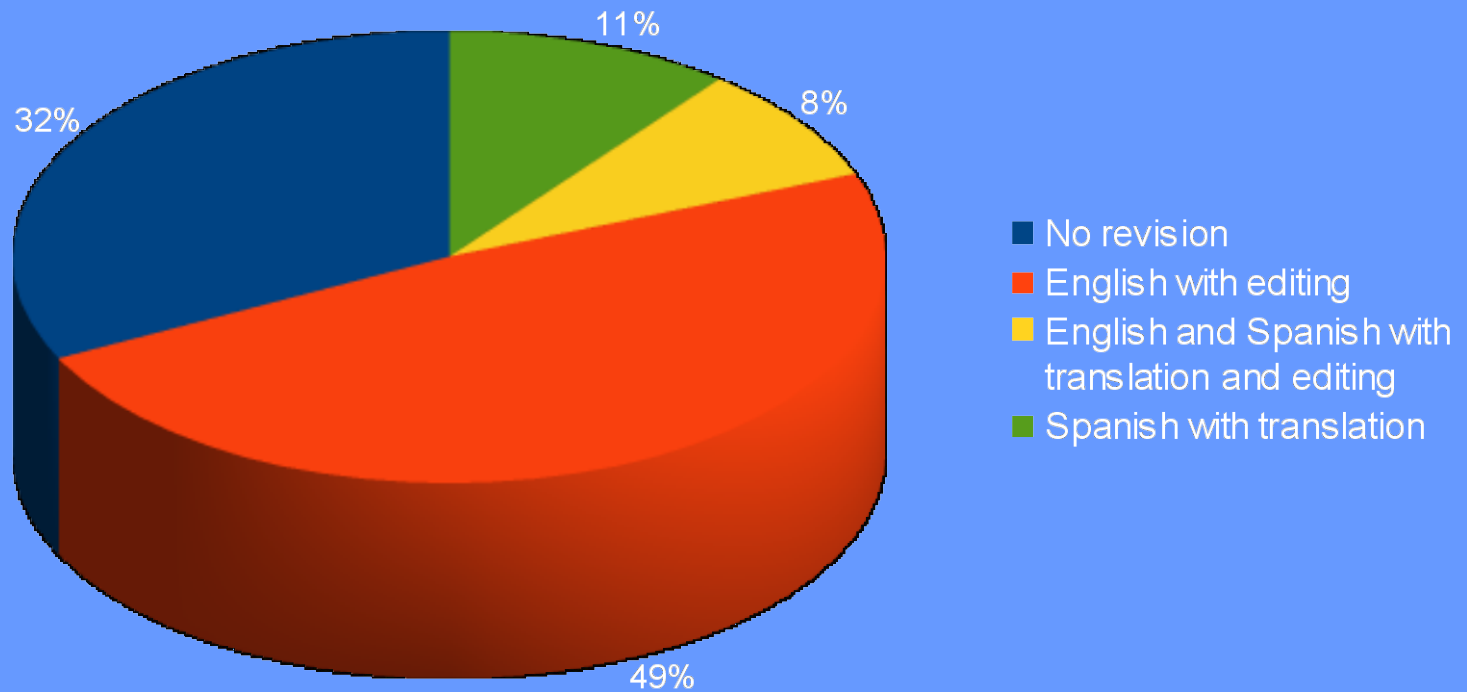
# Familiarity with the journal



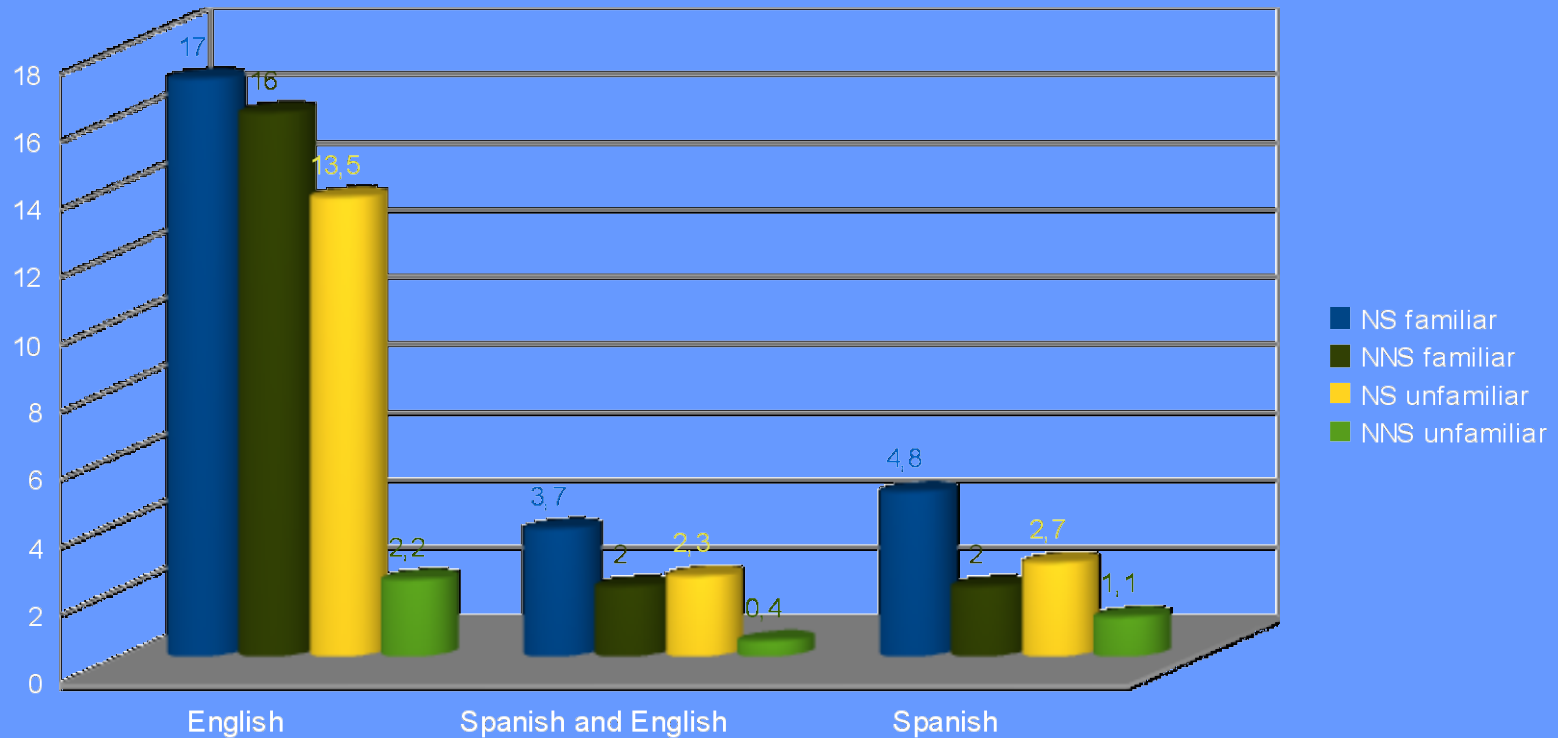
## Which of the following writing strategies have you used most frequently?

- I write in English and send it off without any further revision.
- I write in English and then have my text edited.
- I write partly in English and partly in Spanish and then have my text edited and translated.
- I write in Spanish and have my text translated.

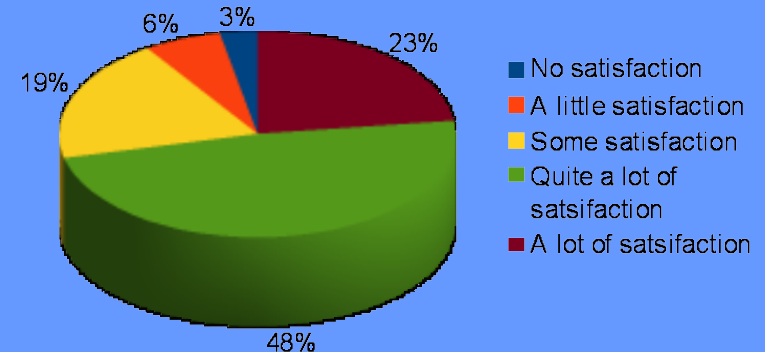
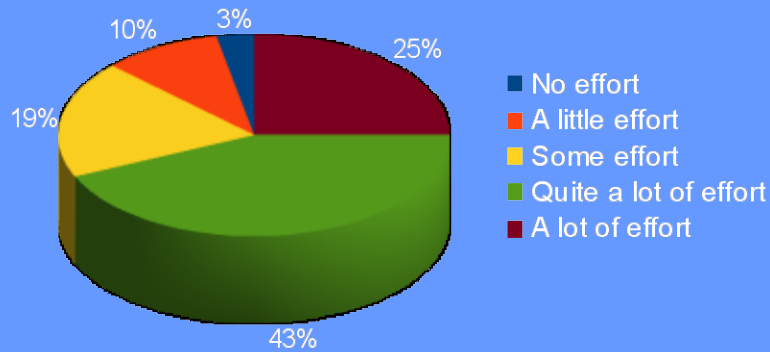
# Frequency of use of writing strategies



# Editors and translators employed: familiarity with field and NS/NSS status



Please indicate how much effort you usually have to put into this strategy and how much satisfaction you derive from the outcome.





# Conclusions

- Self-reported competence is often high or very high.
- ERPP competence has frequently been acquired through engaging with texts (own and others').
- Journal subject matter, style guide and editorial process are important concerns when preparing to publish.
- Stylistic conventions and features of academic writing are less of a concern.
- Writing in English is the preferred strategy.
- Authors' editors familiarity with the field is a higher priority than native speaker status.
- The effort put into publishing strategies is matched by the degree of satisfaction with the outcomes.

# Implications

- Publishing skills courses should:
  1. involve both writing and analysing texts;
  2. draw attention to journal specific stylistic and academic writing conventions.
- Future research should examine the contribution of the 'expert' authors' editor.



**2nd International PRISEAL Conference:  
Publishing and Presenting Research Internationally:  
Issues for Speakers of English as an Additional Language**

**Occupying niches: Interculturality, cross-culturality  
and aculturality in academic research**

**ENEIDA Presenter:**

Pedro Martín  
Dpto. Filología Inglesa y Alemana  
Universidad de La Laguna  
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*Spanish researchers' past  
experiences and difficulties with the  
publication of research articles*

**Collaborators**

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Dueñas, Enrique Lafuente  
CSIC Statisticians: José Manuel Rojo, Belén  
Garzón, Almudena Mata

**Authors:**

*Pedro Martín, Ana I. Moreno,  
Jesús Rey, Sally Burgess,  
Irene López and Itesh Sachdev*

# Our questionnaire: thematic areas

- Personal and professional information.
- Competence in the use of Spanish and English.
- Language choices for research publication: attitudes and motivations.
- Current strategies when preparing a paper for publication.
- **Past experiences and difficulties with the publication of papers.**
- Training in research writing and future training needs and wants.

# Abstract

A further key element of a needs analysis in this context is to learn about the participants' previous experiences and difficulties with the publication of research articles. This, together with our knowledge of their current proficiency in ERPP and in SRPP, should provide us with insights that are of great use in the design of resources and support intended to address participants' training needs. In this paper, we present the results of those sections of the survey concerning Spanish researchers' past experiences of and difficulties with publishing in scientific journals both in English and in Spanish.

Our findings reveal that the major obstacles to RA publication in English-medium journal by Spanish researchers are formal features of their writing in English and not following the writing conventions expected by the journal when reporting their research. The main reasons reported for the initial rejection of their manuscripts are related to supposed flaws in certain areas of the content of the research and not having reflected the writing conventions expected by the journal. Before papers are finally accepted for publication in English-medium journals, referees and editors most often require Spanish authors to revise discourse features such as sentence length, complicated ideas or paragraphs and grammatical, stylistic or vocabulary errors.

The sections of the paper with which our informants experience most difficulties when writing are the Discussion/Conclusion, the Introduction/Theoretical framework and the Results, regardless of which language they are writing in. As regards their opinion on the extent to which having Spanish as their mother tongue has affected the way in which their manuscripts are evaluated by scientific journals, the respondents consider that in general evaluation has been more impartial by Spanish-medium journals than by English-medium journals. Their feeling that their manuscript was being treated neither favourably nor unfavourably was also higher in relation to Spanish-medium journals than in relation to English-medium journals.

The results obtained have allowed us to identify those aspects and sections of the research article which are particularly difficult for Spanish researchers when they write in ERPP and that, therefore, merit further attention in subsequent phases of the ENEIDA project.

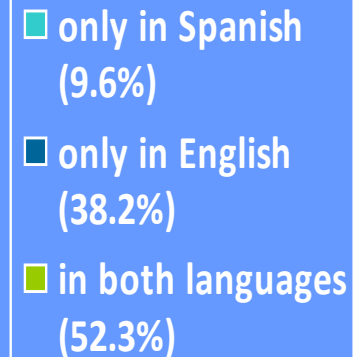
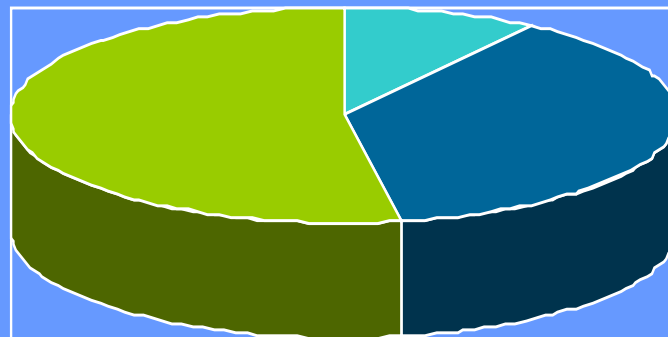
## The aim of this research

- To determine the communication difficulties faced by Spanish researchers (in five teaching and/or research Spanish institutions) and their past experiences when reporting their research in English and Spanish journals.

# The preferred language of publication

Q. 1. Please give the number of scientific research articles you have published as corresponding author in English and Spanish over the last ten years.

- Only 2% of the respondents have not published in any of the languages as a corresponding author.

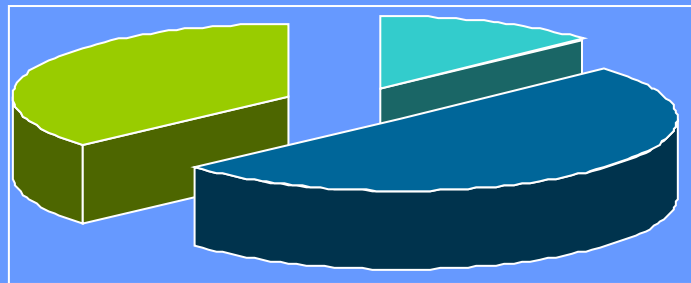


- The mean number of articles they have published as a corresponding author over the last 10 years is **16.3** in English and **6.0** in Spanish.

# Reviewing for scientific journals

**Q. 2. Have you been a peer reviewer for a scientific journal in the last ten years (Please indicate how many journals in English and/or Spanish you have reviewed for)**

- A high percentage of informants (74.5%) responded affirmatively.



■ for only journals in Spanish (13.1%)

■ for only journals in English (50.2%)

■ for both English and Spanish journals (36.7%)

- The mean number of different journals they have reviewed for was **1** in Spanish and **6** in English.



# Publishing difficulties in Spanish

**Q. 3. a. To what extent have the following factors prevented you as corresponding author from publishing research articles in journals in Spanish?**

1. Not writing on a topic that fitted the content of the journal to which I sent the article
2. Not writing in accordance with the instructions in the journal's style guide (e.g. word limits, format of tables, figures, pages, citations, bibliography, etc.)
3. Not following the writing conventions expected by the journal when reporting my research (e.g. putting my research into a wider context, clearly expressing my contribution to field, making sure my conclusions fit my objectives, etc.)
4. Supposed flaws in certain areas of the content of the research (e.g. design, methods, use of statistical tests, etc.)
5. Not offering results of sufficient interest to the readers of the journal.
6. Features of my writing in Spanish.

# Publishing difficulties in English

**Q. 3. b. To what extent have the following factors prevented you as corresponding author from publishing research articles in journals in English?**

1. Features of my writing in English (e.g. grammatical, vocabulary and style mistakes, such as long sentences or complex constructions).
2. Not following the writing conventions expected by the journal when reporting my research (e.g. putting my research into a wider context, clearly expressing my contribution to field, making sure my conclusions fit my objectives, etc.)
3. Not writing on a topic that fitted the content of the journal to which I sent the article
4. Not writing in accordance with the instructions in the journal's style guide (e.g. word limits, format of tables, figures, pages, citations, etc.)
5. Not offering results of sufficient interest to the readers of the journal.
6. Supposed flaws in certain areas of the content of the research (e.g. design, methods, use of statistical tests, etc.)

# The most challenging parts to write

**Q. 4.a. Indicate how much difficulty you experience in writing the following sections of the research article or the documentation involved in their publication in Spanish?**

**Mean value from 1 = none to 5 = a lot**

1. The discussion (2.04)
2. The conclusions (1.91)
3. Theoretical framework (1.85)
4. The introduction (1.78)
5. The results (1.78)
6. The response to peer reviewers' comments (1.77)
7. Other sections (1.71)
8. The abstract (1.68)
9. The material and methods (1.68)
10. The correspondence with the editor (1.50)
11. The letter accompanying the articles (1.41)
12. The acknowledgments (1.30)

# The most challenging parts to write

**Q. 4.b. Indicate how much difficulty you experience in writing the following sections of the research article or the documentation involved in their publication in English?**

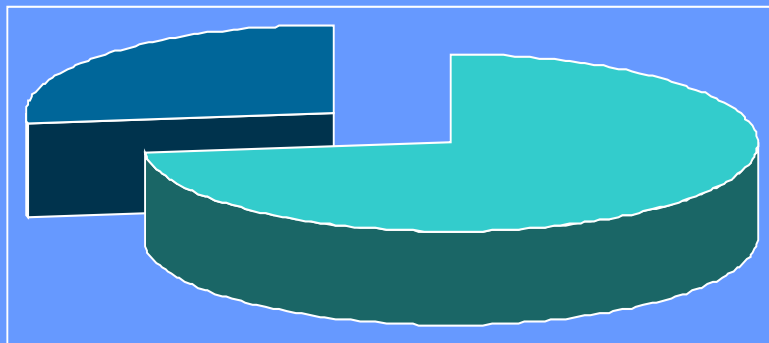
**Mean value from 1 = none to 5 = a lot**

1. The discussion (3.30)
2. The introduction (2.88)
3. The conclusions (2.85)
4. Theoretical framework (2.79)
5. The response to peer reviewers' comments (2.75)
6. The results (2.65)
7. The abstract (2.63)
8. Other sections (2.61)
9. The material and methods (2.30)
10. The correspondence with the editor (2.25)
11. The letter accompanying the articles (2.15)
12. The acknowledgments (1.67)

# Manuscripts accepted with minor revisions

Q. 5. Please think about the articles that you have sent to scientific journals as corresponding author over the last ten years. How often have the following occurred?

- My articles have been accepted with hardly any changes.



■ In Spanish journals  
■ In English journals

- The percentage of cases in which papers were accepted with hardly any changes was higher in Spanish (74.3%) than in English (26.2%).

# Aspects required to revise in Spanish journals

**Q. 5. Please think about the articles that you have sent to scientific journals as corresponding author over the last ten years. How often have the following occurred?**

- My articles in **Spanish** have been accepted **provided that I...**
  1. make changes to the content of the study (e.g. design, methods, use of statistical tests, etc.)
  2. more closely reflect the writing conventions expected by the journal in which I have chosen to report my research (e.g. putting my research into a wider context, appropriately reviewing the literature, clearly expressing my contribution to the field, making sure my conclusions fit my objectives, etc.)
  3. better adhere to the instructions in the journal's style guide (e.g. tables, figure, page layout, fonts, etc.)
  4. revise some features of the writing of the paper (e.g. sentence length, complicated ideas or paragraphs, grammatical, stylistic or vocabulary errors, etc.)

# Aspects required to revise in English journals

**Q. 5. Please think about the articles that you have sent to scientific journals as corresponding author over the last ten years. How often have the following occurred?**

- My articles in **English** have been accepted **provided that I...**
  1. revise some features of the writing of the paper (e.g. sentence length, complicated ideas or paragraphs, grammatical, stylistic or vocabulary errors, etc.)
  2. make changes to the content of the study (e.g. design, methods, use of statistical tests, etc.)
  3. more closely reflect the writing conventions expected by the journal in which I have chosen to report my research (e.g. putting my research into a wider context, appropriately reviewing the literature, clearly expressing my contribution to the field, making sure my conclusions fit my objectives, etc.)
  4. better adhere to the instructions in the journal's style guide (e.g. tables, figure, page layout, fonts, etc.)

# Reasons for rejection in Spanish journals

**Q. 5. Please think about the articles that you have sent to scientific journals as corresponding author over the last ten years. How often have the following occurred?**

- My articles in **Spanish** have been **rejected** initially because of...
  1. supposed flaws in certain areas of the content of the research (e.g. design, methods, use of statistical tests, etc.)
  2. my not having reflected the writing conventions expected by the journal in which I have chosen to report my research (e.g. putting my research into a wider context, appropriately reviewing the literature, clearly expressing my contribution to the field, making sure my conclusions fit my objectives, etc.)
  3. my not having adhered to the instructions in the journal's style guide (e.g. tables, figure, page layout, fonts, etc.)
  4. features of the writing of the paper (e.g. sentence length, complicated ideas or paragraphs, grammatical, stylistic or vocabulary errors, etc.)



# Reasons for rejection in Spanish journals

Q. 5. Please think about the articles that you have sent to scientific journals as corresponding author over the last ten years. How often have the following occurred?

- My articles in **Spanish** have been **rejected** initially because of...

Other reasons:

- ideological disagreement with the content
- the issue of the journal was complete

# Reasons for rejection in English journals

**Q. 5. Please think about the articles that you have sent to scientific journals as corresponding author over the last ten years. How often have the following occurred?**

- My articles in **English** have been **rejected** initially because of...
  1. supposed flaws in certain areas of the content of the research (e.g. design, methods, use of statistical tests, etc.)
  2. my not having reflected the writing conventions expected by the journal in which I have chosen to report my research (e.g. putting my research into a wider context, appropriately reviewing the literature, clearly expressing my contribution to the field, making sure my conclusions fit my objectives, etc.)
  3. features of the writing of the paper (e.g. sentence length, complicated ideas or paragraphs, grammatical, stylistic or vocabulary errors, etc.)
  4. my not having adhered to the instructions in the journal's style guide (e.g. tables, figure, page layout, fonts, etc.)

# Reasons for rejection in English journals

**Q. 5. Please think about the articles that you have sent to scientific journals as corresponding author over the last ten years. How often have the following occurred?**

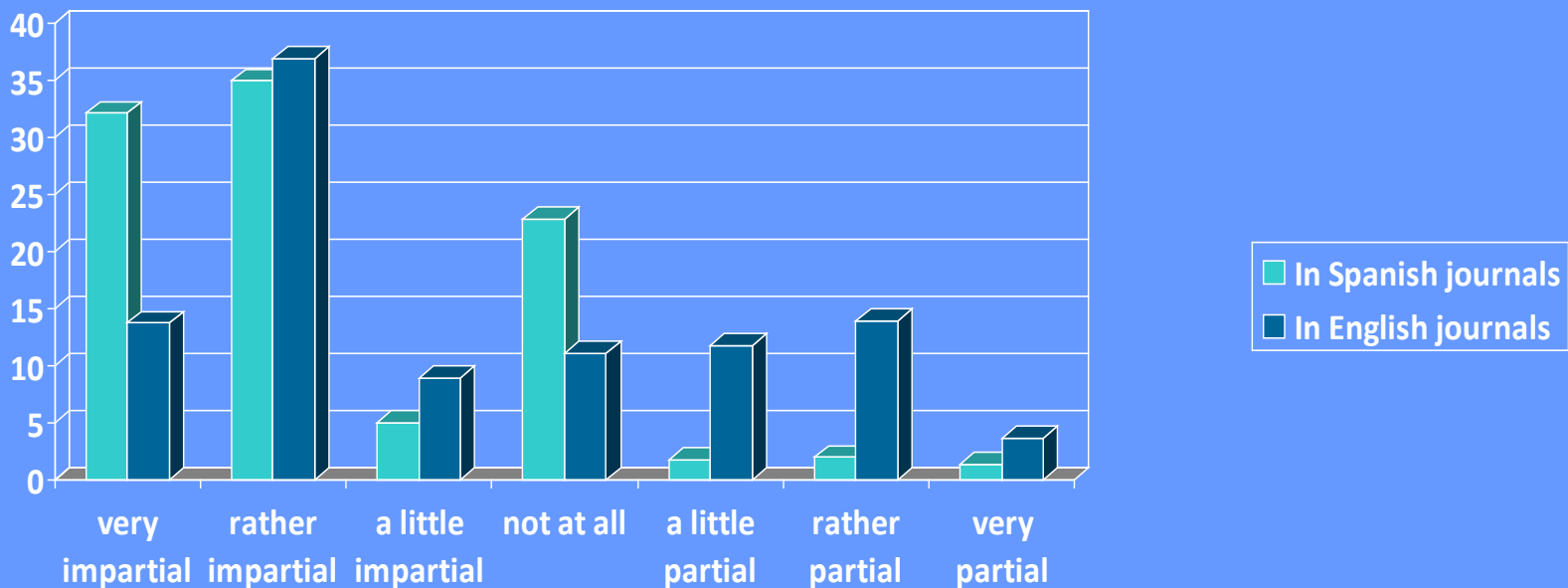
- My articles **in English** have been **rejected** initially because of...

Other reasons:

- the local nature of the study
- the study has insufficient interest or novelty for the journal
- the study is not likely to provide sufficient impact (citations) for the journal

# The issue of potential reviewer biases

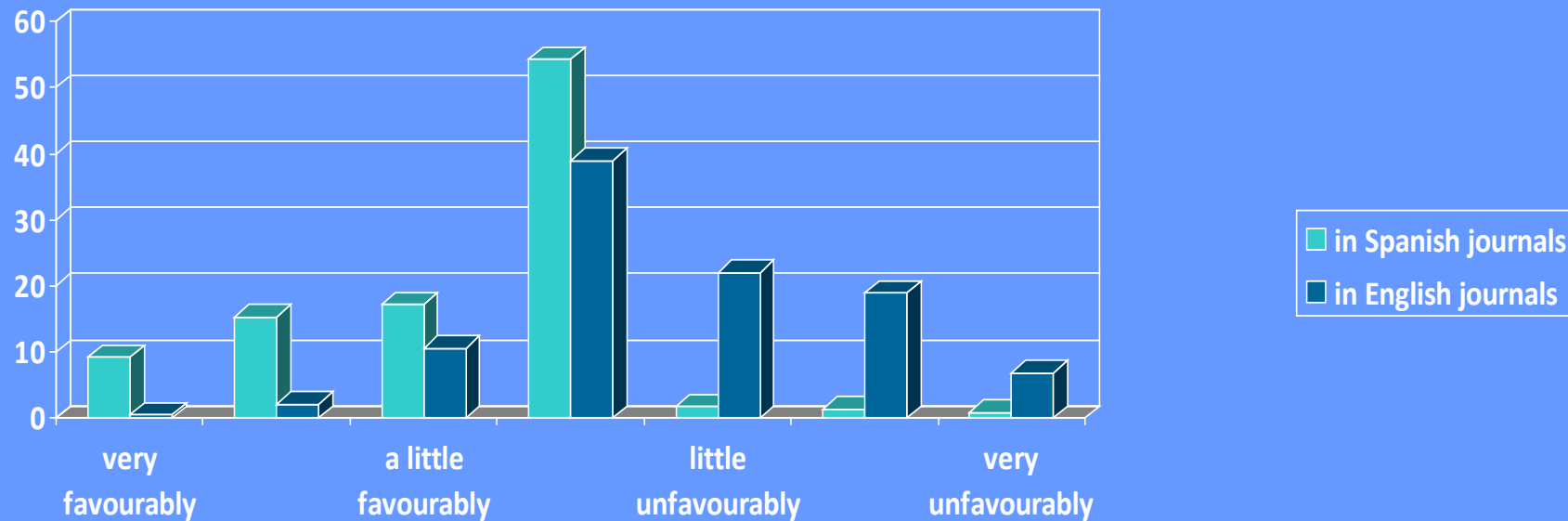
**Q. 6.a How do you think having Spanish as a mother tongue has affected the way in which your manuscripts are evaluated by scientific journals in Spanish? And in English?**



- The respondents consider that in general the evaluation of the manuscript has been very-rather IMPARTIAL in the Spanish (67%) and the English (50.6%) journals, and very-rather PARTIAL in the Spanish (3.4%) and the English (17.6%) journals.

# The issue of potential reviewer biases

**Q. 6.b. How do you think having Spanish as a mother tongue has affected the way in which your manuscripts are evaluated by scientific journals in Spanish? And in English?**



- The respondents feel that in general they were being treated **NEITHER** favourably NOR unfavourably in the Spanish (54.2%) and in the English (38.9%) journals.
- Very-rather favourably: in Spanish journals (24.6%) and in English journals (2.7%)
- Very-rather unfavourably: in Spanish journals (2.3%) and in English journals (25.8%)

# Main conclusions

- The preferred language of publication is English.
- Most of the informants have only been reviewers for English journals.
- Major obstacles to RA publication in English by Spanish researchers:
  - Formal features of their writing in English
  - Not following the writing conventions expected by the journal when reporting their research.
- Initial rejection of Spanish researchers' manuscripts is related to
  - supposed flaws in certain areas of the content of the research and
  - their not having reflected the writing conventions expected by the journal in which they have chosen to report their research.
- Final acceptance of their manuscripts most frequently requires Spanish authors to revise style features such as:
  - sentence length, complicated ideas or paragraphs, grammatical and vocabulary errors.
- The most difficult RA sections to write in English are:
  - The discussion, the introduction, the conclusions and the theoretical framework.
- In general, evaluation of Spanish researchers' manuscripts is considered more impartial and more favourable if done by Spanish-medium journals, regarding the fact that the authors of the manuscripts are speakers of Spanish (as L1).



**2nd International PRISEAL Conference:  
Publishing and Presenting Research Internationally:  
Issues for Speakers of English as an Additional Language**

**Occupying niches: Interculturality, cross-culturality  
and aculturality in academic research**

**ENEIDA Presenter:**

Maria-Lluïsa Gea-Valor  
Dpt. Estudis Anglesos  
Universitat Jaume I  
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***Spanish Researchers' Future  
Training Needs in Research  
Article Publication Skills***

**Collaborators**

Researchers: Pedro Martín-Martín, M<sup>a</sup>  
Lluïsa Gea-Valor; Rosa Lorés Sanz, Pilar  
Mur Dueñas, Enrique Lafuente  
CSIC Statisticians: José Manuel Rojo,  
Belén Garzón, Almudena Mata

**Authors:**

***Maria-Lluïsa Gea-Valor,  
Ana I. Moreno, Jesús Rey,  
Sally Burgess, Irene López and  
Itesh Sachdev***

# Our questionnaire: thematic areas

- Personal and professional information.
- Competence in the use of Spanish and English.
- Language choices for research publication: attitudes and motivations.
- Current strategies when preparing a paper for publication.
- Past experiences and difficulties with the publication of papers.
- **Training in research writing and future training needs and wants.**



# Abstract

It is usually the case that English for Academic Purposes courses successfully meet the demands of the target situation. They may not, however, always take sufficient account of the participants' specific preferences in terms of ERPP training. To this aim, the last section of our questionnaire about future training needs elicited, among other things, researchers' views on the aspects of ERPP that should receive most attention in a given programme, how the programme should be implemented and who should provide the training.

The results show that most informants consider it important for their training in academic writing in ERPP to be in fields related to their research and that more attention should be paid to the typical problems of Spanish authors when writing RAs. Empirical articles are their highest priority followed by review articles, theoretical-methodological articles and finally book reviews. Their major training concern is to learn how to tell the research story in English. In this regard, the aspects of RA writing in English that, according to most researchers, should be paid special attention to are the following: interpreting results, strategies to ensure text flow and to express one's contribution to the discipline, as well as strategies and structures to convey ideas clearly, precisely, accurately, coherently, convincingly and cohesively.

Of the various formats in which the input on ERPP might be provided, the most popular among our informants was the practical workshop, followed by theoretical courses. Receiving this input through computer-based resources and translation/editing services were in third and fourth places respectively. Finally, experience in publishing and editing stand out as two valuable qualities of the personnel respondents would choose to provide the training. Implications of these findings are discussed in this paper.

## This Study

- ✓ More specifically, this paper draws on the **1,420 responses** to the **last section** of the survey.
- ✓ This section included **five questions** to find out respondents' training needs in RA publication skills.

# Training in RA Writing for Publication

- Which **aspects of academic writing** in Spanish/English should receive more attention?
- What would you like to know about the conventions and policies of **scientific journals**?

# Training in RA Writing for publication

- Which **aspects of RA writing** in Spanish/English should be focused on?
- Which **kinds of publications** should receive more attention?
- What would be the **most appropriate ways** of receiving this training?

# Aspects of Academic Writing (EN)

1. Academic writing for publishing purposes in **fields related to my research: 67.3%.**
2. **Typical problems** of Spanish authors when writing RAs: **56.1%.**
3. Academic writing for **general publishing purposes: 50.1%.**
4. How to write **each section** of the RA: **49.5%.**

## Secondary Aspects (EN)

5. Any **aspect** of academic writing: **44.1%**.

6. Academic writing for the **journals** in which you intend to publish: **37%**.

7. The **order** in which **each section** should be written: **27.2%**.

# Aspects of Academic Writing (SP)

1. Academic writing for **general publishing purposes: 52.6%**.
2. Academic writing for publishing purposes in **fields related to my research: 51.7%**.
3. Any **aspect** of academic writing: **48.6%**.
4. How to write **each section** of the RA: **45.1%**.

## Secondary Aspects (SP)

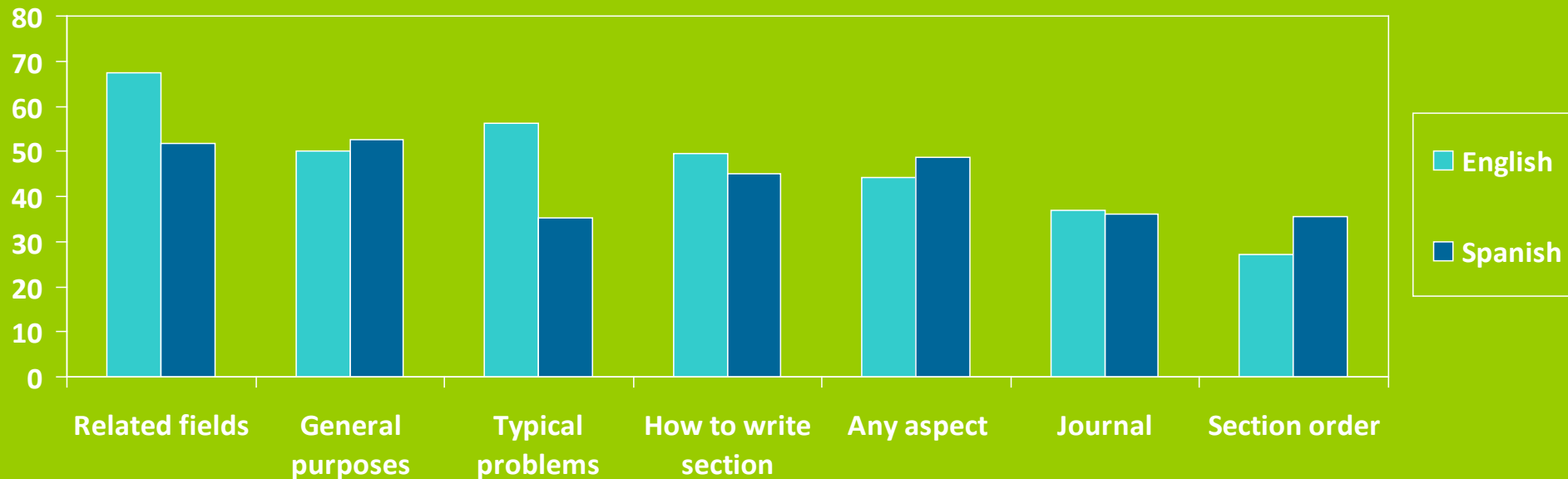
5. Academic writing for the **journals** in which you intend to publish: **36.2%**.

6. The **order** in which **each section** should be written: **35.6%**.

7. **Typical problems** of Spanish authors when writing RAs: **35.3%**.



# Aspects of Academic Writing: Comparing English and Spanish



# Scientific Journals: Conventions and Policies

1. How to tell: **75%**.
2. **Differences** and **similarities** between Spanish and international journals: **41%**.
3. What to tell: **39.7%**.
4. Review process: **31.9%**.

# Aspects of RA Writing (EN)

1. Interpreting **results**: 88.7%
2. **Strategies** to ensure **text flow**: 86.8%
3. **Strategies** to express **one's contribution** to the discipline: 85.3%
4. **Structures** to convey ideas **clearly** and **precisely**: 83.8%
5. **Structures** to convey ideas in **correct grammar**: 83.5%

## Aspects of RA Writing (EN)

6. Organizing ideas coherently and clearly: 73.7%
7. Expressing claims with confidence: 72.8%
8. Linking ideas, paragraphs, sections: 70.6%
9. Appropriate academic style: 63.8%
10. Specific terminology of my field: 57.9%
11. General academic writing vocabulary: 56.6%
12. Reviewing the literature: 49.1%.

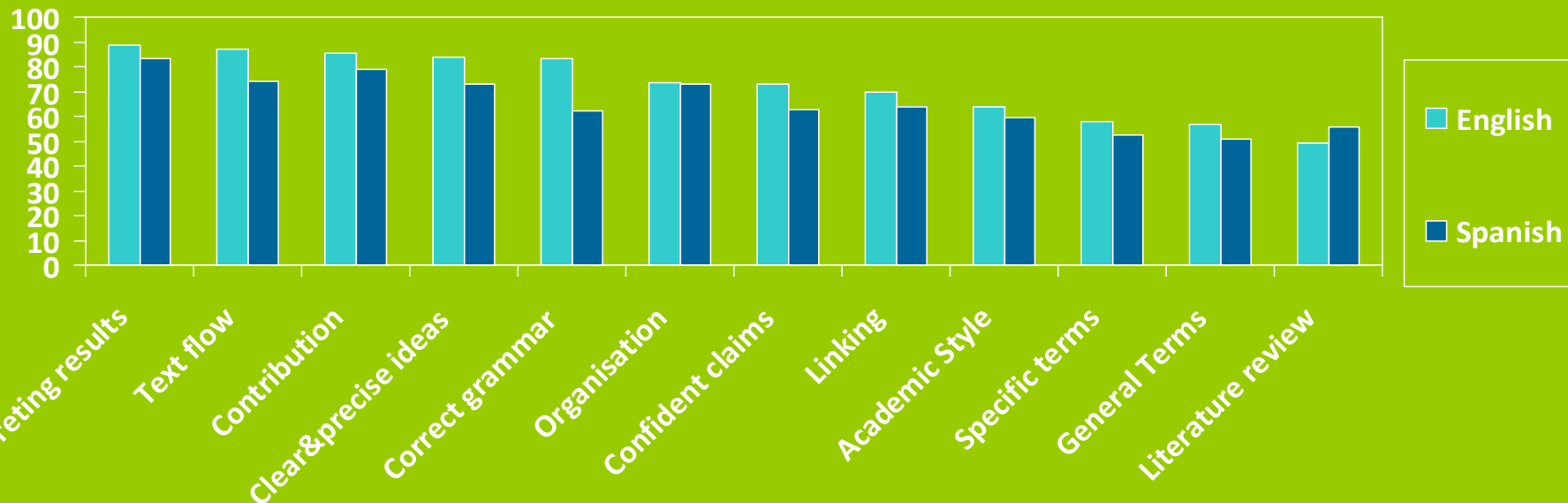
# Aspects of RA Writing (SP)

1. Interpreting **results**: 83.4%
2. **Strategies** to express **one's contribution** to the discipline: 78.9%
3. **Strategies** to ensure **text flow**: 74.1%
4. **Organizing** ideas **coherently** and **clearly**: 73.2%
5. **Structures** to convey ideas **clearly** and **precisely**: 72.9%

## Aspects of RA Writing (SP)

6. **Linking** ideas, paragraphs, sections: 63.9%
7. Expressing **claims with confidence**: 62.7%
8. **Structures** to convey ideas in **correct grammar**: 62%
9. Appropriate **academic style**: 59.6%
10. Reviewing the **literature**: 55.7%.
11. Specific **terminology** of my field: 52.4%
12. General academic writing **vocabulary**: 50.9%

# Aspects of RA Writing: Comparing English and Spanish



# Types of Publications

- **Empirical articles** are the type of publication which should receive **more attention** in training sessions (83%).
- Followed by: **review articles** (69%), **theoretical-methodological articles** (52%), and **book reviews** (22.3%).



# Preferred Ways of RA Writing Training

1. **Practical workshops:** 71.5%
2. **Translation / editing services:** 69.5%
3. **Computer-based resources:** 61.9%
4. **Textbooks with practical exercises:** 43.1%
5. **Theoretical courses:** 40%
6. **Theoretical books:** 22.7%.

# Concluding Remarks

- ✧ These **preliminary results** point at a generalised **need for training** in English academic writing.
- ✧ **Specific areas:** interpreting **results**, text **flow**, effective **strategies** and structures to present research **clearly, precisely, accurately, coherently, convincingly and cohesively**.

# Concluding Remarks

- ❧ A most helpful source of information for this ongoing project on Spanish-English **intercultural rhetoric**.
- ❧ Next step: to explore influence of **expertise, seniority, discipline, language proficiency, etc.**

# THANK YOU!!

**Spanish Researchers Publishing  
In Scientific Journals:  
Motivations, Views, Strategies,  
Experiences and Training Needs**

***ENEIDA Research Group***



**2nd International PRISEAL Conference:  
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**Occupying niches: Interculturality, cross-culturality  
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