96. Linguistic reasons and professional concerns behind Turkish academicians' self-translation of academic texts

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Abstract

This study analyzes the linguistic reasons and professional concerns that motivate Turkish academicians to self-translation. To this end, a structured interview was conducted with twelve academicians from three disciplines who reported that they self-translate. The results indicate that the main linguistic reason for academicians to resort to self-translation is feeling incompetent in writing directly in English. The most common professional concern is to contribute to international literature and to get academic appointments and academic incentive payment points by publishing in English. It has been observed that academicians have created a system of publishing in English through self-translation as a solution to these two groups of reasons and concerns: they first write their articles in Turkish, then self-translate with machine translation tools, and have them proofread before publishing. The results offer insights into the self-translation of academic texts through Turkish academicians; however, further comparative research with other non-native English-speaking academicians is needed.

Keywords: self-translation, academic texts, Turkish academicians, academic publishing, interview

Türk akademisyenlerin akademik metinleri öz-çeviri yapmalarının ardındaki dilsel nedenler ve mesleki kaygılar

Öz

Bu çalışma, Türk akademisyenleri öz-çeviri yapmaya motive eden dilsel nedenleri ve mesleki kaygıları analiz etmektedir. Bu amaçla, üç disiplinden öz-çeviri yaptığını bildiren on iki akademisyenle yapılandırılmış bir görüşme gerçekleştirilmiştir. Sonuçlar, akademisyenlerin öz-çeviriye başvurmalarının temel dilsel nedeninin doğrudan İngilizce yazma konusunda kendilerini yetersiz hissetmeleri olduğunu göstermektedir. En yaygın mesleki kaygı ise uluslararası literatüre katkıda bulunmak ve İngilizce yayın yaparak akademik atama ve akademik teşvik ödeneği puanı elde etmektir. Akademisyenlerin bu iki grupta sunulan nedenler ve kaygılara çözüm olarak, öz-çeviri yoluyla İngilizce yayın yapma sistemi oluşturdukları görülmüştür: makalelerini önce Türkçe yazmakta, ardından makine çevirisi araçlarıyla öz-çeviri yapmakta ve yayınlamadan önce son okumalarını yaptırmaktadırlar. Sonuçlar, Türk akademisyenler aracılığıyla akademik metinlerin öz-çevirisine ilişkin içgörüler sunmaktadır; ancak ana dili İngilizce olmayan diğer akademisyenlerle daha fazla karşılaştırmalı araştırma yapılması gerekmektedir.

Anahtar kelimeler: öz-çeviri, akademik metinler, Türk akademisyenler, akademik yayın, görüşme

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1. Introduction

As a result of the universality and dominance of English as the language of academia, scholarly writing in English is a prerequisite for non-native speakers of English who aim to gain an international audience. A common language is a very functional tool in the sharing and dissemination of science; however, this may put non-native speakers of English in a linguistically disadvantaged position compared to native speakers of English (Ferguson, Llantado, Plo, 2011). Luo and Hyland (2019) suggest that although there is a growing demand for EAL (English as an additional language) scholars worldwide to publish internationally, many of them face significant linguistic difficulties in the process. For them, using text mediators, especially translators, is a crucial solution. Similarly, Lillis and Curry (2010) refer to translators, editors, and academicians, whom non-native speakers are occasionally forced to use, as "literacy brokers" due to the pressure to publish in English. However, translations by others cost time and money, not to mention the additional workload of correcting inaccurate translations due to a lack of field knowledge. At this point, it is a way out for authors to resort to self-translation and use Machine Translation (MT) tools to convert a native-language article into an English article. O'Brien, Simard, and Goulet (2018) agree that combining L1 writing, MT, and self-post editing has the potential to be advantageous since it might lessen the cognitive load of writing and do away with the need for "literacy brokers" in the publication procedure, which would cut down on the amount of time and money needed for publication. Thus, given the growing interest in international academic publishing and the fact that the self-translation of academic texts may help non-native speakers of English remove the barriers to publishing in English, the self-translation of academic texts is worth investigating.

Self-translation is "the act of translating one's own writings into another language and the result of such an undertaking" (Grutman 2009, p. 257). Scholars introduced various definitions of self-translation in terms of whether the resulting translation is a new and original text and about the self-translator's position. House (2006, p. 347) describes self-translation as a 'covert translation' and argues that the translated text becomes an original source text in the target language. Cordingley (2013, p. 2) also views self-translation as a new 'original' and the outcome of a rewriting process, not of a translation, and the self-translator's status as unique and distinct from that of a regular translator. Ehrlich (2009, p. 243) distinguishes self-translators from other translators by stating that they have 'authority and liberty', and Santoyo (2013, p. 27) also believes that self-translated text is a second original because of the author's authorial liberty. It is obvious that self-translators enjoy a very different status from other translators thanks to the authority and liberty they have. At this point, it is useful to draw attention to what motivates authors to self-translate, regardless of the text type. If self-translation is a way of presenting an author's work to a wider audience, it can also be a method of international publication when applied to academic texts: researchers present an academic text that they have full authority to research and write to an international readership through self-translation into English.

When viewed through the lens of literary translation, Bandin (2015) believes that self-translation must involve literary and non-literary text and the author must be fluent in both the source text and target text. However, from the perspective of translation of academic texts, the idea that the translator should have fluency in both languages in self-translation should be questioned. Self-translation of academic texts appears to be a method used by non-native speakers of English today possibly because of their 'perceived lack of fluency in English' (Peterlin, 2019, p. 848). If writers feel as competent in writing in the target language as in their mother tongue, they can write directly in the target language instead of translating the text. Therefore, in the self-translation of academic texts, there may not be an equal level of fluency of the author in both the source and target language. At this point, the fact that there may be

other motivations behind the author's preference for self-translation should also be noted. Considering the stages a researcher goes through to deliver a scientific publication to the reader, there are at least three challenging processes: conducting the research, putting the research into writing, and finally completing the publication process. Adding self-translation into these processes may mean an extra workload for the author. It is therefore important to explore the reasons behind the researchers' willingness to accept this workload, and perhaps it is less burdensome than writing directly in the target language, English, which cannot be made clear without asking them directly.

Considering the close relationship between translation and second-language writing, Translation Studies need to broaden the investigation of self-translation by authors of literary works to authors of academic writing (Chan, 2016, p. 162). However, few studies have been conducted until now on the authors of academic writing who practice self-translation. Chan (2016) reported on the extensive scholarly publishing in English among Chinese scholars for whom self-translation is one of the options. Peterlin (2019) investigated nine experienced Slovene author-translators' attitudes and experiences with self-translation of academic discourse by conducting semi-structured interviews. Llantada, Plo, and Ferguson (2011) carried out face-to-face interviews with ten senior Spanish academicians to investigate their perceptions of equity and access in academic publishing in English. Perales-Escudero and Swales (2011) investigated rhetorical expressions in the language pair of Spanish and English on the abstracts of academic papers and included selected authorial input for further explanations for the variations found in their translations. Pahor, Smodiţ, and Peterlin (2021) examined 150 Slovene research article abstracts from five disciplines and their English translations and obtained the opinions of four experienced translators of academic texts to investigate authorial presence in translation. However, no previous study in the literature to date has examined the views of Turkish academicians on self-translation.

This is surprising given that it is well known in the Turkish academic community that several translated articles are published by Turkish authors, either self-translated or translated by others. As a translation studies researcher and tutor at a university's academic writing center who has the opportunity to review articles from various disciplines and interact with the authors one-on-one, it prompted me to investigate the linguistic reasons and the accompanying professional concerns behind the self-translation practices of Turkish academicians. To that end, the researchers from natural and applied sciences, health sciences, and educational sciences were interviewed about their linguistic reasons for self-translation and professional concerns that drive them to self-translate their texts to publish in English. It is believed that the findings of this study will, firstly, provide insight into the reasons why Turkish writers from different disciplines resort to self-translation, and secondly, their competencies and needs in academic writing in English.

1.1. Turkish Academic Setting

The reasons behind the internationalization efforts of researchers could be purely to contribute to universal knowledge and the institutional policies may also be a driving factor to publish in English. To understand the Turkish academic setting, it is necessary to map out the current competitive setting and expectations from academicians in terms of English language proficiency and what is offered to them in return.

To start with, there is a staggering number of universities, postgraduate programs, and thus a rising number of academicians. While the number of academicians was 74134 in 2003, it reached 184702 in

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2021 (YÖK 2021). The number of academicians, which has doubled in two decades, is closely related to the opening of universities in almost every city in the country. Today, there are 207 higher education institutions in Turkey, including 129 state universities, seventy-four foundation universities, and four foundation vocational schools, with more than eight million university students. Considering the scholarly writing of Turkish researchers from the 2021 international science ranking list of the SCImago Journal & Country Rank, it ranks seventeenth among the 234 countries with 62799 citable documents consisting of articles, reviews, and conference papers and the second in the list of Middle Eastern countries (SJR, n.d.). The numbers show that the increasing number of academicians means an increasing number of international articles and indicates a highly competitive environment. However, what level of English proficiency lies behind this English publication should be discussed to better understand the Turkish academic setting.

It is possible to say that there is a contradiction between the language proficiency expected at the stage of becoming an academician in Turkey and the performance expected from them with this language proficiency after becoming an academician. One of the academic staff requirements in Turkey is to submit an English language score. Although it varies according to the criteria, fields of study, or the institution, academicians are required to get a minimum of 50 points out of 100 from YDS (Foreign Language Exam), YÖKDİL (Higher Education Foreign Language Test), or a score from an exam that is accepted as equivalent. YDS and YÖKDİL are national foreign language tests measuring the language score based on reading skills. Listening, speaking, and writing skills are not measured in these exams. However, the equivalent of fifty points from these exams is officially accepted as sixty points in Toefl IBT, which measures four skills. The fact that such a low score is required from an exam that measures only one language skill from an academician, who will conduct their academic research by reading literature in English, make or listen to presentations and engage in discussions in English at international meetings, and write academic papers in English, shows how low the expectations for the foreign language competence of academicians in Turkey are. In his study on Turkish academicians, Kılıçkaya (2010) claims that in Turkey, even academicians who write articles in English cannot achieve a score of sixty-five on foreign language tests. If academicians publishing in English fail to achieve a score of sixty-five on foreign language tests, questions about their writing abilities arise, if considered within the scope of the present study.

After starting an academic career as a lecturer or research assistant, there is an academic scoring system required to be promoted. In this scoring system, publishing in English in an international journal, especially in indexed journals, brings scores many times higher than publishing in Turkish in a national journal. To illustrate, in the criteria of associate professorship, an article published in SCI, SSCI, or A&HCI journals earns twenty points, whereas an article published in a national journal (the language of publication can be English or Turkish) earns four or eight points. Furthermore, Turkish academicians have been able to apply for 'Academic Incentive Payment' since 2014, with the amount of payment determined by the annual incentive score calculated based on their academic performance in the previous year. In this scoring, if a research assistant publishes a research article as a single author in a Q1 SCI, SSCI, or A&HCI journal, they will receive a score of twenty-four, but only six points in a national journal. This scoring clearly indicates the importance attributed to international publications in Turkey. However, the mismatch between the English language score required to become an academician and the language proficiency required to continue as an academician and advance on a career path is still evident.

As is well-known, publishing in a high-quality journal is possible only if an academician combines many qualities, such as being both a good researcher and a good academic writer. Until the results of a research project have been published in a peer-reviewed manuscript with comprehensive instructions accompanying the findings, the project has not made a significant contribution to science. Thus, to be a contributing scientist, one must write scientific papers (Katz, 2009, p. xii). The realization of this contribution is possible by presenting good scientific research in a high-quality journal, largely through writing in English, the language of academia. However, when the inconsistent requirements and expectations for the English language proficiency of academicians in Turkey as detailed above are evaluated, it is possible to say that once they step into the academy with an average language level, academicians develop certain methods to overcome the language barrier to get promoted and benefit from financial advantages in the competitive environment they are in, and (self)translation can be considered as one of them in terms of academic writing.

2. Method

When reading an academic article in English, readers may not know if the author(s) is a native speaker of English or if the article was written directly in English, translated by a professional, or is a self-translation, unless it is learned personally from the author. Therefore, research into the self-translation of academic texts is limited due to 'the lack of visibility of the translations' (Peterlin, 2019, p. 846). In the present study, a group of participants was reached via e-mail by personally asking each academic member who applied to the academic writing center for the proofreading service, so a purposive sampling was carried out. Participants (n:12) were interviewed in terms of linguistic reasons for self-translation and professional concerns about publishing in English. In this participant-oriented research, the interview technique was employed as it is a 'fact-finding exercise' and provides unique access to a person's ideas and opinions on a specific topic. However, although it yields remarkable insight, this technique reveals what participants claim to believe or do, rather than what they actually believe or do (Saldanha & O'Brien 2013, pp. 69-170).

2.1. Participants

As a result of the personal communication, twelve authors were reached. Given that the academic writing center receives approximately fifty applications per month, the number of participants is relatively low. Some scholars may have given a negative response to the question of whether they self-translated their articles because, in their competitive academic environment, writing directly in English may be seen as more prestigious than publishing translated articles. In this case, we can consider self-translation to be a practice that authors may not want to openly declare, making it difficult to reach such participants.

Before moving on to interview questions, the academicians' demographic information and academic background data were verbally collected. The sample consists of twelve academicians (three from Health Sciences (HS), three from Educational Sciences (ES), and six from Natural and Applied Sciences (NAS)) whose ages range from twenty-seven to forty-two. All academicians in HS are research assistants who are continuing their doctoral studies. The mean of their most recent language scores from one of the national language exams (YÖKDİL) is 87,5, which is the highest in the whole sample. All academicians in HS have been publishing for three years and the mean number of published articles is three. Academicians in ES are more experienced and have higher titles than those in other sciences: there are two associate professors and one research assistant with Ph.D. The mean of their language score from the same language exam is 79,3. They have been publishing for 7,6 years on average, and the mean of

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published articles is 6,3. Academicians in NAS consist of three lecturers with Ph.D. and three research assistants who are pursuing their doctoral studies. Their mean language score is 69,6, and they have been publishing for 5,8 years on average. Their mean of published articles is 10,5, which is the highest in the sample. None of the participants graduated from an English-medium undergraduate program and has never been to an English language-speaking country for academic purposes, except for one academician from NAS who has been to the USA as a visiting scholar for four and a half months. All participants have taken part in several international conferences, symposiums, and projects in various European countries.

2.2. Interview Guide and Analysis

An e-mail explaining what self-translation is and the purpose of the study and asking if they would like to participate in the research was sent to the academicians who reported that they had self-translated their articles. After receiving the informed consent, the participants selected the most convenient appointment date and time on Google Calendar. The interviews were conducted over Zoom in 30-minute slots. Verbal consent was obtained from the participants for recording at the beginning of the session and is included in the video recording.

The interview questions are designed under two main categories: linguistic reasons for self-translation and professional concerns. The interview questions on the first category 'linguistic reasons for self-translation', developed in light of the studies in the literature, aim to investigate why and how academicians self-translate. The interview questions were designed using the funnel model (Morgan, 1996), which suggests a narrowing down approach beginning with personal experiences and progressing to more specific and follow-up questions. To reflect academicians' own beliefs about academic writing, the interview began with an open and general question about the aspects of academic writing in English that challenge them the most. Then to determine if 'a perceived lack of English', as found by Peterlin (2019, p. 848) in Slovene academicians, is also the case for Turkish academicians, they were asked why they first wrote in Turkish and translated into English rather than writing directly in English. Subsequently, the academicians were asked if they translated consecutively or simultaneously (Grutman & Van Bolderen, 2014) to examine the self-translation practice differences among disciplines. Academicians were then asked why they prefer self-translation rather than non-authorial translation to learn the advantages they think self-translation offers (Ehrlich, 2009; Grutman & Van Bolderen, 2014). The authors were asked what kind of differences they observe between the text they wrote in Turkish and the English text they created, what changes they apply while translating, and therefore what kind of translation they aim to obtain in the context of content equivalence and formal equivalence. Finally, by asking about the tools they use for self-translation, it was aimed to determine whether developing technology and writing services are factors that motivate self-translation.

In the second category, the data on the academicians' professional concerns about publishing in English were obtained. As mentioned in Section 1.1., Turkish academicians have to meet certain criteria to qualify for an academic title, especially through international publications. In addition to the requirements to be met, researchers need English, the language of academic communication, for their most basic academic needs such as reaching and sharing science. Therefore, the first question of this category aims to learn from the authors themselves what criteria encourage them to publish in English in their academic setting. Then they were asked what the advantages of publishing in English (Grutman & Van Bolderen, 2014) compared to publishing in Turkish are.

The interviews were transcribed and codified by the researcher first. Then, a Translation Studies scholar and an academic writing tutor also codified each interview independently. Three separate lists of codes were put together and finalized codes were developed. In order for the academicians to express themselves comfortably, the interviews were conducted in Turkish, and coding was carried out on Turkish transcripts. Following the finalization of the codes, emerging themes were manually translated into English by the researcher.

3. Results and Discussion

Results are divided into two categories and are discussed along with selected oral quotes that the researcher translated from Turkish to English. Generally speaking, as writers feel inadequate in academic writing in English, they prefer to write in Turkish first, where they feel competent. Self-translation into English offers them authority and freedom, as well as a tool to improve their English proficiency and a way to revise the source text. The authors' method of publishing in English is "self-translate, get proofreading service, and publish". It has been observed that the authors' professional motivation to publish in English stems from both individual gains and the aim of scientific contribution. In this case, the self-translation of academic texts into English removes the barriers for Turkish academicians participating in this study to continue their academic careers and participate in international disciplinary conversations.

3. 1. Linguistic Reasons for Self-Translation

As elaborated in Section 2.2., academicians' linguistic reasons for self-translation were first questioned about the most challenging aspect of academic writing in English for them. The question was elaborated with various elements of academic writing (e.g., article organization, word choice, grammar, etc.) for a clearer understanding. The most common code that emerged in all three disciplines was 'academic discourse' by which the participants imply being able to choose and use appropriate academic vocabulary and correct forms of grammar. All participants agreed on this, from the participant with the highest language score to the lowest and from the most experienced to the least. This can be related to the fact that none of the academicians studied in an English-medium undergraduate program, and they were introduced to the academic discourse when they started their graduate education. In addition, once accepted to the academy, the obligation to publish arises, first as a requirement to write an article derived from the thesis before defending the master's and doctoral thesis, and sometimes to have it published in an SSCI journal, and the need to publish in English continues in many appointment and incentive criteria in the later years of their careers. Hyland (2011, p. 173) states that the academic discourse has a significant influence on individuals' careers, and as pressure to write grows, so does the expectation that publications be made in English to be seen internationally and to get cited. Academic discourse competence, which they only begin to develop later in life, is the key to their English publishing and therefore their careers. Feeling incompetent about academic discourse may be barring them from writing their articles directly in English and pushing them to write in Turkish, their comfort zone, and then to self-translate:

> ES-1: Academic English. I think expressing myself in Turkish is my comfort zone. Writing in English is like being in the middle of an ocean.

> HS-2: Definitely the word choice. I'm having a hard time deciding which word would be more appropriate.

> NS-2: Word choice and grammatical structures. I also find it difficult to provide variety in linguistic structures while writing.

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After the first question and in connection with it, the academicians were asked why they did not write directly in English and chose to self-translate. Four academicians referred to the conversion of texts (response papers, thesis, field notes, lab notes, etc.) that were compulsorily written in Turkish in their graduate courses into academic publications in English. As the medium of instruction is Turkish in many departments, such texts are written in Turkish, but to have an international publication, academicians have to translate them into English. However, the most common code that emerged from the answers of the remaining nine academicians was 'thinking in Turkish'. They supported their argument by describing thinking and writing in Turkish as easy and fast while thinking and writing in English as difficult and stating that they do not feel competent in writing in English:

> HS-1: First, I think and organize my ideas in Turkish because it is easy.
>
> NAS-1: We are not in an English-speaking environment. We are used to thinking in Turkish, we find it difficult to think in English. That's why we write in Turkish first and then translate into English.
>
> ES-2: I better capture the flow and integrity in Turkish. It is the easy way, it is fast.

Similarly, Pérez-Llantada, Plo, and Ferguson (2011) found for Spanish academicians that writing in their language saves time and that they do not feel competent enough in English, which is why they turn to translation. Also, Li (2014) interviewed Chinese academicians returning from their studies abroad in the business department and found that they have to think in Chinese and write in English, which results in self-translation. Anyone who will produce in a foreign language by thinking in their native language will of course apply for translation. Thus, most academicians, whether they are obliged to write in Turkish first or not, are likely to start the writing process by staying within the limits of their Turkish writing skills, thinking in Turkish, designing their articles in Turkish, and then self-translating into English.

The majority of the academicians report that they self-translate consecutively, and only two self-translate simultaneously. Two academicians from ES cited the reason for consecutive self-translation as saving content integrity, another (ES-2) mentioned a mishap that had happened before when he did it simultaneously, "Once we translated simultaneously, we forgot Turkish words in the translation, and the reviewer directly rejected the article". One academician from NAS said that the reason for resorting to consecutive self-translation is that the changes that occur during the experiments sometimes even change the purpose of the article; therefore, he starts self-translation once he is sure that the article is ready. Two academicians from NAS prefer simultaneous self-translation because they translate the notes they took piecemeal during the experiments into English at the same time, and then compile them into an article as a whole.

When the academicians were asked why they opted for self-translation rather than non-authorial translation, the most common code that emerged was 'field knowledge', indicating their concerns about whether specific terms and concepts of their field will be translated correctly by someone else. In line with the first code, the second most common code was 'fast'. All academicians described self-translation as time-saving, as they would need to make corrections to the text if their articles were translated by others.

> NAS-6: We tried to get someone else to translate before. There are some field-specific terms. For example, 'öznitelik seçimi' in artificial intelligence is used as 'feature selection' in the field. But they translated it as 'attribute selection' instead. That's why I'm translating myself.
>
> HS-1: If someone from our field translates, it is OK.
>
> HS-2: Field expertise is needed for translation.

In previous studies, similar responses indicating dissatisfaction with the translation made by someone else were obtained. Martinez and Graf (2016) cite the observation of a Brazilian scholar that translations of his research article manuscripts produced by local English teachers were full of vocabulary, grammar, and spelling errors. Lillis and Cury (2016) reported that a Hungarian academician complained about the verbatim English translation of his research article by a translator. In the current study, the academicians in HS and NAS seem to be more concerned about the translation of field-specific terms, but all academicians from ES highlighted the authority that comes with being an author-translator, with a special focus on the correct translation of what they mean to say. In their study with non-native English-speaking researchers from the fields of biology, mechanical engineering, history, and German linguistics, Gnutzmann and Rabe (2014) also concluded that lower language demands for multilingual academicians result from more genre rigidity and dependence on formulaic language because the academicians can rely on language re-use and are not required to write 'creatively' (pp. 34–35). Considering that the articles in educational sciences are written in a less formulaic and more creative language, how the subjective descriptions and statements are translated and whether the author's intentions are reflected correctly is important for academicians in this field.

Peterlin (2019) also points to a difference between self-translated articles and articles translated by a professional translator, owing to the direct access to the 'authorial intention' (p. 857), from the responses of Slovenian academicians. Some quotes of academicians from ES with regard to authority and liberty in self-translation are as follows:

> ES-1: "Even though I get a professional translation service, I will have to revise it in the end. I know what I want to say".
>
> ES-2: I feel more comfortable, secure, and in control as an author-translator. Having someone else translate creates an uneasiness as if I'm handing over something that belongs to me to someone else.
>
> ES-3: I can make changes easily when I translate, but if somebody else translates I cannot be sure of that translation.

One of the most prominent themes for the academicians from HS and NAS to prefer self-translation was 'getting proofreading help from the academic writing center'. This coincides with the fact that the academicians who apply to the center the most are from these two disciplines. It seems that academicians are submitting their articles to a journal by having their articles, which they create through self-translation using their field knowledge and self-edit field-specific terms, checked with the proofreading service they receive free of charge from the university's academic writing center. Another common theme in connection with this theme is 'improving language skills'. Academicians stated that they also improved their English language skills and increased their self-confidence through self-translation:

> HS-1: No major mistakes were detected by the proofreading service of the academic writing center in the papers that I self-translated. Also, self-translation is also a tool for improving my language skills.
>
> HS-2: Self-translation helps language practice and the language experience. I translate and get proofreading help from the academic writing center.
>
> NAS-3: I test my language skills while self-translating. Also, I ask for a proofreading service for my self-translated article, and it is done.
>
> NAS-6: By getting a proofreading service, I am giving the final version of the article.

Ehrlich (2009) argues that translating one's work can give "the author further insight into the original work" (p. 244). Similar to the cross-check in mathematics, self-translation also offers an opportunity for the author-translators to test the correctness of what they want to say in the original text. In line with

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what Slovene academicians believe (Peterlin, 2019), in the present study, regardless of the academic disciplines, all the participants said that self-translation offers an opportunity to revise the original text:

> HS-1: Self-translation helps revise the original as it shows that what is meant was not reflected.
>
> NAS-6: Self-translation allows me to revise the original text.

In terms of variations in the self-translated text, all academicians, without exception, drew attention to the simplification caused by the sentence length in Turkish. They said that the sentences they write in Turkish are very long and when they translate them into English, simplification becomes obligatory, so they split long sentences. HS-2 explains this difference, "Long sentences consist of participle clauses in Turkish writing, and when translated into English, I split them into a few independent sentences, which makes it clear and intelligible." The academicians also stated that the English translation of the Turkish sentences they write sounds Turkish, and this results from thinking in Turkish. Among the variations in these cases, the most mentioned methods are modifying with useful expressions they collect from English articles they read, shortening, and paraphrasing:

> HS-3: When translated into English, some Turkish sentences sound very basic. It is obvious that they are translated from Turkish. I modify such sentences with useful expressions that I collect from English articles.
>
> NAS-1: I shorten and paraphrase sentences in the English version.
>
> NAS-2: When I look at the sentences asked for correction from the referee, I say, yes, I wrote it thinking in Turkish.

Different from the other disciplines and in addition to stylistic and syntactic simplification, academicians from educational sciences said that they do lexical simplification. They stated that they make appropriate adaptations to the target language, especially in the translation of cultural concepts and metaphors. This can be explained by the higher use of creative language in educational sciences.

Baker (1993) views simplification as one of the translation universals, or language characteristics exclusive to translation. Yazıcı (2013) claims that simplification is a tool for quality writing, a way to reduce information overload, and a way to enhance language. Thus, simplification does not imply a loss of style nuance; rather, it is a translational operation that uses lexical, syntactic, and stylistic operating processes to differentiate the information load of the text (pp. 1101-1103). Thus, in translating academic texts which aim to present information, it is common for an academician to simplify the language and/or message for the target audience. The answers also show that the academicians have an idea about the language of an international article and that they analyze the English articles they read not only in terms of scientific content but also in terms of useful expressions that they can use in their own articles.

When asked what kind of translation they aim to achieve in parallel with this question, the theme of writing a 'content equivalent and reader-friendly' English article arises from the answers of all academicians without exception. This indicates that they use simplification in various forms easily in their texts which serves to present scientific data to the target reader in an intelligible way. Academicians who aim to convey whatever they intend to say and write an article that reads fluently, therefore, prefer a type of translation that preserves the content rather than the form:

> HS-1: My goal is to write in simple English that everyone can easily understand, of course without straying from science.
>
> NAS-6: I do not aim to be faithful to the format, but to reflect what I mean in Turkish in the same way in English as the content.

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ES-3: Meaning should be transferred, rather than style.

As to tools used by the participants, the most frequently used MT tool by all academicians is Google Translate. In their study analyzing the translation errors in Turkish to English translations of Google Translate, Güldal and İşisağ (2019) examined various text types and found that informative texts included fewer errors compared to operative and expressive texts and there were mainly lexical errors in informative ones, rather than semantic and pragmatic errors. The academicians in the present study also pointed out that they benefit from Google Translate in the sense that Google Translate offers them a good translation in general, and they can self-translate with this tool by correcting errors in terminology with their field knowledge. Also, it should not be overlooked that self-translation with Google Translate is free of charge. Therefore, it is possible to see Google Translate in particular, which is mentioned the most in this study, and machine translation tools in general, as one of the reasons why academicians prefer self-translation to non-authorial translation.

> HS-3: I can get correct translations when I translate with Google Translate by making correct sentences in Turkish. Sometimes I just need to change the terms with the correct ones.
>
> ES-1: Google Translate may not always be completely correct, but at least it gives a general idea.
>
> ES-2: I am generally satisfied with Google Translate. It is also an advantage that it is free, considering the article translation fees.

The answers of the academics participating in the study show how useful the use of a free and easily accessible machine translation tool, Google Translate, in particular, is for publishing in English. However, as O'Brien et al. (2012) put, MT is still not good enough to produce high-quality output for all languages, all text types, and all conditions. Therefore, if MT output is to be raised above the "gisting level" quality, i.e., a level of quality that allows the reader to get a basic concept or gist of the intended meaning, post-editing or correction of errors in the MT output has to be done (p. 238). It is understood that the participants of this study were also aware of this issue from the self-editing they stated that they made on the output.

3.2. Professional Concerns about Publishing in English

When asked about the criteria that motivate academicians to publish in English, all academicians without exception gave two answers: contributing to universal literature and obtaining scores through publication. In terms of contributing to universal literature, academicians emphasize that they can publish English articles in quality journals and thus reach a wider audience. In this context, the type of publication they give the most examples is publishing in SSCI journals. The other criterion they mentioned can be interpreted as the outputs of this theme. In terms of obtaining scores, they specify academic appointments and incentive scores they will receive by publishing in these journals. As elaborated in Section 1.1., publishing in quality journals brings higher scores compared with national ones.

> HS-1: Publishing in English means universal publishing.
>
> NAS-2: English is the common language of publication that reaches a wider audience.
>
> HS-3: Journals indexed in SSCI and such accept papers in English. Thus, to get published in quality journals, we have to publish in English.
>
> NAS-4: In Informatics sciences, we are not obliged to publish in SSCI journals after Ph.D., but we have an unwritten practice that graduation is not welcomed without an SSCI article produced from the thesis, which I agree with personally.

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NAS-6: The more we publish, the higher our academic incentive pay score. It is necessary to rise in duty, benefit from incentives, and earn income from projects.

ES-2: International publications are needed for academic appointment criteria.

Individual gains were also included in the answers. Academicians underlined that publishing in English was 'prestigious' and stated that it would give them recognition and self-confidence. Similarly, a substantial correlation between publication in English and the desire to be acknowledged and rewarded was discovered in a survey of 1717 Spanish scholars working in a variety of fields (Navarro, Moreno, Fisac & Rey-Rocha, 2015). Publishing in English also motivates the participants of this study in terms of self-development and improvement of their English language skills. No difference was observed between the disciplines in the answers given to this question. This can be explained by the fact that academicians in Turkey are generally subject to the same appointment criteria and academic incentive pay scores.

HS-2: It is prestigious to publish in English.

ES-1: Both for individual and institutional recognition, English publication is needed.

NAS-1: Publishing in English both serves for self-development and contributes to international literature.

NAS-6: When I look at the academicians who publish in SSCI journals and whose projects are accepted, I see that they are more self-confident. As I publish, I saw that both my self-confidence and the interest of those around me to work together increased.

According to Uysal (2014a), the publish or perish policy imposed by the Turkish state in a top-down way in order not to lag behind the European and global academic world has led Turkish academicians to international rather than national publications. When she compared the significant increase in the number of publications with the number of citations, she emphasized that quantity over quality emerged and that the motivation of academicians to publish was extrinsic (the desire for promotion), not intrinsic (the desire for personal development and contributing to universal knowledge) (p. 186). In this study, academicians' most common answers to this question indicate that both extrinsic and intrinsic motivation are equally effective in their publishing behaviors: they both want to contribute to the global academic community with quality research, and in return, they want to gain positional and financial gain. However, it should not be ignored that subjects may change their normal behavior knowing they are being studied and give "the nicest answer" in interviews (Saldanha & O'Brien 2016, p. 153). Thus, it is difficult to make a definite judgment about which type of motivation is more effective, but based on the available data, it can be said that Turkish academicians appear to not have a community that will produce science independent of positional and financial concerns. This manifests itself in the thoughts of academicians about national journals. When they compared publishing in English with publishing in Turkish, the most common theme that emerged in HS and NS was 'national journals being unsatisfactory' as they do not meet the scoring criteria, do not publish quality research, and do not reach large audiences.

HS-3: I cannot publish quality research in a Turkish journal.

NS-5: The number of high-quality English medium journals is high, and Turkish is low.

NS-4: Even the authorities in Turkey keep the score of Turkish publications low. So why should I publish in Turkish?

NS-6: Two years ago, I made a very comprehensive and qualified publication, but it was in Turkish. It was never cited, I don't even think it was even read.

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In her study on scholarly publishing in Turkey, Uysal (2014b) found that academicians in hard sciences mostly publish in international journals while those in social sciences mostly publish in national journals. This may result from the fact that research in hard sciences replicates previous studies in the international literature. Any interested professional can conduct and reuse physics or biology research with the same outcomes and universality has the effect of making distribution in the natural sciences global (Archambault et al., 2006, p. 333).

The academicians from Educational Sciences did not express dissatisfaction with Turkish journals as opposed to the academicians from other fields. This may be because publishing in educational sciences is mostly made in national journals. Olpak and Arıcan (2021), in their study investigating the publication practices of educational science researchers, showed that Turkish researchers mainly publish in Turkey-originated journals with low impact factors, and similar to the current study, they give factors such as language barrier, academic promotion, and academic incentive among the reasons for this. Another reason could be that research in Social Sciences is occasionally more regionally focused, so the target readership is frequently constrained to a nation or a region (Archambault et al., 2006, p. 333).

4. Conclusion

The present study investigated the linguistic reasons and professional concerns that motivate Turkish academicians to self-translation. In this respect, it is believed to contribute to the literature regarding the self-translation of academic texts and non-native speakers' academic writing. For Turkish academicians who find themselves inadequate in writing directly in English, self-translation is the way to publish in English, which will reach a wide audience in the international literature and also bring academic appointment and incentive payment scores. Thinking in Turkish, writing in Turkish, then often translating it into English with Google Translate, and finally getting a proofreading service is their method to overcome their deficiencies in writing an article in English. The changes they made in their translations indicate that they have an idea of how to write an article in English, but they still insist on writing in Turkish, which is a comfort zone, rather than writing directly in English. However, other language skills are as necessary as writing for an academician. For this reason, English proficiency expected from academicians in Turkey should be reviewed by considering all skills, and foreign language instruction should be improved. The fact that they have adopted self-translation as a method of publishing in English does not mean that they are not interested in improving their English language skills. According to academicians, self-translation is also a tool to improve English language skills and gain self-confidence. Therefore, it can be concluded that self-translation, which academicians find faster and more accurate in conveying the author's intention and using field-specific expressions and terms, is a practical way of presenting scientific works to the world. Considering that English is the language of international academic publications and what the developing translation technologies can offer in the future, it may also be recommended that translation training with a special focus on the use of machine translation tools be provided to academicians. In addition, the importance of academic writing centers emerges in the English academic publication process. Therefore, writing centers in universities where non-native English-speaking academicians work are to be of great service. It should be noted that although self-translating academicians from three different disciplines were reached, the data of this study will not be generalizable. In the future, more studies can be conducted with Turkish academicians and their translated texts can be examined from several perspectives to evaluate their self-translation practices. Also, the self-translated academic texts of the academicians in Turkey can be investigated in comparison with those of other non-native speakers of English in other countries. These studies can contribute to the literature on self-translation of academic texts and the groundwork can be prepared

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for practices that will improve English proficiency and academic writing skills of non-native English-speaking academicians.

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