

# *Challenges in Writing Refereed English Journal Papers and Institutional Support for Research Publication*

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*Much of academic publishing research is conducted with professors and with postgraduate students majoring in science. There is less published research on how EFL postgraduate students specializing in applied linguistics reflect on their publishing activities. Little is known about what challenges these students face in writing journal papers and how they perceive support provided by their universities with regard to publishing. The present study fills this gap by investigating six Hong Kong postgraduate students to understand their challenges in publishing refereed journal papers and their perception of institutional support for research publication. The interview data highlight that lack of motivation and lack of confidence are challenges faced by the interviewees in writing journal papers. Despite the fact that Hong Kong universities provided support to help doctoral students develop research publication, the majority of the interviewees had not fully benefited from such existing support. It is concluded that lack of confidence could be attributed to the students' non-native English speaker status and insufficient formal instruction in academic writing, while lack of motivation could be explored with reference to the socio-cultural context in Hong Kong.*

## **Introduction**

In the last twenty-five years, the field of second language writing has seen a great number of studies on academic publishing, especially refereed journal articles (e.g., Adams-Smith, 1984; Bazerman, 1988;