Exploring the practices and experiences of Japan-based language educators writing for academic publication: Examining authors' interactions with editors

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Abstract

This paper draws on data from a larger project investigating the experiences of language teachers based in Japan, both Japanese and non-Japanese, who are relatively new to writing for academic publication as they seek to publish their work. The principle focus of this paper is on the email interaction between authors and "literacy brokers" (Lillis & Curry, 2006, p. 3) during the process of negotiating changes to manuscripts after they have been submitted to publications for review. The genre of the submission letter to the editor was first examined by Swales (1996) from a discourse analysis perspective, focusing on defining and describing genre norms. While such genre analysis investigations have led to a number of insights regarding the structure and organization of academic texts, how interaction between editor and author is locally constructed between particular interlocutors has not been investigated in detail to date. Research into how manuscripts have been altered post submission has shown the significant impact review and editing have on published manuscripts (see, for example, Lillis & Curry, 2010), but how authors and editors negotiate and mediate these changes remains largely "occluded" (Swales, 1996, p. 46). In examining the co-construction of the editor-author relationship, interactions between two authors, a Japan-based Anglophone author and a non-Anglophone author and their editors surrounding submission of their manuscripts for publication are analyzed and discussed. The emphasis is on how relationships are constructed and negotiated, how roles and responsibilities are assigned, and how Habermas' (1984) system versus lifeworld dichotomy may assist in understanding the

interactions, with rhetorical movement between formation of social relationships and addressing the technical process of revision and editor-author expectations regarding the progression of manuscripts from submission to publication or rejection.

Introduction

Writing for academic publication has been subject to considerable academic and research scrutiny, although the literature has tended to focus on the textual characteristics of such prose, as in Swales' (1990) genre analysis. More recently, there has been a developing interest in the negotiated, textually co-constructed nature of writing for academic publication practices, as described in Lillis & Curry's (2010) work, which has shown that in academic publishing there are a number of different problematic perspectives taken when evaluating authors' manuscripts that can be uncovered through examining the overall publication process, rather than focusing exclusively on the published manuscript. The research described here seeks to add to knowledge of textual publication practices through examining the correspondence surrounding the publication of two different texts by Japan-based authors written for publications in the field of language teaching.

Language education has been described by Turner (2011) as a marginalized sector of the academy, and in this respect Japan is no exception (Whitsed & Wright, 2011). Within Japanese higher education (HE), research with teachers of English has included exploration of adjunct faculty positionings relative to broader power structures (Whitsed & Volet, 2013) and the identities and career trajectories of language teachers in Japanese HE faulty (Nagatomo, 2012; Stewart, 2005). However, one aspect of knowledge work in the English education sector in Japan that remains relatively unexplored is that of writing for academic publication, in spite of the acknowledgment in the literature that this is an important aspect of Japanese HE employment (Boyer, Altbach, & Whitelaw, 1995).

To further elaborate Japan-based language teachers' writing for publication practices, this paper examines the interaction of authors and editors using data from a larger ongoing investigation into the topic with both Japanese and non-Japanese language teachers based in Japan. Literature on the topic of writing for academic publication and the state of university-level English education in Japan is briefly reviewed before outlining the investigative methodology employed. Some preliminary results are explored, mainly to illustrate the investigation's methods and to suggest some potential implications. It is furthermore hoped that the experiences of the Japan-based authors here will have some resonance with the

experiences of Asian-based authors and others working outside of the traditional Anglophone center of the international academy. This paper is based on a Plenary address I delivered at the English Scholars Beyond Borders first annual conference in Izmir in 2014 (Muller, 2014), which summarized some of the progress of my larger scale, ongoing investigation, and thus readers are encouraged to keep in mind the preliminary nature of the findings shared here.

A note on researcher positioning

While a researcher into the practices of Japan-based language teachers writing for publication, I am simultaneously a Japan-based language teacher and author who has held various editorial and journal review positions since 2005. Thus the perspective I take in this paper is one of an insider in the sense that as an author and editor myself I am in some ways aware of the experiences Japan-based authors face in seeking to write and publish their work. Nevertheless, I also seek to establish a critical distance from my research data, thereby "making the familiar strange" (Van Maanen, 1995, p. 20).

Research into writing for academic publication: A short literature review

There is growing research interest into writing for academic publication, and a thorough review of this body of literature is beyond the scope of this paper. Instead, this review will concentrate on how the literature can help to inform the current study of Japan-based language teachers writing for academic publication. Three approaches to the analysis of writing for academic publication will be discussed separately. First, Swales' (1990) genre-based approach to the analysis of academic writing will be described and some of the research insights it has offered summarized. Next, sociological observation-based investigations of writing for academic publication practice will be explored, specifically Knorr-Cetina's (1981) investigation of scientists working in a national laboratory in the US and Lillis and Curry's (2010) exploration of the writing practices and experiences of European scholars. Finally, investigations into postgraduate pedagogy with respect to writing for academic publication will be addressed.

Swales' (1990) genre-based approach to researching academic writing

Swales' (1987, 1990) genre approach to the analysis of academic writing helped to start the field of ESP. Genre analysis examines the structures of textual genres to develop a model of

their typical rhetorical structure and lexis, assisting language learners to more successfully navigate their professional communities through facilitating their writing. Swales' original model examined research article introductions to describe the specific rhetorical "moves" (1990, p. 140) which constituted them, and his model has since been expanded to encompass other sections of research articles and analysis of a wide variety of genres, well beyond academic texts, including language typical to different fields (Bruce, 2009; Li & Ge, 2009), across languages within a discipline (Martin, 2003), and popular science writing (Nwogu, 1991), to name only a few. The assumptions underlying Swales' (1987, 1990) genre analysis system is that presenting authors with example model texts will help to facilitate their production of original texts similarly proficient in the genre conventions of the community into which they are seeking entry.

One of the advantages of genre analysis is that it can uncover implicit trends and preferences within specific genres and fields, which are not necessarily consciously known by the members of those fields, and so are potentially difficult for experts in a given specialty to explain to novice members, as Lea and Street (1998) demonstrated in their investigation of tutoring and student performance in UK HE. However, genre analysis, with its focus on text as product, is not designed to scrutinize and critique the power relationships inherent in deciding who is allowed to publish what or the process of revision that manuscripts may need to go through in their trajectory toward publication. In order to examine issues of power relationships and author access to academic publication, another research tradition, observation-based ethnographic style investigations of author experiences needs to be drawn upon, which is the topic of discussion in the next section.

Observation-based investigations of writing for academic publishing practice

Knorr-Centina (1981), critical of the then contemporary emphasis on detached observation of phenomena in order to maximize positivist 'objectivity', or what she refers to as "frigid methodologies" (p. 17) describes an effort to implement a "sensitive methodology" (p. 17) in her examination of the knowledge making of scientists at a US national laboratory. Her investigation involved thirteen months of participant observation from October 1977 to October 1978 which was intended to foster "interest rather than disinterest; methodological intersubjectivity rather than neutrality" (p. 17) in which she used ethnographic techniques to explore the processes of knowledge construction at the laboratory. She was interested in the full range of activity behind scientific laboratory research, with writing for publication only a

part of her investigative efforts. With respect to the research process as it was enacted at the lab she observed, she describes how the social relationships between scientists played a significant role in the process of research and knowledge production, suggesting that models of scientific knowledge creation popular at the time do not reflect the actual scientific creative process of scientists themselves and that instead science is a "socially situated" (p. 68) enterprise, constituted in the interrelationships between the scientists themselves and their interactions.

What's of most interest to the discussion here is Knorr-Cetina's (1981) description of the process of transforming laboratory notes and data into a paper submitted for publication and the drafting and redrafting leading up to and through the review and revision process. To accomplish this, she examines one paper in detail, primarily the first and final prepublication, 16th version of the paper, but also referring to intermediate versions commented on by a variety of intermediaries, internal and external to the research institute and also internal and external to the research team and group of coauthors. One of the insights she offers is in regard to the published paper representing "a multilayered hybrid co-produced by the authors and by members of the audience to which it is directed" (p. 106) where "technical critique and social control are inseparably intertwined" (p. 106). This means that actors such as the head of the research institute could insist the authors hedge the knowledge claims made in their published work, changes which Knorr-Cetina explores through comparing different versions of the research article's introduction and interaction between the authors and the institute's director.

Knorr-Cetina's (1981) analysis examines how the language of the initially strong knowledge claims made in the paper in earlier versions are hedged and tempered so that the claims made in the final, published manuscript are more tentative and less assertive regarding the relative importance of the research findings. She also connects these changes to the locally situated social power dynamics between the researchers and shapers of the text, demonstrating how the different parties both cooperated and opposed one another depending on their relationship to and position in the research project. Another insight from her research is her description of how the motivations and objectives of the research as presented in the research article introduction are post-hoc rhetorical constructions quite different from the motivations, relationships, and power structures which initially led to conducting the investigation in the first place. Knorr-Cetina's (1981) work is one of the first to consider the implications of the co-construction of research articles for scientific knowledge production which offers a clause-based analysis of selected changes to the text, consideration of who

requested the changes and what their rhetorical implications were, and a careful consciousness regarding the social forces that shaped the research and the text at all stages of the process.

Building on earlier work such as Knorr-Cetina's (1981), one of the most sophisticated and extensive investigations into multilingual scholars' writing for publication practices to date is Lillis and Curry's (2010) investigation of the experiences of 50 European scholars. In their research they ask "overarching questions" (p. 2) about how the dominance of English "as an 'academic lingua franca'" (p. 2) influences scholars' experiences and practices of writing. Their "key unit of analysis" (p. 3) was "text histories" (p. 3) which allowed for exploration of "the trajectories of texts toward publication" (p. 4), and included such information as the people involved in the writing and revision of the texts, "the chronology of involvement and the nature of their impact on the text and its trajectory" (p. 4). They also described and modeled the "research networks" (Curry & Lillis, 2010, p. 292) among which scholars participate and work.

The tools Lillis and Curry (2010) developed allow for critiquing the forces at play in global knowledge production, bringing to light how larger sociocultural and historical processes influence and transform what is preferred and what is possible in terms of knowledge production for a particular author in a particular paper. One of their important findings is how English in many global contexts is increasingly preferred in academic knowledge making, usurping and sidelining scholarly output in local languages in many contexts. They furthermore document local strategies for resisting these trends, enacted by scholars who have complex motivations regarding the purposes behind the particular publications they produce.

Pedagogic approaches to writing for academic publication

In addition to research into the writing for academic publication practices of scholars, there has been increasing attention paid to publishing pedagogies in postgraduate education. Of relevance here is discussion of the development of the rhetorical skills necessary for successful academic publication. Similar to Lillis and Curry's (2010) work, this literature has explained the difficulties student authors face in interpreting requests for changes made by editors and reviewers at journals. For example, Kamler (2010) described the specific dilemmas faced by two postgraduate student authors trying to navigate the conflicting demands placed on them by different actors with influence over their research and writing for publication. In one case, one of Kamler's (2010) PhD supervisees, "was more devastated than

confused by the reviewer reports she received" (p. 70) after receiving critical feedback from a journal as the result of a round of peer review. Another student was caught in a "confidentiality catch-22" (p. 69) as a journal editor and reviewers were requiring the details of a proprietary algorithm be published, while the student was bound by a nondisclosure agreement not to publish that information. Kamler (2010) compares these stories to her own experience of navigating revisions with an editor from a position of greater power, sharing how in her case as an experienced academic she was in a stronger position to challenge some of the demands made with respect to her own work, and pointing out how postgraduate students would not be able to easily draw on such negotiating strategies, both because of a lack of overall experience and also because they occupy a position of less power relative to an established full-time academic.

Casanave (2010) takes a different approach by explaining a postgraduate program she supervised on where in-house student publications offered students the opportunity to publish their coursework from their programs. She explains how this gave students the opportunity to serve in a variety of different roles in the publications, filling authorial, editorial, and production positions, providing them an introduction into the processes behind writing for academic publication while at the same time generating publication credits based on their postgraduate coursework.

Such literature has demonstrated some of the problems postgraduate students have in writing for academic publication, and acknowledges that addressing these problems is more than a matter of supplying students with instruction on appropriate language use in their written work, but also requires familiarizing them with strategies useful for interacting and negotiating with journal editors and reviewers.

The methodology for this paper: Investigating the editorial interactions of two Japan-based authors writing for academic publication

The larger ongoing investigation on which this paper is based has employed a number of different data collection methods, largely based on Lillis and Curry (2010), including the construction of text histories from different versions of authors' texts and the correspondence surrounding the texts, examination of the correspondence between authors, editors and others who shaped the texts, talk around text interviews with authors about their publishing practices and experiences, and the collection of historical documents such as job listings and resumes. The larger investigation currently involves 22 authors and the collection of 27 texts and their histories in various states of completeness, representing more than 200 individual pieces of

correspondence, such as emails, reviewer reports, and invitations to submit a manuscript. This paper will concentrate specifically on the interaction between two female authors and their editors post-review, examining what is being brokered in these transactions and toward what ends across three papers, two of which were with the same annual conference proceedings publication, and one of which was with an (non-Japan) Asian-based biannual journal affiliated with an Asian country's national TESOL association. Profiles of the two authors, Kathy and Eri (pseudonyms), are included in the data section below.

Methodologically, the interaction Kathy and Eri had with editors has been examined using Habermas' (1984) distinctions between system and lifeworld language, where the former is considered to be technically oriented toward success and the latter is engaged with the fostering of mutual understanding and the building of interpersonal relationships. Kathy and Eri's editorial email interaction was analyzed to determine the nature of their interactions, and what this could reveal regarding the processes underlying the relationships they developed. Barry, Stevenson, Britten, Barber, and Bradley's (2001) summary of the conflicting nature of system versus lifeworld interaction is reproduced in Figure 1.

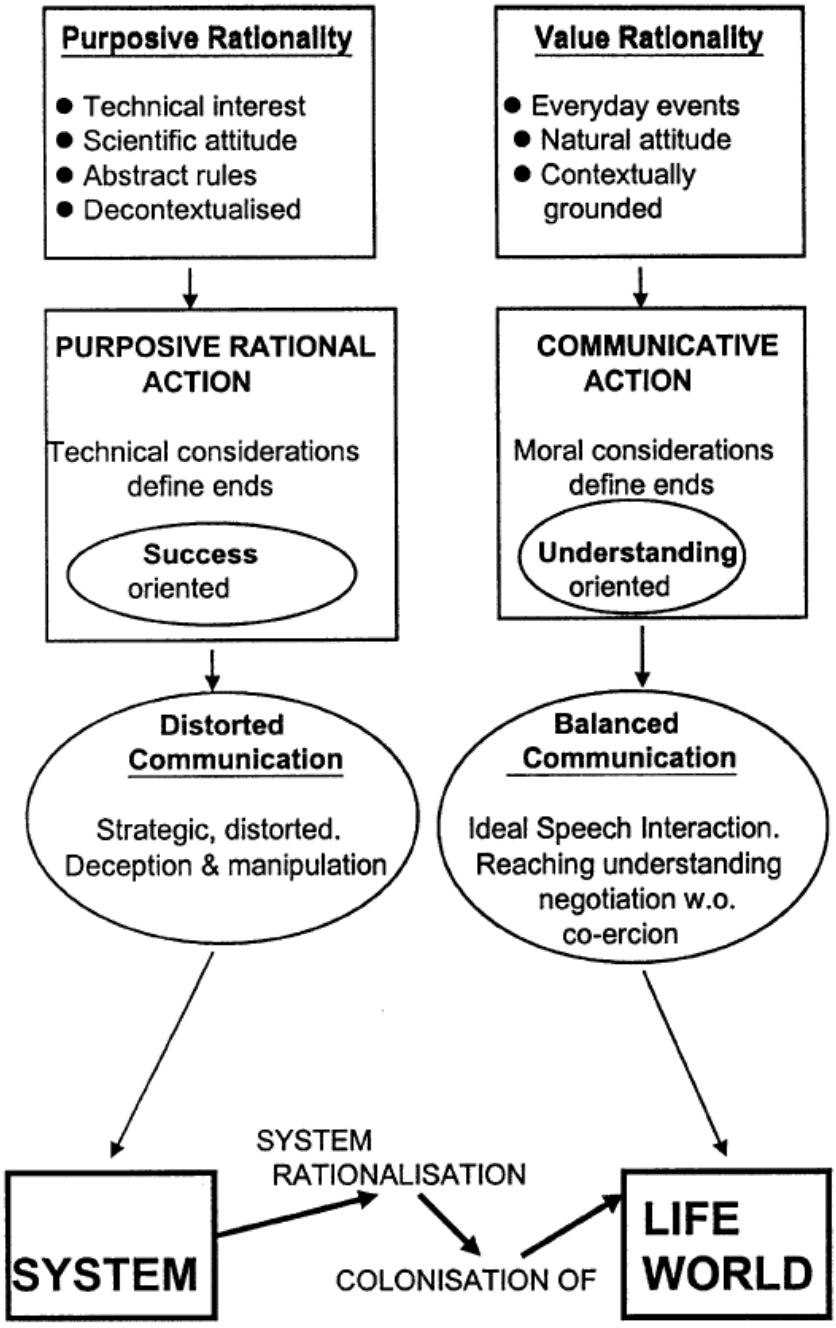

Figure 1. Habermas' (1984) model of system versus lifeworld language (Barry, et al., 2001, p. 489)

The discussion which follows considers how Habermas' (1984) model facilitates understanding the interaction between the two authors and their editors and what this reveals regarding issues of power as enacted in the correspondence. The research question asked is:

> What is being brokered in the email correspondence these two authors have in regard to their writing for academic publication, and toward what ends?

Data: A summary of the participants and their manuscripts

This section describes the two authors whose contributions were examined for this paper and the texts they contributed. The term text is used used broadly to include interview transcripts, versions of papers, email correspondence, and other textual data used for analysis, while manuscript is used to refer to a specific publication the authors provided for analysis. Thus the data for a single manuscript can have a number of text types, including emails, different versions of the manuscript, and reviews.

Kathy and her manuscripts: A brief profile

Kathy, originally from North America, had graduated with her MA via full time study in her country of birth and then moved to Japan and was working part-time at a university and various private language schools in 2011. She provided three manuscripts in total to the larger project, the correspondence from two of which will be examined here. Regarding the first manuscript, she gave her first academic presentation on a pedagogic classroom innovation she had implemented in her university classroom to an annual international conference held in Japan in 2011. The association which holds the conference also has an annual proceedings which presenters are invited to submit to, and Kathy wrote up her presentation in the hopes of securing her first academic publication. After soliciting comments from a colleague and family member, she submitted her manuscript for review. Between the three anonymous reviewers, there were two files returned with in-text comments and change suggestions and two reviewer reports of 333 words and 110 words. Kathy was assigned an editor to consult on the revision process, and her subsequent interaction with her editor, consisting of a total of nine emails, is the subject of the discussion which follows.

The trajectory of Kathy's first manuscript is contrasted with that of her third, which was a co-authored manuscript submitted to an Asian-based national journal following a presentation (together with her co-author) on implementation of technology in the language classroom given at that country's association's annual conference. The correspondence in this case spans 12 emails, including eight between Kathy and her editor and four between her and her coauthor. Examining Kathy's two quite different correspondence histories helps to illustrate the variety of editorial interaction possible in writing for academic publication.

Eri and her manuscript: A brief profile

Eri, a full-time tenured Japanese faculty member with a PhD from an Australian university had been based at the same university in Japan for more than 20 years, and had considerable experience in researching, presenting, and writing for publication in the field of international exchange in both Japanese and English. The one manuscript she provided for this investigation, the correspondence for which is examined here, was her first submitted to a publication in the field of language acquisition, and the pattern for this text was similar to Kathy's first manuscript; Eri presented at the same association's international conference and then wrote up her presentation, on the topic of the benefits of study abroad for language learners, for the association's conference proceedings. After asking her North American husband (working outside of academia) to check the manuscript, she submitted it for review. The correspondence history in this case consists of seven editorial email exchanges.

Results: What do the manuscripts' correspondence histories reveal?

This section turns to what the manuscripts' correspondence histories reveal with respect to Kathy and Eri's experiences of writing for academic publication. It starts with the correspondence regarding Kathy's first manuscript, contrasts this with her third manuscript's correspondence, and then a further dimension of interaction is added by considering Eri's experience at the same publication as Kathy's first manuscript.

Kathy's first manuscript: Seeking lifeworld interaction, finding system

As previously mentioned, Kathy's first manuscript is also her first writing for academic publication. In interviews about her writing for publication practice, she expressed an expectation that the experience would be similar to that of her full time MA dissertation supervision, with her editor filling a role similar to her supervisor by offering guidance regarding how to go about revising and improving her manuscript based on the feedback of the reviewers. This expectation can be seen reflected in Kathy's third email to her editor, where she is outlining what she has accomplished with respect to revisions to her paper, and where she's having difficulty with the paper (Email 3, Table 1). Framing this request for assistance is the editorial correspondence Kathy received prior to and subsequent to her email inquiry, where the language is less oriented toward a mentor-mentee relationship and more oriented toward the revisions necessary to complete the editorial process.

Examining the correspondence in more detail, the initial contact from the publication's Editor in Chief includes three anonymous peer reviews and the editor's instructions to Kathy "to consider all the reviewers' comments" (Email 1, Table 1). These instructions are further reinforced by her assigned Associate Editor, who states, "revise your paper addressing all the comments, suggestions and questions from the reviewers ..." (Email 2, Table 1). In the same email there is also an invitation to contact the editor with questions. Kathy revises most of her paper and takes up her editor with the invitation to ask some questions in Email 3 (Table 1). One question is direct regarding word count, "Word length is … correct?" (Email 3, Table 1). While the other is indirect, concerning her conclusion, which she's "still struggling with" (Email 3, Table 1). As Kathy explained in email correspondence, "I didn't want to directly say to the editor, 'I need help to finish/clarify my conclusion'" thus this is a hedged request for assistance in revising this part of the manuscript. It represents, according to Kathy (email correspondence), an effort to enact the kind of mentoring relationship she expected to develop with her editor at the outset of the process, akin to the one she had with her MA dissertation supervisor in the US. Kathy's editor responds by answering the direct question that was asked regarding word count and by reiterating that it is first necessary for Kathy to "complete your Conclusion, and check the format of all the paper" and then the editor will examine her "(completely) revised paper" (Email 4, Table 1). Kathy follows these instructions, sending her revised paper, and responding to the editor's instructions to "check the format of all the paper" (Email 4, Table 1) with the statement that, "IF there are any mistakes, it's because I didn't understand the formatting guidelines" (Email 5, Table 1), suggesting that any errors are not willful on her part, but instead represent a misunderstanding of the guidelines. Three months pass before the editor replies in an email, in the same month that publication is scheduled for, with 48 points that Kathy should "consider revising" "as soon as possible" (Email 6, Table 1). When Kathy seeks confirmation of the deadline for these further revisions, the editor replies via email "by tomorrow if possible." Extracts of Kathy's reactions to the editor's email, sent directly to me, are included in Email 7 (Table 1), and illustrate the frustration Kathy felt at the editorial process she experienced.

Examining the correspondence from the perspective of Habermas' (1984) concepts of system and lifeworld, Emails 1 and 2 (Table 1), the initial communication from the editors to Kathy, both include language that at least implies the possibility of a lifeworld, mentor-mentee style of interaction, "work with you as your editor to help you" from Email 1 and the invitation to ask questions in Email 2. However, when Kathy tries to seek assistance in Email

3, the system question regarding word count is answered directly in Email 4 (Table 1) but the more lifeworld oriented "struggling with … conclusion" is answered by the insistence that Kathy address this before sending her "(completely) revised paper" (Email 5, Table 1) to the editor. In the terms Barry, et al. (2001) use in examining doctor-patient interaction, this could represent an instance of "lifeworld blocked" (p. 494) in that Kathy attempts to engage the editor in an interaction around the revisions she is making but the editor replies that Kathy must first revise her paper before the editor will offer commentary on its contents. In Barry, et al.'s (2001) study, this type of interaction was associated with less desirable outcomes, and Kathy's reaction is also rather negative, albeit not directly with the editor, as indicated in Email 7, point 6, "It's hard not to be a little bit put out ... I feel more discouraged than ever ..." (Table 1). Although it's important to note that this reaction may also be partially a result of this being Kathy's first manuscript submitted for review and publication consideration. More than three years later, Kathy shared in an email that when she first began writing for publication, she "needed a lot more heavy handed direction" but after gaining some experience, "I have to rely more on myself and really, to trust myself."

Further points worth raising include the fact that the editors are the ones who established deadlines for Kathy to follow, and that while Kathy is kept to relatively tight deadlines, measured in days and weeks, there is a three month period where her editor had the revised manuscript but did not send any correspondence regarding its status, followed by a very tight one day deadline for Kathy to make revisions, which was a cause of considerable distress for her, as expressed in her point 2 comment in her sidechannel to me in email 7 (Table 1).

Table 1. Kathy's first manuscript's correspondence history

Email	Summary	Extracted contents (formatting my emphasis)
1	Chief Editor sending results of review, assigning Associate Editor to work with Kathy on further revisions	Your submission has now been reviewed by three reviewers. As you will see from their reports...two...responded favorably, while a third recommended rejection. I would like to see this paper included in [Publication], but I would encourage you to consider all the reviewers' comments carefully as you revise. I have asked [Associate Editor name] [email address] to work with you as your editor to help you revise as necessary and

		prepare the paper for possible publication.
2	Associate Editor contacts Kathy	...revise your paper addressing all the comments, suggestions and questions from the reviewers … hope two weeks will be enough … to make … corrections … If you have any questions …
3	Kathy contacts Associate Editor regarding ongoing revisions with some queries	I've revised my paper … I'm still struggling with … conclusion … word length is … correct?
4	Editor responds to Kathy's queries	… please do not worry. First, complete your Conclusion, and check the format of all the paper. I am waiting for your (completely) revised paper. Good luck!
5	Kathy sends her revised paper to the editor	Here is my final revision. It's done to the absolute best of my ability. IF there are any mistakes, it's because I didn't understand the formatting guidelines ... I have read and reread them and checked and rechecked the paper, so I think the formatting should be fine.
6	Kathy's editor responds three months later	For the final version of your paper, please consider revising the following: 1 – 48 Please highlight all the changes and corrections you make in your paper. Read all the text carefully to make sure that all the necessary revisions are made (articles, punctuation, etc.). Please complete the final revision as soon as possible. We do not have much time left. If you have any questions, contact me any time. Please let me know that you have received this message.
7	Kathy's email side	1. I'm happy to finally get the kind of commentary/feedback that

	channel to me about the process	I wanted from the beginning. ... 2. Why did they have to wait so long and then rush me? I sent this in four months ago. ...I feel disregarded. If I were still teaching now, there'd be no way I could get this done in time without dropping everything. … 5. This comment: Please revise for better style. Sorry, but I wrote it in the first place. I probably don't have a better style. What does that mean? ... 6. It's hard not to be a little bit put out, but I know this person is only trying to help me. Nevertheless, I feel more discouraged than ever ...

Kathy's third publication: Engagement in the lifeworld

The second of Kathy's manuscripts to be discussed here is her third academic publication, which she co-presented and co-authored with a colleague at the university she was teaching at. This was published with a biannual non-Japan Asian national journal, affiliated with a country's TESOL organization, and is based on a conference presentation given for the organization. In this case, the editorial email immediately following blind, anonymous peer review (Email 1 in Table 2), while starting with similarly formulaic language to the editorial correspondence for her first manuscript, also includes editorial interpretation of the reviewer comments, specifying which "reviewer comments ... in the attached ... should be addressed in your revision." In Email 8 (Table 2), Kathy requests to change the editorial process from one where she completely revises her paper before additional feedback to one where the editor offers suggestions on her paper while revisions are still in progress. Her request is successful and in the editor's reply, the questions she raised are addressed in the body of her still under revision manuscript. In Email 8 (Table 2) Kathy also offers some positive feedback regarding the editor's suggestions, saying, "Some of the changes you made have really improved the paper. Thank you!" and that tone is taken up in the editor's reply with, "You are really doing a nice job of getting the article into a more reader-friendly form" (Email 11, Table 2). This supportive language is maintained for the remainder of their correspondence, and Kathy, in an aside to me, shared that, "This was my favorite paper so far ..." (Email correspondence),

indicating that at this stage in her writing development, she felt this kind of supportive, dialogic interaction was both appreciated and preferable to her earlier experience.

Contrasting Kathy's third publication with her first, in this publication, the editor appears to respond to her requests for help in addition to offering encouragement and additional support in the form of specific suggestions and interpretation of the reviewers' comments, similar to Barry, et al.'s (2001) category of "mutual lifeworld" (p. 496). In contrast, with her first publication, the editors' stated requirement was that she address all reviewers' comments, and she didn't receive editorial feedback on the post-review version of her manuscript until after she had completely revised it. While the correspondence in Table 2 is still directed toward the task of completing revisions to Kathy's manuscript, the correspondents mutually acknowledge one another as human actors, offering praise and encouragement, characteristics which are much more muted in the correspondence for her first publication in Table 1.

Table 2. Kathy's third publication: Engagement in the lifeworld

Email	Summary	Extracted contents (formatting my emphasis)
1	Initial post-review message	The Editorial Board ... has reviewed your submission ... While the topic is of interest ... the Board would like to request that you make some editorial changes and resubmit your paper for further consideration. The reviewer comments ... in the attached ... should be addressed in your revision. Although your paper cannot be accepted at this time in its current form, if you would like to revise the paper ... the Editorial Board would be pleased to consider your submission again ...
8	Kathy to editor after one additional round of post submission revision	Hello, I was wondering if we might do the revisions in smaller stages? I've been editing the paper and there are some places where I've revised according to your feedback and others where I feel like I need a little more clarification. ... The areas I need more clarification have arrows --> ... Please skip [section title]; I'm still working on that ... Some of the changes you made have really improved the paper.

		Thank you!
11	Editor replies, addressing the queries Kathy had	I've added some comments ... to your questions ... You are really doing a nice job of getting the article into a more reader-friendly form. That is the kind of editing that most of our articles need. How is your search for more relevant articles for the lit review going? If I run across anything that I think could be useful to you, I will send it your way.

Eri's manuscript: Examining the interaction of a more experienced writer

Eri's manuscript, sent to the same publication as Kathy's first manuscript, but assigned to a different Associate Editor, stays in the realm of Habermas' (1984) system, with the correspondence centered around the changes necessary to the text to complete the editorial process, both on the author and the editors' parts. One difference is that in the first editorial email (Email 1, Table 3), there is some interpretation of the reviewers' reports for Eri, which contrasts with Kathy's initial editorial message (Email 1, Table 1) instructing her to take into account all of the reviewers' suggestions. There is one point where Eri expresses some confusion regarding what specific changes need to be made, after the editor's Email 4 indicating remaining revisions are necessary before the editor will examine the paper in more detail. This exchange stays system oriented in Eri's reply in Email 5, where she is concerned with the particulars of the changes that are necessary, and this results in the editor going through her paper and making suggested revisions within the document and returning them to Eri in Email 6.

Eri's manuscript was selected for discussion here to illustrate how in this case, perhaps because of her previous experience authoring academic texts, there appears to be no expectation on her part for the development of a mentor-mentee style of relationship with her editor. Instead, the interactions are oriented toward the text and the changes necessary to the text rather than toward the development of a dialog around the process of revising the text and the difficulties arising from those. Similarly, the editor does not use the lifeworld with Eri, maintaining the interaction in the system space for the duration of the correspondence.

Table 3. Eri's manuscript: System only

Email	Summary	Extracted contents (formatting my emphasis)
1	Initial post-review message	Your paper has now been peer reviewed. As you will see from their comments ... both reviewers responded favorably. Reviewer B has submitted a much fuller report with more specific recommendations for revision, and we would be grateful if you would consider these carefully.
2	Editor to Eri regarding revision process	My role is to support you as you revise and prepare your paper for publication ... Please revise your paper according to the comments below and the files attached ... I look forward to receiving your revised paper within 10 days. ... I hope this helps, but let me know if you have any questions.
3	Eri sends revised manuscript	Sorry that it took more than 10 days to revise my draft. I read two reviewer's comments carefully and revised my draft based on them. If you have any further questions or comments, please let me know. Thank you so much for assisting me to go through this complicated process of editing.
4	Editor to Eri regarding reference problems	You have errors in the Reference data and errors with formatting - please check the sample document again.
5	Eri responding to additional change requests	Thank you for your message regarding my reference section. I compared with the model you sent me, but I'm not very sure where I should correct. Is it [formatting question]? The model didn't [formatting], but the past [publication] had [formatting]. Which one should I follow? If there are any other parts I should correct, could you let me know? Thank you for your further help.
6	Editor	Thanks for sending your paper. I read through and started making

	suggests changes in the text of the manuscript	some small changes - I ended up making quite a lot throughout the whole piece. There are two things I wanted to point out: 1) I thought that the description of the [topic] would be better at the beginning of the section [section title] - since this describes the context of the study. 2) I need your bio data inserted before the [section title]. Once you have made those two changes, your article can go to layout.

Discussion and conclusion: What do these correspondence histories reveal regarding writing for academic publication practice?

The data included above is preliminary in nature, and encompasses only a small part of the larger ongoing investigation into authors' writing for publication practices, but there are some insights offered with respect to the different research approaches to the investigation of writing for academic publication summarized in the literature review. First, with respect to genre analysis (Swales, 1990), the interactions explored above show that examination of editorial correspondence alone as a genre would reveal a limited picture regarding how interaction is co-constructed locally between particular interactants; while Kathy's first manuscript and Eri's manuscript follow a similar rhetorical pattern in terms of the nature of the interaction, the actual language used is quite specific to the circumstances of their papers, and Kathy's third manuscript is more reflective of the relationship she establishes with her assigned editor than of the interaction regarding her first manuscript or Eri's interaction. Thus, while the genre-based examination of particular types of correspondence may give hints regarding trends in structure and preferences for language, it is also of importance to examine how such discourses are co-constructed between the participants during the course of editorial revisions.

Second, with respect to the investigation of writing for academic publication, such as Lillis and Curry's (2010) work, which has tended to emphasize the writing of scholars whose first language is not English, at least with respect to Kathy's experience, she showed considerably more struggle, especially in her first manuscript, than Eri did in responding to editorial review suggestions for changes. This suggests that the investigation of writing for

publication practices of authors based outside the Anglophone center would perhaps benefit from the inclusion of scholars based in those contexts whose first language is English, and that this may help to reveal some of the additional complexity underlying the power relationships and flows underlying writing for academic publication. A further point worth noting here is that Kathy and Eri were both writing for what Salager-Meyer (2013) refers to as "small/peripheral" (p. 2) publications rather than high prestige "mainstream" (p. 2) journals based in center countries. Thus the positioning of Kathy and Eri as based outside the Anglophone center is problematic in the sense that, at least with respect to the data examined here, neither was writing to an Anglophone center audience.

Third and finally, with respect to pedagogy, Kathy received no instruction in her full time MA program regarding writing for publication, and appears to have had considerable difficulty in adjusting to how authors are apparently expected to interact with editors, especially with respect to her first manuscript. In contrast, Eri worked with her former PhD supervisor on at least one writing for publication project, and perhaps that experience helped her to better understand the expectations of editors for authors in revising manuscripts for publication. Thus it appears that efforts to prepare postgraduate students in the fields of teaching English and applied linguistics for writing for academic publication, such as those described by Casanave (2010) may be called for, especially in cases where those students will be working in the HE sector outside of the Anglophone center, where, at least in Kathy's case, the expectation is that even MA holders publish in order to secure full time HE employment.

In conclusion, this report has presented the correspondence history of two Japan-based authors with regard to three papers written for publication in a Japan-based national conference proceedings and also in an Asian-based biannual journal. The correspondence histories show evidence of the negotiated nature of the relationships the authors developed with their editors, and suggest that there is a preference in two of the cases for the use of system-oriented interaction, while in one case Kathy engages in more lifeworld-oriented correspondence with her editor. The implications of the interactions explored here are that the development of the relationship between author and editor involves negotiation and co-construction, although the interaction is unequal in the sense that the editor holds the majority of the power. Examination of other factors involved in writing for academic publication, such as the changes made to the texts and who enacted those changes, are to be the subject of future inquiries based on data from the larger investigation.

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