WRITING PROBLEMS IN SCIENTIFIC WRITING

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Abstract
The text presents an analysis of the rejection of articles by the editorial committees and referees of a specialized journal. The purpose is to identify the various causes that hinder scientific writing, as well as to reflect on the implications that this brings, not only for journal but also for the dissemination of scientific knowledge in the disciplinary area. The type of study is discourse analysis. The corpus is made up of articles from the Cuadernos de Lingüística Hispánica journal rejected between July 2019 and December 2020, corresponding to numbers 33 to 36. The results indicate that the rejection of scientific articles is caused, on the one hand, by various weaknesses in both linguistic and communicative competence and, on the other, because a good number of authors disregard editorial rules. It is concluded that writing is not an easy task; It is a self-study exercise that requires commitment and interest in learning to be better writers, better researchers, and better thinkers.
Keywords: Scientific writing, academic writing, communicative competence, scientific article, writing.

INTRODUCTION

Journals indexed in different measurement and classification systems must comply with strict editorial criteria, which require constant and permanent evaluation to ensure the quality of their content. Among these criteria is editorial management.

One of the aspects to consider within editorial management is the reception of articles that are going to be submitted to peer review, which is the responsibility of the Editorial Committee. This constitutes the first selection filter and is in charge of reviewing whether the articles comply with the standards for authors if they deal with the disciplinary topics in which the journal specializes, and if they are well written. After passing this first filter, it is sent to peer reviewers, who under a double-blind system evaluate whether the articles are publishable and under what conditions.

The rules for authors are always published in each issue of the printed and virtual magazine. These determine the type of article that is accepted, as well as the formal requirements of style and presentation. However, in the selection process almost half of the articles received are rejected, and some of them for not complying with said standards (fig. 1).
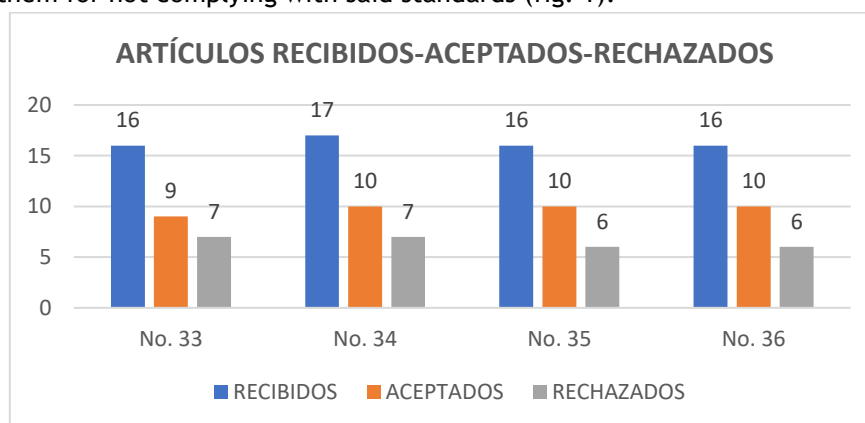

Fig. 1. Articles received, accepted, and rejected in numbers 33-36

The norms that most of the articles rejected in this first filter do not meet are related to the form: length of the article and title, structure, author data, the relationship of the topic with the specialty of the journal, coherence, and cohesion, citation of authors in the text, hierarchy of ideas, updated reference of authors, correction or return of the corrected article, among others.

For their part, the peer reviewers consider the following aspects in their evaluation, both in terms of form and content: solidity in the approaches, contributions and relevant conclusions, coherence, cohesion and argumentation of ideas, theoretical and methodological development, use of references and Citation of authors, bibliography, background, analysis and discussion of results, the relevance of the theme and title, type and structure of the article, content of the abstract, idiomatic appropriation, introduction, and objectives.

Accordingly, we have two objectives: firstly, to identify what writing problems lie behind the rejection of scientific articles and, secondly, to reflect on their implications.

We have selected as a corpus of analysis the texts rejected between 2019 and 2020, from the journal Cuadernos de Lingüística Hispánica, which is published every six months and whose articles are received permanently, for which reason production is received for a good part of the year.

1. Theoretical foundation

According to Vanegas (2004), writing is a work charged with persuasion, in which the writer expresses his thought graphically on a surface in an organized manner according to the established types of text, to achieve a response in the other. Writing, then, does not consist in capturing ideas, but in organizing them in such a way that the writer's purpose is defined under the desired context and structure.

In the case of academic writing, the typology corresponds to informative texts of a scientific type such as articles, theses, and essays, among others, which allow us to glimpse the relationships of thought regarding the fulfillment of an activity and make possible the interpretative demonstration of the context and individual point of view of a given subject.

Thus, the production of a "well-done" text, as Vanegas points out, is a complex task that requires permanent correction and needs concentration, interpretation, and style, but when there has not been a previous guide that enables understanding and preparation of the writing processes becomes difficult.

Likewise, Carrasco (2016) affirms that scientific writing must deal with transmitting knowledge clearly and effectively, and for this, it is only necessary to have something to say and clear thinking. That is, being able to argue logically. He proposes going through the process in three phases: planning, textualization, and revision.

In the same way, to produce texts in an argued and intentional way, Martínez (2002) proposes an interactive relationship that seeks to enrich the knowledge schemes about the architectural organization of the texts and thus allow a comprehensive communication between the reader and the text, that is, the search for a true dialogic understanding between the two, where language as discursive communication is the main protagonist.

In order to try to understand the reason why a good part of the scientific articles are rejected by specialized publications, we consider it pertinent to approach higher education institutions, since scientific writing is fundamentally promoted from the academy based on undergraduateworks, master's and doctorate, and it is the responsibility of these institutions to promote and provide the tools to make it effective.

In this regard, we mention some of the statements of Paula Carlino in the conference Reading and academic writing, held on March 26, 2019, at the Faculty of Higher Studies of the UNAM, where she observes that writing is not an intense exercise in university programs. In these, teachers correct students' texts or ask them to do so without giving adequate guidelines to do so, that is, they use writing as a tool to learn, not as a writing course where the purpose is to learn to write. This author points out that writing should be a multidisciplinary exercise carried out in all the subjects of the curriculum; a vital commitment to learning the language, to the learning processes of the subject, to pedagogy and to practice, with the disorder and confusion from which knowledge, texts and meanings eventually emerge. Writing skills must be developed in each of the subjects and not in a

special sequence of courses. Writing, therefore, should not be detached from subjects, because disciplines are not only aggregating of ideas but also imply particular forms and uses of language and particular atypical ways of reading and writing taught in context.

Hence, Carlino (2019) affirms, reading and writing need to become a teaching object again, with the mediation of the teacher and not only the student, because they do not understand what they read, they do not read, and they do not know how to express themselves through written. The author takes up the concept of academic literacy where reading and writing appear in the classroom with two functions: as learning tools for the different disciplinary contents and as teaching objects.

Regarding the difficulties that writers present when writing, Carlino (2004) points out not taking the reader into account, wasting the epistemic potential, not reviewing what is written, and postponing the moment of writing.

In the same way, we bring up the study carried out by Vásquez, Rodríguez, and Cortés (2008), in which the difficulties in writing academic reports of engineering students of the Los Libertadores University Foundation are diagnosed and explained. In this, the authors found that the students do not apply effective metacognitive strategies to understand the thought processes through the use of writing, and, in addition, they are unaware of the criteria of discursiveness, textuality, semantic and rhetorical structures, relationships within the text, and the eligibility criteria. These weaknesses are transferred and are, to a large extent, the cause of the rejection of articles in journals, by the editorial committee and referees.

In another study, carried out at the District University by Castellano and Jiménez (2002), researchers found that, among other aspects, students present some difficulties in the construction of academic texts such as: informal writing, lack of textual plan, following spontaneous ideas. as in orality, lack of interest in the receiver, little exhaustiveness and clarity in the approaches.

These difficulties make sense, according to what was stated by Miras (quoted by Serrano, 2014), for whom "Writing is not understood as a product of thought but as an integral part of it, while writing allows one to reflect on one's own thought, objectifying ideas, as well as transforming knowledge". Thus, "composing a text is not only an expression of ideas but an activity of construction of meanings, an instance of generation of knowledge and development of thought" (p. 111).

Writing is an epistemic function, as pointed out bySanchez (2003),since during the writing the writer transforms and elaborates his knowledge, and at the same time adapts it to a particular communicative situation.Writing is based, according to Jurado (2007), on the pragmatic and creative dimensions, that is, on the subject's ability to recognize the intentions and objectives of the writing they do and the ability to define the way in which they will carry it out. It is a semiotic process that restructures consciousness, insofar as:

The philosophical and semiotic points of view coincide in correlating the problem of writing with the problem of language in its exteriorization, of how language put into action, discursive, always seems to be on a tightrope, since it never manages to account, in such a way complete, of the essences of meaning that seek to emerge in that scenic representation that constitutes all discourse (Jurado, 1992, p. 38).

Finally, although there are several studies and approaches to scientific academic writing and its limitations, we close our theoretical inquiry with Cassany (1999), who states that writing is a slow and complex activity, which requires time, dedication, and patience, so much so that an experienced writer can write up to six drafts over more than one day, to produce a 20-line text and it is that academic writing plays a crucial role in the construction of knowledge and in the development of thought, "because it implies very fine reasoning and a cautious and weighted way of acting with words" (Jurado, 2007, p. 2).

2. Methodology

The paradigm from which the analysis is focused is social criticism with a qualitative approach. The type of study is discourse analysis. The corpus selected for analysis comes from the journal Cuadernos de Lingüística Hispánica. The sample is made up of the rejected articles from numbers 33 to 36, which correspond to the years 2019 and 2020.

The form problems found by the editorial committee were the following:

No. 33

-Inadequate citation of authors.

-No citation of authors of references in the text and vice versa.

-Errors in the enumeration of headings.

-A good use of APA standards is not made.

No. 34

-The theme does not correspond to any of the lines of research declared in the journal.

-The author did not return the manuscript with the corrections suggested by the evaluating juries.

-Too long text. Exceeds 20 pages.

-Author citation problems and references in the text.

-Does not comply with the editorial standards of the journal (title greater than 12 words, does not declare the type of article or institutional affiliation, the length is exceeded.

No. 35

-The extension is not the one required for reflection articles.

-It does not meet the requirements of a research article. It is incomplete and poorly structured.

-Misuse of APA standards.

No. 36

-The summary does not correspond to what is developed in the body of the work.

-There are writing problems.

-The methodology is scattered in different parts of the article.

-The citation referencing system is not consistent.

-Requires a deep formal review. It is very neglected.

-The structure of the article is unconventional and does not comply with what is required by the magazine.

-Requires more elaboration. The title does not account for the content of the article.

-Very extensive textual citations.

-There are punctuation and typing errors.

On the other hand, the causes of rejection by the peer reviewers were:

No. 33

-Spelling and expression errors.

-References of authors who are not mentioned in the text.

- Scarce and outdated bibliography.

-Very general content, which does not show anything in particular.

-Obvious conclusions, without any contribution.

-Lack of coherence and cohesion.

-The methodological development is insufficient, confusing, and not very productive.

-The objectives are not fully developed.

-Presents poor arguments to support the study.

-There are no relevant contributions.

-The background information does not contribute to enriching the discussion, analysis, and development of the research itself.

-It lacks solidity in the approaches, presentation, and analysis of the results.

-The discussion does not relate the analysis and the results with the theoretical framework.

-Does not draw conclusions of interest to the scientific community from the data presented.

-There is no clear connection between the initial concern, the title, the question, the methodological design, and the results.

No. 34

-The title does not account for the type of article that is made.

-The article is presented as a review, but in reality,it is for reflection.

-The abstract does not account for the content of the article.

-Very broad introduction. It is not possible to account for the problem in question.
-The background and theoretical framework are insufficient and poor.
-A critical position towards the authors is not assumed.
-The bibliography presented is minimal.
-There are drafting problems and aspects of content that are not sufficiently clarified.
-It does not provide any relevant information for the scientific community dedicated to the study of linguistics.
-The expectations proposed in the summary are not met.
-The article is poor in conclusions and there is no section that considers them.
-It is not a review article, although it cites more than 50 authors since it is an analysis of the topic.
-Requires a complete rewrite that offers analysis data of linguistic interest.
-It does not have a methodological section.
-The analysis of the topic is insufficient to account for what is proposed to be done.
-The methodology is imprecise and scarce and is scattered in the text.
-There are numerous writing problems that hinder the understanding of the ideas in some passages.
-Use of alternate spellings for some words.
-Wrong use of italics and quotation marks.
-Non-uniform or consistent use of accents in demonstratives and adverbs that do not require them.
-Wrong use of commas, after the subject or before the predicate, or absence of these in cases that do require it.
-Existence of spelling errors.

No. 35
-It does not clearly explain the aspects to be developed. Lack of mastery of the subject.
-Incoherent and messy text.
-Insufficient approach for the specialist reader in the subject and confusion for the non-specialist.
. The proposed objectives are not met, and the methodology is unclear and messy. The results do not conform to the objectives set.
-There are writing and spelling errors.
-There is no logical support for the results from the reflexive perspective that is proposed.
-The methodology is insufficient to account for the investigative process. It is necessary to point out methodological aspects such as population, approach, data collection process, results, etc.
-The use of language is inappropriate.
-It is suggested that the authors of the study consult an academic writing manual.
-There is no clear structure in the development of the introduction, the theoretical framework, the methodology, and the analysis of results.
-The text does not have an academic and investigative writing level.
-There are serious writing problems that make it difficult to understand what the author intends to develop.
-The objectives are not clearly defined.
-There is no clarity about the way in which the analysis is intended to be carried out.
-Theoretical referents do not provide insights for the analysis to be carried out.
-The arguments used by the author are poor to sustain the discourse.
-The methodology used does not apply to literary texts.
-The title, the abstract, and the introduction are ambiguous.
-The methodological framework and data collection are not clear.
-The author does not generate an appropriate discussion of the written text.
-There is no clarity in the analysis process and its purpose with the parlance.
-The conclusions are superficial and do not demonstrate a rigorous and investigative analysis.
-Social arguments are offered, but not linguistic, which is typical of the magazine.

No. 36
-This is a review article of theoretical bibliography and reflection of a team of teachers, but it does not fit fieldwork.

-Insufficient and little methodological clarity.

-It presents deficiencies and contradictions in the argumentation.

-It does not have sufficient academic and research quality.

-It clearly suffers from the theoretical mastery of the proposal.

-The expressed concern is not original.

-There is a lack of rigor and mastery in the application of the theory of reflexivity as one of the basic mechanisms of teaching and linguistic communication.

-The work does not contribute a concrete contribution to the discipline.

-The treatment and development of the subject present inconsistencies.

-The theoretical conceptualization is confused and appears scattered throughout the article.

-The introduction requires more bibliographic discussion to support the research.

-References are missing in the introduction.

-Some of the sub-themes of the theoretical framework lack theoretical support, they are too limited.

-The presentation of the results is too succinct and the analysis is scant.

-The theme needs greater theoretical support and greater depth of analysis.

-The order of ideas in the summary is not the most appropriate, since it incorporates methodological aspects that should not appear there.

-Citations are abused instead of going to the original sources.

-Tends to repeat ideas.

-The section on materials and methods tends to be confused with the section on results.

-The analysis of results is insufficient.

-There is a lack of forcefulness in the conclusions.

-Greater argumentative force is required in the results and in the conclusions.

The categories of analysis that emerged in the first part of the process, that is, in the evaluation carried out by the editorial committee, were:

- Theme according to specialized lines of the magazine
- ítems type
- Article Length
- Article structure
- Technical standards for citation and reference
- Lack of interest in publishing the article

The following table shows the type of rejection according to the category:

No. Journal/category of analysis	No. 33	No. 34	No. 35	No. 36
Theme according to specialized lines of the magazine:		The theme does not correspond to any of the research lines declared in the journal.		
item type		-The type of article is not declared	-It does not meet the requirements of a research article.	
Article Length		-Texts too long. Exceeds 20 pages.	-The extension is not the one required for	

				reflection articles.
Article structure	-Does not adhere to the structure of the article.		-Incomplete and poorly structured.	-The structure of the article is unconventional and does not comply with what is required by the magazine. -The methodology is scattered in different parts of the article.
Technical standards for citation and reference	-Inadequate citation of authors. -No citation of authors of references in the text and vice versa.	-Author citation problems and references in the text.	-Misuse of APA standards.	-The citation referencing system is not consistent. -Very extensive textual citations. -Citations are abused instead of going to the original sources.
Lack of interest in publishing the article		-The authors do not return the manuscripts with the corrections suggested by the evaluating juries.		-Requires a deep formal review. It is very neglected. -There are punctuation and typing errors.

The categories of analysis that emerged in the second part of the process, that is, in the evaluation carried out by the peer reviewers, were:

- Relevance of the theme and title
- Typology and structure of the article
- Summary
- Introduction
- Theoretical and methodological development
- Analysis, results, and discussion
- Relevant contributions and conclusions
- Citation of authors and bibliographical references
- Drafting

The following table shows the type of rejection according to the category:

No. Journal/category of analysis	No. 33	No. 34	No. 35	No. 36
Relevance of the theme and title	-Very general content, which does not show anything in particular. -There are no relevant contributions.	-Exist aspects of content that are not sufficiently clarified. - It does not provide any relevant information for the scientific community dedicated to the study of linguistics.	-Insufficient approach for the specialist reader in the subject and confusing for the non-specialist. -Lack of mastery of the subject. -The title is ambiguous.	-The work does not contribute a concrete contribution to the discipline. -The title does not account for the content of the article. -It does not have sufficient academic and research quality.

		-The title does not account for the type of article that is made.	-Social arguments are offered, but not linguistic, which is typical of the magazine.	-The expressed concern is not original. -The treatment and development of the subject present inconsistencies.
Typology and structure of the article	-Presents poor arguments to support the study. -There is no clear connection between the initial concern, the title, the question, the methodological design, and the results.	-The article is presented as a review, but in reality, it is for reflection. - It is not a review article, although it cites more than 50 authorssince it is an analysis of the subject.	-It does not clearly explain the aspects to be developed. -There is no clear structure in the development of the introduction, the theoretical framework, the methodology and the analysis of results. -The arguments used by the author are poor to sustain the discourse.	-This is a review article of theoretical bibliography and reflection of a team of teachers, but it does not fit fieldwork. -Requires more elaboration. -It presents deficiencies and contradictions in the argumentation.
Summary		-The expectations proposed in the summary are not met. -The abstract does not account for the content of the article.	-The abstract is ambiguous.	-The summary does not correspond to what is developed in the body of the work. -The order of ideas in the summary is not the most appropriate, since it incorporates methodological aspects that should not appear there.
Introduction	The objectives are not fully developed. -The background information does not contribute to enriching the discussion, analysis, and development of the research itself.	-Very broad introduction. It is not possible to account for the problem in question. -The background is insufficient.	-The introduction is ambiguous. -The proposed objectives are not met. -The objectives are not clearly defined.	-The introduction requires more bibliographic discussion to support the research.
Theoretical and methodological development	-The methodological development is insufficient, confusing, and not very productive.	-The theoretical framework is insufficient and poor. -A critical position towards the authors is not assumed. -The methodology is imprecise and scarce	-Theoretical referents do not provide insights for the analysis to be carried out. -The methodology is insufficient to account for the investigative	-There is a lack of rigor and mastery in the application of the theory of reflexivity as one of the basic mechanisms of teaching and linguistic communication. -The theoretical

		and is scattered in the text. -It does not have a methodological section.	process. -It is necessary to point out methodological aspects such as population, approach, data collection process, results, etc. -The methodology used does not apply to literary texts. -The methodological framework and data collection are not clear. There is no clarity on how the analysis is intended to be carried out. -The methodology is unclear and messy.	conceptualization is confused and appears scattered throughout the article. -It clearly suffers from the theoretical mastery of the proposal. -Some of the sub-themes of the theoretical framework lack theoretical support, they are too limited. -The theme needs greater theoretical support and greater depth of analysis. -Insufficient and little methodological clarity. -The section on materials and methods tends to be confused with the section on results.
Analysis, results and discussion	-The discussion does not relate the analysis and the results with the theoretical framework.	-The analysis of the topic is insufficient to account for what is proposed to be done.	-There is no logical support for the results from the reflexive perspective that is proposed. -The author does not generate an appropriate discussion of the written text. -There is no clarity in the analysis process and its purpose with the parlance. -The results do not conform to the objectives set.	-The presentation of the results is too succinct and the analysis scant. -The analysis of results is insufficient.
Relevant contributions and conclusions	-Does not draw conclusions of interest to the scientific	-The article is poor in conclusions and there is no section that considers them.	-The conclusions are superficial and do not demonstrate a rigorous and	-There is a lack of forcefulness in the conclusions.

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	community from the data presented.		investigative analysis.	-Greater argumentative force is required in the results and in the conclusions.
Citation of authors and bibliographical references	-References of authors who are not mentioned in the text. - Scarce and outdated bibliography.	-The bibliography presented is minimal.		-References are missing in the introduction.
Drafting	-Spelling and expression errors. Lack of coherence and cohesion.	-Requires a complete rewrite that offers analysis data of linguistic interest. -There are numerous writing problems that hinder the understanding of the ideas in some passages. -Use of alternate spellings for some words. -Wrong use of italics and quotation marks. -Non-uniform or consistent use of accents in demonstratives and adverbs that do not require them. -Wrong use of commas, after the subject or before the predicate, or absence of these in cases that do require it. -Existence of spelling errors. -There are writing problems.	-The use of language is inappropriate. -There are writing and spelling errors. -The text does not have an academic and investigative writing level. -There are serious writing problems that make it difficult to understand what the author intends to develop. -It is suggested that the authors of the study consult an academic writing manual. -Incoherent and messy text.	-Requires a deep formal review. It is very neglected. -There are punctuation and typing errors. -Tends to repeat ideas. -Style review required.

3. RESULTS AND DISCUSSION
By the editorial committee:
The results in the first part of the evaluation process that is the responsibility of the editorial committee, regarding the standards for authors, according to the categories of analysis were the following:

Thematic according to specialized lines of the magazine often the author loses sight of the theme of the publication and presents articles whose themes are philosophical, pedagogical, and legal, without any relation to the lines of research declared as language and society, language and communication, and language pedagogy.

Article type. Some difficulty of the author is noted to differentiate the type of article that is presented, which becomes evident in the structure used and in the length of the article. Sometimes a review or research article is declared, but due to its content, structure, and extension, it is found to be reflective or, on the contrary.

Article extension. Despite indicating that the articles must have a certain length according to their typology (research and review: 20 pages; reflection 15), these are generally presented from 30 to 45 pages, which shows the difficulties in the ability to synthesize and in the selection of the main ideas of the study.

Structure of the article. This contemplates an introduction where the problem must be described and the objectives presented, the body of the work composed of the theoretical framework, the methodology, the results, the discussion, and finally the conclusions and references, but some articles deviate from said structure or present it incomplete, skipping some of the items, which shows a lack of rigor and seriousness in the research study carried out.

Technical standards for citation and reference. The journal's style standard establishes the use of the APA standard to cite and reference bibliography, however, there is an incorrect citation of the authors, the years and the pages are omitted, and the textual citations are not correctly incorporated according to their length.

Lack of interest in publishing the article. It happens with some frequency that the authors do not respond to the requests made by the editorial committee to make the necessary corrections to the article to be sent to peers or, when they have already passed the first filter, they do not return the manuscripts with the corrections suggested by the juries. evaluators, which show little interest and commitment in the process of disclosing their product.

By the peer reviewers:

The results regarding the second part of the evaluation process, that is, the one carried out by the committee of referees, and which is related to both the form and the content, according to the categories of analysis were:

Relevance of the theme and title. Bearing in mind that the subject on which the article deals must be of interest to the disciplinary community and present recent and innovative studies, the committee of referees evaluates the originality, novelty, relevance, and quality of the articles received. Accordingly, the article is rejected for not offering concrete and relevant contributions to the discipline, for presenting inconsistencies and lack of mastery of the subject, for not developing the content in a clear and rigorous manner, and, with respect to the title, for not giving an account of the type of article or content.

Typology and structure of the article. The article is presented without a clear structure, as there is no connection between the initial concern, the title, the question, the methodological design, and the results; Likewise, there is confusion about the type of article, as it is presented in a different typology from the one declared; problems of an argumentative type are incurred, such as deficiencies, poor development, and contradictions that make it difficult to support the discourse.

Summary. There is no clarity regarding the elaboration of the summary, because, despite the fact that the editorial norms indicate the aspects that it must contain, as well as the length, the author elaborates it, on occasions, with little or no relation to the content, in addition to including in this, aspects that have no place.

Introduction. The editorial standards suggest that the problem or issue to be developed, the objectives, and the background should be stated in it, however, it is found that there is no clarity about the problem or issue or it is not developed, as well as the objectives; that the antecedents are insufficient or do not contribute to the analysis of the development of the investigation.

Theoretical and methodological development. The theoretical and methodological support allows us to account for the seriousness and rigor that is assumed in the treatment of a specific topic,

however, the evaluators find that the authors do not have a good command of the theories, presenting a poor, insufficient, and sometimes confusing and not to assume a critical position towards the authors or to provide insights for the analysis to be carried out. In the same way, they find that the methodological development is presented insufficiently, imprecisely, disorderly, and inadequate for the object of analysis.

*Analysis, results, and discussion.*This is one of the aspects that represents the most difficult for the authors since there is little clarity between results and discussion, the analysis is usually developed insufficiently, and scarcely, an appropriate discussion of the written text is not generated, in addition, the discussionpresents the results and the theoretical framework in a way that is detached from the analysis, and the results do not conform to the proposed objectives.

*Citation of authors and bibliographical references.*Despite the fact that the rules for authors describe and explain how authors should be referenced in the text and in the bibliography, there are articles with a very poor and outdated bibliography, citations that do not correspond to the APA standard, and references to authors that do not are mentioned in the text and vice versa.

*Drafting.*The aspect that stands out the most in terms of writing is the lack of coherence and cohesion, which makes reading difficult. Likewise, typographical, spelling, and punctuation errors are notorious, which could be easily corrected with a judicious revision of the manuscript.

In the writing problems detected, related to both the form and the content, we can infer that some authors have difficulties structuring the article (Vanegas, 2004), identifying the discursive genre (Martínez, 2002), arguing logically (Carrasco, 2016), they do not take advantage of the epistemic potential (Carlino, 2004; Sánchez, 2003, Serrano, 2014), they are unaware of the criteria of discursiveness, textuality, semantic and rhetorical structures, the relationships within the text and the eligibility criteria (Vásquez et al, 2008; Castellano and Jiménez, 2002), in addition to writing in a hasty and little thoughtful manner (Jurado, 2007; Cassany, 1999).

4. CONCLUSIONS

The main causes of rejection of articles in specialized journals originate from weaknesses in linguistic and communicative competence, that is, in the ability to express and interpret the knowledge that has to be disseminated. Among these are: the non-use of effective metacognitive strategies to understand thought processes through the use of writing; ignorance of the criteria of discursiveness, textuality, semantic and rhetorical structures; relationships within the text and eligibility criteria.

Apart from the aforementioned causes, the writer must also put on his part a high concentration, attention, and knowledge of the type of text to produce. If he knows what a specialized journal is, what is its purpose, the public to which it is directed, the lines of knowledge in which it focuses and carefully read the rules for authors; If you prepare a scriptural plan for the text to be produced taking into account the structure drawn up by the magazine and know the techniques of argumentation, you will surely be able to capture in your article in an effective and organized way the product of your investigative or reflective work with a greater chance that be accepted.

Thus, problems of various kinds can be corrected with a rigorous and conscious reading of articles published in scientific journals related to the discipline and, particularly in the journal to which the text is to be submitted, since the data in turn demonstrates, that the difficulty in terms of scientific writing is a reflection of the lack of reading.

Undoubtedly, writing is not an easy task, since it requires time, commitment, permanent reading, organization of ideas, and interest on the part of the writer to clearly and concisely disclose the knowledge that is within his or her domain. The magazine itself is a source of learning for beginning writers. In short, it is a self-learning exercise, which requires commitment and interest in learning to be better writers, better researchers, and better thinkers.

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