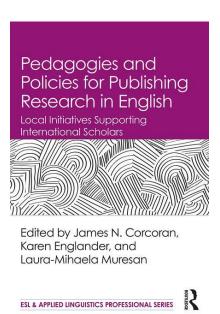# BOOK REVIEW

PUBLISHING RESEARCH IN ENGLISH: GLOBAL PERSPECTIVES AND LOCAL INITIATIVES

James N. Corcoran, Karen Englander and Laura-Michaela Muresan (Eds.).
PEDAGOGIES AND POLICIES FOR PUBLISHING RESEARCH IN ENGLISH. LOCAL INITIATIVES SUPPORTING INTERNATIONAL SCHOLARS (2019), London/New York: Routledge. 300 pp., ISBN-978-1-138-55809-0 (PBK).

In response to the growing pressures on multilingual scholars to publish in high-impact English-medium journals, there has been an increase in research on English-medium publications and different practical challenges related to them (e.g. Bennett, 2015; Cargill & Burgess, 2017; Curry & Lillis, 2017; Habibie & Hyland, 2019; Lillis & Curry, 2010; Mur-Dueñas & Šinkūnienė, 2018). Many of these studies focus on plurilingual scholars' writing styles, resources available to such scholars, perceptions and practices of scholarly writing, courses and interventions aiming at supporting such practices, and official policies regulating them. When addressing these issues, researchers often frame their discussions reaching out beyond linguistic text analysis by involving such concepts as geopolitics, periphery, semi-periphery, global context, hegemony, and linguistic inequality, and in this way attend to larger ideological and political questions.

Along similar lines, the collection of chapters *Pedagogies and Policies for Publishing Research in English* edited by James N. Corcoran, Karen Englander, and Laura-Michaela Muresan addresses challenges related to pedagogies and writing practices of plurilingual scholars in relation to the concepts of "centre",

"periphery", and "semi-periphery", and focuses mainly on the locales outside traditional Anglophone centres of knowledge production.

The diversity of studies on research publications in English has resulted in a complex web of approaches and concepts, such as English for Specific Purposes (ESP), English for Academic Purposes (EAP), English for General Academic Purposes (EGAP), English as an Additional Language (EAL), English for Research Publication Purposes (ERPP), second language writing and education, and the general term of English Academic Discourse (EAD). The editors of this volume take a deliberate stance from the very start and commit themselves primarily to EAL and ERPP thus opting for more neutral terms, especially that of EAL, which refers to a diverse group of scholars without emotive loading. In general, the editors' introduction (Chapter 1) provides a well-formulated analytical framework and philosophy based on a pluralistic approach to both research and text editing in their own volume, which is successfully sustained throughout the whole book.

The editors convincingly determine the research gap, the need for their volume, concisely map out dominant approaches in previous research, and pose controlling and unifying research questions for the entire volume. The introduction also provides an informative synthesis of all the contributions, which helps the reader easily navigate through all the reports.

This edited volume stands out in the fields of EAL and ERPP for its excellent geolinguistic scope, international authorship, cross-continental approach, and applied nature. By offering 17 perspectives on scholarly writing for publication pedagogies and policies, this volume provides a well-evidenced cross-section of global practices in scholarly writing produced by plurilingual scholars. It presents a diversity of research landscapes including a variety of locales "outside traditional centres of knowledge production" (p. 1), thus spanning over different countries in Europe, Africa, Latin America, the Persian Gulf, and Asia. With such a geography of research locales, the volume very thoughtfully represents areas and scholarly voices outside the Anglosphere. However, the targeted regions are not equally represented, East Asia and South Asia being represented by a single country per region (China in the papers of Li & Cargill and Zheng & Cao, and Pakistan in the paper by Sarwat Nauman).

This title is relevant not only because it addresses an important research problem and real-life challenges, but also because it stems from the contributors' pedagogical experiences, which makes their research even more authentic and convincing. The volume addresses practices driven by similar country priorities, higher education policies and standards, and processes of internationalisation. However, methods of achieving the goals and ways of facing the challenges vary across countries.

The contributors do represent highly varied sociopolitical, sociocultural, and historical contexts, including countries that underwent colonialisation (e.g. Pakistan in Chapter 11 and Nigeria in Chapter 13), countries where English is learnt as the first foreign language (e.g. Norway in Chapter 6 and Iceland in

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Chapter 5), and countries with English learnt as a third or fourth foreign language (e.g. Algeria in Chapter 12). The diversity of contexts is represented in a consistent though highly heterogeneous texture, which results in a well-integrated volume despite the high diversity. The multiple voices are harmoniously interwoven, and brief accounts of small-scale studies highlight some big issues that work as pieces of a large puzzle.

The volume is also rather diverse in terms of the approaches the contributors adopt. Ethnographically oriented research, for example, is used by Muresan and Pérez-Llantada in Chapter 7 to describe the publishing experiences of a highly proficient researcher. A longitudinal study is employed by Encinas Prudencío, Sánchez-Hernández, Thomas-Ruzic, Cuatlpantzi-Pichón, and Aguilar-González in Chapter 3, which reports a multiple case study aiming to understand what helps and hinders Mexican professionals to publish internationally. Most of the studies, though, rely on interviews, usually in combination with questionnaires, which allows for at least relative comparability of the results across different studies.

Research on English-mediated scholarly publications often addresses the issue of power imbalance between Anglophone and non-Anglophone authors. The very terminology, such as "centre" and "(semi-)periphery", "hegemony", and "linguistic inequality", has strong ideological implications. Due to this critical stance, such research often has the undertones of (self-)victimisation and frames plurilingual scholars as less powerful though they are just *differently* powered. Self-victimising discourses has been studied perhaps most extensively in public media regarding immigrants, refugees, and racism (e.g. Chovanec & Molek-Kozakowska, 2017; Martínez Lirola, 2013, to mention but a few). In my view, such discourse also permeates the discourses of non-Anglophone authors. Similarly to self-victimisation rhetoric in other contexts, in the academia it also stems from an intergroup conflict with a rival. It is based on an experience of a harmful act, which is perceived as undeserved, unfair and unjust; it highlights the status of being a victim, and strives for empathy, support and help from a community (cf. Viano, 1989). It is marked by such motives as the 'us' and 'them' dichotomy, emphasis on the group's vulnerability, and the feelings of antagonism and self-pity.

Victimisation in academic contexts is hard to avoid, since it does stem from the status quo with numerous tensions. However, it is a risky stance, since it perpetuates and diffuses the unwanted *status quo*, and victimisation prevents empowerment. This volume also aims to give voice to under-represented plurilingual scientists who are positioned outside the centre of knowledge production. Nevertheless, the tone here is less victimising, and the contributions seem to be moving to a different type of discourse: the practical nature of the book makes it focus on empowerment. Due to space limitations, here I will present those articles that, in my view, are least victimising and focus most on the balance between the critical and practical approaches to research languages.

In Chapter 7, Muresan and Pérez-Llantada focus on the attitudes of a Romanian scientist, who viewed both local and international dissemination of

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academic knowledge as equally important. In her narratives, the scientist regarded publishing in English as functional and not ideologically laden. Even more, this researcher reported that publishing in Romanian, her native language, was more challenging, since she lacked linguistic conventions for this language in contrast to English. As the authors of the chapter report, the scientist "did not shift to English for reasons of prestige, recognition and international visibility"; she did it for her own "personal satisfaction" and felt positive about "her plurilingual literacy practices" (p. 118). It can be of course argued that this is an individual viewpoint, but still it tones down the dramatic "English as danger" narrative.

A balanced approach to EAL is also applied in Chapter 8 by Burgess, Martín, and Balasanyan, who balance between the "extreme critical and vulgar pragmatic positions" (p. 132). To study research writing instruction targeted at novice scholars in arts and humanities, they tested a genre-based pedagogy and the use of a corpus of academic texts. They use their results to argue in favour of a critical-pragmatic approach and the importance of advanced biliteracies.

The importance of biliteracy is discussed by Zheng and Cao in Chapter 10, where they report on the viewpoints of plurilingual Chinese scholars from six universities. Interestingly, their results show that over 70% of their respondents disagreed with the view that English poses a threat to Chinese and considered that both English and Chinese are important in research communication. Based on these unique findings, the authors suggest that the biliteracy approach "seems to fit the mentality of Chinese EAL scholars" (p. 171). According to Zheng and Cao, Chinese scholars perceive themselves as linking the global and local academia by using proficiently two languages for research purposes thus focusing primarily on the pragmatic aspect of ERPP. This viewpoint, as explained by the chapter authors, may be at least partly a result of ideological and political factors. The national government policies strongly encourage scholars to promote Chinese research globally, but at the same time they aim to strengthen the position of Chinese. However, the dominance of such attitudes in scholars' narratives does not mean that language choice for publication is completely value-free or neutral.

Finally, in his envoi (Chapter 17), John Swales also points to the movement of this volume from "describing the problems and their causes […] to searching for potential solutions" (p. 285). He problematises the issue of the Anglophone centre by giving examples of how US scientists also appear in semi-peripheral situations despite their language competence, which suggests that linguistic competence does not automatically empower Anglophone scholars.

What remains unaddressed in this collection of papers but would be interesting to integrate in ERPP research to have a fuller picture is not only the role of predatory journals, as John Swales points out in his envoi, but also English-medium (or mixed-language) journals published locally and lacking international recognition. In a way, they can be considered a bridge between journals in national languages and high-ranking English-medium journals, a possibility to make research accessible to a broader audience via a foreign language, and an impetus

for networking through reviewing practices or co-authorship (cf. Bocanegra-Valle, 2019). But what is the actual role of domestic English-medium journals in (inter)national research landscapes? Do they have any future in general? Can they serve as a platform for novice writers to develop their publishing skills? Do experienced scholars see them as necessary and relevant in the existing research landscapes?

The potential audiences of this volume, as the editors outline themselves, are primarily research writing pedagogues who provide support to plurilingual EALs. It can also be useful to researchers studying such scholars' practices of publishing in English and their attitudes towards it. Importantly, this volume can interest policymakers at different levels: the local institutional level, the national politics at the country level, and the general politics of global knowledge production.

The volume takes a very practical approach to EAL research. From the start it seems that it is also aiming at solid theorising, but this ambition is not fully achieved or perhaps was not of primary importance. What the volume definitely achieves, though, is the potential for practical applicability. Since the research focuses on different levels of researchers, ranging from novice scholars at the undergraduate and (post)graduate levels to professionals and experienced researchers/teachers, the results can be applied in versatile ways. All the studies result in an elaborate set of research-grounded guidelines for pedagogical purposes. Though no final or concrete answers are provided, the contributors propose some guiding insights, tentative implications, and partial resolutions that may apply to different countries. For instance, in Chapter 16 Nunn and Deveci present an integrated course model for graduate students based on the learning path from critical analysis to students' own drafting (termed as "holistic argumentation creation"), which can be effectively adopted in different academic contexts. The contributors also provide a plethora of ideas for further research by highlighting and mapping out some potential areas for further investigations. And what is very important, they take a turn to a less victimising discourse in ERPP and shift the focus from problems and limitations to solutions and opportunities.

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