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Research Publication and Dissemination: Perturbar las Prácticas Normativas

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Abstract / Resumen / Анстракт / Rezumat

Our multimodal, multilingual introduction chapter maps some existing debates in global research publication and dissemination, pointing to hot topics and tensions in the field tackled by contributions in this edited collection. In an intentionally disruptive discursive/rhetorical twist, we also include a recorded conversation where we discuss the “behind the scenes” processes, challenges, and onto-epistemological underpinning related to the production of this volume. We then introduce the four thematic strands of the collection and contextualise the chapters included herein. Ultimately, this introductory chapter embodies our commitment to promoting a variety of voices from a range of geopolitical locations (e.g., Europe, the Americas, the Middle East, Asia), languages (English, Spanish, Serbian, Romanian, Arabic, Uzbek, Chinese), and research writing genres (empirical studies, position papers, reflective pieces, scholarly conversations).

Nuestro capítulo introductorio, multimodal y multilingüe, repasa algunos debates existentes en el ámbito de la publicación y difusión de investigaciones a nivel mundial, señalando los temas candentes y las tensiones en el campo que abordan las contribuciones de esta colección editada. En un giro discursivo/retórico intencionadamente disruptivo, también incluimos una conversación grabada en la que discutimos los procesos «entre bastidores», los retos y los fundamentos ontológicos y epistemológicos relacionados con la producción de este volumen.

A continuación, presentamos las cuatro líneas temáticas de la colección y contextualizamos los capítulos que la componen. En última instancia, este capítulo introductorio encarna nuestro compromiso de promover una variedad de voces procedentes de diferentes ubicaciones geopolíticas (por ejemplo, Europa, América, Oriente Medio, Asia), idiomas (inglés, español, serbio, rumano, árabe, uzbeko, chino), estilos y géneros de escritura de investigación (estudios empíricos, documentos de posición, artículos reflexivos, conversaciones académicas).

Наше мултимодално, вишејезично уводно поглавље мапира неке од постојећих дебата у објављивању и дисеминацији истраживачких публикација на глобалном нивоу, указујући на актуелне теме и тензије у овом пољу којима се баве поглавља у овом зборнику радова. У намерно реметиљачком дискурзивном/реторичком заокрету, такође укључујемо снимљени разговор у којем дискутујемо о процесима „иза кулиса“, о изазовима и онто-епистемолошкој подлози производње ове књиге. У наставку затим представљамо четири тематска блока и контекстуализујемо поглавља која су у њих укључена. Коначно, овај увод одражава нашу посвећеност промовисању разноврсних гласова из различитих геополитичких локација (нпр. Европа, Северна и Јужна Америка, Блиски исток, Азија), језика (енглески, шпански, српски, румунски, арапски, узбечки, кинески) и жанрова истраживачког писања (емпиријске студије, програмски нацрти, рефлексивне, научни разговори).

Capitolul nostru introductiv, multimodal și multilingv, trasează dezbateri existente în sfera publicării și diseminării cercetării la scară globală, indicând teme importante și tensiuni din domeniu care sunt abordate de contribuțiile din acest volum. Printr-un joc retoric/discursiv intenționat disruptiv includem și o conversație înregistrată în care discutăm procesele, provocările și fundamentele onto-epistemologice „din culisele” producției acestui volum. Mai apoi prezentăm cele patru fire tematice care organizează colecția și punem în context capitolele care o compun. În ultimă instanță, aceasta introducere reprezintă angajamentul nostru de a promova o varietate de voci din diverse areale geopolitice (spre ex., Europa, Americile, Orientul Mijlociu, Asia), precum și o varietate de limbi (Engleză, Spaniolă, Sârbă, Română, Arabă, Uzbekă, Chineză) și genuri ale scrierii de cercetare (studii empirice, lucrări poziție/teoretice, scrieri reflexive, conversații academice).

Background

This collection draws on the fifth edition of the PRISEAL conference (Publishing and Presenting Research Internationally: Issues for Speakers of English as an Additional Language) that took place at the University of La Laguna in Santa Cruz de Tenerife, Spain in the late summer of 2023. Since the first conference in 2007, and the subsequent “Statement on Equitable Access to the International Academy” (PRISEAL, 2008), the PRISEAL network has brought together an established community of researchers and practitioners working in the area of transnational/global writing for research and publication purposes. The collective aim of the network is to address key issues and tensions that arise in the production, circulation and regulation of academic knowledge within and across geopolitical, linguistic, cultural, and disciplinary borders.

Our edited collection, *Academic Publishing in a Fast-Changing World*, spotlights some of the most recent PRISEAL contributions to advancing, disrupting and reflecting on contemporary debates and practices surrounding transnational scholarly research production and dissemination. The chapters herein integrate rich and diverse disciplinary, theoretical, methodological, linguistic and geographical themes such as,

- the geopolitics of academic writing and the complex spatialities of knowledge and writing (re)production, epistemologies of the South and “epistemological coloniality” in Latin America and Western/Eastern Europe (Navarro, Neculai);
- practices and processes of writing for publication, researcher identity, ethical and methodological “troubles”, and power relations in gendered transnational spaces of research, and critical peripheries of crisis and violence (Lillis, Saad);
- rhetorical constructions of research genres across languages, in particular English and Spanish, and historical evolutions thereof (Moreno and Burgess, Martín Martín and León Pérez);
- historical evolutions in teaching English for Research and Publication Purposes (ERPP) and pedagogies for supporting plurilingual scholars’ research writing in global powerhouses like China (Li and Cargill);
- national and institutional policies in the academic knowledge economy, including initiatives, policies and practices designed to support academic scholars and publication in the Global South (Radjazade and Makovskaya); and
- critical notes on ERPP as an evolving, transnational, and transdisciplinary field of research and practice (Flowerdew).

Our collection takes a mindfully reflexive approach by introducing methodological, ethical, experiential, and disciplinary reflections on research communication, researching and teaching as well as ERPP (though the term is contested) as an established and expanding *field* of research and practice. Volume chapters collectively address the role of various geo-cultural, material and knowledge spaces in reproducing or challenging the hegemony of English and its proxies (e.g., design, argumentation) by considering the ethics of English language knowledge production versus other languages and proposing strategies for challenging hegemonic or dominant ways of knowing, doing, and being in the field. This counter-hegemonic positioning is especially important in these times of increasing autocratic and colonial aggression from nation states such as the United States, Russia, China, and Israel.

This volume contributes to the field of ERPP or, as some would prefer, Language or Writing for Research Publication Purposes (L/WRPP), in several ways. It shares recent, innovative empirical work, advances theoretical conceptualisations of research communication practices, and situates the field within emerging conversations in and beyond fields such as applied linguistics, rhetoric and composition studies, writing studies, and human geography. As a whole, the collection will be of acute interest to researchers and practitioners (teachers, tutors, literacy brokers, writing and researcher developers, writing programme developers) in the fields of English/Language for Research and Publication Purposes (E/LRPP), English for Academic Purposes (EAP), English for Specific Purposes (ESP), Rhetoric and Composition, spatial/decolonial/area studies, etc. It may also be of interest to those in related fields (e.g., sociology of science, human and urban geography, politics and international relations, cultural studies) whose work centres explicitly on knowledge production and circulation, research writing and supervision/support, the ethics of research and reflexive positionality, academic mobility or researcher development. Due to the plurilingual and multimodal nature of the volume (see below), we invite readers to embrace the diversity of languages, modes and formats of presentation in this volume and approach its reading with an attitude of openness.

La política lingüística en la producción de conocimientos

We are inspired by recent statements advocating the need to support and expand knowledge production and dissemination in languages other than English (e.g., Avila Reyes, 2021; Navarro et al., 2022). However, we argue that it is time for scholars in our field to not only “talk the talk” but also “walk the talk” by ontologically challenging hegemonic, monolingual, and

overly prescriptive practices of research production and dissemination (see also Christiansen et al., 2025 and Corcoran et al., 2026).

More than twenty years ago, the Council of Europe adopted plurilingualism as a theory of language (and as an underpinning for language policy) centred on individual agency, and plurilingual and pluricultural competence (Coste et al., 2009; Piccardo et al., 2022). Like translanguaging, the focus is on understanding individual actors' language repertoires "where learners [and users] draw from their knowledge of languages, cultures, and semiotic resources (e.g., body, emotion) to make meaning, learn, and communicate." (Payant & Galante, 2022, p. vii). This volume mindfully adopts a plurilingual orientation (Corcoran & Englander, 2025) that not only stands in contrast to unified, monolingual theories of language but also affords more thorough examination of academic knowledge exchange between plurilingual social actors whose language practices are entangled within the contexts in which they occur. Some examples of how we have operationalized a plurilingual approach in this volume are plurilingual author abstracts and biographies (authors chose the languages of chapters, abstracts and author descriptions) as well as the option for authors to translanguage within their chapters in plurilingual and multimodal ways. Though clearly our plurilingual orientation to this edited volume does not promise a more equitable or democratic exchange of knowledge, it is our hope that these non-normative types of publications will become more and more common.

Por lo tanto, esta colección incluye contribuciones que abordan no sólo cuestiones relacionadas con el inglés, sino también con otras lenguas de publicación y presentación (por ejemplo, el español), con capítulos escritos en inglés o tanto en inglés como en español. El idioma no es la única consideración (o a veces ni siquiera la más importante) a la hora de examinar las cuestiones de equidad en la difusión de la investigación (otras son el género, la clase (relacionada con la precariedad); la ubicación geográfica (por ejemplo, el sur global)). Y a veces el mero hecho de abogar por una mayor diversidad conduce a una representación únicamente en lenguas coloniales que puede no servir para «descolonizar» la producción y la difusión académicas. Sin embargo, como lingüistas aplicados, es importante que prestemos atención a las cuestiones que rodean a la política del lenguaje en un mundo que parece cada vez más homogéneo. Esto también se aplica a los vínculos inextricables entre las onto-epistemologías de la investigación, la producción lingüística y las identidades académicas.

Editorial Subjectivities, Processes, Tensions, and Outstanding Questions

As a nod to the affordances of the International Exchanges on the Study of

Writing (IESW) series, and in an effort to disturb the primacy of written text in academic knowledge exchange, we include here an extended conversation between cat., James, and Bojana where we discuss a number of topics that arose during the behind-the-scenes work of putting together this volume.¹ We hope this is a meaningful contribution, particularly for emerging scholars, perhaps shining some light on these rather occluded² academic practices. More broadly, we offer this reflexive perspective on our editorial practices as a contribution to demystifying the processes of knowledge production. In doing so, and in presenting it as a video recording of our conversation, this intervention aligns with, and puts into practice, the volume's epistemological and methodological aims.

Our conversation begins by each of us outlining our personal motivations for taking on the role of editor for this volume.³ As our exchange reveals, we were primarily motivated by a shared interest in continued engagement with research and practice in scholarly writing, a desire to contribute to the academic community that warmly welcomed us at early PRISEAL conferences and has supported us over the years, and a keen interest in scholarly collaboration. Reflecting our commitment to sustaining and advancing PRISEAL as a unique forum for research on writing for publication, we saw this volume as an opportunity to take stock of current debates in the field, to highlight emerging themes, and to amplify new scholarly voices. Our shared vision for the volume was to create a space in which the established norms of academic publishing can be constructively challenged and creatively disturbed by experimenting with genres, language choices and multimodal presentation formats. In this sense, our aim was to preserve and foreground the reflexive, critical, multigeneric and plurilingual dimensions of the conference as a central thread of the volume.

We then turn to the process of producing the volume and discuss the various stages involved: choice of the publication venue, development of the call for papers, preparation of the book proposal, interactions with the WAC book series editors, as well as the various steps during the review and revision processes. Our conversation provides insights into the internal

1 A video-recording of the conversation can be found at <https://tinyurl.com/5n8nju58>.

2 We use this term with a tip of the cap to the late, great John Swales.

3 James' comments at the beginning of this video, which can be found at <https://yorku.zoom.us/rec/share/31vj8KptPIF16vz3S2D9Olzo9r1hSr1Yr0nFyU2lw0oI903kywsk-PzK6EMYvqdk.0Sa-oNG6OIS3S98I>, are in response to a (seemingly consequential) 2025 Four Nations hockey game in Boston, Massachusetts where Canada beat the USA amid the backdrop of Trump's imperial aggression. Though Canada beat the United States in that particular hockey game, their southern neighbours (undeservedly) prevailed in the rematch at the (arguably much more important) 2026 Olympic final in Milano-Cortina, Italia.

dynamics of our editorial team, including the challenges of balancing individual editorial autonomy with collective decision-making, and the ongoing negotiation between maintaining high scholarly quality and offering constructive support to contributing authors while respecting their agency and choices. As is the case with other recent plurilingual volumes (e.g., Ávila Reyes, 2021; Corcoran et al., 2026), our conversation brings to the fore the ideological and onto-epistemological tensions inherent in editor-editor and editor-author negotiations of academic writing codes and conventions within and across languages.

We also reflect on the external challenges inherent in a long-term project such as editing a volume, including constraints related to our institutional roles, job uncertainty, and various personal circumstances, and revealing some potentially helpful strategies that helped us navigate them. We argue that these rarely discussed factors affecting academics' work should not only be acknowledged but, equally importantly, also seen in relation to our more privileged position in comparison to colleagues elsewhere who face violence and oppression or continue academic work in harsh conditions of exile (see Saad, this volume). We conclude our editorial conversation with questions surrounding pressing topics that will be front and centre at the next PRISEAL conference, such as emerging technologies, academic freedom and scholarly knowledge production, "decolonizing" ERPP, and more!

Collection Make-up and Narrative

Building on our editorial reflections, this edited collection recounts a complex narrative about global research publication and dissemination at this contemporary historical conjuncture. As a whole, it emphasizes the multi-dimensional nature of current debates and the clear folly of confining ourselves to disciplinary, theoretical or methodological boundaries. Rather, this collection embraces trans-, inter-, and multi-disciplinary approaches that enable us to make sense of, challenge, and/or change the nature and practice of research communication across epistemological and methodological borders. It thus addresses both macro-structural conditions and micro, granular experiences and emotions that underpin knowledge production and dissemination, engaging meaningfully with their social, linguistic and cultural components. In the sub-sections below, we group together the volume contributions into four strands, briefly describing each. While each strand explores a distinct set of broader themes (see the background section in this introduction), readers will also notice recurring threads that weave the volume together in dialogical manner whereby each strand implicitly speaks to others in the collection. We

welcome the readership to engage with this work from beginning to end or piecemeal by reading individual chapters in the collection: ¡Disfruten!

A. The Ideological, Structural and Spatialised Dimensions of Research Writing Production and Dissemination

The first strand deals with the macro-level conditions of knowledge production and dissemination, focusing on their ideological, structural and spatialised dimensions. Grounded in the geopolitics of academic writing, the section highlights the spatialisation of knowledge and writing (re)production, exploring the epistemologies of the South and the concept of “epistemological coloniality”. The themes introduced in these opening chapters by **Navarro** and **Neculai** resonate throughout the volume, offering critical context for the chapters that follow. Bringing together perspectives of scholars from applied linguistics (Navarro) and human geography (Neculai), this strand also exemplifies the disciplinary, epistemological and presentational diversity that the volume seeks to promote.

Navarro focuses on Latin America as a metonym for the Global South, developing the notion of “epistemological coloniality” enforced through citation politics (whose voices become amplified and what are the consequences?) and unequal quantitative distributions of journal articles along Global South/Global North divides. Navarro argues for “denaturalizing” colonial practices in scientific research that are tied to the structural conditions of academia such as evaluation and promotion practices. In a related vein, Neculai expounds on questions of space and spatiality in research writing away from more static/binary and metaphorical/linguistic spatial frameworks in current research. Combining theoretical insights from human geography and reflections on her own experiences as a researcher and research writing broker, she proposes a spatially conscious, dialectical model of research writing (re)production that can potentially lead to more solidary and transformative praxis while pushing back against the normative pull of the Anglophone/Global North centre.

B. The Granular, Experiential, Plurivocal Scholarly Practices of Researchers

Moving from the macro to the micro-level view, the second strand puts the spotlight on the local experiences and practices of researchers working under diverse geopolitical conditions, zooming in on their reflections, dilemmas, aspirations, and challenges. While offering fine-grained analyses and (re) evaluations of individual knowledge production practices and experiences, the

chapters by **Lillis**, **Radjabzade** and **Makovskaya**, and **Saad** do not renounce questions of institutional and geopolitical power relations that shape local processes, thus extending and complementing the themes and debates introduced in the opening chapters. This section also continues the volume's commitment to plurilingualism and multimodality.

Lillis is concerned with the epistemological value and “ethical troubling” inherent in the “long conversation” involving “talk around texts” and takes a reflexive and reflective view on her and Mary Jane Curry's own longitudinal study, exploring writing practices of scholars across Europe, with a focus on one particular plurilingual EAL scholar. Lillis argues for the value of “staying with the troubles” as a way of deepening understandings around the politics and practices of academic knowledge making and of working towards a more socially just academic world. Interested in the development of teacher-researcher identities in peripheral spaces via writing for publication, Radjabzade and Makovskaya explore the structures of feeling and experience (e.g., pursuing shortcuts in publishing via underground publishing routes) of Uzbek scholars surveyed and interviewed in their empirical study. They then use their findings to offer guidelines for journal editing and peer reviewing practices as well as for offering research writing support to local scholars via university writing hubs. Similarly, Saad works from within a peripheral, Global South context and investigates the experiences of Palestinian scholars and their efforts to counteract ongoing forms of scholasticide embedded in mobility restrictions, gatekeeping by international journals, and high open-access publishing costs (see also Sobh, et al., 2025). The topical life stories recounted by Palestinian academics show that non-discursive barriers tend to take precedence over discursive obstacles in the Palestinian scientific field. Saad then closes with recommendations on how international academic communities can better support Palestinian scholars and other academics working from conflict-affected zones.

C. The Rhetorical, Genre-based Nature of Research Communication Across Time and Languages

The third strand turns to a theme with a long-standing presence in the field, with another nod to the seminal work of John M. Swales: the rhetorical, genre-based nature of research communication across languages and time. **Moreno and Burgess** discuss the transition from Contrastive Rhetoric to Intercultural Rhetoric (IR) in cross-linguistic genre studies, focusing in particular on scholarly writing in English and Spanish, while **Martín Martín and León Pérez** take a diachronic perspective and reveal the increasingly promotional nature of research writing in an international English-medium

journal over time. If text, discourse and genre are their primary areas of focus, this strand remains as committed to ideological and situated issues underlying writing/English for research and publication.

In their debate, Moreno and Burgess seek to transcend those boundaries artificially created by “traditions” (e.g., cultural, national or disciplinary) and advocate for methodological, theoretical and pedagogical diversity as IR becomes the very terrain for embracing English as an academic lingua franca across genres in scholarly writing. In a similarly historical approach, Martín Martín and León Perez examine the evolution in rhetorical features and practices of the medical research article, focusing on titles and abstracts, with identifiable shifts towards enhanced persuasiveness and promotional rhetoric, very much at stake in the current culture of impactful research. By introducing the theme of writers’ rhetorical awareness, both contributions anticipate the pedagogical issues that take centre stage in the next and final section.

D. Curricular and Materials Developments in ERPP

The fourth and final strand focuses on the teaching of English for Research and Publication Purposes, with an emphasis on curricular and materials developments in the Chinese higher education context (**Li and Cargill**). Continuing the historical orientation of the previous strand, this chapter provides a systemic overview of ERPP trends and initiatives in China, contextualised within broad national and institutional policy frameworks. In doing so, it returns the discussion to the macro level, completing the volume’s movement from structural and ideological considerations, through individual practices and concerns, to pedagogical responses.

Li and Cargill take on the complex task of surveying national developments in teaching ERPP in China from curriculum reforms in language- and content-focused courses, as discussed in Chinese medium academic literature, to mapping the landscape of textbook publishing by both language and content specialists and the steady emergence of ERPP-oriented media platforms. By highlighting evolving online pedagogies, the authors also telescope significant macrostructural shifts from English for General Purposes (EGP) to EAP/ESP/ERPP.

Tying all four strands together, in the final chapter, or envoi, **Flowerdew** evaluates the main contributions of the collection as well as of the state of the art in ERPP. As the beginning of a longer conversation (sure to be continued at the next PRISEAL conference), Flowerdew begins to catalogue some of the “key” texts that define the emerging field’s domains—e.g., discourse on research publication, ethnography, and pedagogy—making transparent the

selection criteria and incorporating suggestions and insights from the Tenerife conference participants. He also considers the place of PRISEAL and of this edited collection as our community reckons with increasingly ubiquitous emergent technologies (e.g., Generative AI), something that will surely be at the forefront of our future network events and publications.

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