Academic Publishing in a Fast-Changing World

Edited by
Catalina Neculai
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ACADEMIC PUBLISHING IN A FAST-CHANGING WORLD

INTERNATIONAL EXCHANGES ON THE STUDY OF WRITING

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Note: The chapter titles in purple, and marked EN/SP (English/Spanish), indicate the multilingual nature of the main text while all chapters have abstracts in English and one other language (Arabic, Chinese, Romanian, Serbian, Spanish, Uzbek) as chosen by the author/s.

§ Dedication and Acknowledgments

We dedicate this Special Collection to Sally Burgess for her relentless community organising work and for making possible the extraordinary, post-pandemic 5th edition of the PRISEAL conference (Publishing and Presenting Research Internationally: Issues for Speakers of English as an Additional Language) at the Universidad de La Laguna, on which this volume draws.

We also dedicate this volume to the memory of renowned scholar, John Swales, whose seminal work influenced so many of us in this field and shaped the research and practice of writing for research and publication across borders. He will be greatly missed.

Our boutique edited collection is the result of collective labour of dedication to the field, to rigorous research and engaging reflection. We would like to thank our collaborating authors for their meaningful contributions, their hard work and perseverance through the peer reviewing and revision processes. This collection has come into being thanks to them! We are grateful to the International Exchanges on the Study of Writing series editors Joan Mullin, Steven Fraiberg and Magnus Gustafsson for welcoming our proposal to the WAC Clearinghouse, and to Magnus, in particular, for his patient and supportive editorial work. To our anonymous reviewers, we give thanks for the thorough feedback that helped further refine the collective work in this volume. Last but not least, we would like to acknowledge and thank Fiona Patterson for her assistance copyediting the first draft of the manuscript and Mike Palmquist at the WAC Clearinghouse for his invaluable work in the production process.

ACADEMIC PUBLISHING IN A FAST-CHANGING WORLD

1 Research Publication and Dissemination: Perturbar las Práticas Normativas

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Abstract / Resumen / Апстракт / 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.

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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 реметилачком 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, рефлексије, научни разговори).

Capitolul nostru introductiv, multimodal şi multilingv, trasează dezbateri existente în sfera publicării şi diseminării cercetării la scară globală, indicând teme importante şi tensiuni din domeniu care sunt abordate de contribuţiile din acest volum. Printr-un joc retoric/discursiv intenţionat disruptiv includem şi o conversaţie înregistrată în care discutăm procesele, provocările şi fundamentele onto-epistemologice „din culisele" producţiei acestui volum. Mai apoi prezentăm cele patru fire tematice care organizează colecţia şi punem în context capitolele care o compun. În ultimă instanţă, aceasta introducere reprezintă angajamentul nostru de a promova o varietate de voci din diverse areale geopolitice (spre ex., Europa, Americile, Orientul Mijlociu, Asia), precum şi o varietate de limbi (Engleză, Spaniolă, Sârbă, Română, Arabă, Uzbecă, Chineză) şi genuri ale scrierii de cercetare (studii empirice, lucrări poziţie/teoretice, scrieri reflexive, conversaţii 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 (Radjabzade 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 translingualism, 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 <u>conversation</u> 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 occluded[2] 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 <u>conversation</u> 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 <u>conversation</u> 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/3lvj8KptPlFl6vz3S2D9Olzo9r1hSrlYr0nFyU2lw0oI903kywsk-PzK6EMYvqdjk.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 Perez** 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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2 Coloniality of Knowledge as Co-creation

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Abstract / Resumen

Researchers from the Global South frequently face manuscript rejections labeled as "somewhat narrow and country-specific," despite efforts to write in English for a global audience. At the core of these experiences lies the fact that coloniality is not solely a phenomenon of territorial conquest but rather a symbolic and epistemological coloniality of knowledge that influences beliefs, ways of communication, and roles in global scientific research. In this chapter, I analyzed some of the world's most prominent scientific journals in my discipline; publishing in these types of top-tier journals is often obligatory for obtaining tenure and promotion for many scholars worldwide in all areas of knowledge. Results show that, in the case of literacy research, they exclusively publish articles in English and nearly seven out of every ten authors and over eight out of every ten editors hail from Global North English-speaking countries, despite their claim to represent international knowledge production. This coloniality of knowledge is also often entrenched in the Global South. In the case of literacy research in Latin America, an analysis of citation distribution reveals that two out of three references originate from non-Latin American authors, two out of three correspond to publications in languages other than Portuguese and Spanish, and, perhaps most importantly, non-Latin American authors are predominantly cited to draw from their theoretical frameworks. Finally, I contend that it is imperative to denaturalize this co-construction of colonial practices—from North to South but also from South to North—and to promote affirmative and critical policies in both the Global North and South in order to creatively diversify languages and roles in scientific research worldwide.

Los investigadores del Sur Global suelen enfrentar rechazos de manuscritos bajo el argumento de que son «algo restringidos y específicos de un país,» aun cuando escriben en inglés para un público internacional. En la raíz de estas experiencias

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está el hecho de que la colonialidad no es solo una cuestión de conquista territorial, sino una colonialidad simbólica y epistemológica del conocimiento que influye en creencias, formas de comunicación y roles en la investigación científica global. En este capítulo, analizo algunas de las revistas científicas más destacadas, a menudo indispensables para la contratación y promoción de académicos en múltiples disciplinas. Los resultados indican que, en investigación sobre literacidad, estas revistas publican exclusivamente en inglés, y casi siete de cada diez autores y más de ocho de cada diez editores provienen de países angloparlantes del Norte Global, pese a su pretensión de representar el conocimiento internacional. Esta colonialidad del conocimiento también está presente en el Sur Global. En el caso de la investigación sobre literacidad en América Latina, dos de cada tres citas provienen de autores no latinoamericanos, dos de cada tres corresponden a publicaciones en idiomas distintos del portugués o español, y, más importante aún, los autores no latinoamericanos son citados principalmente para establecer los marcos teóricos. Finalmente, sostengo que es fundamental desnaturalizar esta co-construcción de prácticas coloniales—del Norte al Sur pero también del Sur al Norte—y promover políticas afirmativas y críticas en el Norte y Sur Global para diversificar creativamente los idiomas y roles en la investigación científica global.

What Is Coloniality of Knowledge?

It is a common occurrence for researchers from the Global South to encounter manuscript rejections on the grounds of being "somewhat narrow and country specific", despite their attempts to write in English for an international audience. At the core of these experiences lies the fact that coloniality is not solely a phenomenon of territorial conquest but more about a nuanced and widespread epistemological and symbolic effort. This effort is characterized by a Eurocentric and US-centric, rational-modern, racially biased, English-dominated, center-periphery (or North-South)[1] paradigm of knowledge creation, beliefs, symbols, and modes of communication. In essence, it represents a "coloniality of knowledge" (Maldonado-Torres, 2007), where the geopolitical context of scholars, texts, and languages influences the politics and opportunities of academic knowledge production (Lillis & Curry, 2010).

1 According to Wallerstein, there is also a zone deemed the 'semi-periphery" which comprises a relatively small intermediate group of countries that enjoy a moderate degree of wealth (Aguirre Rojas, 2015); see also Bennett (2014).

According to Segato (2012), the North-South divide assigns biopolitical roles to scholars that transcend biological attributes or locally ascribed identities: scholars from the South are racially categorized as non-white, non-English speaking, non-European, and non-American by Northern centers of knowledge production, irrespective of their actual skin color or citizenship. Consequently, their scholarly contributions and theories are geopolitically labeled and assessed by the North. Academic prestige and symbolic capital are distributed based on the imaginary and power structures of the modern colonial world (Mignolo, 2011), which stem from the history of colonization (Quijano, 2000).

As a result, there is a colonial allocation of intellectual and scientific labor, characterized by a Western geopolitics of knowledge (Mignolo & Walsh, 2018). Researchers from the Global North generate and disseminate theoretical frameworks and knowledge about the world, which researchers from the Global South then adopt and implement, even when these theories and assertions may not be fully applicable to their specific contexts. This knowledge production is situated in a purportedly zero-point of observation (Castro-Gómez, 2007) or "unmarked locality" (Lillis & Curry, 2010), which claims universal validity. In contrast, scholarship from the periphery is often viewed as underdeveloped, immature, dubious, anecdotal, and subjective, perceived as lacking the sophistication and expertise required to produce credible knowledge (Canagarajah, 2002).

Peripheral localities are also frequently validated through a process of "exoticization," whereby findings from the center are replicated in the periphery for confirmation or adjustment (Lillis & Curry, 2010). Once again, the value of peripheral knowledge production is contingent upon its marked locality and its relationship to the center. Consequently, Southern scholars are often regarded as desirable consumers of knowledge. Indeed, the global expansion of higher education has also meant an increase in the number of readers, conferences, grants, and citations, which are fundamental to the establishment of scientific authority (Bourdieu, 2003).

Moreover, when a scholar from Western Europe or the United States takes an interest in a Southern topic, that topic gains value both locally and internationally: "It is as if the finding is real only when the West gets to know about it. It is at that point that the discovery is recognized as a 'fact' and constitutes legitimate knowledge" (Canagarajah, 2002, p. 2). Thus, the Northern, developed world provides validation for the Southern, developing regions, effectively setting the research agendas for the South. As Muchiri and colleagues already observed some thirty years ago, "there is a widespread assumption that validation of knowledge comes from distant and powerful research centers." (1995, p. 184).

Simultaneously, developing countries frequently supply data—such as Indigenous languages, at-risk educational systems, tribal cosmologies, and alternative writing-teaching programs—often collected using tools and protocols developed in the Global North (e.g., CLASS@, Stallings). This data is then processed, or at best, co-processed, in the (symbolic) laboratories of the developed North (Mignolo, 2010). As Canagarajah observes: "just as raw material is taken from the periphery to be manufactured into synthetic products by Western entrepreneurs and sold back to the periphery for a profit, data from the periphery is used by Western scholars to produce academic papers and knowledge." (2002, p. 246). Indeed, subaltern Southern regions, countries, and ethnicities are relegated to the production of culture, with their contributions limited to local topics. Consequently, the developed world is seen as possessing universal scientific knowledge, while the developing world is confined to local culture (Mignolo, 2010). This constitutes the epistemic privilege of the Northern world: an export-oriented perspective and one-way flow of experience, education, and knowledge from central countries to supposedly deficient, younger peripheral regions—a phenomenon that has intensified with globalization (Donahue, 2009). As Rigg puts it, "rarely does the flow of knowledge run counter to this stream and even more rarely is it seriously considered that the South might have something to teach the North" (2007, p. 2).

In fact, alternative knowledge beyond borders is actively construed as non-existent (Santos, 2018), as evidenced by geolinguistic analyses of citations (Lillis et al., 2010). This symbolic erasure implies that the most prestigious international journals do not require scholars based in central Anglophone countries to consider theoretical frameworks and empirical findings developed beyond academic literature in English, at least in certain disciplines and knowledge areas. This is not usually the case for scholars conducting research in non-central or non-Anglophone regions. Additionally, scholars in central Anglophone countries, such as the United States and the United Kingdom, are afforded centrality and validation in their own writing: articles by these scholars indexed in the Web of Science (WoS) exhibit double the percentage of self-citations compared to authors from non-English-speaking countries publishing in the same journals (Lillis et al., 2010). This disparity is also reflected in the linguistic distribution of publications: 92.6% of documents indexed in Scopus and 95.4% of documents indexed in WoS are written in English, with a stark contrast to the second most common language: 2.8% (Chinese) in Scopus and 1.3% (Spanish) in WoS (Vera-Baceta et al., 2019).

But the colonial distribution of intellectual labor is not solely a unilateral process from the center to the periphery. Although less evident and intuitive, it is also reinforced within and from the periphery through a colonial cross-fertilization dynamic, as suggested by the notion that "colonialism is a co-creation" (Santos, 2018, p. 14). According to Quijano (1992), epistemological coloniality is embedded within the ideology of the oppressed, thus functioning effectively as a means of social and cultural (self-)control. The "epistemologies of the North" (Santos, 2018) often take root in the South through local groups that serve as agents of these epistemologies, participating in their own domination. Whether as an individual survival strategy or as an active institutional or national policy, scholars who adopt Northern languages, venues, traditions, and co-authors are more likely to gain recognition and promotion in their local contexts (Lillis et al., 2010), even if they genuinely aim to resist and critique Northern dynamics or remain in a peripheral role. Moreover, the same Southern scholar who is perceived and classified as racially non-white and therefore not validated from the perspective of the North might occupy privileged positions in the periphery, thereby reinstating internal segregation and inequity (Segato, 2012). Unsurprisingly, Eurocentric and US-centric knowledge is disseminated in the South, accessible only to the privileged, associated with the pursuit of power and success, and thus desired by the oppressed (Quijano, 1992). In essence, the periphery encourages and rewards those who engage in colonial practices, perpetuating racial and social segregation and inequity in intellectual labor.

In a recent chapter (Navarro, 2022), I shared my personal experiences as a peripheral multilingual researcher born in Argentina and based in Chile, who regularly participates in networks, editorial boards, conferences, and publications in both the Global North and the Global South, primarily in English, Spanish, or a mix of both, and in venues that range from open-access and university-based to more restrictive transnational journals and publishers. In this chapter, I aim to explore the complementary nature of the two poles—the Global North and the Global South—in the colonial distribution of intellectual labor, with a focus on elite journals and citation patterns. Additionally, I strive to work within a multilingual, multilateral framework, with nearly two-thirds of the references in this chapter led by authors born or based in peripheral or semi-peripheral nations, to enhance our understanding of colonial dynamics in science.

On the one hand, I will analyze the geographic and linguistic locations of authors and editors in leading scientific journals from the Global North, which claim to make universal contributions to global research. On the other hand, I will examine the citation patterns of articles published in the Global South, particularly in terms of the recognition they offer to scientific production from the center and the periphery. To anchor the discussion in a specific scientific field, the analysis focuses on venues and scholarship related to the research of literacy, especially in tertiary education.

Case 1: Literacy-Related Journals in the Global North

Elite journals (Salager-Meyer, 2015) claim to include diverse research sites and achieve a global scope by requiring submissions to adopt an interdisciplinary approach and address an international audience. This approach transcends local, limited interests to construct knowledge that is intended to be universally relevant and valid. However, as Canagarajah noted two decades ago, this implicit or explicit universalistic mission and scope is contradicted by the underrepresentation of scholars from non-Western regions (Canagarajah, 2002).

The following analysis examines ten journals indexed in WoS that regularly publish research related to literacy, especially in tertiary education, and are ranked in the upper quartiles within their fields. These include journals focused on higher education studies, applied linguistics, and reading and writing studies. The analysis highlights the declared scope, language of publication, and the percentage of authors and editorial board members based in central Anglophone countries (CAC). Central Anglophone countries are defined as English-speaking countries located in the Global North with significant scientific production: the US (#1), UK (#3), Canada (#9), Australia (#10), Hong Kong[2] (#32), New Zealand (#39), and Ireland (#41); the numbers indicate positions in the Scimago Country Rank (Scimago, 2024).

Declared scopes and editorial board affiliation were consulted on the journal websites on October 5, 2019. Authors' institutional affiliation by country was consulted in WoS on October 5, 2019, covering 2016 to 2018, and provided by Clarivate Analytics, except for *College Composition and Communication*, a journal only indexed in the Arts and Humanities Citation Index (information on the institutional affiliation of the authors of the research articles and review essays was manually retrieved from the journals' websites). *Higher education*, *Studies in Science Education* and *Modern Language Journal* were included as they are the best ranked journals in Education and Educational Research category pertaining to higher education, science education and linguistics, respectively.

2 Although Hong Kong includes Chinese as another official language and is currently part of China, it is still differentiated from "China mainland" in databases and has a long tradition of English-speaking scholars and research institutions.

Table 2.1. Scope, Language, and Percentage of Authors and Editorial Board Members based in Central Anglophone Countries in 10 Literacy-related Research WoS-indexed Journals (2016-2019)*

Journal (Publisher)	Declared scope (selection)	Language	CAC Authors	CAC Board
Written Communication (SAGE)	"An international multidisciplinary journal that publishes theory and research in writing"	English (implicit)	73.2	90.5
Journal of Business and Technical Communication (SAGE)	"A forum for research and scholarly discussion of business communication, technical communication, and scientific communication"	English (implicit)	80.6	85.0
Reading and Writing (Springer)	"Pertaining to the processes, acquisition, and loss of reading and writing skills".	English (implicit)	48.8	76.7
Reading and Writing Quarterly (Taylor & Francis)	"For educating preschool through grade twelve students for literacy"	English (implicit)	76.8	98.1
Higher Education (Springer)	"The leading international journal on higher education studies"	English (explicit)	37.2	65.2
Studies in Science Education (Taylor & Francis)	"Analytical syntheses of research into key topics and issues in science education"	English (implicit)	57.1	59.1
Modern Language Journal (Wiley)	"Particularly committed to publishing high quality work in non-English languages"	English (explicit)	68.4	82.6
Journal of Second Language Writing (Elsevier)	"A significant contribution to current understandings of central issues in second and foreign language writing and writing instruction"	English (explicit)	70.4	80.5
Assessing Writing (Elsevier)	"*Assessing Writing* embraces internationalism and will attempt to reflect the concerns of teachers, researchers and writing assessment specialists around the world, whatever their linguistic background."	English (explicit)	63.7	80.8

Journal (Publisher)	Declared scope (selection)	Language	CAC Authors	CAC Board
College Composition and Communication (NCTE)	"Research and scholarship in rhetoric and composition studies"	English (implicit)	100	100
Mean			67.6	81.9

** US, UK, Canada, Australia, Hong Kong, New Zealand, and Ireland*

As shown in Table 2.1, highly influential international journals related to literacy research, especially in tertiary education, tend to publish authors based in central English-speaking countries (mean = 67.6%). This trend is especially pronounced in six out of the ten journals, which have more than two-thirds of their lead authors located in central English-speaking countries despite the lack of locality in their stated scope: *Modern Language Journal* (68.4%), *Journal of Second Language Writing* (70.4%), *Written Communication* (73.2%), *Reading and Writing Quarterly* (76.8%), *JBTC* (80.6%), and *College Composition and Communication* (100%). Moreover, scholars based in central English-speaking countries are predominant on editorial boards, which account for their symbolic capital within the field: from 59.1% to 100% of total scholars (median = 81.9%). As for the remaining settings in editorial boards, they mostly include Western European countries (France, Germany, Sweden, Norway, the Netherlands, Belgium, Spain, Italy, Portugal, Greece), Israel, and China—which can broadly be labeled as "non-Anglophone center scholars" (Lillis et al., 2010) or, in some cases, semiperipheral scholars (Bennett, 2014).

Submission language is always—and only—English, although most journals take this for granted, since they do not always explicitly point it out. However, some journals do emphasize that works cited and published in languages other than English must include a title translation, while others suggest professional editing for authors whose primary language is not English[3]. English language editing is often a paid service offered by journals'

3 As can be noticed in the following quotations, "English" is conceptualized as a simple matter of mechanics (elimination of grammatical and spelling errors), style (language polishing and refining), and clarity (a text ready to be understood). In contrast, key issues in intellectual labor such as knowledge construction, research agendas, modes of communication and literature traditions are not mentioned or problematized: "Authors who would like to refine the use of English in their manuscripts might consider using the services of a professional English-language editing company" (retrieved from https://journals.sagepub.com/author-instructions/JBT on January 11, 2020); "For editors and reviewers to accurately assess the work presented in your manuscript you need to ensure the English language is of sufficient quality to be understood" (retrieved from https://www.springer.com/journal/10734/updates/17235736 on January 11, 2020); "For editing support, including translation and language polishing, explore our Editing Services website" (retrieved from https://www.tandfonline.com/action/au-

affiliates, thereby reinforcing the anomaly—and the role of consumers—of non-Anglophone authors.

Unsurprisingly, the more explicitly international journal in its scope—*Higher Education*—is also the one that includes more authors from non-central English-speaking countries (six out of ten), although its editorial board consists mostly of scholars from central English-speaking countries (65.2%). In contrast, the *Modern Language Journal* states an explicit commitment to international research on multiple languages, together with a specific commitment to "publishing high-quality work in non-English languages,". However, it mostly publishes authors and invites editors from central English-speaking countries. Finally, the editorial board of the *Journal of Second Language Writing* includes only 19.5% of scholars who do not work in central English-speaking countries, despite the fact that its scope pertains to all second/foreign language writing.

Overall, a review of some of the most prominent indexed journals where international literacy researchers may publish their work reveals a materialization of the center-periphery (or North-South) paradigm of knowledge creation mentioned above. The United States, Canada, the United Kingdom, Australia, Hong Kong, New Zealand, and Ireland comprise on average almost seven out of ten authors and around eight out of ten editorial board members. This suggests a pattern of underrepresentation of non-Anglo-Western scholars, aligning with findings from previous studies (Canagarajah, 2002; Goyanes & Demeter, 2020), alongside the central role of English in international research gatekeeping (Navarro et al., 2022). This configuration becomes especially problematic when peripheral, developing countries foster institutional and governmental policies to assess knowledge production—and even scholars' promotion—based on publication in WoS-indexed journals (Curry & Lillis, 2017). These policies have had a direct impact on the publication venues favored in Latin America, as this region has experienced the second-highest increase in participation in journals indexed in the main citation indices of the WoS over the past 25 years (Adams et al., 2021). In the case of Chile, the number of Chilean articles in the WoS has nearly tripled over the last 15 years, while participation in local Scielo-indexed journals has remained stable[4].

thorSubmission?show=instructions&journalCode=rsse20 on January 11, 2020); "Authors who feel their English language manuscript may require editing to eliminate possible grammatical or spelling errors and to conform to correct scientific English may wish to use the English Language Editing service" (retrieved from https://www.elsevier.com on January 11, 2020).

4 Retrieved from https://dataciencia.anid.cl/articles on August 8, 2024.

Case 2: Literacy-Related Articles in the Global South

Although there is extensive research on how peripheral or semiperipheral scholars adapt their research practices, language, and citations to be accepted in elite journals and venues (e.g., Lillis et al., 2010), evidence on how they embody and reproduce central dynamics in the periphery is still scarce. The following analysis examines articles written by Latin American authors in Spanish and Portuguese, published over a decade (2006–2016) in five special issues related to literacy in tertiary education from the central contributing countries to the field in Latin America (Navarro et al., 2016): Argentina (*Signo & Seña*, 2006), Brazil (*Ilha do Desterro*, 2016), Chile (*Signos*, 2016), Colombia (*Grafía*, 2016), and Mexico (*Revista Mexicana de Investigación Educativa*, 2013). Out of a total of 28 articles, 15 were selected, three from each special issue, in order to obtain a balanced and sufficiently representative sample. The selection within each special issue was random, that is, three archives were manually chosen without considering their metadata, order, or any other variables.

Using computer-assisted qualitative data analysis software (QSR Nvivo Pro 12) for coding purposes, citations in the introductory and theoretical sections of articles, totaling 37,373 words, were classified. Two contextual categories were coded: 1) *location*, identifying whether the first authors' institutional location was Latin American or non-Latin American, which was researched in the quoted reference; and 2) *language*, determining if the same language of the article (Spanish or Portuguese) was used, if other languages were translated into the language of the article, or if a different language was used, typically French or English. These contextual categories were employed to explain two textual categories: 1) *function*, which either offered a *state-of-the-art* overview of work done on a particular subject or contributed to the theoretical *framework* of the article; and 2) *citation type*, distinguishing between *integral* citations, which place authors and sources in the sentence, and *non-integral* citations, which confine them to brackets. Self-quotations were not considered. Table 2.2 shows the resulting distribution.

Data show that approximately two out of three references are from non-Latin American authors. This tendency resembles the language preferences: two out of three references were published in English, French, Russian or Italian (or rather translated into Spanish or Portuguese from those languages). So, although there is a regional accumulation of literature from which to draw (Navarro et al., 2016), this is vastly overcome by international sources.

When comparing the function of references in terms of location and language of the source, a clear picture emerges: scholars located in Latin

Table 2.2. Institutional Location, Language, Function and Citation Type of Quoted References in Introductory and Theoretical Sections of 15 Literacy-related Research Articles Published in Spanish and Portuguese by Latin-America Affiliated Scholars in Argentinian, Brazilian, Chilean, Colombian, and Mexican Journal Special Issues (2006-2016)

		Location				Language						Total	
		Latin American		Non-Latin American		Spanish or Portuguese		Translated into Spa/Por		Non-Spa/Por			
Function	State-of-the-art	72	47.1%	53	14.1%	76	42.9%	3	6.0%	46	15.3%	125	23.7%
	Framework	81	52.9%	322	85.9%	101	57.1%	47	94.0%	255	84.7%	403	76.3%
Citation	Integral	50	32.7%	152	40.5%	57	32.2%	25	50.0%	120	39.9%	202	38.3%
	Non-integral	103	67.3%	223	59.5%	120	67.8%	25	50.0%	181	60.1%	326	61.7%

America are quoted both to demonstrate that there is a field researching literacy (47.1%) or to draw theoretical concepts (52.9%), but scholars outside Latin America are mostly quoted to refer to theory (85.9%). Moreover, the location contrast per function illustrates a marked difference: 79.9% quotations (322 out of 403) drawn for theory building are from outside Latin America, while 57.6% quotations (72 out of 125) drawn for literature review are from Latin America. That is, Latin Americans are identified as researchers, while non-Latin Americans are recognized as theorists, whose theoretical frameworks are essential for the research and interpretation of findings to be possible.

Languages mirror this tendency: sources written in languages other than Portuguese or Spanish are more likely to be used for theory (original = 84.7%; translated = 94%) than sources written in the same language of the article (57.1%). Language contrast per function strengthens this tendency: 74.9% quotations (302 out of 403) drawn for theory building were originally written in English, French, Russian or Italian, while 60.8% quotations (76 out of 125) drawn for literature review were written in Portuguese or Spanish.

Finally, although there is an overall preference for non-integral citations, international authors are more frequently foregrounded (40.4%) by means of integral citations compared to Latin American authors (32.7%), while sources in English, French, Russian or Italian are more commonly foregrounded (original = 39.9%; translations = 50%) than sources in Spanish or Portuguese (32.2%).

In sum, there appears to be a common quotation pattern that may reinforce colonial dynamics; setting aside self-quotations, peripheral literature often tends to appear in the Literature Review, whereas central literature is more frequently found in the Theoretical Framework section. As noted by Ávila Reyes (2018), Latin American scholars need to make the point that there is scholarly work in the region, not only to create a research niche but also because, in a relatively small scientific community as literacy research, colleagues often become gatekeepers of funding and publishing. So it is a strategic choice to acknowledge them. Conversely, when it comes to theory building, quotations tend to rely on foreign, central, Anglophone authors (French is also frequent).

These results provide empirical evidence to support the concept of colonialism as co-creation; the roles assigned to citations from the South and to citations from the North reproduce the inequitable hierarchy in the production of scientific knowledge. This appears to be a consensual—though more or less invisible—practice that reinforces and cross-fertilizes the coloniality of knowledge.

Some examples might illustrate these rhetorical and epistemic patterns. In an article written by two Argentina-based scholars, the introductory section claims that there is a relationship between writing and learning:

> Some authors highlight student writing as a cognitive activity especially involved in the promotion of science learning processes (Applebee, 1984; Keys, 1999) (ID01AR, p. 49; own translation).

This theoretical claim is supported by two international, seminal references, which are later elaborated into the writing across the curriculum and the reading to write movements. Afterward, the authors move their attention to other, peripheral countries:

> In the 1990s this general conception of the cognitive implications of writing academic texts began to take effect outside the Anglo-Saxon sphere (Muñoz Chápuli, 1995; Aguirre, 1998; Bono & De la Barrera, 1998; Vázquez, Matteoda, Jakob and Rosales, 1997) (ID01AR, p. 50; own translation).

In this case, the authors provide four examples of an "Anglo-Saxon" theoretical position becoming gradually accepted in peripheral countries (quoted authors are located in Spain, Argentina, and Venezuela), that is, non-English speaking scholars play a reproductive role as they spread what they have learned from the North. Similar examples are frequent in other articles included in the corpus and coded using computer-assisted qualitative data analysis software

Latin America-affiliated authors are also quoted to draw from their theoretical claims and frameworks, either as regional developments for the most renowned authors (Carlino, Marscuschi, Motta-Roth, Moyano, Oteíza, Parodi, etc.) or as "information brokers" (Lunsford, 2012) that introduce, translate or recast authors and sources difficult to find or read in their original publication:

> The intertext is the knot where one meaning is grouped with another (Noval Pedraza, 2010). It is characterized by being the confluence of the meaning of a previous text with the present text. It is the network of cultural relationships that enable the meaningful construction of a piece of writing (Kristeva, quoted by Noval Pedraza, 2010) (ID07ME; own translation).

In the previous extract, written by two Mexico-based scholars, a Colombia-affiliated author is quoted both as the source of a theoretical claim and a facilitator of French tradition scholars Julia Kristeva and Roland Barthes.

Finally, Latin America-based scholars are generously quoted to demonstrate the relevance of a topic, to classify the topics and niches in the field, and to acknowledge works from colleagues (Ávila Reyes, 2018), as in the following opening paragraph of a research article written by another pair of Mexico -based scholars. Interestingly, since the findings or claims are not explicitly detailed, the citations solely aim to build a local scientific field in which the authors can position themselves:

> In recent years, there has been a remarkable growing interest in studying researchers training in Latin America. Most studies have focused on describing this training process to make disciplinary-specific trajectories more visible. For example, there is significant research that describes research centers and graduate program recruitment processes, as well as scientific mobility (Tovar, 2005; Vessuri, 2007; Aguilar, Magaña & Guzmán, 2013). There is also extensive work on reward interchange and distribution among researchers and authority building and management in academic and scientific settings (Rodríguez, Bertone & García, 2009; Moreno, 2011; Gómez, Jiménez & Morales, 2014). From a sociological perspective, there is interest in academic cultures and scientific habitus and epistemic communities building, along with ethical and learning topics (Agudelo, 2004; Pérez & Guzmán, 2013; Cammarosano, Almada Santos & Rojas, 2014). The subject of tutoring as scientific training mediation has also begun to foster relevant research (Moreno, 1997; León, 2006; Iguarán, 2009; Quevedo & Buela, 2013) (ID14CH, p. 31; own translation).

These examples suggest that the center/periphery dynamic is reflected by peripheral authors throughout their research articles, often perpetuating it, yet also, to some extent, resisting and negotiating it. Quoting international authors to support theoretical claims and regional authors to acknowledge work being done on a certain topic is not necessarily an ideological stance or a naïve view on international research. It seems more of an implicit survival tactic: it provides legitimization to a peripheral scholar's piece of research.

Towards Decolonial Dynamics in Knowledge Production

Colonial dynamics rely on cross-border support—both from the North and the South—to persist. This chapter has provided empirical evidence that helps illustrate the functioning of the colonial distribution of intellectual labor as co-creation. First, in the overrepresentation of authors and editors based in central English-speaking countries in leading scientific journals that claim to promote universal and global knowledge. Second, in the overrepresentation of Global North authors cited in peripheral articles to construct interpretative theoretical frameworks.

To address this co-constructed dynamic, there is a need for scholars in non-central, non-Anglophone countries to promote illegitimate peripheral participation (Navarro, 2022), epistemic disobedience (Mignolo, 2015), and the sociolinguistic right to choose one's language of publication (Navarro et al., 2022, 2023). This involves altering the ways of belonging to a transnational community of practice. Authors from the Global South should develop and cite their own theories while addressing local needs to formulate global claims and engage in transnational conversations. This is challenging, as it requires confronting or integrating Northern epistemic practices and knowledge while dealing with urgent material limitations and the consequences of resisting or criticizing center-based dynamics and criteria.

In addition, since "decolonizing entails decolonizing the knowledge of the colonized as much as the knowledge of the colonizer" (Santos, 2018, p. 14), central journals should also consider non-English-speaking literature and traditions to foster North/South research collaborations. Moreover, elite journals should strive to democratize participation and critically examine the limitations of mainstream knowledge, particularly given their stated international, universalistic reach (Canagarajah, 2002). This may involve implementing affirmative action strategies, publication quotas, and internationalization metrics for authors, editors, scientific boards, and peer reviewers. Journals could include articles in languages other than English, accompanied by English translations; Southern scholars might be invited to peer review northern works and to join editorial boards; articles authored by scholars not affiliated with central Anglophone countries could become more prevalent; and citations of non-English traditions could be encouraged and valued (Navarro et al., 2022). It should be noted that in recent years, some journals and publishing companies related to language and literacy have started to acknowledge this need for widening and diversifying roles, traditions, languages, and conversations (cf. e.g., Dryer et al., 2023; Duchêne et al., 2021; Palmquist et al., 2020; Slomp, 2019).

Decolonization, as Maldonado-Torres (2007) asserts, is an invitation to engage in dialogue and exchange while rejecting a totalitarian approach to knowledge (García & Baca, 2019). This invitation does not draw from a positivist paradigm that seeks "the common good" or "science progress" that neglects inequities and power hierarchies among scholars and research systems, thus reifying nation-state borders and/or monolingual ideologies. This invitation, just like this chapter, is a political call for social justice in global research that actively contests historically unequal configurations, totalizing claims and epistemic violence (Mignolo & Walsh, 2018), and promotes liminality between nations, languages, and identities (Canagarajah, 2018).

Palabras finales

La génesis de un texto académico elaborado desde la periferia o la semi-periferia suele tener capas y etapas que tienden hacia la hibridez y la fluidez, los cambios y las traducciones entre lenguas y estilos. Es probable que un borrador escrito en Santiago o Belo Horizonte—y también Madrid o Budapest—tenga algunos fragmentos en una lengua, otros en otra, otros más en una tercera, y que haya operaciones de traducción del autor, de un revisor o de software asistido por inteligencia artificial que vaya transformando unos y otros. Sin dudas, una de esas lenguas será el inglés.

Además, esta fluidez y este cambio también influyen en modificaciones respecto de audiencias, canales editoriales y lenguas, que con frecuencia se modifican a lo largo del proceso de escritura y revisión por pares. Un artículo originalmente escrito en inglés puede haber sido rechazado en cierta revista internacional y luego traducido al español o portugués para enviar a una revista continental, o, en sentido inverso, un capítulo que originalmente aparecería como prólogo más personal en un libro de una comunidad local que no llegó a publicarse se transforme a un texto más impersonal y normado para participar en la revisión por pares internacional y su segregación implícita por origen y lengua.

Las transformaciones y capas de lenguas también operan en las trayectorias de lectura. Seguramente muchos investigadores de la periferia no recuerden bien en qué lengua estaba escrito ese artículo que leyeron hace unos meses atrás. Por supuesto, esta participación multilenguada e híbrida no puede idealizarse, porque está plagada de esfuerzos y barreras extra para quienes quieren participar en ella. En un artículo publicado recientemente en Brasil intentamos conservar estas capas multilingües en las que normalmente habitamos los autores de la periferia (Macedo et al., 2021).

Toda esta complejidad y esfuerzo extra suelen perderse en el producto final, mucho más pulido, determinado, simple, y hasta aburrido. Pero el camino, si se logra transitar con éxito, resulta extremadamente enriquecedor. Es frecuente, por ejemplo, que el cambio de código de una lengua a otra, o de una audiencia a otra, opere epistémicamente y colabore en la elaboración y ajuste de conceptos y entramados teóricos, además de mejorar y complejizar formulaciones y postulados.

Quizás sea una buena idea explorar de forma regular la posicionalidad no solo de los autores de las investigaciones, sino también de los textos que escriben, para recuperar algo de esa riqueza, de esos obstáculos y de esa agencia autoral. Lo intentaré a continuación.

Este capítulo nació hace tiempo como borrador para un libro en inglés que se publicó en Estados Unidos, pero las restricciones de extensión dejaron fuera la investigación empírica que sustentaba la propuesta teórica. Originalmente, fue escrito en parte en inglés y en parte en español, revisado colaborativamente con una traductora, hasta llegar a su versión final en inglés para una audiencia internacional. Posteriormente, fue presentado en sociedad como parte de una conferencia plenaria en la *V PRISEAL Conference*, en una performance que combinaba y alternaba el inglés y el español en modo escrito (subtítulos) y multimodal (diapositivas y voz).

Ahora, he decidido darle una forma final en inglés, a pesar de aparecer en un volumen bilingüe, para intentar alcanzar una audiencia lo más amplia posible. Mi motivación fue que las evidencias sobre la segregación y discriminación en la producción y comunicación científica permeen las políticas editoriales y las prácticas científicas en general. Al mismo tiempo, la lengua de publicación no determinó las fuentes citadas, que son en su mayoría de autores de la periferia, por lo que el inglés servirá como puente entre ciertos lectores y ciertas tradiciones teóricas. Finalmente, quise rescatar la prosa en inglés que elaboré originalmente y que implicó importantes esfuerzos de tiempo y recursos, y en la que también puedo expresar mi voz. En este sentido, una postura decolonial y equitativa en la construcción de conocimiento científico también implica el derecho de elegir nuestra lengua de publicación de acuerdo con las posibilidades que habilita, incluyendo las audiencias a las que queremos llegar o el mensaje que queremos comunicar.

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3 Unravelling Spatialities in Research Writing (re)Production

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Abstract / Rezumat

Space matters in research writing (re)production. As evident from the very title of this collection, *global* and *dissemination* are inherently spatialised codes: one overtly scalar, another covertly trans-scalar, trans-territorial, cross-networked, and dis/em-placed. Language almost appears to take a backstage role, albeit integral to the social (re)production of writing, and ultimately, of knowledge. Centring on socio-spatial, material and ideological discourses around research writing (re)productive practices, my chapter argues for an explicit spatial turn in studies of Writing for Research and Publication Purposes (WRPP). It does so by unravelling and reframing the various spatialities at work in our practices and understandings of writing (re)production in contemporary transnational academia via combined theoretical insights from human geography and reflections on my own experiences as a researcher and research writing broker. The chapter closes with a set of mappings for a spatially conscious, dialectical model of research writing (re)production that can potentially lead to more solidary and transformative praxis against the normative pull of the Anglophone/Global North centre.

Spaţiul contează în (re)producerea scrierii de cercetare. După cum reiese chiar din titlul acestui volum, cuvintele *global* şi *diseminare* sunt în mod inerent coduri spaţializate: primul are în mod vădit o dimensiune scalară, al doilea o dimensiune implicit trans-scalară, trans-teritorială, care traversează reţele/circuite şi (de)localizează. Limbajul aproape că ajunge să ocupe un rol secundar, deși face parte integrantă din (re)producerea socială a scrierii şi, în ultimă instanţă, a cunoaşterii. Centrat pe discursurile socio-spaţiale, materiale şi ideologice care privesc practicile (re)productive ale scrierii de cercetare, capitolul meu

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propune argumentul unei turnuri spaţiale explicite în studiile despre scrierea cu scop de cercertare şi publicare. Lucrarea desluşeşte şi reîncadreaza variile spaţialităţi activate în practicile şi în înţelegerile noastre privind (re)producerea scrierii academice din cadrul sistemului academic neoliberal contemporan, cu ajutorul unor perspective teoretice desprinse din geografia umană şi a reflecţiilor asupra experienţelor mele de cercetătoare şi de „mediatoare" a scrierii de cercetare. Capitolul conchide cu trasări ale unui model dialectic de conştientizare a spaţiului şi spaţialităţii în (re)producerea scrierii de cercetare, care poate conduce la practici solidare şi transformatoare, pentru a rezista forţei normative a centrului Anglofon sau al Nordului Global.

Slight Urban Ethnography, or Introduction

On a late August day in 2023, I arrived in Santa Cruz de Tenerife excited and slightly nervous about the fifth edition of the PRISEAL conference that would take place at the University of La Laguna. Before the conference, I had a couple of days to be a witting *flâneuse* and walk the city streets with the confidence of an urban dweller, not just a passing tourist. I was mixing final thoughts for my keynote presentation on unravelling spatialities in research writing (re)production with a curious reading of the city's map in search of places to explore. It was in reading the city's map that I came across a tiny, narrow *calle* (Figure 3.1), not far from my hotel, parallel to the wide, generously tree-lined Rambla de Santa Cruz, yet with a persistent air of periphery, of marginality and exile, of uncertain design, of "surrounds" (Abdoumaliq, 2022) where possibilities for discovery, creation and urban regeneration loomed large. The street was tucked away from the main Rambla thoroughfare, and I would have surely missed it only by walking around the place, without the preliminary map reading. Very much a long carpark for its six apartment buildings with entrances on the Rambla, the street was adjacent to the mostly empty rocky land of Montaña Fumero, a city outskirts estate bearing clear signs of urban expansion and development (Willis, 2023; Reverón, 2024). Most of the buildings on this street looked recently renovated except for an end of terrace, abandoned and dilapidated Edificio José Fumero that, I would later find out, had been subject to dispute between the heirs of the building some twelve years before, while some last remaining tenants had resisted eviction following the cutting of electricity supply to the building during the litigation process (Izquierdo, 2011).

Figure 3.1. Calle Alejandro Cioranescu (personal photo, August 2023)

Figure 3.2. Calle Alejandro Cioranescu sign on the delipidated Edificio José Fumero (personal photo, August 2023)

This street was *Calle Alejandro Cioranescu* (Figure 3.2) flanked on either side by *Calle Pedro Pérez Díaz*, carrying the name of a Spanish lawyer, key figure in the council-based administrative reorganisation of the Canaries at the turn of the twentieth century (Rodríguez-Lewis, 2012), and *Calle Esperanto*, incidentally evoking long-standing concerns of the PRISEAL/ Writing for Research and Publication Purposes (WRPP) community around the gains and perils of English as the lingua franca of global research communication. *Calle Cioranescu,* a name with half Spanish—half Romanian reverberations, about which, I must admit, I knew nothing, instantly intrigued me and made me feel at home in Santa Cruz. I later learned that Alexandre or Alejandro Cioranescu, Alexandru Ciorănescu by his original name, was a Romanian exiled, diasporic intellectual, researcher, archivist, professor, political diplomat, reputed historian of the Canaries and of Santa Cruz, famous comparativist of literary studies, especially Spanish. A "messenger of the book", he believed that books, and knowledge, are valuable insofar as they can circulate unimpededly across borders (Motoranu, 2019, p. 202). Writing Cioranescu's "In Memoriam" in *Estudios Canarios*, the Annals of the Canaries Studies Institute at the University of La Laguna, Sánchez Robayna (2000) invokes Cioranescu's "new humanism" and his comparative method of investigation of European Romance literary and cultural traditions: Romanian, French, Italian, Spanish, as well as the ease with which he engaged with these plurilingual, geocultural histories and polyvalent, relational spatialities.

> Llorada por igual en Rumania y en España, en Francia y en Italia que fueron los ámbitos culturales, las tradiciones literarias y las lenguas en las que Cioranescu se movió con absoluta naturalidad desde la década de 1940, y sobre los cuales giró su labor a lo largo de más medio siglo, su muerte significa, ciertamente, el fin de un estilo intelectual del que el autor de *Principios de literatura comparada* fue, sin duda, un eximio representante: el estilo de toda una ilustre generación de profesores e investigadores formados en la Europa de entreguerras que entregaron su vida al estudio de la tradición cultural europea y a la defensa de unos valores que no sería exagerado calificar como característicos de un nuevo humanismo. (Sánchez Robayna, 2000, p. 5)

My walking experience in Santa Cruz, briefly recounted here in quasi-ethnographic fashion, is a story of urban and transdisciplinary wandering, and a felicitous preview of the issues I unravel in this chapter. It evokes my academic, cultural, ethnic and spatial positionality as a Romanian migrant, urban studies researcher, and self-made, on-the-job research writing practitioner and scholar. I work in a Centre for Academic Writing at a British university, have an active interest in spaces and ideologies of writing, in transnational knowledge production, and do research on gentrification, urban movements, and militant trans/multimedia cultural narratives.

Serendipitously, in Santa Cruz, all signs conjured up my cumulated personal and academic identities, and their spatialities. The most obvious were the visual signs inherent to urban restructuring processes: the visibility of the block's unfolding gentrification and the expanding urban development behind the street; the history of abandonment, dilapidation and tenant resistance in Edificio Fumero; the symbolic erasure of the Cioranescu street sign on the renovated buildings (Figure 3.3). These politically and symbolically laden codes further pointed to the historical, administrative, linguistic and symbolic geographies of Santa Cruz and the Canaries, of European migration routes and diasporic communities inscribed in the four street names. Ultimately, *Calle Cioranescu* encoded the history of Cioranescu's own journeys from Romania to Italy, France and Spain, with short visits to England, his migrant and politically exiled researcher identity, his fluid positionality, the profoundly relational dimensions of his comparativist work, his multilingualism and fairly Eurocentric approach.

Figure 3.3. Calle Alejandro Cioranescu missing sign on the gentrified hotel building (personal photo, August 2023)

The coincidences, associations and reflective prompts thus embedded in my cartographic discovery and my walking on *Calle Alejandro Cioranescu* illustrate the complex, often challenging and complicated spatialities at work in one's lived experience, academic identity, research or writing. I use spatiality (Soja, 1985; Merriman et al., 2012; Kobayashi, 2017), or the plural spatialities, to designate the spatial formations, structures, relations and consciousness at the heart of the social, material, political and historical realities in which research writing and knowledge get produced, reproduced, and circulated. I start from the unquestioned premise that material spaces and geographies as well as social and symbolic spaces matter in research writing production and its reproduction via policies, pedagogies and various development or so-called "support" practices.

One key principle will guide *and* emerge from my critiques and reflections in this paper, namely that space is not simply a physical container or material object; space is socially, relationally and dialectically produced in tight conjunction with time or history, with being, identity and ultimately consciousness (Soja, 1985). Originating in radical critical geography, this conception of space has shifted spatial thinking since Henri Lefebvre's theory of the production of space in the mid-1970s in France, in tandem with deeply transformative thinking coming out of Brazil and the Global South or from feminist geographers (see Lefebvre, 1974/1991; Santos, 1978/2021; Smith, 1984; Massey, 1994/2009; Schmidt, 2005/2022). On a painfully oversimplified note, Lefebvre's spatial dialectic contains three dimensions: material, sensory, physical spatial practices (or *l'espace perçu*); conceptions or representations of space (or *l'espace conçu*); lived, experienced and imagined spaces of representation/representational spaces (or *l'espace vécu*) (see Schmidt, 2005/2022 for a solid exploration). This tripartite conception of space is useful here because, as I will show later, it can change the way we put space and spatiality in research writing (re)production to good use in both theory and praxis-building. Furthermore, the social production theory of space aligns with existing schools of thought in literacies studies, such as New/Academic Literacies, that have reoriented the field of writing studies, and our practices, from textualist to social, ideological and generally context-bound understandings (see the work of Brian Street, Mary Scott, Theresa Lillis, Mary Lea, Roz Ivanič, David Barton et al. - for brief histories, read Stephens, 2000; Lillis, 2019).

Not only is geographical space socially, relationally and dialectically constructed but it is also unevenly produced by people *and* capital, or capitals (financial, social, linguistic, cultural). This complementary understanding of space as unevenly developed and produced in the image of circulating capital is also key here because it points to a political project of twinned spatial equalisation and differentiation by capital and its spatial mobilities in search for profit (Smith, 1984, 1996; Santos, 1978/2021) or for symbolic capital of prestige and esteem. The equalising and differentiating mobility of capital as well as the competition and cooperation in the field of social reproduction (i.e., labour) along with their symbolic power, in turn, produce geographical scales. To cite Neil Smith, scale "produces and is produced by geographical structures of social interaction" and establishes the "contours of a spatialised politics" of control and contestation but also of cooperation (Smith, 1992, p. 62). In other words, the full nested configuration of geographical scales that includes the body, home, community, urban, region, nation and global, are not static, container-type spatial formations, nor mere stylistic tropes.

These dual tendencies are easily captured by academia's constant pursuit of growth, competition and higher performance that further translates into such indicators as institutional and journal rankings, citation factors, individual h-indices, or differentiated funding allocation. Placing research writing (re)production at the heart of this scalar process of spatial differentiation and equalisation thus becomes in itself a critical political project. Such scalar differentiation means putting the body, the home, the community, or even the urban/metropolitan, at the core of knowledge and research writing (re) production. It helps disambiguate the widely used "local" by offering other, more discrete spatial configurations, such as *territory* (frontiered, cross-scalar spaces), *place* (locales, milieux, situated spaces, core-periphery, symbolic practices), and *networks* (transversal, horizontal, cross-border) (for polymorphous spatialities, see the STPN framework by Jessop et al., 2008). Moreover, these insights are significant to research writing and knowledge (re)production because, I argue, writing and knowledge-making are implicated in (not just shaped or contained by) the social production of geographical scales, places, territories and networks, via its actors and their socio-spatial, material, discursive, cultural and ideological practices.

But what do we, in the WRPP community, talk about when we talk, or don't talk, about space? What are the codes, proxies and framings that we use for space and how do they help us understand and construct our and others' positionalities in producing, circulating and supporting research writing both *intra* and *extra muros,* as it were? And more importantly, how can these framings and understandings shape our (collective) critical agendas for research writing? To what extent can they be used to (dis)empower, (de)peripheralise or (de)form solidarities around research writing, knowledge production and publishing?

I have arrived at these questions about space, spatiality, spatisalisation via my own time and space-bound processes and practices in academic research,

research literacies brokering and pedagogy, coupled with inter/transdisciplinary theoretical insights from across the fields of writing and spatial studies. In the following section, I discuss ways in which the critical propositions in the field of WRPP can further advance an explicitly spatialised agenda while grappling with two main insufficiencies in its spatial turn. I then ground these evaluations in a diachronic experiential account of my own researcher-broker spatialities that may resonate with readers' trajectories, experiences and positionalities. In the concluding section, I close the theoretical and reflective loop with a set of mappings, framed through Lefebvre's spatial tripartite explained above, in order to situate and raise awareness of the material, dialectical and potentially transformative space work of research writing (re)production.

My aim is neither to generalise nor to typify the structures of experience or the theories herein. There are surely limitations to both. My goal is to advocate for more nuanced, granular and dialectical spatial differentiations, both in praxis and in theory, that deconstruct single, macro or binary space-centric approaches (e.g., global/local, core-(semi)periphery; Jessop et al., 2008), and ground materially symbolic, linguistic or representational spaces. Ultimately, I seek to tease out alternative, potentially transformative spatialities for the (re)production of research writing in contemporary, transnational neoliberal academia. This dual endeavour rests on the argument that research writing (re)production and spatial formations are mutually constitutive, generative, and potentially reformative of our practices. Research writing does as much space work as knowledge and discourse work.

Before I probe these questions further, I would like to acknowledge that ideas in this paper stem from my design of two modules on the (former) MA in Academic Writing Development and Research (Blaj-Ward, 2020; Ganobcsik-Williams et al., 2022) run by the Centre for Academic Writing at Coventry University: Contextual Issues in Developing Research Communication, and Academic Writing and the Transnationalisation of Knowledge, retitled Academic Writing, Multilingualism and Knowledge Production. As most students were new to issues in research writing, teaching these modules meant introducing them to the burgeoning field of WRPP through the creation of knowledge maps, for instance. But it also meant co-producing ideas with them through pedagogies and assessments that helped further my own thinking around questions of space and spatiality which then developed from inchoate to more confident theorising, and the marrying of theory with reflections on experience and practice (for how concepts "travel" and originate in pedagogic practice, see Bal, 2002).

This paper has thus enjoyed its own multiple spatialities. Next to the MA classroom work, I have trialled and refined my ideas in other cultural, institutional and linguistic settings, with audiences outside the Anglophone centre, via two invited keynote talks and follow-up discussions: the presentation titled 'Transnational Spaces of Knowledge Production or the Construction of Geographical Scale Through Research Writing' (Neculai, 2022) in the International Dialogues Seminar Series at my alma mater, the University of Galaţi (or Galatzi), Romania, and the plenary at the fifth edition of the PRISEAL conference at the University of La Laguna.

WRPP Critical Framings, or Advancing the Spatialised Agenda

Since Suresh Canagarajah's 1996 path-breaking article on the "non-discursive" requirements of academic publishing by periphery scholars, research in the field of WRPP has progressively amplified the socio-spatial, material and political conditions for research writing, which has developed into an already established tradition of scholarly work (amongst many other key texts, books/volumes include: Canagarajah, 2002a; Lillis & Curry, 2010, Curry & Lillis, 2018; Benett, 2014; Rodriguez Medina, 2014; Corcoran et al., 2019; Soler & Kaufhold, 2025). There has been an explicit emphasis on the political, ideological, economic, social, cultural, historical and geographic contexts (not simply contextualisations - Blommaert, 2007) for the production of knowledge and research writing in the (trans)national academy. This emphasis has meant a vigorous shift from a simple focus on "output" (in neoliberal parlance) to the nexus between text production and the structural and systemic factors that enable or disable its making as well as its circulation and dissemination (Lillis & Curry, 2022).

The articulation of this nexus at various spatial scales, across often neglected geographies of research writing (re)production, introduces an explicitly political perspective intended to unmask power relations. For instance, two collective editorial projects, *Global academic publishing: Policies, perspectives and pedagogies* (Curry & Lillis, 2018) and *Pedagogies and policies for publishing research in English: Local initiatives supporting international scholars* (Corcoran et al., 2019) are notably ideological and spatialised. Grounded in polyvalent spatialities, *Global academic publishing* engages with the political economies of knowledge production and traverses national territories and institutional places in the Global South (e.g., Mexico, South Africa, Colombia), Global North (e.g., Iceland, Italy, Central/Southern Europe) and Global East (e.g., Taiwan, China, Kazakhstan), scholarly and publishing communities and networks, individual authorial spaces alongside digital collaborative spaces or publication indexing ones. In a similar vein, *Pedagogies and policies* maps out seven supranational regions: Latin America, Northern

Europe, Eastern and Southern Europe, East Asia, South Asia, Africa, the Persian Gulf, what the editors call "global regions outside traditional centers of knowledge production" (p. 1) or the more ambiguous and undefined "geolinguistic regions" (p. 5). This regional organisation is moulded on the well-known (Anglo) centre—(semi)periphery global spatial configuration which, the editorial acknowledges, "can be somewhat limiting given some scholars' transnational fluidity" (p. 2). By focusing on national case studies rooted in the politics of their location across these regional divisions, the project brings centre stage blind spot geographies of research writing and knowledge production. There, plurilingual scholars engage with policies and tailored pedagogic practices that create and regulate the conditions for the production and reproduction of their research writing in English. Ultimately, the scholarly practices, political economies and regulatory policies presented in both volumes construct, and deconstruct, their own scalar, territorial, networked and place-bound geographies.

This WRPP tradition has also taken on a programmatic mission through the release of a collective *Statement on Equitable Access to the International Academy* (PRISEAL, 2008), following the 2007 first edition of the PRISEAL conference. The Tenerife Statement was meant to raise awareness of the material conditions, socio-spatial formations and processes that can lead to accessibility and equity in transnational research cultures that revolve around writing (re)production. By addressing "the international community of knowledge producers and consumers", the Statement capitalises on the community as a key socio-spatial scale that tends otherwise to be ambiguously bounded and territorialised (Smith, 1992), unlike other scales like the body or the urban. This spatially fluid community is constituted of publishing houses, journals, editors, authors and peer reviewers, and interacts with regional and national governments of "supporting" nation states, research and development agencies, publishing corporations and university governing bodies. The Statement thus draws attention not just to territories, scales and places of research writing (re)production but also to their regulatory organisations, policies and allocated capital streams, unevenly distributed across various geographies of research. To serve its transformative mission, the Tenerife Statement calls for action, for infrastructural and systemic changes within historically precarious spaces such as, for example, the creation of "new regional editorial bodies […] in each region of the non-centre world (i.e., Latin America, Africa and Asia) to promote the refereed publication of research in new formats and in languages that suit the needs of the region." In other words, the development of research writing necessitates *spatialised* discursive, linguistic, material and agentive resources.

It has thus become imperative to think of research writing as always already ideological and material (Street, 1984) as well as profoundly situated and spatialised. Fundamentally, spatial paradigms and their various proxies—languages, discourses, politics, identities, mobilities, material conditions, social relations and power structures—matter both horizontally (via territories, places and networks) and vertically (via explicit top-down/bottom-up geographical scales), and so does the kind of language that we use to address these spatial matters and the insufficiencies inherent in the current theoretical framings and vocabularies.

On questions of space, I distil two such critical insufficiencies in the existing literature (also see above, Corcoran et al., 2019, p. 2) to which I respond. First, in order to valorise a centrifugal pull in English/plurilingual WRPP outside majority Anglophone spaces (e.g., Bennett, 2014; de Sousa Santos, 2014; Curry & Lillis, 2018; Englander & Corcoran, 2019), the field's long-standing debates tend to employ static, binary, monomorphic or undifferentiated spatial framings such as centre/core-(semi)periphery, global/local, Global North/Global South, regional/national/international. These binaries make arguments about the power relations at work in global knowledge production and research writing, most inspired by World Systems Analysis (Wallerstein et al., 2012). Of course, these arguments are extremely important as they mark a clear ideological move away from text/genres-only perspectives. They rightly consider marginalisation[1]—marginal(ised) knowledge, marginal(ised) writing and marginal(ised) researchers—to address and redress inequities (Hyland, 2016; Politzer-Ahles et al., 2016; Cárdenas & Rainey, 2018; Hultgren, 2019; Habibie & Starfield, 2021; Soler, 2021).

Furthermore, these dominant spatial framings are certainly useful as they point to the unequal development and power structures in which research cultures interact at a global/transnational scale, especially for programmatic purposes like those of the Tenerife Statement. Yet, the binary, macro-framings can also conceal pluralities, internal divergences and convergences, historical shifts, tensions and solidarities, mobilities and fixities in internally demarcated scales, places, territories or networks of knowledge and writing production. After all, the centre can contain peripheries just like the periphery can contain centres (Canagarajah, 2002b; de Sousa Santos & Meneses, 2020), while for certain territorial, place-based research systems, a global (semi-)periphery may as well be a centre of knowledge production (see the

1 I use marginal/marginalisation/marginalised as an alternative to the periphery/peripheral debate that assumes a centre position or to use Walter Mignolo's term, an epistemologically denotative perspective (2000, p. 26) that takes the Anglophone/Global North centre as a given point of reference.

case of Spain for Argentinian political scientists in Rodriguez Medina, 2014). To put it differently, what takes place in sub-national regions, in metropolitan knowledge centres (Rodriguez Medina, 2014) or at individual scales of collaborative authorship, editorial or peer reviewing cooperation needs a more spatially nuanced and differentiated perspective to avoid the ambiguities and homogenisation that can arise from higher scale or place-centric approaches, or from the disconnect between macro and micro spatialities.

To visualise these nuanced spatialisations inherent in writing and knowledge (re)production, I am introducing three ingenious creative Lego Play designs by my former MA students on the module, Academic Writing and the Transnationalisation of Knowledge (later, Academic Writing, Multilingualism and Knowledge Production), shared and fully credited here with their permission. All three designs pivot around core-(semi)periphery power structures, on a spectrum from spatially compact to fragmented. Baldwin's design in Figure 3.4 represents tightly interconnected, hierarchical, close-packed, institutionalised structures (Rodriguez Medina, 2014) that appear to be relying on a stable regulatory centre as well as allowing for mobility and expansion, for routes of influence outside that centre. In Figure 3.5, Daniels maintains the same hierarchical vision but with a more explicit visualisation of the hegemonic relation, and distancing, between the core and the various peripheries. The global power geometry at play is clearly marked through a dual aesthetic of expansion or homogenisation (the centre) and shrinking or fragmentation (the peripheries). Lastly, in Figure 3.6, Brain's design pushes the limits of spatial fragmentation. Her vision is much more atomised and granular; there is more differentiation both in the centre and the peripheries. Brain maintains the same framework of distance and separation between the core and the peripheries but articulates a more horizontal geography whereby gate keeping seems to morph into cooperation through mobility.

These are my own readings of the designs at the time of writing this paper, rather than my students' own explanations and the classroom discussions back in 2019. Six months before the official start of the pandemic lockdown in the UK, in late March 2020, recording and researching the actual class discussions was not on our radars but thankfully, the visual memory remains. As I move towards my second point of critique of the current spatial framings in the WRPP literature, I invite readers to create their own interpretations of the Lego Play designs and keep them in mind as they read through the second half of the chapter.

The visualisations in the Lego designs are also helpful because they connote the rifts between metaphorical and material spaces. How much of our understanding of space in the field of WRPP relies on symbolic spaces, or tropes, and how much on actual material, political economic ones? The language/discourse orientations in current research tend to either forefront linguistic or metaphorical spaces, without making explicit connections with material/geographical spaces, or to assimilate the two, whereby the metaphorical/linguistic becomes an unquestioned proxy for the material.

Figure 3.4. Visualising scalar power structures in knowledge/ research writing production. Lego Play Design by Laurence Baldwin (personal photo, October 2019)

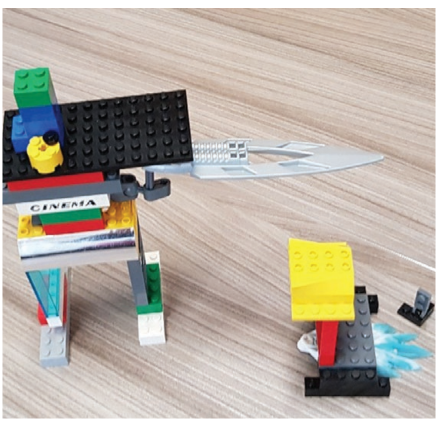

Figure 3.5. Visualising scalar power structures in knowledge/ research writing production. Lego Play Design by Ian Daniels (personal photo, October 2019)

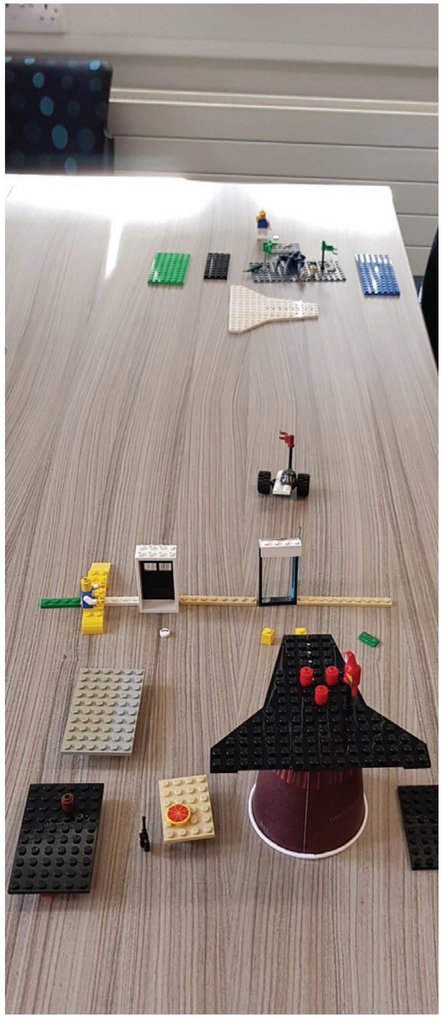

Figure 3.6. Visualising scalar power structures in knowledge/ research writing production. Lego Play Design by Charissa Brain (personal photo, October 2019)

Either move usually happens by diluting or neglecting power asymmetries that exist between various geographies of writing or by overpowering certain spatial scales like the global. For instance, Englander (2011) unpacks D/discourse in multilingual research writing by building on the conceptual development of socio-linguistic scales, an increasingly "imaginative concept" in Blommaert's own theoretical exposés (2007, 2021; Blommaert et al., 2015). Both the separation and the interchangeable use of linguistic and material spaces, at the detriment of an "interconnected" approach, leads, I believe, to a critical loss that can, indeed, have real political consequences (see Hultgren, 2019; Smith & Katz, 1993; Smith, 1992), The main consequence is a disregard of inequities in research writing (re)production or a contestation of the importance of the politics of recognition (Young, 1990), and therefore, a contestation of the spatial disadvantage (Hyland, 2016) of academic and publishing actors from marginal(ised) geographies.

Without dismissing the field's existing spatial framings briefly presented above, I argue that by recognising the more nuanced, polymorphous, differentiated complexities of spatiality at the heart of our individual and collective practices, we can also transform peripheral action, access and participation in knowledge and research writing (re)production from powerless or merely legitimate (Englander, 2011; Flowerdew, 2000) to empowered, resistant and solidary (Canagarajah, 2002b; Gregson et al., 2003). By the same token, we can break down the centripetal, equalising and hegemonic power of Anglophone/Global North centres of knowledge and writing production by regarding them as relative not absolute spaces (Smith, 1984; Smith & Katz, 1993, p. 75). In other words, it becomes necessary, useful and transformative to see the scales, territories, places and networks of writing and knowledge (re) production as internally uneven, heterotopic, inequitable, shifting and subject to ongoing contestation and disruption (Appadurai, 1990; Gregson et al, 2003; de Sousa Santos, 2009; Canagarajah, 2022; van Heur, 2023). I will circle back to this transformative dimension in the conclusion, where I put forward some spatially minded tactics.

Slight Autoethnography, or My Researcher-Broker Spatialities

The crux of the points raised above is not just about theory teasing, though my inclination towards theorising has in itself a historical geographical dimension. This unravelling is also about making sense of my own personal trajectories, my own situated experiences that, like others', may not be neatly captured by the macro spatial narratives. Rather, such experiences appear to require more "enactive" (Mignolo, 2000, pp. 25-26) epistemological and ontological spatialities that can account, more accurately, for changes, ruptures, learning and unlearning, struggles and privileges. My own personal history as a "skilled migrant" (Erel, 2003) as well as my research writing brokering work then become reflective, and reflexive, scaffolds. I employ them autoethnographically to show how, on the material ground of our evolving experiences as researchers, WRPP brokers, developers or pedagogues, spatial consciousness can become an instrument of individual and collective identity (trans) formation, of un/homing, of attunement, recognition and solidarity.

As a migrant academic, the shifting physical, material, symbolic (disciplinary, cultural, linguistic) and institutional spaces have been key to my growth as a researcher. About ten years into post-socialist Romania, in 2001, I became the recipient of an Open Society Foundation Scholarship for Eastern Europe and emigrated from Romania to the United Kingdom to study for an interdisciplinary MA in Gender, Literature and Modernity at the University of Warwick in order to add knowledge, networks and bibliographies to the doctoral research I had already been pursuing at the University of Bucharest. At the time, I was also holding an Assistant Lecturer position at the Lower Danube University of Galaţi, in Romania, and a temporary, part-time hourly paid lectureship at the University of Bucharest, sometimes standing in for academics away on international scholarships.

My affiliation to multiple urban centres of knowledge (Rodriguez Medina, 2014) entailed, first and foremost, the physical movement from one place to another. I had already had a history of long commutes between Galaţi and Bucharest, ironically eased in the end by the emigration to the UK. My internal and external mobilities were motivated by the desire to overcome research precarity, poverty of resources or poverty of meaningful networks. Most of the books that I was reading in the field of Anglo-American cultural/literary studies (my research field of origin) relied on the fluctuating generosity of my professors and supervisors. They were mainly critical theory texts photocopied by them at the various British, North American or Australian universities they had visited. These texts were space connectors, reducing the degrees of separation between myself and the Anglophone centres of knowledge. Then, unlike Galaţi, which was considered a kind of internal periphery at the time, particularly in my area of research, Bucharest was much more resourceful though still rather modest by Western or Anglophone standards. Romania itself was slowly turning from its periphery status prior to 1989 to semi-periphery (see Mureşan & Nicolaie, 2015) while within its territorial borders, places were themselves distinctly uneven across urban centres of research in Anglophone studies, with their known asymmetrical "power geometries"

(Gregson et al., 2003), since being an academic or studying at some of these non-centre or non-research institutions, such as Galaţi, carried, at the time, some limitation and stigma.

The move to the University of Warwick in the UK was practically a move out of these ebbing and flowing place-bound disciplinary power structures to an unimaginably abundant Anglophone centre for which the university was certainly a proxy. Warwick boasted one of the largest journal databases in the country (and I had no prior knowledge of journal databases), was amongst the country's leading institutions in the university rankings while my professors were authors of the books and articles that I could only access back home via copyright breaches, if at all. Both the knowledge and the networks had alien coordinates; the material conditions, too. The fellowship I received to then pursue my doctorate in urban literary geography (renouncing the one in Bucharest) or the British Association for American Studies travel grant to conduct archive research at the New York Public Library and visit the Centre for Place, Culture and Politics at the City University of New York, pushed my work and my networks to a different level of engagement and responsibility. And all that engagement was deeply connected to my own uneven and mixed geographies of knowledge and research writing, best captured by an informal conversation that I had years ago with a notable Marxist urban geographer when they asked me: why is a Romanian doing research on New York City at a British university? By the same token, one can wonder, why is a Romanian academic teaching and brokering research writing in English at a British university? Both questions represent a lasting conundrum, and tension, at the heart of my spatial positionality; both actively disrupt static notions of centre and periphery, of territory and scale, of institutional place-making in knowledge and research writing (re)production.

Obtaining my first full-time academic position as a Lecturer in the Centre for Academic Writing at Coventry University in 2009 spun its own tales of space and spatiality, of the uneven conditions and levels of knowledge production *within* an otherwise reputable and incontestable Anglophone centre. At the time, known more as a former polytechnic and post-1992, widening participation teaching university, Coventry was only timidly producing and investing in research (its journal database was fairly scarce, its place in the university competition rankings in the lower range). Its position was (no longer is) rather one of marginality while my own move from a research-intensive to a teaching-intensive university felt then like a move back home to where my whole journey had started (incidentally, Galaţi and Coventry are also twin cities, and their urban universities both former polytechnics). I found myself again in a rather peripheral academic space, a periphery which, for my own research and researcher identity, has kept reproducing itself to the present day. Institutional strategies and priorities, mainly dictated by evaluation policies and the so-called higher education market pressures, have kept my research work in an on-and-off state of marginality, outside a viable "centre" location. Yet, there has been a difference to these new conditions of marginality. My cumulated spatialities have had *embodied* and transformative consequences (Knoblauch, 2012; Roberts, 2013; Lillis & Curry, 2018; Canagarajah, 2022; Dantzler & Peron, 2023) on my individual and institutional work: my projects and publications, my evolving research networks and collaborations, my research writing brokering labour, catalysing colleagues' research (and) writing, or my internal research centre affiliations.

Through these materially and spatially grounded processes and practices, I have also developed a heightened sense of discursive and methodological diversity and ethical awareness. I have been unlearning and relearning my writerly identity and voice via the trials and tribulations of an inter/trans-disciplinary style, structuring and models of argumentation (my writing in this paper stands as a deliberate example of this hybridity). My doctoral journey was after all a journey driven by an obsessive and new "so what?!" which my supervisor constantly raised in our discussions. All this time, I have been seeking to control my drive towards theory, and the rhetorical complications thereof, a drive arising also from my post-socialist, Romanian/Eastern European historical geographies of resource-scarce Anglo-American research. Of course, understanding my own researcher structural positionality has meant creating and inhabiting research spaces as social and material relational spaces, incessantly querying my own writing practices and their spatial politics. Which voices do I follow and cite, and why? Where are these voices located? (see Mott & Cockayne, 2017) How do I de-marginalise my own voice and mobilise discursively a "home" or embodied non-Anglophone, "Latin pride"? With what kinds of individuals, networks and communities do I work? How do I relate to them and co-produce their own spatialities? I take such questions into my research writing brokering that strives to be consciously transformational through explicit space and ideological work.

My labour as a research writing "broker" (Lillis & Curry, 2006) has always existed on an ideological continuum from the recognition of other researchers' own situated and spatialised work to manifest solidarity with their challenges and pressures, to influence and change in their writing, writing processes, practices and writerly identities. In our daily practice, we in the Centre for Academic Writing routinely use the term "developer" because it has higher currency and more denotative meanings relatable to university colleagues more widely. In this paper, however, I prefer Lillis and Curry's consecrated term, "broker", precisely because of its ideological, structural and power connotations. In this brokering capacity, I have worked extensively with researchers in various kinds of collaborative initiatives that presuppose degrees of socialisation and the building of "communities of research practice" around texts and text production (Murray, 2012, 2015): one to one meetings alongside full manuscript reviewing of staple research genres (e.g., articles, books, book and grant proposals, project reports), writing retreats, writing for publication workshops, organising writers' groups around writing and reviewing processes, short or long writing for publication courses that usually are a combination of all of the above (Geller et al., 2013; Murray & Newton, 2009; Morss & Murray, 2001). Within this multifaceted brokering framework, not only do researchers occupy disciplinary or epistemological positions but also spatial or material ones.

The spatial diversity has been most apparent at the national scale, while not restricted to it, through international brokering opportunities that have led me to work with scholars from countries outside the UK, such as Indonesia, Romania, Iraq, Oman, Kuwait, Turkey, Germany, South Africa, Russia or China. However, I do not need to travel far and wide to encounter complex and diverse macro, Global South/Global North/Global East, Anglophone and non-Anglophone, transnational, racialised, ethnic or minority researcher spatialities. These also very much exist within the Anglophone/Global North centre where I hold my academic position. Just like the global scale, the centre also holds together these uneven spatialities at various supra- and sub-national geographical scales, un/homed and dis/embodied through varieties of academic English discourses, multi/plurilingual researcher identities, diverse knowledge making and research writing practices and histories.

That is why, for me, being a research writing broker means going through repeated processes of fine attunement of my own spatialities to these other multiple spatialities with which I come into contact. It is also a meta-process of understanding the articulation between the ideological elements, the social, cultural forces producing these spatialities and the research discourses formed therein, and under certain historical conditions (Grossberg, 1996, p. 141 - interview with Stuart Hall). To illustrate, working with a group of plurilingual researchers from an Indonesian university consortium on a writing for publication short course, organised locally at my university, presupposed a nuanced exploration and understanding of their institutional, national and regional research agendas and policies (e.g., the islamisation agenda[2]), their

2 I found out about the "islamisation agenda" at Indonesian universities from one of the participants in the workshop in discussions of their research article (on academic reform at Islamic universities in Indonesia, see also, Suyadi et al., 2022). Interestingly, this faith-based

non-academic structures of experience such as the faith and religious system of ritual (which also influenced the daily rhythms of our work together), the socio-spatial, cultural, educational and economic systems within which their universities exist (e.g., the boarding school system or *pesantren*, the endowment of fixed assets or *waqf*), the significance of faith-based academic discourses (in contrast to secular ones) as well as the material conditions for their research. All these had shaped their research priorities as well as their academic discourses in English, their academic and mentorship networks, their personal academic histories, and also had an impact on the actual organisation of the writing for publication course. Finding commonalities between our non-Anglophone research and cultural spatialities within an Anglophone space formed modes of solidarity around writing for research and publication in English for local and trans-local audiences. This process of attunement has long featured in my brokering praxis overall, a process through which I have counteracted the quick and quantifying, skills-based demands of neoliberal research environments while turning brokering into a non-hierarchical, two-way knowledge-building process between myself and the researchers with whom I work.

In my nearly seventeen-year long practice, I have thus learnt that research writing brokering is as much a response to texts, or an intervention in their make-up, histories or trajectories (Lillis & Curry, 2006, 2010, 2022), as it is an ideologically laden process, a premise on which critical-pragmatic approaches to research writing pedagogies have been developed (Corcoran & Englander, 2016). By the same token, research writing brokering is always already spatialised because it mediates identity and community creation, which brings in contact and negotiation different, explicit or implicit, macro and micro spatialities. Brokering is thus forever caught up in a double bind and does boundary work (Rodriguez Medina, 2014) between: reinforcing "epistemic monocultures" (Bennett, 2015) and enabling plurality and growth; increasing pragmatism and performativity (the pragmatic know how of rhetorical manipulation and "just getting published") and stimulating authenticity, depth and slowness (e.g., the rhythms of research writing, how slow or how fast researchers should be and who or what determines these rhythms); channelling a hegemonic Anglo-research culture (unwittingly or wittingly) and enabling authentically articulated voices and identities, opening discursive spaces for home or embodied differences in liberatory research writing cultures (see Dantzler & Peron, 2023 for embodiment as a political project).

agenda mirrors and intersects with similar institutional agendas in the Global North, well-known internationalising, globalising or decolonising Higher Education reforms.

The Radical and Dialectical Space Work of Research Writing, or Conclusion

In closing this journey of unravelling, I bring together the diverse spatialities examined so far by mapping familiar transnational research writing and publishing practices onto Lefebvre's three-dimensional production of space (1974/1991), material and physical spaces, conceptions or representations of space and spaces of representation, in order to show how these practices and their spatialities ultimately interconnect and function dialectically, in conjunction, sometimes in tension, and always in historical or conjunctural evolution. It is rather difficult, for instance, to separate neatly material conditions of writing and publishing labour, as physical spaces, from evaluation systems as spaces of representation, and disciplinary and cultural differences, as imagined or lived spaces; it is equally difficult, if not impossible, to see these as static and unchanging. Furthermore, only by understanding this dialectical evolving relation can we activate the potentially transformative/resistant spatial work of research writing (re)production and, in turn, offset marginalisation, and perform equalisation with care on the global/transnational writing and publishing stage.

While driven by seemingly unequivocal principles (in italics below), these mappings are cautious, incomplete and fluid, open to revision; readers can rethink and re-arrange them. Yet, they remain significant starting points for researchers, editors, peer reviewers, research writing brokers, publishers, research administrators and policy makers to render their own practices spatially conscious, and thus to enable differences in writing for research and publication to safely emerge, be recognised, supported and fully legitimated.

Writing and publishing practices are inherently material/physical spatial practices (these are the material conditions and political economies for knowledge-making, research writing and publishing practices). For example:

- The uneven distribution of financial and material resources both in the centre and the periphery, across different places (institutional sites or university urban knowledge centres) or territories (state funding vs. corporate funding)
- Infrastructural practices: access to academic resources (libraries, electronic journal subscriptions), financial resources (conference funding, research grants), equipment (IT, labs) and other infrastructures (developed campuses, accommodation, research [writing] support)
- Research labour conditions (contract types, research time allocation, divisions of labour and labour roles from writer to brokers of various kinds)

- Geographical/physical mobility access (e.g., visa regimes, politics of migration, exile or apartheid conditions)
- For-profit publishing industries vs. not-for-profit, cooperative models of publishing

Evaluation and management regimes function as representations of writing and publishing spaces (these modify, condition and result from practices and understandings of various spaces of research writing (re)production across scales, places and territories). For example:

- institutional/national rankings and competition
- local pay and reward systems, performance reviews, publication bonuses, point systems and career progression
- strategies and regulatory/evaluative policies and politics; national research evaluation systems (e.g., Research Excellence Framework, Excellence in Research for Australia) and their impact on research writing (for instance, how the REF in the UK leads to genre hierarchies, and therefore to individual and institutional strategic choices)
- altmetrics (Hyland, 2015) for enhanced societal impact and branding
- bibliometrics, journal impact factors, indices, rankings (e.g., h-index, Scopus)

Proxies for space stand for lived as well as imagined spaces of writing and publishing (these are imaginaries that emerge from actual enactments of research [and] writing). For example:

- research ontologies and epistemologies (including platform/AI-driven/algorithmic onto-epistemologies of research, authorship and readership—see Ciorogar & Shapiro, 2025), and their combined historical evolutions and dominance with direct impact on writing
- disciplinary and cultural differences combining with research tactics for so-called original or "fresh" insights (e.g., Indigenous knowledge-making)
- the consequences of English as the dominant language of globalised research communication, linguistic capital, linguistic "attrition", multi/plurilingualism
- discursive and rhetorical conventions of writing in English (e.g., structures, authority, identity in writing) as codes for international and high-quality core or centre research; translanguaging as embodied resistance in writing for publication

Writing and publishing practices are produced through the dialectical spatial *work of research writing (re)production across all spatial domains.* For example:

- Scholarly work as "boundary objects" (Rodriguez Medina, 2014, p. 36)
    - Travel across boundaries (or are prevented from travelling)
    - Are regulated by discursive conventions and gatekeeping practices
    - Are negotiated, critically evaluated amongst community members in different places or territories and at different scales
- Research writing as "networked activity" (Lillis & Curry, 2010)
    - Network routes and nodes, network ties (their durability and strength)
    - Network formation to make up for the lack of "institutionalised" infrastructures (Rodriguez Medina, 2014)
- Knowledge/writing work as spatial erasure, differentiation and equalisation
    - Extractive knowledge-making practices and "epistemicide" (Bennett, 2007; de Sousa Santos, 2014) or scholasticide
    - Localities: unmarked (centre/anglophone)/marked (non-centre/anglophone)—who does the (un)marking?
    - Parochialism/localism—"exoticising" (Lillis & Curry, 2010)
    - Academic mobilities (retraining); channels of collaboration but also competition and influence (e.g., British academy international writing workshops)
    - Platformisation of knowledge and writing (re)production

The transformative and resistant spatial work of research writing (re)production can take on the following spatially minded tactics. For example:

- *Challenge spatial gatekeeping*—challenge inherent biases in the practices of editors, reviewers, writing developers, policy makers shaped by spaces of representation, in particular.
- *Disrupt and reinforce spaces*—make embodied/home knowledges, languages/discourses voices/styles matter; be mindful of the homogenising and hegemonising work of research writing brokering masked as equalising levels of, and conditions for, research writing production.
- *Connect spaces*—engage in spatially diverse collective practices such as collaborative writing, open research, publishing or brokerage (see the Consortium for Democratizing Academic Publishing and Knowledge).
- *Fold scales*—consider how low-level scales, like the body and the home, condition, resist or integrate into higher-level scales [e.g., the body and the home as scales of social reproduction and care in gendered

research productivity (Nygaard et al., 2022) or in translanguaging through embodiment (Canagarajah, 2022)].

These mappings and their corollary transformative tactics could also shape existing or emergent researcher and practitioner infrastructures in the field of WRPP (e.g., the PRISEAL conference circuit or AILA's *Global Academic Publishing and Presenting in a Global Context* research network), by emplacing, territorialising, scaling and decentring the networks' geographies. Unravelling the networks' spatialities may involve mapping hotspots for research and practice while checking for blind spots, welcoming to the network outsiders to the field who use a spatially and ideologically sensitive lens to examine knowledge production, such as urban geographers, Indigenous studies researchers, sociologists of decoloniality or critical race studies. These deliberate gestures can extend the reach of the field and lead to authentic changes and solidarities at the grassroots level.

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4 The Epistemology and Ethics of "Long Conversations" about Academic Writing for Publication: Staying with the Troubles

La epistemología y la ética de las «largas conversaciones» sobre la escritura académica para la publicación: seguir con los troubles / problemas / líos / perturbaciones*

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Abstract / Resumen

My aim in this chapter is to offer reflections on what I see as the epistemological value, as well as the ethical troubling, of engaging in talk around texts (Lillis, 2008, 2024) as part of "long conversations" (Maybin, 1996), as a key way of coming to understand the nature and consequences of academic writing for publication. My reflections draw from my experience of working on the PAW longitudinal study exploring the academic writing practices of 50 scholars from Hungary, Slovakia, Spain and Portugal (carried out with Mary Jane Curry), here focusing in particular on a long conversation of twenty years with one scholar. I illustrate the methodological and epistemological value of cyclical talk around texts, as well as the ethical "troubling"

that long conversations necessarily involve. I argue for the value of "staying with" (Haraway, 2016) rather than avoiding "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.

Mi objetivo en este capítulo es ofrecer reflexiones sobre lo que considero el valor epistemológico, así como el problema ético, de participar en conversaciones sobre textos (Lillis, 2008, 2024) como parte de «largas conversaciones» (Maybin, 1996), como una forma clave de llegar a comprender la naturaleza y las consecuencias de la escritura académica para la publicación. Mis reflexiones se basan en mi experiencia de trabajo en el estudio longitudinal PAW que explora las prácticas de escritura académica de 50 académicos de Hungría, Eslovaquia, España y Portugal (llevado a cabo con Mary Jane Curry), centrándome aquí en particular en una larga conversación de veinte años con un académico. Ilustro el valor metodológico y epistemológico de la conversación cíclica en torno a los textos, así como los problemas éticos que implican necesariamente las conversaciones largas. Defiendo el valor de «seguir con» (Haraway, 2016) en lugar de evitar «los troubles, problemas, líos, perturbaciones» como una forma de profundizar en la comprensión de las políticas y prácticas de la creación de conocimiento académico y de trabajar hacia un mundo académico socialmente más justo.

* *trouble(s)* en ingles señaliza una gama de significados que no corresponde fácilmente a una palabra en español y por eso utilizo un grupo de palabras: *problema* porque es lo que se utiliza en comentarios del libro de Haraway ej., https://arquitecturacontable.wordpress.com/2020/05/28/comentarios-sobre-staying-with-the-trouble-donna-haraway/; *líos* porque indica el uso cotidiano de *trouble* en ingles; *perturbaciones* porque corresponde a una glosa teórica sobre *troubling* que utiliza Vilar i Roca (2015).

The use of talk around texts as a methodology for exploring academic writing has grown in recent years, as a way of extending the researcher's gaze beyond the text, drawing into focus the perspectives of writers and others involved in academic text production. Talk around texts builds on a number of interrelated traditions, from the discourse-based interview (Odell et al., 1983) to academic writing and literacy history interviews (e.g., Ivanič,1998; Lillis, 2001) and threads of the different emphases within these traditions are carried through into the specific ways in which researchers of academic writing adopt this methodology. Un modo de caracterizar las diferencias entre los distintos usos de las conversaciones en torno al texto es a lo largo de un continuum *texto-escritor@*[1]: en un polo del continuum están los estudios donde el principal objeto de investigación sigue siendo el texto, y la conversación/entrevista se analiza como dato adicional o suplementario, a menudo constituida por una sola entrevista; en otro extremo del continuum están los estudios donde el foco principal es el escritor, en reconocimiento (a veces implícito) de la necesidad de ir más allá no solo del texto sino de la propia agenda de investigación o marco de referencia de l@s investigador@s. Examples of the use of emically-oriented talk around text in different geolinguistic contexts include: Argentina (e.g., Atorresi & Eisner, 2021; Eisner, 2021), Brazil (e.g., Paris et al., 2022), Brazil and Colombia (e.g., Sito & Kleiman, 2016), Canada (e.g., Gentil, 2005), Chile (e.g., Ávila Reyes, 2021), England (e.g., Ivanič, 1998; Lea & Street, 1998; Scott & Turner, 2005), Peru (e.g.,Zavala, 2011), Japan (e.g., Muller, 2016), South Africa (e.g., Angelil-Carter, 2000; Thesen & Van Pletzen, 2006), USA (e.g., Angelova & Riazantsteva, 1999; Lu, 1987; Price, 2007).

In the field of academic writing for publication, an early example of talk around text is in work by Flowerdew (2000) who tracked the publishing experiences of a Hong Kong-based scholar, and its extended use is foregrounded in the PAW study involving 50 scholars in four national contexts—Slovakia, Hungary, Spain and Portugal—carried out by Mary Jane Curry and me (e.g., Lillis & Curry, 2010). The methodology of talk around texts as a way of exploring the history of texts, text histories, has continued to be used and further developed (e.g., Muller, 2016; Khuder & Petrić, 2022; Shaw, 2022; Smirnova & Lillis, 2022) indicating its growing significance in the field of academic writing for publication.

I situate my own use of talk around texts, exploring students' writing (e.g., Lillis, 2001, 2008, 2024) and academics' writing for publication (Lillis, 2008; Lillis & Curry, 2010), towards the writer-end of the continuum, with a specific interest in talk around texts as building "long conversations", drawing on the notion developed by Maybin (1996) to characterise the nature of everyday talk between children:

> These 'long conversations' are carried on in different contexts across days and weeks as children return again and again to the themes which are important to them, revisiting the issues in different stories and exchanges of stories, from different perspectives (Maybin, 1996, p.47).

1 There is ongoing debate about masculine marking of nouns as 'gender neutral' (o/os). Here I adopt the practice of @ to signal this debate.

I have adopted Maybin's notion of "long conversations" which underlines the importance of iterativity and recursivity, to distinguish between talk around texts as a methodology involving one-off or limited conversations around texts, and talk around texts which is premised on the goal of forging research-based conversations over extended periods of time, to actively create opportunities to revisit issues raised and discussed, and to allow for the exploration of changing or nuancing of perspectives (Lillis, 2008, 2024). Such long conversations are central to an ethnographic approach exploring academic writing for publication, involving sustained researcher engagement and multiple data sources (e.g., interviews, observation, collection of documentation) valuable for exploring academic text production practices which typically take place over considerable lengths of time.

En este artículo quiero reiterar el valor de las conversaciones en torno al texto como parte de largas conversaciones, poniendo en primer plano tanto el valor **epistemológico**—lo que nos permite (a cualquiera de nosotr@s involucrad@s en el mundo académico) llegar a entender la escritura académica como práctica social—como los **problemas éticos** que tales conversaciones implican necesariamente. En relación con lo ético, me apropio de la noción de Haraway (2016) de "staying with the trouble" como «quedarse con el problema»—acodando una pluralidad a tal(es) troubles/problemas/líos/perturbaciones—para argumentar que los problemas/perturbaciones/los líos son una dimensión fundamental en cualquier investigación que involucre a sujetos humanos (ej., las bien documentadas diferencias de poder entre investigador@s-investigad@s, Lather, 2007; Goikoetxea, 2014). Estos *troubles/problemas/líos* se acentúan en contextos, como el que nos ocupa aquí, en los que el propio enfoque de la investigación—el inglés en la producción de la escritura académica—y el posicionamiento de l@s investigador@s-investigad@s están imbuidos desde el principio de diferencias de poder históricas y contemporáneas: desigualdad estructural sistémica, evidente en los regímenes de evaluación (Lillis, 2018); prejuicios contra la investigación llevada a cabo en contextos fuera del centro angló-fono, típicamente enmarcada como «local» en lugar de «internacional» (Lillis & Curry, 2010, 2015); e ideologías discriminatorias sobre un supuesto espacio académico global "English only" (Curry & Lillis, 2022). La relación sociohistórica entre la lengua inglesa y el capital cultural académico entraña necesariamente complejidades particulares en cualquier intento de entablar un debate abierto sobre las prácticas y políticas de la escritura académica para la publicación. No obstante, creo que es posible trabajar para construir conversaciones éticamente validas, tal y como lo reflejo en este artículo. Quiero enfatizar que aquí estoy escribiendo desde mi perspectiva, como investigadora basada en el centro anglófono de Inglaterra, ofreciendo unas reflexiones acerca de una larga conversación de unos veinte años con una académica localizada en Hungría. No estoy intentando representar su perspectiva aquí—eso requiere un espacio propio.

¿Por qué utilizo ingles y español en este articulo? Why am I using English and Spanish in this article? Varias razones. 1) Spanish was one of the main languages of the PRISEAL conference held in Tenerife and which inspired the publication of the present volume. In formal conference presentations, multiple modalities are possible simultaneously, enabling bi/multi/translingual practices which are difficult to replicate in one verbal written text for a publication. But it's important we make visible the multilinguality at work in sharing knowledge, in formal presentations and informal talk, and pull through these threads to written texts in order to challenge claims repeatedly made about academic knowledge making being an "English-only space" (not true, Curry & Lillis, 2022). In small ways, we can disrupt what Thesen calls the "status of the formal archive" by making visible the "trace archive"—"the ephemeral, discarded, sensed but not seen aspects of knowledge-making" (Thesen, 2024, p.5). It is in this spirit of the trace archive that I also include some images of the power point slides used in the 'Research Conversation' that Mary Jane Curry and I presented at PRISEAL 2023. The focus of the talk differs from the specific discussion in this paper, but I have drawn on our presentation in drafting this article. 2) Using multiple languages in published texts is an obvious way of disrupting the normativity of English-only academic writing/knowledge making, reconfiguring the textual/epistemological experience for both writers and readers. One simple example of such reconfiguration is that the knowledge base is immediately extended, with both writers and readers engaging in, in this case, Spanish-medium publications rather than being restricted to English-medium only publications (see Lillis et al., 2010). More generally, multi/translingual text production is a simple yet potentially powerful way of disrupting any assumed English only academic space (see Anzaldua, 1987; Jasor, 2026; Lillis & Curry 2022; Odeniyi & Lazar, 2023; Waigandt, 2026).

My decisions around which language to use for which content are exploratory but have been governed by considerations such as: 1) I have written about a particular topic previously more in English, so it might be useful to use Spanish here; 2) Anglophone readers may be unfamiliar with Spanish-medium works, so it might be useful to use English here; 3) I want to make sure any "new" conceptual work that I'm doing is articulated in both Spanish and English to work at epistemic equality, so I need to build in some overlap across the languages; readers may pick up some ideas in one language but get a chance to (re)visit aspects of them in the other. The decision to use parallel text in the Conclusion is based on the assumption *that reading academic texts across more than one language is still relatively uncommon—so in case some readers feel uncomfortable with this practice, as indicated by some reviewer comments—I decided to include the summary points in both languages.*[2] [3]

Justificación metodológica y valor epistemológico

Ya he tratado anteriormente la justificación metodológica del valor de la conversación en torno a textos como parte de conversaciones largas (Lillis, 2008, 2024; Lillis & Curry, 2010). Aquí reitero brevemente los puntos clave sobre la metodología con el fin de destacar su valor epistemológico.

Metodológicamente, el uso de la conversación en torno a los textos implica un intercambio cíclico entre el investigador y l@s participantes (Figura 4.1) que permite a l@s investigador@s hacer lo siguiente:

- explorar las perspectivas (a veces) cambiantes de l@s académic@s sobre la escritura académica
- escuchar los relatos de l@s académic@s sobre la producción de textos específicos
- documentar aspectos del historial lingüístico y de literacidad de l@s académic@s
- formular preguntas: ej., ¿quién participó, por qué, cuándo, en qué lenguas y registros?
- abrir espacios para que l@s académic@s planteen cuestiones de su interés
- analizar y volver a analizar los textos a la luz de los comentarios de l@s académic@s
- elaborar historias de los textos (Lillis & Curry, 2010)
- escuchar cómo los regímenes de evaluación (Lillis, 2018) en diferentes contextos institucionales, nacionales y transnacionales influyen en las prácticas y perspectivas de l@s académicos.

2 I hope most readers will be able to follow the arguments made in this paper using Spanish and English but free automatic translation tools will help if needed, e.g., DeepL https://www.deepl.com/en/translator, ChatGPT.

3 In drafting this text, I have benefitted from discussions about form and content with Laura Eisner, Fabiana Castagno, Diana Waigandt, Catalina Neculai and Bojana Petrić. For reasons of space, I cannot include all details, but we debated the use of some terms across languages e.g., “academico”, “problema”, “writing”, and also some content—see extract of conversation between Theresa and Laura.

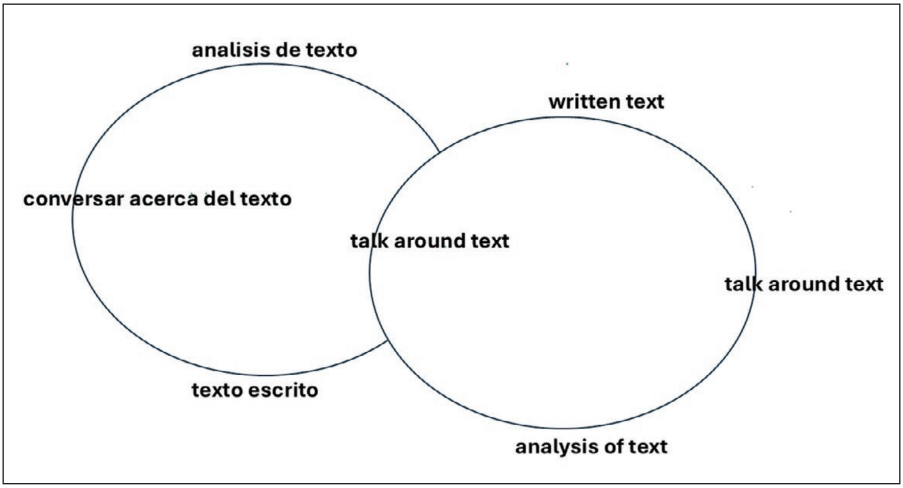

Figure 4.1. Conversaciones cíclicas acerca del texto (Lillis, 2024)

In practical terms, talk around texts as part of long conversations involves considerable research time and labour on the part of the researcher (and time and generosity on the part of the participants, an aspect I am not discussing in this paper) including establishing and maintaining contact with scholars, carrying out formal (transcribed) and informal interviews and talk, collecting and analysing related documents, e.g., reviewer comments, journal information, editorial policies, university policies. Figure 4.2 gives some idea of the amount of data generated in the course of long conversations with one scholar, Krista, and Table 4.1 the amount of data for building a text history.

- 14 entrevistas formales 2001–2019
- Conversaciones informales cara a cara (10 visitas), muchos emails y varias discusiones por Skype 2001-2019
- Reseñas, comentarios y emails entre Krista y evaluadores
- 120 textos
- 16 historias de texto (re)construidas
- Diagramas de las redes en que investiga/escribe
- Documentos institucionales de la universidad relacionados con la publicación y de la enseñanza superior en Hungría

Figure 4.2. Data shared by Krista about her writing for publication (PowerPoint slide from conference presentation)

Table 4.1. Five Different Types of Data for Building and Analysing One Text History

Drafts of a paper	Reviewers' comments and emails	Talk around text interviews	Researcher notes (example extract)
• Textd buda kl, ab (cd, ef) PE D1 • Textd buda kl, ab (cd, ef) PE D2 • Textd buda kl, ab (ce, ef) PE D3 • Textd buda kl, ab (cd, ef) PE D4	20 documents	4 interviews	*Isn't the key claim different in each paper? I thought Krista et al were arguing that their findings were difft from X et al whereas pub says findings same… in two contexts. The Hungarian paper is constructed as confirmatory rather than new knowledge--its new-ness tends to be located in its cultural specificity- ironically TL given the universalist paradigm Krista team operating within. TL potentially looks like another example of flattening. Discuss with Krista.*

Los datos que figuran en la Figura 4.2 permitieron documentar y explorar las prácticas de Krista, abrieron cierto espacio para hablar de cuestiones de importancia específica para Krista y facilitaron una reflexión más profunda por mi parte. Se vislumbra este proceso en la Figura 4.3, que incluye extractos de la charla con Krista para ilustrar algunos de los temas clave que se pusieron en primer plano y luego se revisaron y replantearon a lo largo de los muchos años de nuestra larga conversación. Así, por ejemplo, su pasión por la investigación colaborativa se mantuvo a lo largo de los años, pero el énfasis cambió de una alegría por aprender con académic@s veteran@s a convertirse en una académica veterana ella misma y comprometerse a apoyar a colegas con menos experiencia. Su preocupación por la problemática de la traducción y la representación en inglés estándar de voces húngaras vernáculas pasó a incluir una preocupación por la problemática de dicha representación en español estándar, cuando Krista empezó a escribir en español. Su compromiso con escribir para múltiples audiencias pasó a un compromiso con escribir en varios idiomas específicamente para audiencias profesionales.

El punto epistemológico que hay que subrayar es que el «caso individual»—ya sea interpretado en términos de una persona específica o de la historia de un texto específico—se valora en sus propios términos. Al mismo tiempo, el valor epistemológico del caso va más allá de un individuo o una única historia de texto (Mitchell, 1983), iluminando un fenómeno social más general: aquí es la práctica de la escritura académica para la publicación.

Pasión por su tema de investigación y la importancia de escribir desde el principio junto a una investigadora igualmente apasionada y bien reconocida. *Creamos las oraciones juntos. Fue un 90% de su parte y un 10% de la mía. Pero supongo que es algo así como … ya sabes, como cuando enseñamos a un niño a caminar---Supongo que habría sido mucho más fácil para ella hacerlo sola, pero de esta manera pude sentir que hice algo.*

Problemas al representar datos primarios en inglés. *Por supuesto, los sujetos y el terapeuta registran sus sentimientos en húngaro. Y es muy importante la forma en que se expresan, y cuando cito estas experiencias, es bastante difícil traducirlas al inglés manteniendo la misma atmósfera o la misma melodía--- No es lo mismo.*

Escribir para múltiples audiencias en múltiples idiomas. *Con los años, estoy cada vez más orientada hacia el campo práctico. O, si es investigación, entonces debería tener algunas consecuencias o algunas partes de técnicas aplicables; de lo contrario, ¿por qué hacer la investigación?*

Figura 4.3. Temas clave explorados en las conversaciones sobre textos: extractos ilustrativos de la charla de Krista

Cada situación, persona, historia de texto es única pero al mismo tiempo estructurada: cada instante indexicaliza "patterns and developments of wider scope and significance" (Blommaert, 2006, p.6). Así pues, el caso individual provee datos empíricos acerca de prácticas sociales, pero además impulsa el desarrollo de marcos teóricos a través de los cuales pueden articularse dichas prácticas, es decir, pueden nombrarse, explorarse y comprenderse. Así, por ejemplo, las historias de texto de Krista nos impulsaron a:

- trabajar con la noción de **historias de textos** y así cambiar el énfasis sobre el texto como *único, acabado, completo*
- enfocarnos en **historias**, ¿qué pasa a través del tiempo? y **trayectorias** ¿qué pasa a través de espacios geo lingüísticos?, utilizando nociones problemáticas como *local, nacional, internacional, centro, periferia*
- enfocarnos en **las prácticas de l@s "brokers"**, incluidas sus ideologías acerca del «ingles» como parte de las historias de texto.

Each single case of the 50 participating scholars in the PAW study and their many text histories, contributed to generating both empirical findings and theoretical contributions (Figure 4.4).

Empirical Contributions	**Theoretical Contributions**
• Exploration of **scholars' perspectives**- interests, concerns, desires, strategies • Exploration of **situated practices**—home, office, institutions • The **(re)construction of how text-as-knowledge** is produced • The analysis of the impact **of multiple people**- "brokers'" on the texts-as-knowledge produced • The tracking of the uses of **multiple languages** in the production of texts-as-knowledge/ • The tracking of **networks** in which scholars produce texts • The tracking scholars' **publication practices** over their lifetimes • Exploration of women scholars' **gendered experiences**	• **History**- "Text histories" (time) • **Trajectory**- Text trajectories (directionalities across spaces- places, institutions, organizations/ businesses), scholars' knowledge-making trajectories and interests • **Networks**- as people, resources • **Evaluation and reward systems**- codified systems at different scalar levels measuring and rewarding academic publications • **"Brokers" and capital**- Different brokers acting in different ways at different scalar levels • **Scale**- national, internal, local • **Locality/universality**- unmarked locality (Lillis and Curry 2010)/ hybris del punto cero (Castro Gomez 2007) • **Ideology and geolinguistics** –English(es), language(s) de knowledgede(s) ej. exoticisation and colonialist frameworks • **Chronotopes**- different ways of living/analysing time-space in relation to entextualised knowledge

Figure 4.4. Empirical and theoretical contributions from the PAW study drawing on talk around text (PowerPoint slide from conference presentation)

In short, the long conversations as part of the ethnographic orientation adopted in PAW, including a central focus on text histories, have generated findings and insights that we think/hope are contributing to understanding about the politics and practices of academic writing for publications.

AND/BUT Y/PERO…

El resumen del método de la conversación en torno a los textos como parte de largas conversaciones que he presentado hasta aquí es válido pero también es parcial, en el sentido de que reduce la actividad de la investigación a una descripción contemporánea y racionalista de la metodología y la epistemología que excluye muchas dimensiones, incluida la historia, por ejemplo, el hecho de que la investigación académica, incluidas las prácticas retóricas y de evaluación asociadas a la investigación, se ven influidas por relaciones de poder, incluido el colonialismo/desigualdad (ej., Hernández-Zamora, 2019), la ética en la práctica, la manera en que los participantes, tanto investigadores como investigados, participan en innumerables decisiones éticas más pequeñas y más grandes en los momentos en que conviven en la investigación (Lillis et al., 2023), y la subjetividad de la investigadora, la forma en que el ser y el becoming/stanovienie (Bakhtin, 1981) de la investigadora repercuten en la investigación. Los marcos *racionalistas-positivistas de las metodologías de investigación han sido criticados teóricamente desde hace mucho tiempo y, sin embargo, todavía se espera que pensemos y escribamos dentro de dichos marcos (IMRD), y que las dimensiones éticas se reduzcan a cuestiones de procedimiento. La historia, la ética y la subjetividad de la investigadora quedan literalmente al margen por el énfasis racionalista-positivista en la provisión de detalles de metodologías legitimadas (como he hecho en la sección anterior), que sigue siendo la forma dominante de legitimar la investigación, incluso en los enfoques (inter y transnacionales) que tratan de problematizar tales orientaciones.*

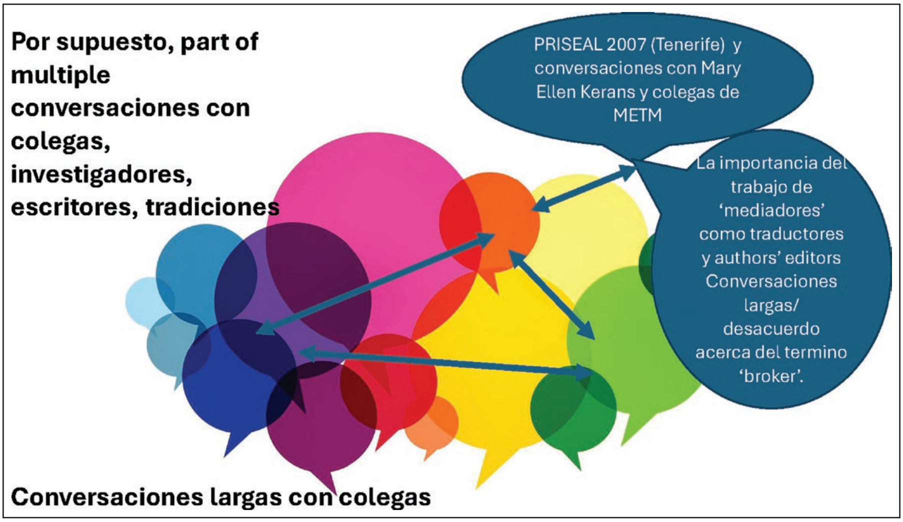

Figure 4.5. Long Conversations with Colleagues
(PowerPoint slide from conference presentation)

Lo que sigue en el resto de este articulo son mis reflexiones, formadas a partir de mi experiencia en investigación y, por supuesto, en conversaciones con otras muchas personas – conversaciones con Mary Jane, con participantes en los proyectos, con colegas a lo largo de los años…

Getting off the veranda: ethical trouble(ing) and ethical ambiguity

I have argued that talk around text as part of long conversations is part of an ethnographic orientation. Ethnography has come some way from Malinowski's call to anthropologists to "get off the veranda":

> the anthropologist must relinquish his comfortable position in the long chair on the veranda of the missionary compound,

> Government station, or planter's bungalow, where armed with pencil and notebook and at times with a whisky and soda he [sic] has been accustomed to collect statements from informants, write down stories, and fill out sheets of paper with savage texts (Malinowski, 1926; discussed in Harrison, 2014, p. 232).

There are many calls from researchers situated in both the global South and North to challenge ethnography's colonialist history, including the call to Northern scholars to "bring ethnography home"/ «traer a la etnografía a casa» (Rampton, 2007, p. 298, basada en Hymes, 1996) para indicar que l@s investigador@s del norte deberían/mos redirigir su/nuestra mirada del estudio de «otr@s», supuestamente lejan@s (y a menudo exotizad@s) hacia sí/nosotr@s mism@s, ya sea a nivel de país, estado, institución, o en nuestras prácticas cotidianas (Lillis, 2024). Y Blommaert ha argumentado that, at least within the tradition of studies of *language,* ethnography is fundamentally counter hegemonic (Blommaert, 2006).

However, we need to acknowledge the colonialist roots of ethnography, evident in Malinowksi's comments above (Ogone, 2017; Quijano, 2000; Sena Martins, 2016). Whilst the picture drawn of the researcher by Malinowski is very alien to me—reeking as it does of white, male, upper class privilege, *and very far from the working class council estate in England where I grew up LOL* 😊—I, as a researcher working from the global north, can't pretend that the colonialist roots of anthropology do not cast a sombre shadow over ethnography as a research tradition. All research approaches, centering on the experiences of another person(s), throw up issues of power. But ethnography, with its roots in colonialist anthropology and its goal of "writing cultures", including a critical debate of such a goal by Clifford and Marcus (1986), has a particularly problematic history. Exactly how we engage reflexively with the weight of ethnographic history whilst valuing dimensions of its theory and methodologies will depend on the specific research foci and contexts. In the case of talk around text as part of long conversations about academic publishing, our conversations are/have been/will necessarily be coloured by the fact that we are talking at a moment when English (in large part because of its colonialist history) is the privileged language of academic production globally, when (in this case) I as the researcher am based in the privileged Anglophone centre, and when the research focuses on, and is implicated in, this privileged positioning.

Of epistemological and ethical importance here is whether this colonialist shadow of ethnography implicit within the research relationship can be disrupted (*I hope/believe so, otherwise why would I engage in this work?—and much* *discussed in academic literature, e.g., Mignolo, 1998).* In the PAW project, I think we were lucky in the very early stages of research conversations to be directly confronted by the question of positioning, interest and value by some participating scholars and thus some core problematics within our researching relationship made explicit. The question posed, and some of the more obvious feelings and questions it generated for me, are illustrated in Figure 4.6.

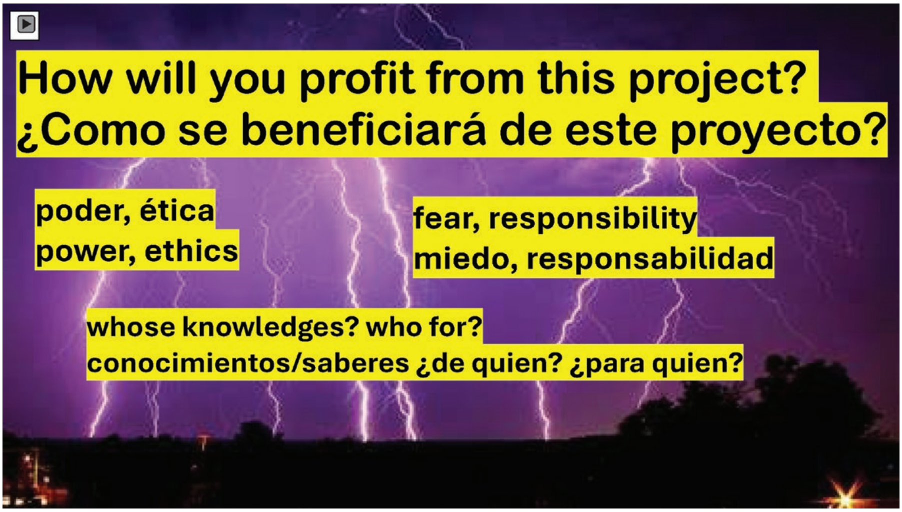

Figure 4.6. How will you profit from this research? (PowerPoint slide from conference presentation—imagine the sound of thunder as used in conference presentation)

Some disruption to privileged positioning in the PAW study—modulating issues of power—resulted from the higher status of some participating scholars. Whilst the status of English within evaluation reward systems globally positioned/s scholars in less powerful ways than us (Mary Jane and I) as Anglophone-based researchers, some participants were in more powerful positions in terms of institutional status, publishing experiences, academic hierarchies, gender and social class. This higher academic status of some scholars—alongside the critical and creative questioning of some junior scholars—meant that participants did not shy away from asking many questions about the research and led us to think harder (I think) about what we were doing, why and, at a more immediate level, how we might offer something in return at a more immediate, practical level (reciprocity took different forms, and is an aspect of the methodology that is beyond the scope of this paper) and at an epistemological-ethical level, in discussions with participants around the representation of findings (Lillis & Curry, 2010).

Of specific interest to me in this paper is whether disruption to differential positioning is also (potentially) enabled by the very methodology of talk around texts as part of long conversations. I think it is (can be) because it is a space which is necessarily troublesome/ing for all participating. Whilst "talk around texts" sounds friendly, cosy, even easy, in fact engaging through cyclical talk over long periods of time with an other opens up spaces which are often difficult and uncomfortable. From my perspective, some of the more obvious troubling aspects of inhabiting this particular research space—with Krista and other scholars—are listed below:

- Intruding on someone's space
- Imposing my self as a researcher, on their lives
- Imposing my person/being on another person/being
- Being from a privileged space
- Being from a non-privileged space
- Speaking English
- Being a woman researcher
- Being too directive in conversations
- Being not directive enough
- Talking too much
- Talking too little
- Offering comments on texts
- Not offering comments on texts
- Representing an other's perspectives
- Theorising from another's perspective
- Representing actual practices fairly (limited word space in publications)
- Adopting specific discourses (expert, informal, Anglophone…)
- Adopting specific disciplinary discourse/frames
- Not knowing enough
- "Knowing"/assuming too much
- People's generosity
- People's kindness
- What I can (cannot) offer

The list signals significant emotionality and ambiguity at the heart of my researcher experience which are necessarily bound up with attempts to engage authentically with an "other", and enacted in a multiplicity of ways in actual talk (content, tone, empathy, sadness, laughter, visceral responses). "Other" here is not used to construe a negative positioning towards an other person—as in critical accounts and theorisations of "othering" (typically involving stereotyping, discrimination, racialisation)—but rather, as advocated by Creese (2025, p. 631):

> Other stands for a timeless moral relationship (Butler, 2005) in whose difference we have the potential to become a better self.

As Creese argues (after Gershon, 2011), the neoliberal university (globally), and the demands it makes, positions researchers as *subjects-for-themselves* (e.g., work is measured in terms of individual success in the securing of grants, the production of articles in indexed journals) rather than as subjects enacting a moral relationship *with* and through others. In the same way, I think, the neoliberal university constructs a particular positioning for the researched-as-Other, that is, as research object in the service of securing of capital in/for/by the university.

Nevertheless.

Much@s investigador@s (del norte y del sur global y/o posicionad@s como el sur en el norte y el norte en el sur) se resisten al posicionamiento del sujeto institucional e intentan más bien oponerse en su práctica de investigación (Creese, 2025). Para mí, esta resistencia conecta fuertemente con el potencial valor moral de la conversación en torno a los textos, incluyendo el énfasis de Bajtin en el imperativo dialógico del lenguaje, como un ideal por el que luchar (Lillis, 2011), como un proceso del *becoming*/stanovienie de cada persona y fuertemente antihegemónico (por ejemplo, a través de su noción de carnaval, Bajtin (Bakhtin, 1981[orig 1934-1941]).

Dentro de este marco, el trabajo de forjar largas conversaciones implica que l@s investigador@s—en este caso yo—no sólo llegan a aprender acerca del otro, sino que también participan en su propio *becoming*/stanovienie. En este sentido, considero que la conversación tiene un imperativo tanto moral como epistemológico, y aquí tomo el uso que hace Hall de «conversación» de forma bastante literal:

> I come to the present, to who I am, by a different route from yours; and therefore, our conversation has to recognise that different histories have produced us, different histories have made this conversation possible. I can't pretend to be you. I don't know your experience. I can't live life from inside your head. So, **our living together must depend on** a trade-off, **a conversation**, a process of translation. (Hall, 2007, p. 151; my bolding).

Talk around text with Krista enabled me to learn about her experiences and practices.

But it also enabled me to experience many different ways of being a researcher /scholar/teacher and in some ways to learn to live a little like her: calmness (in midst of institutional crises, and family demands and concerns), joy (particularly of the woods—we went on several family bike rides before or after our formal discussions), creativity and openness (in her orientation to every aspect of her work, both fully committed to her work and its uses whilst at the same time open to considering every possibility), generosity (she invited undergraduate and postgraduate students to work with her on different projects) control over time and pacing (she might work 16 hours a day but within this made slow time to listen to her children). These aspects are part of me learning about her but also part of my own learning and being, and of attempting to become a "better (researcher) self'".

The above paragraph is troublesome in a number of ways, sitting as it does outside of conventional empirically-based commentary. Laura Eisner who offered critical comments on both the form and the content of this paper highlighted this paragraph as problematic epistemologically:

> **Laura:** *Por estar centrada en aspectos que no necesariamente eran el foco de la investigación, me resultó difícil articular este fragmento con el resto de la argumentación – e incluso me generaba un efecto de "romantizar" a la entrevistada, por la mirada totalmente positiva sobre ella, como fuente de inspiración.*
>
> **Theresa:** *¿Te suena a romantizada, idealizada, demasiado positiva? No creo que solo por hablar de cosas positivas sea una idealización. A nivel puramente descriptivo, este resumen de sus prácticas y atribuciones se queda corto* 😊*. Además, creo que se podría argumentar que la descripción objetivista y/o sin emoción convencional (como escribo también a menudo y creo que tiene su valor propio) es una idealización retorica. Hay mucho que hablar aquí, pero lo que estoy intentando señalizar es que la co-presencia en la etnografía va más allá de «metodologías de investigación» supuestamente puramente racionalistas.*

So Laura's comment made me wonder whether I was in fact romanticizing/idealizing a particular scholar but I felt on reflection that I was not. Of course I feel her discomfort in reading comments that are not within the specified parameters of the research focus and questions. And for sure to even write of these aspects feels embarrassing even though I know they are real and need further attention.

And I certainly don't want me to be the main focus of research.

But neither do I want to theorise lived experience—mine, or that of others—out of existence.

So, for the moment, I'm staying still here, pausing, sitting with my PAW notebooks which include many descriptions of people and places, details about draft papers people are writing, lists of facts and figures and impressions, all of which also conjure up moments of being, being with an other, and, sometimes, being with one's (my) better self. This better self involves listening and ideologically pushing back against institutional imperatives—evaluation regimes, the premises on which "English", and within that a certain type of "English only", is privileged—and pushing back against the imperative to do fast research. And instead finding and creating spaces, for slow time, for being with an other with different rhythms. And pushing back against only a certain type of person being privileged in academia as a knower, and the pressure to feel as only a transitory, marginal guest in academia. By the way, "thank you for having me" (see playwright Graham's, 2024 MacTaggart lecture https://www.televisual.com/news/james-grahams-mactaggart-the-full-lecture/the*)*.

Seguir con los troubles/problemas/ /lios/ perturbaciones

Al usar la frase *seguir con los troubles / problemas / lios / perturbaciones*, estoy utilizando parte de un título del libro de Haraway (2016) donde explica la importancia de «quedarse con el trouble» como una forma fundamental de llegar a entender y trabajar por el cambio social y ambiental global:

> In urgent times, many of us are tempted to address trouble in terms of making an imagined future safe, of stopping something from happening that looms in the future, of clearing away the present and the past in order to make futures for coming generations. Staying with the trouble does not require such a relationship to times called the future. In fact, staying with the trouble requires learning to be truly present. (Haraway, 2016, p.1)

El enfoque de Haraway es amplio: cultura, medio ambiente, ciencia, arte, humanidad, supervivencia del planeta. Pero su concepto de quedarse con el trouble tiene relevancia, creo yo, para aspectos específicos del trabajo académico: con respecto al trabajo conceptual, se ha retomado, por ejemplo, en debates sobre raza/cismo y la necesidad de trabajar con el concepto de «raza» para quedarse con las realidades materiales e ideológicas de la raza (M'charek, 2022). Con respecto a lo que me interesa aquí, la ética de la metodología de la conversación en torno a los textos, el llamamiento de Haraway a permanecer/seguir con el trouble significa hacer visibles los problemas/perturbaciones/líos con esta metodología—al mismo tiempo que ver su utilidad—que contrasta con el tipo de ordenación/eliminación del «desorden» (y los problemas) exigido por las orientaciones dominantes de la investigación e inscritas en el género dominante del artículo de investigación IMRD (Lillis & Turner, 2001).

And here I'm using the plural, "troubles", as I'm also wanting to signal other kinds of troubles that have been signalled—within this positive-negative frame—for those of us inhabiting (bits of) academia and concerned with knowledge-making: for example the value of troubling research /investigación perturbadora in artistic research, investigación artistica, defined by the philosopher Vilar i Roca as:

> La práctica de producción de conocimiento que cuestiona de modo perturbador todos los modos de conocimiento y producción del mismo (Vilar, 2015, p. 1; see also Vilar, 2021).

Of particular interest to me are social class troubles in academia, often (and quite right too) framed negatively (as documented for example by Reay, 2016; and reflective posts such as O'Neill https://medium.com/@deirdre-oneill_40170/on-being-a-working-class-academic-c57772392e62). But I'm also interested in how we (working class women academics) can pull through to our academic knowledge-making some of the excitement, danger, risk and power from the positive-negative phenomenon of troubles experienced in daily lives (see Evans, 2006, for working class girls multiple and positive-negative experiences of "trouble"; see Lees, 2024, for the value of continuing to be an "outsider").

In sum, multilayered troubles/lings are a core and potentially creative dimension to understanding and knowledge making, fundamental in our attempts to explore a phenomenon in which we are all implicated in academia. And here—echoing the quote by Vilar i Roca above—we could use the notion of *autopoiesis* to signal that the phenomenon that is of concern here, academic research writing, is both praxis and production: academic research writing is a core action in the (re)production of the very system it seeks to contribute to ("the product of the autopoietic organization of a system is that very system itself", Maturana, 2004, p. 97)

A small example of such autopoiesis is the practice of citation. In the practice of academic signalling through citations in the above paragraphs, I am flagging up a common trouble in academia—that is, what gets mentioned? (social class is hugely invisible)—and perhaps more obviously, who gets cited?—and the contested and unequal nature of global academic production and distribution. Such practices are *shaped by the privileged position of English nested within the politics of location. In this instance, for example, the very interesting and widely cited work of Haraway involves a central use of the notion of "autopoiesis" but the foundational work of two Chilean biologists and philosophers Maturana and Varela (1984, 1998) on autopoiesis is not acknowledged, a failure noted by some (see Undurraga & Wyatt, 2024, and their discussion of the disruption of coloniality). But this particular trouble—the politics of citation—is something we cannot "resolve" in a one-step way, but is something to be engaged with, not dismissed or ignored, a potentially exciting, disruptive, creative aspect of transnational knowledge making and of our own reflexive trajectories in coming to know….*

Conclusion

A modo de conclusión: ¿con qué tipo de problemas / perturbaciones / líos tenemos que quedarnos cuando investigamos la escritura académica para publicación?

En lo que respecta a la conversación en torno a los textos como parte de largas conversaciones, me siento (bastante) segura de que se trata de una metodología epistemológicamente productiva para el estudio de la escritura académica para publicación, como he intentado ilustrar en la primera sección de este artículo. Pero es importante señalar que tal conversación es también un espacio éticamente problemático, tanto metodológicamente como epistemológicamente, y que tenemos que quedarnos con los diferentes problemas con el fin de continuar nuestra comprensión de lo que está involucrado y en juego en las prácticas y políticas de la escritura académica para su publicación.

By way of conclusion: What kinds of *troubles/problems/perturbations* should we stay with when researching academic writing for pu blication?

With regard to the conversation around texts as part of long-running conversations, I feel (fairly) confident that this is an epistemologically productive methodology for studying academic writing for publication, as I have tried to illustrate in the first section of this article. But it is important to point out that such conversation is also an ethically problematic space—both methodologically and epistemologically—and that we must stay with the different *troubles/problems/perturbations* in order to continue developing our understanding of what is involved and at stake in the practices and politics of academic writing for publication.

A modo de conclusión (por ahora), he aquí algunos *troubles / problemas / lios / perturbaciones* fundamentales con los que creo que debemos comprometernos activamente:

El problema / lío de la escritura académica para la publicación en todo el mundo

Lejos de ser un espacio neutral, una posición muy evidente—en los regímenes dominantes de evaluación de las publicaciones académicas, y en la comercialización del inglés con fines académicos a nivel mundial (a menudo en contradicción con las perspectivas y experiencias de los profesores que trabajan en EAP)—la escritura académica para la publicación es un espacio problemático y preocupante. Tenemos que reconocer y explorar la naturaleza de esta problemática, trabajar para hacer visibles las múltiples dimensiones perturbadoras y explorar creativamente formas en las que nos gustaría participar de manera diferente.

El problema / lío del legado colonial de la etnografía

La etnografía dentro de la antropología tiene una historia colonialista que arroja sombras sobre las metodologías que intentamos utilizar. Al mismo tiempo, podemos reconocer una tradición específica de la etnografía en el estudio de la lengua como «contra hegemonía» (Blommaert, 2006):

By way of conclusion (for now), here are some fundamental *troubles/problems/perturbations* that I believe we must actively engage with:

The trouble/problem of academic writing for publication worldwide

Far from being a neutral space, and given its very obvious position within dominant regimes of academic publication assessment—and in the commercialisation of English for academic purposes worldwide (often at odds with the perspectives and experiences of those working in EAP)—academic writing for publication is a problematic and troubling space. We need to acknowledge and explore the nature of this problematic, work to make its multiple disruptive dimensions visible, and creatively explore ways we might wish to participate differently.

The trouble/problem of the colonial legacy of ethnography

Ethnography within anthropology has a colonialist history that casts shadows over the methodologies we try to use. At the same time, we can recognise a specific tradition of ethnography in the study of language as "counter-hegemonic" (Blommaert, 2006): for example, the rigidity of ideas around bounded notions of "language" and "functions" of language found in many traditions within linguistics has been fundamentally challenged por ejemplo, la rigidez de las ideas en torno a las nociones delimitadas de «lenguaje» y «funciones» del lenguaje que se encuentran en muchas tradiciones dentro de la lingüística han sido fundamentalmente cuestionadas por la sociolingüística etnográficamente informada (Lillis, 2013) y puede contribuir a la glotopolítica (de Arnoux y Del Valle, 2010; Zavala, 2020). Podemos trabajar de forma creativa con las herramientas conceptuales etnográficas (por ejemplo, emic / etic como interrelacionadas y no contrapuestas, ver Kell, 2010).

El problema / lío de la idea de un inglés/lengua franca «estándar», pero también las alegrías del inglés/es, las lenguas, los registros y las voces

El estatus global del inglés, típicamente imaginado como un espacio "English only" refractado a través de regímenes de evaluación, y a menudo anidado en la política de «localidad», conlleva desigualdad, prejuicio y discriminación en la producción e intercambio transnacional de conocimiento, funcionando típicamente como una valla más que como un puente (según Kuteeva, 2023). Al mismo tiempo, el inglés—concebido como registros y voces estilísticamente diversos—constituye un recurso semiótico junto con los múltiples recursos lingüísticos y semióticos globalmente disponibles que juntos facilitan potencialmente la creatividad, el posicionamiento crítico, la alegría y el placer.

by ethnographically informed sociolinguistics (Lillis, 2013) and can contribute to glottopolitics (de Arnoux & Del Valle, 2010; Zavala, 2020). We can work creatively with ethnographic conceptual tools (for example, *emic/etic* as interconnected rather than opposed—see Kell, 2010).

The trouble/problem of the idea of a "standard" English/lingua franca—yet also the joys of English/es, languages, registers, and voices

The global status of English—typically imagined as an "English only" space refracted through evaluation regimes, and often embedded in the politics of "locality"—brings inequality, prejudice, and discrimination into the transnational production and exchange of knowledge, functioning more often as a fence than a bridge (following Kuteeva, 2023). At the same time, English—conceived as stylistically diverse registers and voices—constitutes a semiotic resource alongside the many linguistic and semiotic resources available worldwide, which together can potentially foster creativity, critical positioning, joy, and pleasure.

Podemos trabajar para integrar estos recursos en nuestras propias prácticas de producción y cuestionar las prácticas de evaluación monológicas/monolingüísticas.

El problema / lío que representa la fuerte orientación mononormativa hacia la escritura en general.

Si bien la escritura académica para la publicación sufre de convenciones de producción particularmente rígidas, dicha rigidez está vinculada con orientaciones sociales hacia la escritura en general que la posicionan (histórica y actualmente) como fundamentalmente distinta del lenguaje hablado, como superior a otras modalidades en términos de legitimación del conocimiento, y como un espacio de « prescriptivismo encubierto» (Lillis, 2013, p. 10, adoptando la noción de Cameron, 2012). Incluso en espacios disciplinares que buscan interrumpir la orientación mononormativa hacia el lenguaje y las prácticas semióticas en general—por ejemplo, la sociolingüística—tienden a prevalecer orientaciones rígidas hacia la lengua escrita (Lillis & McKinney, 2013; para «mononormatividad lingüística», véase Blommaert & Horner, 2017; para «anglonormatividad», McKinney, 2017). Podemos trabajar para valorar las modalidades escritas como poderosos recursos epistemológicos para la producción de conocimiento, al mismo tiempo que impulsamos maneras de reimaginar qué cuenta como «escritura» académica.

We can work to integrate these resources into our own production practices and to question monologic/monolingual evaluation practices.

The trouble that is the strongly mononormative orientation towards writing generally

Whilst academic writing for publication suffers from specific rigid conventions of production, such rigidity is bound up with social orientations towards writing more generally which position writing (historically and currently) as fundamentally different from spoken language, as superior to other modalities in terms of legitimising knowledge, and a site of "closet prescriptivism" (Lillis, 2013, p. 10, adopting the notion from Cameron, 2012). Even in disciplinary spaces which seek to disrupt mononormative orientation towards language and semiotic practices more generally, e.g., sociolinguistics, rigid orientations towards written language tend to prevail (Lillis & McKinney, 2013; for "linguistic mononormativity", see Blommaert & Horner, 2017; for "Anglonormativity", McKinney, 2017). We can work at valuing written modalities as powerful epistemological resources for knowledge-making whilst at the same time pushing at ways to reimagine what counts as academic "writing".

El problema/lío que supone creer en la posibilidad de llegar a conocer (sobre) otros y a nosotr@s mism@s

Creo en el valor de realizar investigación empírica—es decir, recopilar una variedad de diferentes tipos de datos para intentar comprender un fenómeno con mayor profundidad. Considero que generar y analizar datos empíricos, como la conversación en torno a textos como parte de diálogos prolongados, es una forma valiosa de evitar la trampa de teorizar la experiencia hasta hacerla desaparecer (algunas de mis inquietudes se recogen en el título de un artículo que leí durante mis estudios doctorales hace muchos años, *Post'Haste: Plodding research and galloping theory*, de McWilliam, 1993, que me ha suscitado todo tipo de preguntas sobre la relación entre «datos» / vidas y teoría, y la necesidad de una «investigación pausada»). Al mismo tiempo, la conversación como diálogo prolongado es un espacio ética y epistemológicamente problemático, cuyas múltiples dimensiones no pueden resolverse simplemente (como ocurre en orientaciones positivistas hacia la producción de conocimiento, donde un relato estrecho de la «metodología» se presenta como la resolución legitimada de todos los problemas).

The trouble that is believing in the possibility of coming to know (about) others and our selves

I believe in the value of doing empirical research—that is, collecting different kinds of data to try and understand a phenomenon more deeply. I think the use of generating and analysing empirical data such as talk around texts as part of long conversations is a valuable way of avoiding the trap of theorising experience out of existence (some of my concerns are captured in the title of an article I read whilst doing doctoral research many years ago, *Post'Haste: Plodding research and galloping theory*, by McWilliam (1993), which has prompted all sorts of questions for me about the relationship between "data"/lives and theory and the need for "plodding research"). At the same time, talk as long conversations is an ethically and epistemologically troublesome space, the many dimensions of which cannot be simply resolved (as in positivistic orientations towards knowledge making where a narrow account of "methodology" is the legitimised resolution of all troubles). We can work at staying with the troubles of who we are and who we are coming to know (geolinguistically, politically, relationally) as a way of reaching some nuanced understanding of an other and ourselves, and of avoiding (over or under) writing their/our experiences, practices and desires.

Podemos trabajar para quedarnos con los problemas / líos de quiénes somos y quiénes estamos llegando a conocer (geolingüísticamente, políticamente, relacionalmente) como una forma de alcanzar cierta comprensión matizada del otro y de nosotr@s mism@s, y de evitar (sobre o infra) representar sus/nuestras experiencias, prácticas y deseos.

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5

From Local to Global: Navigating the Complexities of International Publishing for Uzbek Academics

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Abstract / Annotatsiya

Research is a multifaceted process that involves several stages. Writing and publishing a scholarly paper are an integral part of this process which enables researchers to share their findings with interested audiences and contribute to advancing their fields. This chapter aims to investigate Uzbek academics' views on publishing papers in international journals, making suggestions to improve the current reality of publishing internationally. Employing a mixed-method research approach, 109 responses to a questionnaire were collected, and 15 semi-structured group interviews were organized with academics at state-owned and internationally affiliated universities. The findings are interpreted based on Ginsberg and Visconti's (2022) Domains of Language for Peer Review (DoLPR) framework which promotes clarity, inclusivity and fairness for scholars in the peer review process. The study provides valuable insights into Uzbek academics' publication experiences, with implications for journal policies and writing help systems, such as university-based hubs and more uniform and helpful review processes aimed at making global scholarship more inclusive.

Tadqiqot bir necha bosqichlarni oʻz ichiga olgan koʻp qirrali jarayondir. Ilmiy maqola yozish va nashr etish ushbu jarayonning ajralmas qismi boʻlib, tadqiqotchilarga oʻz topilmalarini qiziquvchi auditoriya bilan baham koʻrish va oʻz sohasi rivojiga hissa qoʻshish imkoniyatini beradi. Ushbu maqola oʻzbek akademiklarining xalqaro jurnallarda maqola nashr etishga boʻlgan qarashlarini oʻrganishni va xalqaro nashrlar bilan bogʻliq hozirgi holatni yaxshilash boʻyicha takliflarni ilgari surishni maqsad qiladi. Ushbu tadqiqot aralash uslubiy yondashuvdan foydalangan holda olib borildi. Soʻrovnoma orqali 109 ta javob toʻplandi,

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shuningdek, davlatga qarashli va xalqaro hamkorlikdagi universitetlarning akademiklari bilan 15 ta yarim strukturalangan guruh suhbatlari tashkil etildi. Tadqiqot natijalari Ginsberg va Visconti (2022) tomonidan ilgari surilgan “Taqriz bo‘yicha til domenlari tizimi” doirasida tahlil qilinadi. Ushbu yondashuv tadqiqotchilar uchun ko‘rib chiqish jarayonining aniqligi, inklyuzivligi va adolatli bo‘lishini ta’minlashga xizmat qiladi. Tadqiqot natijalari o‘zbek akademiklarining nashr etish tajribasi bo‘yicha qimmatli tushunchalarni taqdim etib, jurnal siyosati va ilmiy yozishni qo‘llab-quvvatlash tizimlarini global ilmiy tadqiqotlarni yanada inklyuziv qilishga qaratilgan holda rivojlantirish uchun muhim tavsiyalarni beradi.

Publishing plays an essential role in advancing academic knowledge and ensuring that scholars remain engaged in the global exchange of ideas. For academics in non-English-speaking countries, the journey to publication is often fraught with difficulties. Writing for international audiences demands not only fluency in English but also mastery of academic conventions, stylistic expectations, and rhetorical structures that are shaped by Anglo-American traditions (Koyalan & Mumford, 2011; Habibie & Burgess, 2022). In particular, scholars from the Global South face additional systemic barriers, including limited research funding, lack of institutional writing support, and exclusion from well-established academic networks (Ondari-Okemwa, 2007; Sahakyan & Sivasubramaniam, 2008; Santos, Pereira & Lopes, 2021; Amutuhaire, 2022; Lor, 2023). These disparities slow their progress in publishing and hinder their contributions to international discourse.

Within this broader global context, Uzbek academics as Global South scholars encounter specific challenges in pursuing international publications, which are required for career advancement and institutional ranking. Many scholars in Uzbekistan struggle with language barriers, insufficient institutional support, and the “publish or perish” culture (Eshchanov et al., 2021). As a result, some opt for predatory journals which provide a quick and less demanding path to publication but lack rigorous peer review, thereby diminishing the credibility of Uzbek research on the global stage (Dadabaev & Azizov, 2024). The reliance on such journals reflects the systemic pressures scholars face rather than an intentional disregard for research integrity.

This research explores Uzbek academics’ perspectives on international publishing, identifying the significant barriers they encounter and offering practical solutions to improve their experience. The data analysis is based on 109 survey responses and 15 semi-structured group interviews, providing an in-depth look at how Uzbek scholars navigate the complexities of international publishing. Using Ginsberg and Visconti's (2022) Domains of Language for Peer Review (DoLPR) framework, this study then interprets and discusses key findings against the DoLPR domains: content, format and use. Furthermore, this study highlights the role of mentorship programs, research writing centers, and more transparent journal selection criteria in supporting scholars whose L1 is not English (Hyland, 2015; Uysal & Selvi, 2021). By addressing these issues, this research contributes to ongoing debates on academic publishing inequalities (e.g., Lillis & Curry, 2010; Hyland, 2016) and proposes strategies to make publishing more accessible for scholars from developing academic systems. Ultimately, the findings advocate for a scholarly environment prioritizing equity, inclusivity, and global diversity in research dissemination.

While the primary focus of this study is to document and analyze the experiences of Uzbek academics in international publishing, it is important to note from the start that we also draw selectively on the DoLPR framework (Ginsberg & Visconti, 2022) mentioned above as a useful conceptual/theoretical tool to illuminate aspects of the peer review process highlighted by our participants. The DoLPR domains were not used to guide data collection or coding; rather, this framework is introduced later in the discussion to help interpret the findings in relation to broader issues of feedback quality and accessibility.

Structurally, the paper first introduces the significance of writing for international publication purposes in the Uzbek context and globally, in today's world of academic publication and dissemination, followed by an explanation of the research context and research instruments used to collect data. The next sections include a thematic description of the key findings and interpretation of the results. The paper concludes by discussing limitations and proposing suggestions for areas of improvement in establishing a transparent and effective reviewing process.

The Journey of Uzbek Scholars in International Publishing

Since its independence in 1991, Uzbekistan has supported the internationalization of Higher Education (HE) by implementing several reforms, though it was not until 2016 that these reforms were implemented in all areas of higher education, including research, as Uralov (2020) reported. The presidential decree "On Approval of the Concept of Development of Higher Education of the Republic of Uzbekistan until 2030" (2019) strengthened the concept of internationalization in higher education. One of the goals of this edict was to raise the number of state universities that could achieve worldwide educational standards and receive an international rating. It encouraged rivalry among state universities to improve their rating by recruiting international academics and lecturers to teach, organizing master classes, collaborating on projects and publications and publishing internationally (Zufarova, 2020). It also enticed international universities to open branches across the country. According to the statistics by Foreign Language Education (2023), currently, there are 210 universities in Uzbekistan. Of these, 115 are state universities, 65 private universities, and 30 international universities (Foreign Language Education, 2023). The academics are Master's, PhD, and DSc (Doctor of Science) holders with English proficiency levels C1 for language-related faculties, and B2 for non-linguistic majors (Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, 2024). These qualifications are required to publish internationally in journals indexed in Scopus and Web of Science databases or journals accredited by the Supreme Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan.

Additionally, this decree encourages universities to expand the number of English-medium courses they offer. While 832 academics from the US, Europe, and East Asia visited Uzbekistan and imparted their knowledge, 242 candidates had the chance to pursue master's and doctoral degrees, 755 took professional development courses, and 546 participated in state-sponsored internships at prestigious international universities in 2018–2019 (Uralov, 2020). Furthermore, there has been an increase in the quantity of scholarly papers published in worldwide English-language journals with various impact factors. The most common motivations for publishing in English-language journals are knowledge sharing with peers in the field, exposure to the English language, and recognition in the international arena (Khasilova & Roberts, 2021). In fact, Eshchanov et al. (2021) mention that the total number of publications by Uzbek academics increased, reaching 3536 in 2020. According to the researchers, the Uzbek government's "publish or perish" philosophy (Miller et al., 2011) has had, in fact, the opposite effect, as the top-down pressure to publish more and quickly has also significantly increased the number of articles in predatory journals by Uzbek scholars (Dadabaev & Azizov, 2024).

In light of the internationalization agenda, it then becomes essential to investigate academics' perceptions of international publishing and identify the challenges they face when writing articles in English and navigating the peer review process. These insights are vital for understanding the barriers that hinder Uzbek academics from getting published internationally and for proposing viable support schemes to facilitate successful publication in high-quality journals. This research is also motivated by our own positionalities as Uzbek scholars who use English as a foreign language and work at an international university that demands international publications while providing minimal institutional or external support. Our deep-seated rationale is to advocate for fair global academic practices in which internationalization benefits knowledge-sharing, different perspectives, and scholarship inclusivity.

Methodology

The key research questions driving our study were as follows:

1. What are the Uzbek academics' views and experiences in publishing scholarly papers internationally?
2. What challenges do academics in Uzbekistan face in publishing their articles internationally?
3. What suggestions can Uzbek academics provide to improve their experience in peer-reviewing practices?

Research Instruments

To better capture the views of academics, the present study employed a multi-method approach combining an online opinion-based questionnaire and semi-structured group interviews. The questionnaire aimed to identify academics' views and experiences in publishing internationally. This tool was shared with the participants via email and messenger, and it contained six demographic questions regarding the participants' age, gender, first language (L1), level of education, national or international university status, and position at the HE establishment. The respondents were also asked about their proficiency level in English, as most international publications are in this language. The questionnaire asked about the number of publications the participants have, their perceptions, obstacles, reasons, and the support they need to publish internationally. The questions ranged from multiple-choice and closed to Likert-scale and short-answer. The questionnaire was voluntary and allowed participants to skip questions for which they did not wish to provide answers.

The second research tool was a semi-structured group interview conducted with 60 scholars, divided into 15 groups, who published both internationally and locally. Mostly based on open-ended questions, the interviews were conducted in English and explored their publishing experience, the challenges they face and possible solutions to overcome them. To ensure ethical consideration of the study, all the participants were provided with a consent form explaining the purpose of the research and central areas of investigation. They were also guaranteed confidentiality and the opportunity to withdraw at any stage of the interview if they did not want to continue. No personal data was collected, and all the interview recordings were coded to ensure the anonymity of the participants.

Participants

As the main purpose of the study was to identify Uzbek academics' perceptions of publishing scholarly articles, only those who published at least one article internationally (i.e., outside the country) were considered for the analysis. Initially, 152 Uzbek scholars were surveyed; however, 43 participants reported that they had never published any paper internationally which led to them being excluded from the analysis. Therefore, the responses of only 109 informants, with at least one international publication, were analyzed in the current paper. As convenience sampling was used in the research, the views and experiences of other possible participants were not considered. In addition, the researchers relied on the respondents' self-reported data on language proficiency and the number of publications, and did not correlate them with other responses provided. The convenience sampling may have limited the generalizability of the findings, and reliance on self-reported data might have introduced potential biases. These limitations, however, do not diminish the value and credibility of the results obtained in the current study as they reflect the opinions and experiences of the study participants and contribute to the current state of knowledge on this issue in the Uzbek context.

The research was conducted among the HE lecturers at national and international universities in Uzbekistan. A national HE establishment is one in which the language of instruction is Uzbek and, in some of them, in addition to Uzbek, there is also Russian, and it does not have affiliation with any other university outside the country. An international HE institution has English as the medium of instruction and is affiliated with or has a partnership with British, American, Indian, and Korean universities. All the HE establishments under study are located in different regions of the country. Overall, 61.5 percent of the research participants work at national universities, and 38.5 percent are employees of international universities.

Most questionnaire respondents were females (75.2%), and the rest identified as males (24.8%). The age ranged from 20-29 to 60-69 years old, with the majority being 30-39 years old. Out of 109 respondents, 83 held a master's degree. The participants had different positions at their workplaces, with the majority being lecturers (see Table 5.1).

Table 5.1. Demographic Characteristics of Participants (N = 109)

		Frequency	Percent
Age	**Years**		
	20–29	5	4.5%
	30–39	52	47.8%
	40–49	47	43.1%
	50–59	4	3.7%
	60–69	1	0.9%
Educational Level	**Degree**		
	Master's	83	76.1%
	PhD	24	22.0%
	DSc	1	0.9%
Job	**Position**		
	Associate Lecturer	22	20.2%
	Lecturer	48	44.1%
	Senior Lecturer	31	28.4%
	Associate Professor	8	7.3%

The interview participants were 60 lecturers (R1-R60) from national and international HE institutions who were divided into 15 groups (G1-G15). They provided their contact details and informed us about their willingness to be interviewed based on their experience in writing and publishing scholarly papers in English. Among them, 28 were males and 32 females. The ages ranged from 30 to 40 years old. All the study participants were multilingual, mainly speaking Uzbek (as their first language) and Tajik, Karakalpak, Kazakh, Russian, and Tatar. For all participants of the study, English is a foreign language that they studied at their secondary and higher education establishments.

Data Analysis

JASP 0.18.2, a free and open-source statistical analysis program, was applied to analyze the quantitative data (questionnaire results). As the primary purpose of the study was to find out the participants' views on publishing internationally, descriptive statistics were mainly used. Descriptive statistics, including frequencies and percentages, were calculated for all questionnaire items to summarise participant responses and provide an overview of the dataset. This analysis included Likert scale items (e.g., responses ranging from strongly agree to strongly disagree) and multiple-choice questions. The descriptive statistics were used to highlight key findings related to preferences in publishing internationally, factors influencing publication process, barriers to publishing internationally encountered by participants, support required for publication, and so on. No inferential statistical analyses were conducted, as the primary aim of the study was to describe participants' views rather than test specific hypotheses.

For the qualitative data (interview results) analysis and categorizing the data, NVivo 14.23.0 was applied using a combined inductive–deductive approach. In the first stage, we worked inductively, allowing themes to emerge directly from participants' words through open coding. At the same time, we also drew on our research questions and previous studies on academic publishing to create some initial deductive codes that provided a useful structure for the analysis. The coding process was iterative: new ideas that surfaced in the transcripts were gradually refined, grouped, and organized into broader thematic categories. Then we compared these new themes to our deductive codes to ensure that both data-driven insights and theory-informed points of view were represented. To make the results more reliable, two researchers coded a small part of the transcripts (about 20% of the dataset) on their own and discussed the differences until they reached an agreement. The codebook that came out of those discussions was used consistently across the whole dataset.

Results

This section provides a thematic analysis of the online questionnaire results obtained from 109 Uzbek university lecturers and 15 semi-structured group interviews carried out with 60 lecturers who have experience of publishing scholarly papers internationally. The questionnaire findings are analyzed following descriptive statistical analysis, while qualitative data from the interviews are coded based on themes relevant to the corresponding findings from the questionnaire analysis. Therefore, the section merges the responses from both research tools, where relevant, to provide a more in-depth analysis; firstly, it starts with the description of language impact on the publication process and then it presents respondents' opinions about publishing academic papers internationally. Finally, it concludes with participants' responses about the challenges prevailing during the publishing process and possible ways to deal with them.

Publishing in a Foreign and First Language

Most international publications are written in English; that is why it was first essential to find out the English language proficiency level among the respondents of the study. The participants' self-reported data indicated that the majority (64.2 %) had an advanced level (C1), while the rest had either a proficient (C2 - 19.3%) or upper intermediate (B2 - 16.5%) level.

Since the participants informed us that they spoke and wrote in English as a foreign language without major difficulties due to learning the language and obtaining a proficiency level certificate, a set of agreement/disagreement statements was connected to their confidence in publishing in a foreign language or L1. The purpose of these statements was to identify in which language they were more comfortable to publish. The results revealed that the most significant number of respondents considered English a language they felt comfortable publishing in, as more than 82 percent agreed and more than 15 percent slightly agreed with the statement (see Table 5.2).

Table 5.2. Publishing in English

I am comfortable publishing in English.	Frequency	Percent
Strongly Agree	39	35.78
Agree	51	46.79
Partially Agree	17	15.60
Disagree	2	1.84
Strongly Disagree	0	0
Total	109	100

Regarding L1 used for publishing, it was found that a little more than half (52.29%) of the respondents did not feel comfortable publishing in L1, which shows that although English is considered to be a foreign language, for some scholars, it is still a preferable language for paper publication (see Table 5.3).

Table 5.3. Publishing in L1

I feel comfortable publishing in L1	Frequency	Percent
Strongly Agree	5	4.59
Agree	24	22.02
Partially Agree	23	21.10
Disagree	29	26.61
Partially Disagree	11	10.09
Strongly Disagree	17	15.60
Total	109	100

The qualitative data obtained from the interviews align with the questionnaire results. Several interviewees shared that they preferred publishing in English as it allowed them to reach a broader audience and gain greater academic recognition. However, some also highlighted the difficulties they encountered, particularly in organizing their arguments to meet the expectations of international academic writing standards. One participant explained:

> Although I feel comfortable writing in English, I frequently receive feedback on structural and stylistic aspects that are unfamiliar in Uzbek academic writing. (R10, G3)

Due to the requirements to publish in English, it was also important to identify the frequency of international publications among Uzbek scholars. The questionnaire findings demonstrated that the smallest number of papers written in English for the last five years was one, which was mentioned by 12 respondents of the study, and the most significant number was fifteen, which was reported by two participants. Most informants published two to three scholarly articles (20 and 17 participants, respectively), and some produced five to seven articles (6 participants each) in English. The types of papers ranged from book chapters (8.3%) and book reviews (13.8%) to practice-based (67.9%) and research-based articles (80.7%). Thus, the self-reported data revealed that the majority of academics were quite actively involved in the international publication of papers of different genres.

As the participants were aware of and had experience publishing different types of papers, exploring effective ways of learning to write and publish an article in international journals was crucial. The questionnaire results showed that, for more than half of the study participants, the most efficient way was to collaborate with a colleague, as 55.04 percent of respondents indicated this for both purposes (see Table 5.4). The second most important method identified in the research was self-study because almost half of the respondents chose it for the article-writing process (44.95%) and publishing (44.04%). Interestingly, the workshops for article writing provided by international organizations and university research departments were found to be of similar value (27.52% and 26.61%, respectively).

Thus, the analysis of the questionnaire results revealed that Uzbek scholars find it comfortable to publish in English and use different ways of learning how to write an academic paper and publish it in peer-reviewed international journals.

Table 5.4. Ways of Learning about Article Writing and Publishing

Ways of Learning	Article Writing Process		Publishing Internationally	
	%	N=	%	N=
Workshops by international organizations	27.52	30	30.28	33
University research department workshops	26.61	29	28.44	31
A collaboration with a colleague	55.04	60	55.04	60
During my education/studies at the university	48.62	53	40.37	44
Studying on my own / self-study	44.95	49	44.04	48
Through mentorship program	0.92	1	0.92	1

Preference and Funding for Publishing Internationally

Publishing papers locally and internationally is one of the requirements for all the lecturers at Uzbek universities, which is why the respondents were asked to provide their views on publishing articles internationally by expressing their agreement or disagreement with the statements on preferences and obligation ranging from "strongly agree" to "strongly disagree". The questionnaire findings demonstrated that most informants were eager to publish in international journals, as more than 72 percent agreed with this statement (see Table 5.5).

Table 5.5. Preference for Publishing Internationally

I prefer publishing internationally.	Frequency	Percent
Strongly Agree	40	36.70
Agree	39	35.78
Partially Agree	27	24.77
Partially Disagree	2	1.84
Disagree	1	0.92
Strongly Disagree	0	0
Total	109	100

However, a greater number of study participants stated they had to publish; almost 89 percent reported agreement with the statement regarding obligation to publish their papers in international journals (see Table 5.6). Although more respondents reported having to publish internationally than preferring to do so, respondents' views on the importance of publication seem quite positive. This might be explained by the fact that being tasked to publish internationally can be challenging for many Uzbek scholars, yet at the same time rewarding both for the academics and the university recognition in the international arena. Hence, obligation might further lead to preference to have academic papers published in peer-reviewed journals.

Table 5.6. Obligation to Publish Internationally

I must publish internationally.	**Frequency**	**Percent**
Strongly Agree	69	63.30
Agree	28	25.70
Partially Agree	9	8.26
Partially Disagree	1	0.91
Disagree	2	1.83
Strongly Disagree	0	0
Total	109	100

Publishing in journals indexed in Scopus or Web of Science or any peer-reviewed journals indexed in other databases is usually free of charge. However, some reputable open-access journals might require a specific fee for publication or editing purposes. Such journals that publish for a fee are generally quicker in the publication turnaround so that they can be of interest to potential article writers. That is why the participants of the current study were asked to express their views on their willingness to fund the publication process and explain what kind of funding they used in case an international journal requires any fee. The questionnaire results demonstrated that the majority (81.66%) admitted they published at their own expense, i.e., using their own money (see Table 5.7). Thus, the research revealed that although publishing internationally might be costly to Uzbek academics, they find contributing to their professional development essential.

Table 5.7. Using Personal Funds for Publishing Internationally

I publish internationally using my funds.	**Frequency**	**Percent**
Strongly Agree	52	47.71
Agree	37	33.95
Partially Agree	11	10.09
Disagree	6	5.51
Partially Disagree	2	1.84
Strongly Disagree	1	0.92
Total	109	100

In comparison to self-funding, the number of respondents who used external funding to publish internationally was relatively small (at 29.36 percent) and the majority reported not using external funds (see Table 5.8). Such a low percentage is likely explained by the fact that no great number of publishing opportunities are provided to Uzbek scholars, as they can sometimes be funded to conduct research studies outside the institution's premises or present at international conferences.

Table 5.8. Using external funds to publish internationally

I publish internationally using external funding.	Frequency	Percent
Strongly Agree	6	5.51
Agree	26	23.85
Partially Agree	18	16.51
Disagree	32	29.36
Partially Disagree	10	9.17
Strongly Disagree	17	15.60
Total	109	100

Overall, the questionnaire results demonstrate a positive attitude of Uzbek academics toward publishing their scholarly papers in the international journals and their willingness to fund this process when required.

Factors and Barriers Influencing Writing and Publishing in English

Since most Uzbek scholars are required to publish in English, it was also crucial to explore their views on the factors that positively influence the writing process as well as the barriers that prevent them from publishing internationally. The questionnaire findings showed various factors the study participants considered when writing in English. One of the most deciding factors was the topic they wrote about, which comprised 63.30 percent of all other factors (see Table 5.9). The second most important aspect was the motivation to write in English (44.04%), whereas work settings were considered the third most significant factor (34.86%). This hierarchy of responses points to the significant role of disciplinary and structural factors in shaping linguistic choices and competences in the publishing process.

Table 5.9. Factors Influencing Writing Skills in English

#	Key factors	N=	Percent
1.	Topic	69	63.30
2.	Motivation	48	44.04
3.	Work settings	38	34.86
4.	Inspiration	33	30.28
5.	Mood	28	25.69
6.	University requirements	5	4.58
7.	Knowledge of the theme	1	0.92

Regarding barriers, respondents reported different challenges that negatively influenced the writing process and publishing papers internationally (see Table 5.10). The main obstacle mentioned by the participants was the time to produce a scholarly article (74.31%), while the journal reviewers' feedback was identified as another significant barrier (55.04%). Interestingly, motivation to publish internationally and proficiency level in English were not shown as significant obstacles (19.27% each).

Table 5.10. Barriers to Publishing Internationally

#	Barriers	N=	Percent
1.	Time	81	74.31
2.	Reviewers' feedback	60	55.04
3.	Proficiency level in English	21	19.27
4.	Motivation	21	19.27
5.	Topic	18	16.51
6.	University requirements	2	1.83
7.	Experience	1	0.92

Views on barriers to publishing internationally were also expressed in interviews. The academics revealed several significant challenges they faced in the publication process. Firstly, the majority mentioned a tendency to choose predatory journals and pay for the publishing process from their own funds. The key reason for that was that such journals make the whole process much faster and, in most cases, have an impact factor or are indexed in international databases. Six interviewees reported a need for more expertise in applying data analysis tools and online platforms required for producing any research-based article. For example, one of them explained (R26, G7):

> I think that publishing internationally requires certain competencies and skills in conducting and writing research. Without them, the researcher faces difficulties related to defining the research questions, conducting the research, analyzing it, and finally putting the results of the research into words in academic language.

The other common barriers mentioned by the participants were unclear requirements for article acceptance and vague reasons for article rejection. They highlighted that the review process might take up to a year and include several rounds of reviewing and editing the submitted manuscript. However, this might not lead to the paper's acceptance, and the editing board of the journal can provide no valid reasons. For instance, two informants exemplified:

> For my last submission I got rejected but there was not any comment from the reviewers. It seemed strange the rejection without any explanation of the issues. (R3, G1)

> The journal expects a theoretical contribution which is not just another setting for the theory application. Also, there is a real trend in qualitative research which is not properly addressed at universities and even somehow discriminated. The journals are also not welcoming it, replying that 25 respondents is nothing, meanwhile the previous research was based on 9. In the same journal. So following all the thoughts mentioned above, it seems the journal reviewers are contradicting the journals' calls for papers sometimes. (R35, G9)

The final obstacle all the interview participants reported was institutional pressure to research and publish scholarly papers every academic year.

Apart from the factors and barriers that influence writing in English, the participants were also asked about additional essential aspects they consider when publishing their papers in international journals (see Table 5.11). The questionnaire results identified a journal's impact factor as the most crucial aspect when publishing articles internationally (77.06%). The other two critical factors reported by the respondents were publication fee (55.05%) and publication process (52.30%). The reputation of the journal and the turnaround time for publication were also considered significant, as they were mentioned by 40.37 and 42.20 percent of informants, respectively.

Table 5.11. Beneficial Aspects of Publishing Internationally

#	Aspects	N=	Percent
1.	Journal impact factor	84	77.06
3.	Fee for publication	60	55.05
5.	Publication process	57	52.30
4.	Publication date	46	42.20
2.	Journal title	44	40.37
6.	Board of reviewers	17	15.60
7.	Q index	1	0.92

Thus, both questionnaire and interview results revealed several important factors such as topic for investigation, motivation, as well as journal impact factor and fee for publication process to be important in their writing to publish journey. The study participants also identified such obstacles as time given for publication to be officially released, feedback provided by the journal reviewers, lack of expertise in the data analysis, the length of the reviewing process, and tendency towards bias against scholars whose L1 is not English in the international publishing process.

Support Required for Uzbek Scholars in Publishing Internationally

Having identified the deciding factors and several important challenges Uzbek scholars face, it was necessary to find out what kind of support participants consider should be provided to the academics so that it could be easier for them to publish their papers internationally. The questionnaire findings demonstrated that although all the suggested options were found effective, partnership projects with international colleagues were identified by 62.39 percent of respondents as the most reliable support (see Table 5.12).

Table 5.12. Support for Publishing Internationally

#	Methods	N=	Percent
1.	Partnership projects with international colleagues	68	62.39
2.	Financial support	59	54.13
3.	Academic writing workshops	55	50.46
4.	External motivation	55	50.46
5.	More time	52	47.71

The second most important aspect was the financial incentive, as was suggested by 54.13 percent of informants. Such support as providing academic writing workshops and external motivation was mentioned by 50.46 percent of participants. More time to conduct research and publish the results was considered the fifth most efficient support the study participants reported on (47.71%).

The interviews yielded similar results as the participants also suggested some support that would ease their writing and publication of articles in the international arena. Ten interviewees recommended establishing writing hubs within the universities which could organize practical workshops to improve their research skills and writing articles that can be published in peer-reviewed international journals. Explanatory training in all the details of publishing written work was also highlighted by the respondents. For instance, two participants noted:

> I would like to participate in workshops where facilitators will explain how to start writing an article and explain all the details of publishing a written work. (R43, G11)

> There should be enough workshops and meaningful support from university or ministry side as publishing is a fairly new trend. (R47, G12)

Another type of support mentioned by four interviewees was the critical role of collaboration and mentorship in the research and publication journey. For example, some of them explained:

> It will be more productive if we work with colleagues from other universities and conduct some workshops for both sides. (R7, G2)

> I think finding a good mentor is the most helpful in assisting academicians in publications. (R55, G14)

> I have been working with two of my colleagues on very big-scale research for the last two years, and during this journey, I have understood that publishing research-based articles requires four things: time, money, network (to carry out research) and ability to put the work done into a paper. I feel I need more training on methodology (which method is good to employ based on the research character) and writing an article. (R60, G15)

Apart from the colleagues' and mentors' support, 5 participants highlighted the importance of excellent guidance and motivating atmosphere for conducting research. This finding is similar to the one in the questionnaire, in which, apart from inspiration and motivation factors, the work settings were identified as crucial. One of the comments was as follows:

> A nice guidance and motivating atmosphere, financial and promotional opportunities, training on topic area research process, abstract writing, and analysis. (R18, G5)

The final common suggestion provided by seven interviewees was language support for scholars who write in English as a foreign language in order to promote publishing among them. Although many Uzbek university lecturers speak and write in English as one of their foreign languages, the journal reviewers tend to mention certain language-related issues that can be identified only by the speakers of English as a first language. One participant explained:

> Reviewers' feedback and journal editors play an important role in publishing internationally. Journals should offer language support for speakers of English as a foreign language to promote publishing among them instead of making the process hard to go through. (R30, G8)

In spite of some negative comments regarding the publishing process, one of the interviewees mentioned:

> Never stop. Firstly, all things are tough but after [it's] done you learn lots of information than you think. Try to read academic books and improve critical thinking. (R39, G10)

Overall, the questionnaire and interview results revealed that despite all the challenges that Uzbek university lecturers face, they are open to receiving the support that can be provided by both the university and international organizations, and eager to learn and enhance their research and writing skills and produce scholarly articles in English that can be published in international peer-reviewed journals. A number of these patterns—especially those concerning manuscript quality, adherence to journal standards, and the clarity of reviewer feedback—correspond with the dimensions outlined in the DoLPR framework introduced at the beginning of the paper. While not utilized to organize the data collection or coding, the framework categories offer a valuable theoretical perspective for analyzing these findings in the subsequent discussion.

Discussion

Since peer reviewing plays a crucial role in the publication process, the discussion of results rests on the conceptual and theoretical underpinnings afforded by the DoLPR framework created by Ginsberg and Visconti (2022). This framing adds a significant interpretative layer to the statistical and thematic analytical organization of the questionnaire and interview data presented in the previous section.

In short, DoLPR highlights three essential aspects of this process: *content*, *format* and *use*. This framework is built on linguistic models incorporating peer feedback qualities and recommends providing constructive feedback following these three domains. The *content* domain focuses on the quality of the paper regarding meaning-making, such as the importance of the paper, research quality and sound conclusion. The *format* domain is about the formatting aspect of the article to be published. It requires reviewers to consider the manuscript's compliance according to the journal's formatting guidelines, which increases the acceptance rate for publication if they have better paragraphing, clear concepts, and accurate use of tone and grammar. The *use* domain refers to the comments provided by the reviewers, and it urges them to be mindful of the tone, clarity, feasibility, and constructiveness of their feedback. It also requires the reviewers to show their support and collegiality through their feedback, so the authors feel motivated, supported and ready to continue to work and improve their manuscript. In addition, the *use* domain includes the way academics navigate the publishing process and adhere to journal policies which influences how they access and use publication opportunities.

The paper thus employs the DoLPR framework as a holistic interpretive instrument to discuss the study results against the three overlapping domains, extending the reach of the framework and its applicability beyond its original peer feedback orientations. Using the DoLPR framework also provides an opportunity for an investigation of participants' responses not only according to linguistic factors but also in keeping with structural differences while shaping academics' similarly strategic responses to feedback in the peer reviewing process per se. Three intersecting areas thus emerge from marrying the research results with the DoLPR domains: quality of research and meaning making, understanding of and adherence to journal guidelines, tone, clarity and accessibility of reviewer feedback, all intimately connected with language and discursive proficiency.

Although many participating Uzbek scholars expressed confidence in writing in English, they encountered difficulties in the publication process due to the rigorous standards imposed by international journals. A significant challenge was the lack of expertise in writing research papers effectively, compounded by unclear reviewer feedback on critical aspects such as literature review, methodology, data analysis, and contributions to knowledge. As Habibie and Burgess (2022) note about non-English researchers more generally, Uzbek scholars also frequently face greater challenges in academic publishing than the speakers of English as a first language due to the complexities of scholarly writing and high expectations in the publication process (see also, Amutuhaire, 2022). Publishing in high-impact journals requires well-developed research and strong theoretical frameworks, which many scholars from the Global South, including Uzbekistan, find challenging to achieve due to insufficient structured support (Sahakyan & Sivasubramaniam, 2008; Amutuhaire, 2022; Lor, 2023).

Uzbek academics reported challenges in maintaining clarity and coherence throughout their manuscripts. Many struggled with organizing their ideas effectively and following the correct citation and referencing formats. These issues align with broader challenges faced by Global South scholars, who often experience difficulties in adhering to established academic writing conventions (Ondari-Okemwa, 2007; Amutuhaire, 2022; Lor, 2023). As academic writing challenges extend beyond language proficiency, scholars also need to master the structural expectations of international journals (Zheng & Guo, 2019; Sahakyan and Sivasubramaniam, 2008). Consequently, many researchers emphasize the need for institutionalized academic writing support centers to guide manuscript preparation and formatting (Zheng & Guo, 2019; Uysal & Selvi, 2021; Amutuhaire, 2022; Lor, 2023).

As these challenges tend to correlate with higher rejection rates when they are not addressed, Uzbek scholars additionally highlighted that their papers were mostly rejected without clear feedback from reviewers which was a disappointing experience for them. There were also cases with feedback provided in complex, abstract language which caused misunderstandings for the novice writers. Eventually, these novice writers gave up rewriting the article during the peer review process. This issue is linked to broader discussions on academic elitism, where reviewers may dismiss the work of non-English-speaking scholars without providing specific critiques (Hyland, 2016; Zheng & Guo, 2019; Amutuhaire, 2022; Lor, 2023). Rejections based primarily on language proficiency rather than research quality reflect an implicit bias that prioritizes English as the dominant language in academia (Zheng & Guo, 2019). Such linguistic gatekeeping has been widely criticized for reinforcing inequalities in academic publishing, as it limits the contributions of multilingual scholars (Ondari-Okemwa, 2007; Amutuhaire, 2022).

Reviewers' biases against speakers of English as a foreign or additional language not only discourage Global South scholars from pursuing international publications but also perpetuate structural disparities in knowledge production. The integration of the DoLPR framework in actual journal peer reviewing practices can help promote a more transparent and constructive review process, where reviewers offer detailed and practical feedback rather than outright rejection, fostering a more inclusive academic publishing environment. For instance, employing the content domain of the DoLPR, reviewers could better facilitate the peer review process to provide more focused feedback on each section to improve the content by highlighting each step in the improvement process (Ginsberg & Visconti, 2022). The reviewer/editorial boards of international journals could create step by step guidelines for providing content-specific feedback to assist those writers whose L1 is not English to better understand their shortcomings in their writing and enhance the quality of their academic papers. Moreover, peer reviewers could help those researchers address particular areas of improvement in language and organization by making explicit recommendations on structural and linguistic changes, assisting them in improving their articles' readability and conformance with publication standards.

Therefore, expanding on the DoLPR framework here in the discussion has offered a helpful means of contextualizing the results within a more general discussion regarding writing brokering and peer review reform. This interpretive move has provided insights that can be applied to similar challenges faced by scholars in other academic systems, especially from the Global South, and it has enhanced rather than directed our thematic analysis.

Conclusion

To conclude, the main purpose of the current research study was to investigate a group of Uzbek academics' views and experiences of publishing papers in international journals, shedding light on both their aspirations and the obstacles they encounter. Survey and interview data pointed to familiar challenges: the time needed to prepare manuscripts, pressure from institutional expectations, financial burdens, and the absence of sustained writing and methodological support. Although participants described international publishing in English as essential for career development, they also portrayed it as a process marked by uneven access and discouragement.

To place these findings in a wider perspective, we drew on the Domains of Language for Peer Review (DoLPR) framework (Ginsberg & Visconti, 2022). The model was not central to our coding, but it offered a useful interpretive lens in the discussion stage. Read through this framework, participants' accounts suggested that difficulties go beyond linguistic ability and extend into structural and relational aspects of publishing, such as navigating formal requirements and responding to opaque or discouraging feedback. This reinforces calls for peer review to become clearer, more developmental, and more equitable, especially for scholars whose L1 is not English.

The results of this study, voiced, in this case, by Uzbek scholars, tend to be common across other Global South national contexts. Other studies also report limited institutional scaffolding, inconsistent reviewer engagement, and lack of access to professional support in different developing countries (e.g., Habibie & Burgess, 2022; Amutuhaire, 2022). Through the investigation of these lived experiences, we would like to contribute to a growing body of evidence showing how structural and linguistic factors interact to restrict scholars' participation in international research conversations. It is necessary to implement comprehensive measures to address these disparities by involving universities, journals, and support organizations. Educational institutions can establish writing hubs to help academics with editing and peer feedback and attend various training to improve and develop their publishing abilities, which, in turn, can benefit universities directly by improving their image in the academic world internationally. These hubs might function on a local and regional scale, or they could even form global networks, which would make it possible for academics to communicate with one another and share resources beyond national lines. Additionally, mentorship programs that pair early-career researchers with more experienced academics might be beneficial for young academics in the publication process. These programs would remove the mystery that is associated with the publishing process. On the other hand, journals and publishers can widen the scope of developmental reviewing procedures by putting more of a focus on recommendations rather than gatekeeping. It is possible for policymakers and funding agencies to contribute to the enhancement of these activities by using the aid of regional summer schools, joint seminars, and cross-border research networks.

If this study offers a glimpse into the difficulties faced by Uzbek academics in the international publication process, further work is needed to broaden and deepen these insights. Comparative research across a range of Global South contexts could help distinguish challenges that are widely shared from those that are specific to local conditions. Longer-term, longitudinal studies would be especially valuable for tracking how institutional initiatives—such as writing hubs, mentoring schemes, or targeted funding opportunities—shape publishing practices over time. In addition, more fine-grained investigations into the role of English writing proficiency, access to editing support, and the training of reviewers could shed light on the conditions that make participation in global knowledge production more equitable. In short, building a publishing system that is equitable and inclusive is key in the publication process. If only universities, journals, and supporting organizations came together and established such a system, the academics of the Global South, including Uzbekistan, would effectively contribute more to the global academic landscape.

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6

The Life Histories of Palestinian Scholars: Research and Writing Practices Under Peripheral Conditions

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Abstract / المستخلص

The destruction of educational institutions and the targeting of faculty in the Occupied Palestinian Territories have been labeled "scholasticide", a systematic attempt to erase Palestinian education and heritage, which has amplified during the wholesale destruction of Gaza since October 2023. Drawing on research conducted in the spring/summer of 2022, the chapter seeks to preserve the memory of pre-war academic practices in Gaza while also shedding light on ongoing scholarly work in the West Bank, despite historically longstanding harsh conditions. The findings presented here are from a series of interviews conducted in 2022 with Palestinian scientists and scholars from the West Bank and the Gaza Strip. The interviews aimed to understand how these scholars' scientific practices and their efforts to engage with mainstream science are influenced by the material and non-material conditions they face. Pivoting on Bourdieu's concept of the scientific field, the chapter examines how Palestinian scholars navigate obstacles such as mobility restrictions, gatekeeping by international journals, and high open-access publishing costs. The stories recounted by scholars show that non-discursive barriers tend to take precedence over discursive obstacles in the Palestinian scientific field. Further, the findings reveal how social capital, particularly mentorship, is crucial in helping scholars engage in global scientific communities. The chapter concludes with recommendations for how international academic communities can better support Palestinian scholars and other academics working from conflict-affected zones in their knowledge-production efforts.

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شهد العلماء في غزة بيئاتهم الأكاديمية مدمرة بسبب القصف الإسرائيلي منذ أكتوبر/تشرين الأول ٢٠٢٣. وقد وُصف تدمير المؤسسات التعليمية واستهداف أعضاء هيئة التدريس بأنه "مبيد مدرسي"، وهي محاولة ممنهجة لمحو التعليم والتراث الفلسطيني. وتسعى الورقة من خلال هذا البحث إلى الحفاظ على ذاكرة الممارسات الأكاديمية قبل الحرب في غزة، مع تسليط الضوء أيضًا على العمل الأكاديمي المستمر في الضفة الغربية، على الرغم من الظروف القاسية. النتائج المعروضة هنا مأخوذة من سلسلة مقابلات أجريت في عام ٢٠٢٢ مع علماء فلسطينيين من الضفة الغربية وقطاع غزة. هدفت الدراسة إلى فهم كيفية تأثر الممارسات العلمية لهؤلاء العلماء وجهودهم في التعامل مع العلوم السائدة بالظروف المادية وغير المادية التي يواجهونها. اعتمدت الدراسة على مفهوم بورديو للمجال العلمي، ودرست كيفية تعامل الباحثين الفلسطينيين مع العقبات مثل القيود على التنقل، وحراسة المجلات الدولية، وارتفاع تكاليف النشر المفتوح. تظهر القصص التي يرويها الأكاديميون الفلسطينيون أن الحواجز غير الخطابية تميل إلى أن تكون لها الأسبقية على العقبات الخطابية في المجال العلمي الفلسطيني. علاوة على ذلك، تكشف النتائج مدى أهمية رأس المال الاجتماعي، وخاصة الإرشاد، في مساعدة العلماء على الانخراط في المجتمعات العلمية العالمية. وتختتم الورقة بتوصيات حول كيفية قيام المجتمعات الأكاديمية الدولية بدعم الباحثين الفلسطينيين بشكل أفضل في جهودهم لإنتاج المعرفة، حتى وسط الدمار المستمر

Back in 2022, as part of my postgraduate research project on Palestinian scholars' writing and knowledge production practices, I conducted a number of interviews with Palestinian scientists and scholars from both the West Bank and the Gaza Strip. The scholars based in Gaza were affiliated with the Islamic University and Al-Aqsa University, institutions which, along with all other Higher Education Institutions (HEIs) in Gaza, have been destroyed during the war that has been unfolding since the autumn of 2023. Several international human rights organizations have documented the scale of destruction to Gaza's infrastructure. Thus, according to the Euro-Med Human Rights Monitor (2024), besides the complete devastation of Gaza's educational infrastructure, three university leaders and more than 95 faculty members have been killed, along with hundreds of educators and thousands of students.

This decimation of educational institutions across Gaza and the targeting of faculty and academics have been characterized as "scholasticide"—a term first coined by Palestinian Professor Karma Nabulsi—and which refers to the "systematic destruction of Palestinian education by Israel" (Dader et al., 2024; Tréguer, 2024; ReliefWeb, 2024). The term can be extended to other forms of destruction of academic and symbolic infrastructures in zones of war and conflict, devastations that, in the case of Palestine, have reached as far as libraries, heritage sites, and museums. In a recent interview with the vice president of the once-standing Israa University, Dr Ahmed Alhussaina described the looting by Israeli forces of 3000 artifacts that were housed by the University. These included artifacts dating back to the pre-Islamic era, the Roman Empire, and all periods of Palestinian history (Deconstructed, 2024). What is thus at stake is the erasure of Palestinian cultural heritage, historical memory, knowledge, and scientific practices, and not least, the eradication of hope for future rebuilding and development.

In light of these devastating developments and in response to calls by Palestinian academics for solidarity and active resistance against the erasure of Palestinian knowledge (Gaza Academics and Administrators, 2024; Galilee Foundation, 2024), one of the aims of disseminating the results from my 2022 study is to preserve the memory of pre-war academic practices and knowledge production in Gaza. By documenting the experiences and practices of Gazan scholars and scientists before the war, this paper contributes to the historical record and offers a testament to their steadfastness and dedication. Additionally, because the study also included participants from universities in the West Bank, this paper raises awareness of the ongoing academic work there, which continues amidst severe restrictions and hostile conditions.

My interest in researching and writing about Palestinian scholars' scientific practices has been informed by my background as an Arab postgraduate student in academic writing as well as by my deep-seated interest in understanding the conditions for equity, or lack thereof, in academic writing and knowledge production, particularly in areas of conflict and crisis. This positionality is essential because it influences my perspective as a researcher who is an outsider to Palestinian academic life, and yet, as a result of growing up in an environment shaped by Pan-Arabism, I am deeply connected to the Palestinian cause. However, the goal of this project was not to concentrate on the adverse experiences created by the Israeli occupation, but rather to give voice to Palestinian academics as they share their academic trajectories, investments in research and in writing for research and publication purposes. For instance, in order to avoid imposing pre-scripted narratives on their conditions for knowledge and writing production, in my project design, I deliberately created interview questions in such a way as to avoid leading or suggestive language and refrained from asking any questions related to the Israeli military occupation. Instead, I let such issues emerge from my dialogues with participants, as was the case of the mobility restrictions imposed on them and the impact of those material and physical restrictions on their research investments.

From the original dissertation to the conference presentation at the fifth edition of PRISEAL at the University of La Laguna in August 2023 and then the writing of this chapter, my project has focused on making sense of the fragmented picture of Palestinian researchers' labor conditions and their processes of doing science. Central to understanding these processes is the question of how writing and publishing in English affect Palestinian scholars' ability to assimilate into mainstream science, given that the majority of scientific journals today are published in English (Salager-Meyer, 2008, p. 26; Ramírez-Castañeda, 2020). And because the issue of language and publishing intersects with and is influenced by broader material and non-material conditions, this study also sought to answer the following questions: What factors influence the ways in which Palestinian scholars structure their academic careers, especially in terms of the challenges or barriers that they face? How do different forms of capital determine the Palestinian scientific arena and help Palestinian scholars engage in global research production and dissemination?

To answer these questions, this chapter draws on Bourdieu's conceptualization of the scientific field as "the locus of a competitive struggle, in which the specific issue at stake is the monopoly of scientific authority" (Bourdieu, 1975, p. 19). Scientific authority is further defined by Bourdieu as "a particular kind of capital, which can be accumulated, transmitted, and even reconverted into other kinds of capital under certain conditions" (p. 25). To gain scientific authority, one must have access to material and symbolic resources, namely different forms of capital. It is important to note that throughout this paper, the terms "scientific practices" and "scientific field" refer not only to the natural sciences but rather to a variety of disciplines from both the soft and hard sciences.

The stories presented here demonstrate that for Palestinian scholars and scientists, non-discursive barriers (Canagarajah, 1996), such as mobility restrictions, gatekeeping by international journals, and the high costs of open access publishing, take precedence over discursive challenges. These structural obstacles must be navigated long before researchers can even begin to negotiate the discursive barriers of scholarly communication, which emerged as a lesser concern. Another key finding shows that among the forms of capital considered—cultural, linguistic, and social—it was social capital, particularly through mentorship, that had the most influence in helping scholars participate in mainstream academic communities.

In what follows, a brief overview of Palestinian higher education and its research landscape prior to the war will be provided to offer context for the results within the geopolitical climate. The methodology used to conduct the study will then be explained. Next, key findings will be presented and discussed, highlighting the barriers identified by interviewees as most disruptive of their research, as well as the forms of capital that enable Palestinian scholars to overcome these obstacles and engage in research and dissemination. Finally, the chapter concludes by offering recommendations to academic communities on ways to enhance their support of not only Palestinian academics, but also other scholars working from conflict-affected zones.

Brief Background of Palestine's Higher Education Landscape

From its inception in the 1970s, Palestinian academia has always existed and operated under hostile conditions. For example, studies published between 1970 and 1989 that aimed to assess the higher education landscape collectively confirmed the violations committed by the Israeli authorities against these institutions (e.g., Roberts et al., 1984; Gerner, 1989). One of the most serious impediments to the functioning of Palestinian universities was their frequent closures, whether through direct orders by the Israeli authorities or ad-hoc closures caused by roadblocks and checkpoints. These severe measures undoubtedly paralyzed every aspect of academic activity that depends on continuity for it to be able to accomplish its educational mission effectively.

Due to the restrictive measures, one particularly devastating outcome for Palestinian researchers during that time was their inability to build the social capital needed to participate in global scientific communities (Gerner, 1989). The restrictions on travel for Palestinians were not the only contributing factor to their isolation from mainstream scientific circles. Denial of entry and work permits of foreign faculty exacerbated Palestinian researchers' struggle with networking. Foreign teachers have always played an important part in the development of HEIs in the Occupied Palestinian Territories (OPT). In fact, bringing international scholars to conduct seminars, lectures and research was cited in the literature as a key strategy employed by Palestinian scholars to ameliorate the effects of academic isolation (Roberts et al., 1984). In an interview, Munir Fasheh, a prominent Palestinian learning theorist who taught mathematics and physics at Birzeit University, mentions networking and bringing international scholars to benefit students and teachers with their expertise as a means for survival under harsh conditions (Gerner, 1989, p.8).

These restrictions on Palestinians' mobility and violations of the Israeli forces on academic freedom remained the same even after the 1993 Oslo Peace Accords that allowed for Palestinian self-rule in the OPT through the Palestinian National Authority (PNA) (RecoNow, 2016). Palestine was granted only limited control of major cities in the West Bank and Gaza while still allowing Israel, to this day, to annex much of the West Bank and control Gaza's borders, airspace and territorial waters. Israel also controls the OPT's resources, as one academic points out when interviewed about the state of health research in Palestine: "They [Israel] collect our tax money for themselves, and they even control importing and exporting the goods" (AlKhaldi et al., 2018, p. 5). Therefore, at the time of carrying out this research and conducting the interviews in 2022, the situation was the same for Gazan scholars, and presently, it remains the same, if not worse, for those working from the West Bank in terms of continued restrictions on their mobility and violations of academic freedom by Israeli forces (See Abbott, 2018; Abd El-Galil, 2022).

In addition to the conditions brought about by the occupation, Palestinian scholars face barriers common in other scientific communities located in low- and middle-income countries. For instance, there is little to no investment in research and development (R&D), and there is limited infrastructure, such as poorly equipped laboratories and libraries. Previous studies confirmed that there is no allocated budget for research from the Palestinian National Authority (Abbott, 2018; Qumsiyeh & Isaac, 2012). This explains why there is very little research output emanating from the OPT from fields like molecular biology, genetics, and immunology, since conducting research in these fields requires substantive funding (Sweileh et al, 2013, p. 4). Poor financial resources have even more devastating effects on the Natural Sciences. According to Najajreh, the former dean of the Faculty of Pharmacy at Al-Quds University in the West Bank, only 7,000 students out of 200, 000 were studying natural sciences and mathematics, and he further warns that "nobody will be studying natural sciences, and mathematics will soon disappear in Palestine" (Abd El-Galil, 2022). Not only are there no funds to conduct research in those fields, but also there are no job opportunities for Natural Science graduates in the OPT.

Despite all the barriers discussed here, research continues to be conducted by persistent Palestinian academics. Although their participation is legitimately peripheral (Flowerdew, 2000, p. 131), attempts are being made by tireless scholars to produce knowledge, as evidenced by the results of bibliometric studies conducted on research coming out of the OPT in the last two decades (Sweileh et al., 2013, 2014). These studies also highlight a shift in how scientific research is assessed in Palestinian HEIs. There are now increasing requirements for Palestinian scholars to publish in high-impact English language journals in order for their institutions to receive global recognition in international university rankings. The discursive and non-discursive barriers embedded in those requirements undoubtedly vary according to individuals' educational backgrounds, disciplines, and differing material conditions. Hence, qualitative research is needed to gain a better understanding of those barriers and how they affect individuals differently and shape Palestinian academics' research and writing practices, and consequently their career trajectories. The following section outlines the qualitative methodology employed to investigate these issues in depth.

Methodology: From a Life History Framework to Making Sense of Gathered Stories

In this study, a topical life history method was used to examine nine Palestinian scholars' career trajectories. A life history inquiry is about "understanding the relationship, the complex interaction, between life and context, self and place" (Cole, 2001, p. 11). Not only does this approach allow us to examine how Palestinian researchers structure their careers but it also facilitates our understanding of how these scholars perceive and make sense of the constraints created by the institutional structure (Rodriguez Medina, 2014, p. 7) and the geopolitical and social context in which they are embedded (Cole, 2001, p. 10).

Another important dimension that a life history approach brings to the study is the temporal aspect it emphasizes while eliciting the stories from interviewees. In a study done on a much larger scale that relied on a life history approach to study the careers of Argentinian political scientists, Rodriguez Medina (2014) elaborates on the temporal aspect of the methodology, advocating that when scientists narrate their lives, they "(i) make sense of their past, (ii) from the perspective of their present, and (iii) in the light of an anticipated specific future" (p. 49). Hence, focusing on temporality is crucial in illuminating how different affordances and choices of Palestinian scholars were influenced by past and existing material and non-material conditions as well as their aspirations towards the future.

Participant Recruitment

Participants were identified through their institutions' websites and were recruited via email. Eighty participants in total were contacted and invited to be interviewed. Some declined the invitation, others did not respond at all. Eventually, a total of nine scholars agreed to be interviewed: four were from the West Bank, and five were from the Gaza Strip. The nine participants represented different disciplines and were at different stages in their academic careers. The following table summarizes their backgrounds.

Table 6.1. Participants' Backgrounds

Name	Location	Field	Year of PhD Completion	PhD Country	Number of Publications
Malek	Gaza	Physics	2008	Egypt	30/ all in English
Ahmed	Gaza	Education	2013	Egypt	9/ 8 in Arabic and 1 in English
Moez	Gaza	Information Technology	2015	France	27/ all in English
Yasir	Gaza	Chemistry	2003	Spain	21/ all in English
Jamal	Gaza	Chemistry	2004	UK	16/ all in English
Kareem	The West Bank	Journalism	1993	US	3/ 2 in Arabic and 1 in English
Amal	The West Bank	Nutritional Sciences	2020	UK	5 research papers and 5 conference papers all in English
Rania	The West Bank	Microbiology	2010	France	8 research papers in English/ 2 conference papers in French
Salwa	The West Bank	Health Economics	2019	France	4 papers/ all in English

The interviewees were given a choice to be either interviewed in English or Arabic. Seven of the participants preferred to be interviewed in Arabic, whereas the other two opted for English. The interviews lasted, on average, about forty-five minutes. In addition to the interviews, all participants were contacted again (with permission) via email with follow-up questions that arose from the data analysis process.

Ethical Considerations

Ethical approval for the study was obtained from the institution under which it was conducted. Participants were given a Participant Information Sheet in both English and Arabic outlining the research purpose and their involvement. They signed consent forms authorizing interview recording on Microsoft Teams. To ensure anonymity, pseudonyms were used to protect their identities.

Data Analysis

Initially, all digitally recorded interviews were translated into English and transcribed simultaneously. Braun's and Clark's (2006) six-phase thematic analysis process was used to analyze the data. One of the advantages of using this analytical framework is that it is recursive, allowing the researcher to move back and forth through the steps, every time refining the quality of their interpretation of the data. Using computer-aided text analysis software, Atlas.ti, the interviews were coded, identifying as many patterns as possible. Then, a thematic map, as shown in Figure 6.1, was used to visually represent the different codes and help sort them into themes. Bourdieu's conceptualization of the scientific field as a "space defined by the play of opposing forces in a struggle for scientific stakes" (1975, p. 21) helped shape this map.

The thematic map shows how the Palestinian scientific field is characterized by changing expectations and decreased motivation, where researchers try to break through barriers and are empowered by different forms of capital, though unequally distributed depending on where scholars are located within the OPT, with those working from Gaza having less access to the different forms of capital than scholars in the West Bank. These dynamics shape scholars' ability to accumulate scientific authority, which is mainly represented by the capacity to publish research in highly ranked international journals. Among the major challenges identified were labor conditions, such as heavy teaching loads caused by limited financial and human resources, and in the case of Gaza, the decline of natural sciences.

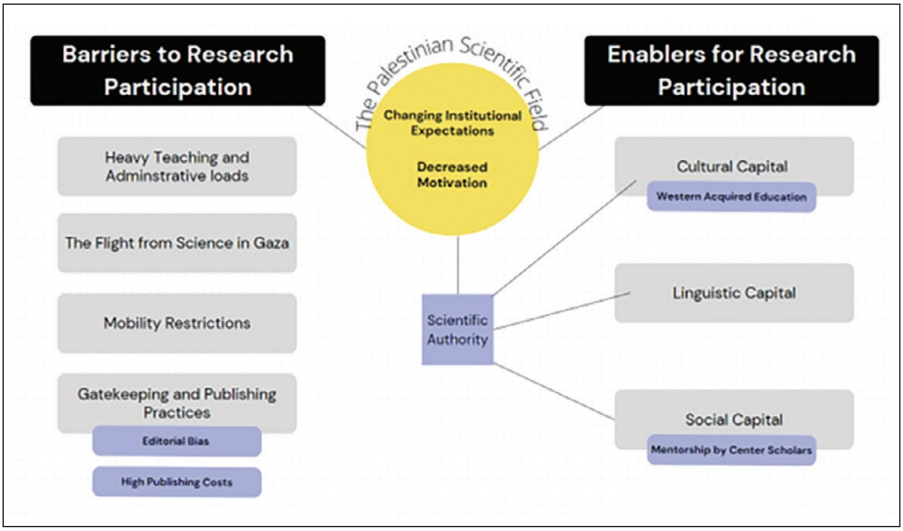

Figure 6.1. Thematic map illustrating seven main themes grouped under two categories: enablers and barriers to research.

However, the discussion in this chapter is limited to themes that are directly pertinent to the subject of this volume. In particular, the chapter examines what participants perceived as the most disruptive obstacles to their research and publishing efforts, namely the mobility restrictions imposed by the Israeli occupation and the challenges associated with the gatekeeping practices of international journals and the high costs of publishing. The chapter also sheds light on the scholars' efforts to overcome these barriers through the different forms of capital available to them, and which enable them to engage in research and dissemination.

Barriers to Conducting and Disseminating Research

What follows is a discussion of the barriers which participants perceived as having the most detrimental effects on their research and publishing endeavors. Both themes—mobility restrictions and international journals' exclusionary gatekeeping practices—highlight how working from different locations within the OPT determines Palestinian scholars' capacity to access the forms of capital needed for their career development.

Mobility Restrictions

Despite the growing interconnectivity through developments in communication channels and technologies, the physical mobility of scientists is still regarded as crucial for advancing their careers by increasing their research productivity through collaborations and expanding their professional networks (Czaika & Orazbayev, 2018; Jacob & Meek, 2013). The restrictions on Palestinians' freedom of movement by the Israeli occupation was a common theme in the stories of all five Gazan scholars who, before October 7, remained isolated from local scientific communities as a result of the restrictions on within-country mobility. All Gazan participants shared that many times they wanted to attend conferences in the West Bank but were never allowed. Dr Jamal's elaboration on this bleak situation summarizes well what the others had to say about their inability to enter the West Bank:

> To be allowed in the West Bank, we need to get permission from the occupation authority. And most of the time, they reject it. Sometimes, they give you permission and then arrest you. The number of Gazans who go there is very, very limited. For me, I have never been politically involved in anything, but nonetheless, I will not gamble and go to the West Bank through an Israeli checkpoint. I cannot trust them.

Not only did the participants feel they were cut off from local scientific communities, but this feeling of isolation extended to international scientific communities as well. When asked to talk about professional networking, all the Gazan interviewees spoke about missed opportunities to attend international conferences. For example, Dr Yasir recounted the time he and his colleagues were invited by Erasmus to participate in a 5-day conference in Spain:

> I refused to go to avoid the travel hardship. When we try to leave Gaza, we suffer from lots of issues. Especially trying to come back through Egypt. There are lots of checkpoints. My friends who recently traveled said that they had been searched more than ten times.

Although the participants residing in the West Bank did not seem to share the same struggles as their Gazan counterparts when it came to traveling abroad, one participant's story revealed how restrictions within the West Bank hinder researchers from carrying out research locally. Dr Amal explained how the hundreds of checkpoints placed between every town and village in the West Bank by the occupation make it burdensome to conduct field research. From their stories, it was clear that the research potential of individual Palestinian scientists is constrained by the confines of the occupation. As a result of this isolation and fragmentation, they have missed, and continue to miss, opportunities to connect with both local and international collaborators and obtain access to resources.

Gatekeeping and Publishing Practices

The career histories shared by participants reflected the increased pressure on Palestinian scholars to publish in international English-medium journals, much like their counterparts in other parts of the world. Professor Malek recalled his earlier attempts and associated difficulties as an early career scholar trying to publish in internationally recognized journals:

> When we contacted a well-known journal in Germany, Physica A, as I recall.... In the beginning, their initial response was how can such a prestigious journal publish a paper by a researcher from the Gaza Strip. They confirmed the adequacy of the quality of the research, yet their concern was that Gaza is unknown in the field and is politically unstable.

Professor Amal's recent struggles with international publishing as an early-career Palestinian scholar shed light on the difficulties academic returnees from Western institutions experience with publishing upon their return to their home countries (Horton, 2000; Tardy, 2004). She recalled the ease in the publishing process when she was a Ph.D. student affiliated with a British university and how that experience stood in total contrast to her experience now that she is affiliated with a Palestinian university:

> When you are the first author coming from a Palestinian university, it is a no-no for journals. Here, we collaborate with a university in Italy. I have been rejected more than 10 times just for being affiliated with a Palestinian university, and once I requested an Italian collaborator to have their name on the paper as an author, my paper was immediately published.

Some participants, like Dr Jamal, never interacted directly with journal publishers; instead, they relied on his Western collaborators to handle submissions. Others did not feel particularly disadvantaged when submitting to international journals. However, the experiences shared by Dr Malek, Dr Amal, and other scholars suggest that traces of editorial bias against research from low- and middle-income countries persist, a trend noted in earlier studies (e.g., Gibbs, 1995; Horton, 2000).

While the stories collected show experiential diversity vis-à-vis the manuscript submission process, all eight participants who were actively publishing spoke about the high publishing fees of open access international journals as forming another hurdle they have to jump. It is important to clarify here that when one of the participants was asked about why publish open access if the author charges were so high, she explained that most of the journals in her field had moved towards the open access model, and she added: "Those journals that are not open access, which are now very few, have a very high impact factor, and are, therefore, very difficult to publish in" (Dr Rania). Further discussions with participants revealed that the issue of high author charges is a relatively new one. Dr Amal explained that:

> The journal's fees for publication are crazy, and Palestine is no longer considered a low-income country, meaning that the discount we used to receive from journals is no longer available. Palestine is now categorized as a middle-income country for journals. However, if you check the reports of WHO, you will find that Palestine is categorized as a third-world country of low income.

Not surprisingly, this situation was worse for Gazan researchers as all five stories from Gaza confirmed that these scholars never got paid their full salaries. Dr Jamal frustratedly explained: "We haven't received full salaries since 2015; the maximum we get is 50% of our total salaries." This finding reflects the broader funding constraints documented by Qumsiyeh and Isaac (2012) who highlight the PNA's limited support and reliance on external funding bodies. Unfortunately, depending on outside sources for funding is as unreliable as it is contingent upon shifting geopolitical relations. In fact, Canagarajah (1996) asserts that various forms of educational interventions, such as the funding of educational projects, serve to maintain Western control of the Global South and sustain the latter's politico-economic and intellectual dependence on the center.

This succinct analysis shows that participants perceived these barriers as having the most detrimental effects on their research and publishing endeavors. With the shift of Palestinian Higher Education towards adopting Western performance measuring criteria (Sweileh et al., 2014), researchers are evaluated against Western standards while having to work under barriers that have existed and have not been broken for nearly half a century.

Enablers for Research Participation

Despite the above-mentioned challenges, the participants interviewed still persisted in carrying out research. However, the extent of each researcher's productivity was determined by the different types and levels of capital they were able to acquire throughout their career paths, namely cultural, linguistic, and social capital. In this section, I discuss the forms of capital that are most valued in the Palestinian scientific arena and examine their relative strengths in helping scholars overcome and resist structural obstacles to global research participation.

Cultural Capital

A theme that is easily discernible from the stories shared is the prominent place a Western academic degree occupies in the Palestinian scientific field. Six of the participants who received their postgraduate degrees from well-known universities in the West reflected the ease with which they got appointed to their institutions and how it allowed them to attain higher administrative positions. For example, the prominence of Western academic degrees can be seen in Dr Salwa's story, who received her PhD from France in 2019: "Upon my return, I was appointed as an assistant professor…Even if ten had applied for the assistant professorship position, I would still get it." This statement demonstrates how cultural capital in the form of scholastic qualifications is considered the “initial capital” (Bourdieu, 1975, p. 25), which determines the advantages early-career scholars acquire as they enter a scientific field.

The influence of Western-acquired scholastic capital can further be observed in how it disrupts gender disparities in academic rank and leadership opportunities. Studies on the MENA region have shown that women’s competence and leadership potential are often undervalued. However, having degrees from the US or UK alters this sad reality (Karam & Afiouni, 2014; Allam et al., 2021). Two of the women researchers who were part of this study received their master’s and doctoral degrees from British and French institutions, respectively, and, as a result, were both able to attain the position of department head at the beginning of their academic careers. This evidence shows how, even for women researchers, a researcher’s scientific capacity in the Palestinian scientific field is judged by the position they occupy in the “instituted hierarchies” (Bourdieu, 1975, p. 20); in this case, it is the hierarchy of postgraduate degrees.

Yet, being trained and educated in center institutions does not guarantee periphery scholars’ ability to maintain and forge professional connections in the center after they have returned to their home institutions. In fact, some scholars have criticized the isolation periphery scholars experience from their alma mater upon receiving their degrees and returning to their countries (e.g., Swales, 1990, p. 106; Canagarajah, 2002, p. 277). The stories shared by the seven participants who received their education in the center reveal mixed experiences about their capacities to maintain and build international scientific networks. Three of the participants (Dr Kareem, Dr Amal, and Dr Yasir) who were trained in metropolitan centers state that upon their return to Palestine, their connections with their Ph.D. supervisors and research colleagues faded gradually. Dr Amal, revealed that ties remained so long as there were papers being extracted from her doctoral thesis for the purpose of publication. Similarly, Dr Yasir, talked about the obstacles that prevented him from forging international collaborations:

> I wasn’t able to forge international connections because our research depends on the availability of materials and the presence of all collaborators in one place. For instance, I work on the binding of proteins with drugs, and this matter requires certain temperatures. So, if I want to collaborate internationally, the first obstacle I face is trying to transfer the protein from Gaza to another location.

Dr Yasir’s story demonstrates that even with an acquired Western degree, the influence of this form of cultural capital quickly begins to diminish as a result of the restrictions on the movement of all things and people.

Linguistic Capital

As mentioned earlier, publishing in international English academic journals has become a requirement for academics' career advancement. Today, scientists' success in academic publishing depends to a great extent on their proficiency in English (Flowerdew, 2019; Ramírez-Castañeda, 2020). However, there is a scholarly debate on whether proficiency of the English language is what is essential for succeeding in academic publishing (Flowerdew, 2019) or if it is the knowledge and experience of discourse conventions in a certain discipline that matter (Hyland, 2016). To determine the extent to which language forms a barrier to publishing for the participants, I followed Salager-Meyer's advice (2008) and made a distinction between those who studied abroad and underwent training on academic writing and publishing conventions and those who received their education and research training in local and regional institutions (p. 125). As for the former group, when asked about obstacles they faced in writing for publication, none of them saw language or writing as an issue for them given the language training they had received and their acculturation into the discourses of their disciplines. It is important to point out that linguistic capital here does not refer to English only, but from Dr Rania's story, it was clear that knowledge of the French language was also an asset to her career development.

While linguistic capital has emerged as a key enabler for research productivity, especially for those educated in Western institutions, it can also serve as a limiting factor when lacking. This can be observed in the stories of the two participants who received their education from local and regional institutions. Dr Malek admitted that at the start of his academic career, his English and knowledge of publishing conventions in his discipline were very poor. As for Dr Ahmed, it seemed like he experienced the most difficulties with English academic writing and the conventions pertinent to his discipline. This struggle is expected because he was the only one amongst the interviewees who was from the humanities where it is more common for scholars to use their L1 when writing their research (Alharbi, 2020). Dr Ahmed described his level of English as very limited. His story corroborates the findings of a recent relevant study where academics from the social sciences and the humanities in Saudi Arabia assessed their own mastery of academic English writing as very low (Alharbi, 2020).

Academics with limited English turn to help from different "literacy brokers" in order to publish their research articles in English-medium outlets (Lillis & Curry, 2006). The phenomenon of literacy brokering can be observed in how Dr Ahmed tried to overcome the language barrier by sending his research to a professional translator. However, relying on a "language professional" was not enough to get his paper published as evidenced by the number of times it went back and forth between the author and the journal until it was finally accepted. The reason for this is that "language professionals" orient to direct translation, unlike "academic professionals" who focus on knowledge content and discipline-specific discourse (Lillis & Curry, 2006).

Social Capital

The most powerful research enabler that emerged from the stories shared by participants is a researcher's social capital in the form of mentorship. In fact, being associated with an established scientist can bring about many benefits, especially for early-career scientists (Bourdieu, 1975). Some of the stories recounted demonstrate how "personal linkages", a term used by Canagarajah to describe informal personal relationships between center and periphery scholars, can help the latter build scientific authority by enabling them to overcome the material constraints and the isolation they face (Canagarajah, 2002, p. 292). For example, from the very beginning of the conversation with Dr Malek, he acknowledged the role personal connections played in shaping his academic career. He recounted that through a local professor, he was introduced to an established German scholar who mentored Dr Malek and collaborated with him. Dr Malek described how this collaboration allowed him to overcome the negative consequences of power cuts. Before the ongoing war, Gaza suffered from a chronic electricity deficit, which prevented him from continuously running his statistical analyses. The center scholar would conduct the long simulations and send Dr Malek the data to analyze.

Dr Jamal's story also emphasizes the role social capital and mentorship played in allowing him to break the barriers he encountered as a Gazan scientist. He described: "My supervisor helped provide me with access to electronic resources, so I could get whatever I wanted. Journals, scientific data… resources that we don't have here in Gaza." Not only that, but Dr Jamal was allowed to conduct experiments in his supervisor's lab in the UK that otherwise would have been impossible to carry out in Gaza: "I am only able to publish papers because I go to the UK. I can't conduct a complete Chemistry study in the Gaza Strip." Other stories revealed how mentorship helped eliminate the lack of knowledge about the publishing process and language barriers. For example, Professor Salwa recalled the time her PhD supervisor spent teaching her the conventions of academic writing:

> My Ph.D. supervisor was the one who taught me the most about writing… The first paper I wrote for my PhD was weak,

> linguistically speaking, we spent two weeks working together on it. He showed me how to edit it using the track changes function on Word. He would also explain why he made certain changes. For instance, he would say this sentence is too long, and it must be shortened… Let's just say that the first paper I wrote, he rewrote from A to Z. My second paper was much better. We went through the same process, but there were fewer corrections. My third paper was perfect, and I remember him saying that it was as if he had written it himself.

Perhaps the story that shows best how mentorship, representing a form of social capital, can be so influential as to offset the lack of other forms of capital, even if the connection is maintained from a long distance, is Professor Malek's story. As a Gazan scientist who received his education from local and regional institutions, he did not possess the linguistic capital required to successfully write a research paper. When he was asked about how he overcame the English language barrier, he declared: "I need to give credit where credit is due. The German professor taught me the basics of research paper writing: how to write a good title, a proper introduction, how to acknowledge sources, taught me referencing conventions." Although Dr Malek expressed how he wished to have gotten a chance to physically attend one of the conferences where his papers were presented, he was nonetheless grateful to have been able to collaborate with the German scientist, a collaboration which resulted in 30 published papers.

Taken together, these stories show that cultural capital in the form of Western education holds weight when it comes to attaining higher academic positions in Palestinian HEIs, particularly for women researchers. Although, one's Western degree did not have an immediate influence on researchers' ability to maintain connections with center scholars, in some cases, it equipped them with the linguistic capital needed to forge new connections. As for social capital, it can be concluded that it had the most significant impact since it allowed an early-career researcher with the least resources in terms of research infrastructure, linguistic competence, and knowledge of publishing conventions to overcome debilitating isolation and to participate in mainstream scientific communities.

Conclusion

Although the findings generated from this study are based on the career stories of nine researchers only, the rich narratives reveal the significant barriers faced by Palestinian academics and particularly what Gazan researchers had to go through prior to the war and under besiegement. Among the key insights that emerged during the interviews and the data analysis stage, and one I had not anticipated, was that when it came to asking the participants specific questions about their perceived difficulties with writing and the English language, it seemed that this aspect of research was the least of their concerns. They wanted to spend more time discussing non-discursive barriers. This was even the case with those participants who described themselves as having limited proficiency in English. This observation is not made to suggest that Palestinian scholars do not face issues with language and writing for English-medium journals, nor is it to underestimate the added burden of multilingual scholars having to write up their research results in English (Curry & Lillis, 2019). My intent here is to emphasize the fact that Palestinian researchers face so many material, non-discursive obstacles that they must overcome to be able to carry out the research in the first place before reaching the stage where they have to negotiate the discursive barriers.

Another notable finding from the study emphasizes that among the various forms of capital—cultural, linguistic, and social—social capital emerged as particularly impactful. Mentorship plays a key role in compensating for the lack of other forms of capital and facilitating the participation of scholars in mainstream academic communities, even when personal linkages are maintained from a long distance. Thus, there are many ways in which academic institutions can support and connect with Palestinian academics and researchers. Already, efforts like The Palestine Crisis Scholarship Scheme to support displaced Gazan students and academics are being put in place (Oxford University, 2024). When planning these programs, it is crucial to build into them continued support for Palestinian researchers who choose to return to their home institutions.

Moreover, since strict gatekeeping practices and high publishing costs emerged as major obstacles to publishing, there are a number of recommendations for international journal publishers and editors: (i) open access journals should waive their publication fees for Palestinian scholars and other academics working from underdeveloped nations, especially when the studies they want to publish are not funded by grants. Such initiatives align with broader calls for open access policies and institutional archive programs that eliminate cost barriers for authors (Salager-Meyer, 2008). (ii) Scientific journal gatekeepers are advised to adopt more equity-driven journal-based criteria to evaluate studies by authors affiliated with universities from the Global South. (iii) International journals should implement author-helpful policies to accommodate periphery scholars who do not possess the required linguistic capital or knowledge of discourse conventions but have qualified and worthy research.

While the fate of many Gazans, including the participants in this study, remains uncertain amid the destruction of their homes and institutions, some universities in the West Bank have demonstrated remarkable steadfastness by continuing their research and supporting the learning of Gazan students through online courses. Hence, during these tumultuous times, it is crucial to recognize and support the ongoing academic efforts in the West Bank while continuing to document the experiences of these scholars to counteract the erasure of intellectual and cultural heritage resulting from the war. The conditions described in this paper apply to other scientific communities operating in conflict zones and facing existential threats. From Palestine to Ukraine, Lebanon, Yemen, Syria, Sudan and beyond, the hardships and barriers imposed on academics at risk call for a shared need for international support systems to protect the right to knowledge and academic discourse in conflict-affected regions.

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7 From Contrastive to Intercultural Rhetoric: Exploring Research Genres in Spanish and English

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Abstract / Resumen

Intercultural Rhetoric (IR) explores differences and similarities in writing across cultures, addressing challenges faced by second language writers. A key area within IR, languages for research publication purposes (LRPP), intersects with research traditions like genre analysis, discourse analysis, pragmatics, corpus linguistics, and ethnography. This chapter engages in a reflective dialogue, focusing on key issues and debates from the perspective of an experienced scholar, deeply involved in the transition from Contrastive Rhetoric (CR) to IR. It reflects on the risk of attributing writing behaviours to national, cultural, or even disciplinary traditions, emphasising the importance of rigorous research design and a balanced use of quantitative and qualitative approaches. The discussion encourages a shift from focusing solely on scholarly writing by "native" English speakers to embracing English as a lingua franca. This approach deepens our understanding of academic writing for international publication and helps shape effective teaching strategies in an evolving academic landscape.

La Retórica Intercultural (RI) explora las diferencias y similitudes en la escritura entre distintas culturas, abordando los desafíos que enfrentan los escritores en una segunda lengua. Un área clave en este campo, lenguas para fines de publicación académica (LFPA), comparte tradiciones de investigación como el análisis de géneros, el análisis del discurso, la pragmática, la lingüística de corpus y los métodos etnográficos. Este capítulo presenta un diálogo reflexivo, centrándose en

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temas clave y debates desde la perspectiva de una académica experimentada involucrada en la transición desde la Retórica Contrastiva (RC) hasta la RI. Reflexiona sobre el riesgo de atribuir los rasgos de la escritura a tradiciones nacionales, culturales o incluso disciplinas académicas, enfatizando la importancia de diseños rigurosos de investigación y del uso equilibrado de aproximaciones cuantitativas y cualitativas. La discusión propone cambiar el foco desde la escritura académica producida por hablantes «nativos» hacia la producida en inglés como lengua franca. Este enfoque profundiza nuestra comprensión de esta con vistas a la publicación internacional y contribuye a diseñar estrategias efectivas de enseñanza en un panorama académico en evolución.

This book chapter presents one of two invited research conversations held at the PRISEAL V conference, providing a platform for established researchers like Ana I. Moreno to engage in a discussion of their work. Ana's long and distinguished research career has focused on examining the variations in rhetorical and stylistic tendencies among academics when writing for publication in English and Spanish. She was the Principal Investigator of the Spanish Team for Intercultural Studies of Academic Discourse (ENEIDA) Project (Moreno, 2014, revised 2024), in which she participated with her co-author of this dialogue chapter, Sally Burgess, from 2010 to 2014. Ana and Sally's discussion here reflects on Ana's illustrative research trajectory, a journey mirroring a paradigm shift in the study of research genres across languages and cultures. Initially, when the authors began work in the study of research genres in the 1990s, such studies were categorised under contrastive rhetoric (CR). Today, with the recognition of a plurality of research practices and other developments, most scholars in this field describe their work as intercultural. The aim of this scholarly conversation is to encourage others to explore other languages from an intercultural rhetoric (IR) perspective.

Discussion

Sally: As you are aware, our intent is to reflect on key issues and specific academic conversations that you've engaged with in your research. This will involve delving into the theoretical, methodological, ideological, and pedagogical dimensions of your work, elucidating the significance of these conversations for the field. So, Ana, could you start by clarifying what is understood by CR vs. IR, in general, and in languages for research publication purposes (LRPP), in particular?

Ana: Certainly. CR is a field of research in second language acquisition that focuses on how "patterns of text and discourse in different languages…vary in structural and in cultural background" (Enkvist, 1997, p. 188). In the context of LRPP, CR investigates these differences by examining how discourse-level writing conventions differ across academic cultures.

However, several developments led to the shift from CR to IR. First, research approaches evolved, incorporating theoretical and methodological frameworks like genre analysis, (critical) discourse analysis, pragmatics, corpus linguistics, and ethnography. Second, a more nuanced notion of writing culture emerged, acknowledging the complex influence of different cultural levels on writing. Third, scholars began to recognise the need to go beyond simple cross-cultural comparisons and focus on intercultural interactions, which are increasingly common in academic writing.

In response, Ulla Connor (2004) introduced the term IR to better capture this broader perspective. IR refers to "the study of written discourse between and among individuals with different cultural backgrounds" (Connor, 2013, p. 2). Unlike CR, which primarily focuses on comparing writing practices across different cultures, IR encompasses both these comparisons and the study of accommodations that occur in intercultural writing interactions.

The branch of IR that I am developing within LRPP aims to identify and explain rhetorical and stylistic accommodations multilingual academic writers must make to achieve their communication goals *interculturally*. For example, a common goal for multilingual writers is to convince editors and reviewers of English-medium journals of the value of their research. IR operates on the premise that multilingual writers may transfer into their English texts features from the writing culture in which they were socialised. Awareness of these differences is crucial, as non-standard choices may lead to rhetorical and interpersonal inefficiencies, resulting in practical challenges, such as a greater need to revise their texts. This often involves adapting rhetorical strategies from their first language (Moreno, 2013).

Sally: Could we look more closely at the theoretical aspects of this evolving field? Which key concepts have you encountered?

Theoretical Issues

Ana: Well, I've encountered several, but perhaps we could focus on these four: the research focus, the languages involved in the comparison, confounding factors, and the concept of culture. These concepts have indeed played a central role in shaping my own perspective and approach within this field.

The Research Focus in IR

Sally: So, let's begin with the first concept: the research focus in IR as opposed to other types of contrastive analysis.

Ana: Yes, I remember having discussions about this fundamental aspect with Ulla Connor. The research focus of CR and IR is basically the same, rhetorical and stylistic features. As you're aware, before the 1990s, contrastive analysis primarily centred on identifying grammatical, lexical or pronunciation errors made by "non-native" English speakers/writers when communicating in English. However, it became evident that the writing challenges faced by academic authors when publishing in English were more intricate than mere word choice or tense errors. There was a deeper, more elusive issue at play—one concerning how authors structured arguments, conveyed ideas, and engaged readers. These concerns were beyond sentence boundaries and communicated pragmatic meaning; they had more to do with rhetoric and style and were interconnected with their cultural backgrounds. This realisation led me to change my focus.

Sally: How did this realisation shape your research trajectory?

Ana: Well, it led me to explore stylistic and rhetorical features of Spanish that could pose communication obstacles for Spanish academic authors seeking to get published in English, highlighting the role of cultural conventions in shaping academic written communication.

Sally: Could you give us some examples?

Ana: Sure. Let me start with stylistic features. For instance, based on previous ideas that Spanish authors exhibited greater certainty when making claims than their English counterparts, in one of my early studies (Moreno, 1998), I compared how writers of empirical research articles (RA) in business and economics explicitly signalled their points, or claims. What is interesting about this study is that, due to new developments in discourse analysis, I didn't just focus on the usual conjuncts like "Thus" or "Therefore," which typically present claims, but I also examined alternative phrases like "These results would appear to suggest…." This is a phrase that allows authors not only to hedge their point, introducing an element of caution, but also make the premises behind their claim explicit. Both strategies—showing their level of confidence or making their thoughts easy to follow—have pragmatic implications or refer to meanings that extend beyond the sentence boundaries, distinguishing my study from previous contrastive analyses.

Let me now give you an example of a rhetorical feature that comes from a recent English/Spanish cross-cultural analysis comparing the local rhetoric of Limitation statements within the discussion or closing (DC) sections of empirical RAs in the social sciences (Moreno, 2022). There, I suggest that expressing study limitations serves as a subtle form of self-promotion because it allows authors to present their work as acceptable despite potential weaknesses. However, acknowledging the limitations of their studies poses challenges for Spanish social scientists, first, due to differences in their understanding of the role of limitations, and how they typically frame them within their text both in terms of content and order. So, my study compared the communicative functions employed around Limitation statements within the same rhetorical routine, which is a sequence of functions aiming to make one point, and the order in which these functions occurred. Focusing on these two rhetorical features, which convey pragmatic meaning and transcend sentence boundaries, also distinguishes this study from previous contrastive analysis.

Sally: It seems clear that the focus of IR isn't just about improving academic language skills but also fostering better intercultural communication skills. Right?

Ana: Indeed. This is why IR findings could play a significant role in advancing ERPP.

Sally: You also mentioned that the selection of the languages in a comparison was another theoretical challenge you dealt with. Can you explain why?

The Choice of Languages in a Cross-cultural Comparison

Ana: Certainly. When I started researching academic discourse from a cross-cultural perspective, I noticed something intriguing. Most of the existing studies focused primarily on texts written in English, either by "native" speakers or "non-native" speakers, often involving student writers. However, writing in Spanish, particularly by expert writers, received considerably less attention. This struck me as a significant gap in our understanding of the difficulties. How could we fully understand the challenges faced by Spanish-speaking scholars in English academic writing without knowing the conventions of the writing culture they were accustomed to, namely, Spanish academic writing? That's why I centred my research on comparing relevant stylistic and rhetorical features in academic texts composed by expert writers in both English and Spanish.

Sally: That approach, I believe, is a way of helping us understand the fundamental reasons behind some of the intercultural communication challenges encountered by Spanish-speaking scholars writing for English-language publications. However, Ana, I think you'll agree that attributing cross-cultural differences in writing solely to variation in writing culture is a complex endeavour. Many factors influencing writing may intertwine, isn't that the case? I know that this is another theoretical issue you've considered carefully. Could you tell us more?

The Difficulty of Controlling Relevant Confounding Factors

Ana: Yes, I wrote on this specific issue in 2008 (Moreno, 2008). My central argument was that to accurately evaluate the impact of the "writing culture" i.e., the independent variable (e.g., English/Spanish), on the use of any stylistic/rhetorical feature, i.e., the dependent variable in an IR study, we need to design our studies very carefully due to the many factors that can affect how writers structure their arguments and employ a language.

Sally: Yes, but how can researchers overcome this theoretical problem?

Ana: Well, as in other social sciences, we need to take into account—rather than "control," as is typically done in experimental sciences—as many relevant confounding factors as possible. These will form the so-called "tertia comparationis". Of course, determining what constitutes a relevant factor and what does not is also challenging. This is one of the reasons why we need to do a comprehensive literature review, to help us identify which factors can be considered as "tertia comparationis".

Sally: OK. As this is sometimes easier said than done, can you give us some examples of confounding factors that you took into account in the design of one of your own IR studies?

Ana: Sure. For instance, in my recent comparison of research promotion in RAs between English-medium and Spanish-medium journals (Moreno, 2021), I considered factors that previous studies had shown or suggested could affect the promotional nature of authors. For instance, the type of study (i.e., empirical as opposed to theoretical, methodological or review); the RA section (i.e., DC sections, as opposed to Introduction or Literature Review sections), the knowledge area (i.e., social sciences as opposed to other natural sciences, engineering or the humanities), the period of publication (the beginning of the 21st century, as opposed to the late 80s-90s), the language variety (e.g., Castilian Spanish as opposed to other Spanish varieties), and other factors like the general topic (e.g., climate change/gender violence).

Because it is necessary to compare like with like, the members of each pair of comparable RAs were matched based on those confounding variables. This allowed me to conclude with greater confidence that, overall, social scientists writing in Spanish were less directly promotional of their own research in RA DC sections than those writing similar sections in English. Additionally, the two groups of authors had different preferences for promoting their work directly. If I hadn't ensured the comparability of my samples, I wouldn't have been as confident that they were not the cause of the differences I found. Nonetheless, there is always potential for alternative explanations that can be explored through future research. This is how science advances: step by step.

Sally: Well, the more we delve into these issues the more fascinating it gets. What other theoretical issues have you come across in your contrastive explorations?

The Notion of Culture

Ana: Another is the notion of culture, one of the most challenging concepts to grapple with in IR, not only in terms of its definition but also in determining how it influences rhetorical-linguistic behaviour (Atkinson, 2012, 2014). Only a more nuanced definition of this notion will help us understand how culture connects with writing or how to teach this connection. One of the problems is that there are many levels of culture (national, disciplinary, institutional, educational, family, gender, age, and so on) that may be relevant to the shaping of a particular writing feature. So, one of the most demanding aspects of our research is to determine which level of culture contributes to a difference in a rhetorical or stylistic feature. For instance, the patterns of differences that I observed in my 2021 study of research promotion in RA DC sections could be attributed to intricate interactions at different levels of culture.

Sally: What do you mean? Can you give us some examples? I feel that this is an aspect of IR research that is often overlooked.

Ana: Okay, so, for instance, the finding that social scientists in English made many more positive statements about their own research than authors in Spanish, regardless of the social science knowledge area, was attributed to a greater observance of the communication principle of "academic modesty" in Spanish than in English. Similarly, but in the opposite direction, the fact that the number of statements of contribution was significantly higher in Spanish than in English was explained by the process of socialisation the Spanish social scientists had undergone, encouraging their use of contributions statements. Thus, the differences in these two rhetorical conventions seemed to be the product of culture at a national level, but we don't know whether these differences also apply in other knowledge areas. My hypothesis is that they don't equally apply, but this would need to be explored by future research.

On the other hand, the conventions for fulfilling other functions seemed to be influenced by disciplinary conventions, which are situated at more specific levels of writing culture. For instance, statements about the applicability of social scientists' research outcomes were overall more frequent in English than in Spanish. But, when I looked at them more closely, I observed that most of these statements occurred in psychology, sociology, and pedagogy in English, whereas they were very scant in business and economics, both in English and in Spanish. This revealed a clear interaction between two levels of culture: the national culture and the disciplinary culture, as all authors reported that their research was applied to a similar degree.

Sally: Yes, a similar type of interaction has been observed in other studies (e.g., Pedro Martin's (2003) research on abstracts). So, we must avoid essentialising writing behaviours by exclusively referring to national, cultural, or even knowledge area writing traditions.

Ana: Exactly, and we also need to account for the evolving nature of culture and how some rhetorical features can also be seen as the result of researchers' responses to new communication needs. For example, the lower frequency of statements about the applicability of research in the Spanish business and economics DC sections was probably associated with the lack of a national science assessment policy emphasising impact in the past. However, recent calls for research funding, like the "Retos Investigación" [Research Challenges] scheme by the National Plan for Research, Development and innovation of the Ministry of Science and Innovation (2013), which started to give special emphasis to the transfer of results to society, may have contributed to changing this writing trend. This is a hypothesis that could be tested in future research.

Sally: Then, a clear conclusion is that by looking at different levels of culture, IR not only emphasises the importance of considering context in our understanding of style and rhetoric across different cultures but also contributes to offering better explanations.

Ana: Exactly. That is another way in which IR helps us bridge the gap between different cultures and languages in the global academic community. Simply identifying differences is not enough. We must also strive to understand why these differences exist in relation to various levels of writing culture in each context.

Sally: Right, I think, we've covered enough theoretical problems. Shall we now move on to the methodological aspects that you've encountered when exploring IR topics?

Methodological Issues

Ana: Sure. There's a long list to consider, from using discourse/genre analysis and corpus linguistics to deciding on the number of texts to compare, selecting comparable samples, and defining appropriate units of comparison. Other key aspects include validating the coding scheme, ensuring reliable results, and incorporating both statistical tests and qualitative approaches.

Sally: Let's see if we can discuss the fundamental ones.

The Use of Discourse/Genre Analysis and Corpus Linguistics

Ana: Well, in IR as understood today, we've used multiple methodological approaches, involving both qualitative and quantitative data analysis. For instance, one approach we've incorporated to identify differences combines discourse analysis methods, which are typically qualitative as they involve in-depth examination and interpretation of texts, focusing on context, meaning, and social implications of language use, with genre analysis and corpus linguistics, which enable the quantitative identification of recurring patterns in representative samples of genres and part-genres. For example, in Moreno (2021, 2022, 2024), I worked with the part-genre of research article discussion sections as textual data, analysing them for one type of rhetorical feature, the communicative purpose of meaningful segments (such as re-stating results, explaining them, stating contributions and positive study features, announcing study limitations and acknowledging them). Here, I was combining the general pragmatics notion of communicative function with the general genre analysis principle of interpreting texts from the specific views of members of the relevant discourse community, gathered through consultation with the authors of the texts themselves. Thus, discourse analysis guided the interpretation of these functions in the specific context of an empirical research article discussion and/or closing section.

To supplement the discourse analysis approach, which typically examines one text, I used genre analysis and corpus linguistics techniques to compile a representative sample of the part-genre in focus. Annotating each segment for its communicative function in a larger number of texts allowed me to identify recurring patterns across languages, and sometimes disciplines, that are not evident in small samples, and to answer each study's research questions. These combined techniques enabled me to draw more generalisable conclusions about writing conventions, a typical aim of genre analysis, since individual writer idiosyncrasies were diluted. In the studies just mentioned, I did so across two contexts, English versus Spanish-medium scientific journals, and various social science disciplines, revealing how writers in different cultural and disciplinary contexts prioritise rhetorical functions differently depending on their academic acculturation and envisaged audience. For example, the patterns of differences that I observed in my 2021 study of research promotion in RA DC sections illustrate this point (see above).

However, this combined approach also has limitations: for instance, identifying rhetorical or stylistic features often requires manual analysis, which in practice restricts the number of texts that can be studied in depth.

Sally: And a common question among researchers is how many texts of the same type we need to compare for a sample to be sufficiently representative of a given genre or part-genre. Right?

The Number of Texts to Be Compared

Ana: Yes, that's a very complex issue, since the number needed depends on many factors: the aim of the research, the (part-)genre focused on, its degree of conventionality, the length of the texts, and the frequency of the rhetorical feature under investigation, among other factors. But, to offer some clarity, in my study with John Swales (Moreno & Swales, 2018) on strengthening move analysis methodology, we found that regarding RA DC sections across various sciences, no new communicative functions emerged after analysing 12 texts through a combination of qualitative interpretation and quantitative counts. Thus, we concluded that a sample of 12-15 was enough to determine the rhetorical structure of these sections in English and Spanish, and to establish the status of each communicative function in the part-genre, i.e., whether it was obligatory (if it occurred at least once in 90–100 % of the texts), conventional (60-89%), optional (30-59%), or non-salient (<30%).

Sally: And when comparing stylistic features, any specific recommendations?

Ana: Well, my recommendation is to always carry out a pilot study because the frequency of cases of a given feature found in a pilot sample helps estimate how many texts will be needed in the final study to obtain enough cases. Many statisticians recommend comparing at least 30 cases, so the number of texts required will depend on how frequent the cases found of each feature are in the pilot sample.

Sally: Good, now, given the need to take into account relevant confounding factors in an IR study, how can researchers select comparable samples that allow them to assess the effect of the writing context, e.g., English-medium vs. Spanish-medium journals?

The Need for Comparable Samples

Ana: Well, this is probably one of the most challenging methodological issues in any IR study design. Initial comparisons of RAs would typically choose texts at random among comparable journals with as high an impact factor as possible across the languages compared, something which is sometimes difficult to achieve in the case of Spanish journals, if they still exist. In any case, this approach didn't guarantee selecting comparable corpora, as it did not take into account relevant confounding variables like the ones I mentioned before.

Sally: So, how can researchers compile more comparable samples?

Ana: A better approach, in my view, would be to use random stratified sampling as far as possible to "control" for factors statistically. Basically, this consists in balancing out two samples so that they consist of the same number of texts meeting the same criteria, such as knowledge area, discipline, field, and study type. This type of sampling allowed us to control for variables which could otherwise obscure rhetorical and stylistic patterns attributable to language or culture. Once compiled, the stratified corpora were then used for both functional interpretation and frequency counts of similar text segments across languages.

Sally: Okay, but isn't it difficult for non-experts to choose comparable pairs of RAs in terms of their study type and topic? How can this be achieved?

Ana: Well, one methodological approach that the ENEIDA Team used was the involvement of expert informants in the collection of our comparable specialised corpora. A problem with this approach was the difficulty with guaranteeing that the expert informants were using a random approach to select the comparable pairs. So that was a limitation of our studies.

Sally: Now that you mention the ENEIDA project, in which I participated, I remember having many discussions around the units of the comparison before we started our contrastive analysis of the generic structure of an empirical RA.

The Need for Better Definitions of the Units of Comparison

Ana: Oh, yes. I remember. Defining the units of comparison at textual levels of analysis was really challenging, but it was crucial for ensuring our research was rigorous and our findings were meaningful.

Sally: Can you illustrate this with one example from one of the studies?

Ana: Okay. In my most recent study (2024), I compared the functions on which authors exerted the most or least rhetorical effort in DC sections, and I measured this in terms of the number of meaningful segments employed across comparable samples. To do this, I broke down the DC sections into smaller, comparable units of analysis, which weren't necessarily orthographic sentences, nor specific words or phrases. Instead, they were text fragments that contained at least one meaningful proposition, interpreted through the lens of the coding scheme for DC sections. This process combined qualitative judgement with the consistent application of rhetorical functions previously validated by expert members of the corresponding discourse communities.

Sally: Yes, I remember that this decision was a bit of a breakthrough, as most CR studies were using the sentence as the unit of analysis, weren't they?

Ana: Yes, and our approach to segmentation was also risky because it would yield results that weren't immediately comparable to those from studies adopting different units of analysis. For instance, in view of a sentence like "The attempted femicides were an independent sample, giving important validation for the revised DA [questionnaire].", most researchers would have considered it as one unit because it's a sentence. But, in my study, I segmented it into two units because I interpreted the first clause as describing a key feature of the study (one of the possible steps in the coding scheme) and the second clause as highlighting a positive feature of the study (another distinctive step). So, these segments represented two different functions in our coding scheme.

Sally: And what about the coding scheme? Isn´t the design of a valid coding scheme another problematic issue?

The Need for Validating the Coding Scheme

Ana: Indeed. To propose a valid coding scheme, we need to understand academic genres as insiders. For instance, in my recent study with John Swales, we used a sample of the authors of the texts we compared to validate the coding scheme for the communicative functions in RA DC sections (Moreno & Swales, 2018). Here, the procedure was qualitative, involving expert consultation and feedback on my preliminary annotations of their texts. This validation helped ensure that the functions identified reflected both the communicative intentions and rhetorical conventions recognised by members of their own academic communities. Basically, our goal was to ensure the coding scheme captured how authors expressed what they did with their words to achieve the purposes they aimed for through the various meaningful segments in their texts.

In relation to this coding scheme, I'd like to highlight two important features that made it more suitable for cross-cultural comparisons than coding schemes meant only for English: First, it differentiated those segments advancing relevant propositional meaning (i.e., the moves-steps proper) from those segments with supporting roles, such as announcements (like "There are various limitations to this study") and elaborations (i.e., clarifications, exemplifications and justifications). Second, it encouraged interpretation of the various meaningful segments at the more specific level of the step before classifying them at the more general level of the move.

Sally: Yes, I remember having initial concerns with adopting such an approach.

Ana: I know. Our segmentation method was novel. My major concern was that our truly functional approach would yield results not immediately comparable to those from studies adopting a formal unit of analysis like the sentence. However, this is what happens with breakthroughs, and the risk was worth taking because it solved the long-standing problem of comparing what was often not comparable cross-culturally, I mean, the orthographical sentence. So, it allowed us to make more valid comparisons across different cultures and languages and improved the reliability of our results.

The Need for Reliable Results

Sally: Right, but isn't it more difficult to reliably segment texts into meaningful propositions, which may be shorter than a sentence, than into orthographic sentences, usually signalled by punctuation markers?

Ana: I completely agree with you. The sentence is an orthographic unit even a machine can identify, whereas identifying a meaningful proposition involves interpretation, which can be more subjective. That is why the segmentation work still needs to be done manually, but it needs to be reliable.

Sally: And aren't results less reliable when the segments are labelled for steps rather than for moves?

Ana: Here, I disagree. In fact, if we consider the coding schemes proposed for DC sections in the literature, there is much less consensus on the labels used by different researchers for similar types of segments when the communicative functions are formulated at the move level than at the step level. Why? Because interpretation of moves, which are more general communicative functions, has been more open to a variety of conceptualisations than interpretation of steps. The reason is that steps are specific realisations of moves which are more connected to the actual words used, making it easier for researchers to conceptualise their functions more similarly.

Sally: And which solutions are there to solve the problem of possible subjectivity in the segmentation and interpretation of segments?

Ana: Well, the best practice in IR research nowadays is to involve at least one independent analyst, as you did in your 2002 study (Burgess, 2002). However, I've found that just testing the reliability of the labelling procedures isn't good enough to guarantee replicability. To do so, we need to test the reliability of both the labelling and segmentation procedures used across the analysts involved, ideally through inter-rater agreement checks. In my latest studies, I involved the authors of the RAs themselves, using their interpretations as a gold standard to refine the coding scheme accordingly. This made the segmentation and labelling in those studies almost 100% reliable. Of course, the same kind of tests can be performed with trained independent analysts. And my recommendation is to do so, after obtaining high levels of intra-rater reliability, that is, agreement with oneself.

Sally: Okay. Now, when differences are reliably identified, how can IR researchers determine whether these are significant or not?

The Use of Statistical Tests

Ana: That's another important methodological improvement. To discuss the cross-cultural differences obtained in some feature, many previous CR studies drew conclusions based on comparing relative frequencies of occurrence across the two languages. However, that approach was often inaccurate. So, more recent IR research studies have drawn on statistical tests to discern whether the differences obtained were statistically significant. For example, in Moreno (2021, 2022, 2024), chi-square tests were used to examine whether the observed differences in frequency distributions across languages could be attributed to chance or reflected systematic cross-cultural variation. Furthermore, when calculating relative frequencies, calculations were made in relation to the unit of comparison, that is, the meaningful proposition, rather than in relation to the number of words, as is sometimes found in the literature.

Sally: Another development you mentioned was the use of qualitative approaches in IR. What are these and when are they typically used?

The Use of Qualitative Approaches

Ana: Well, qualitative approaches are employed at various stages in an IR study: notably when examining the content of texts to identify and categorise specific elements (meaningful segments or stylistic features) within them. At that stage, the method is qualitative because it is subjective, interpretive, and descriptive, focusing on understanding pragmatic meanings in context. Once statistically significant differences are obtained in the patterns observed across two languages through quantitative methods, such as numerical counts and statistical techniques, the next logical step in the IR framework is to explain the differences. This is another stage where qualitative methods such as questionnaires, interviews, observations, focus groups, talk around texts, case studies, and so on, come into play. These methods assist researchers in uncovering the cultural aspects (values, norms, learning processes, among other factors) that may have influenced the use of the rhetorical or stylistic features under comparison. In doing so, they complement the quantitative phase by helping to explain not just whether rhetorical differences exist, but why they may occur and how writers understand their own choices. Adding this explanatory component was key in the transition from CR to IR.

Sally: Having covered such a wide range of methodological problems, can we now move on to the ideological issues?

Ideological Issues

The Shift to ELF as Opposed to English as L1

Ana: Absolutely. One of the most significant ideological shifts influencing my transition from CR to IR is the recognition of English as a Lingua Franca (ELF) in ERPP. This shift acknowledges that English is used globally as a common language of scientific communication among researchers from diverse cultural backgrounds. And it's ideological because it challenges the conventional "native" speaker norm as the sole "correct" one and recognizes the legitimacy of different Englishes in research publication contexts. So, IR research has moved from studying "native" English academic writing to examining how English is used as a lingua franca, in English-medium journals.

Sally: Finally, what are your main insights about the pedagogical implications of IR results?

Pedagogical Issues

Ana: Well, IR researchers indeed assume that the contrastive results obtained by their studies may carry significant pedagogical implications.

One implication is the relevance of raising awareness of these differences among scientific authors for whom English isn't their L1. Given the necessity of getting a substantial amount of their research published in English-medium publications and that most gatekeepers still expect manuscripts to follow Anglo-American academic writing conventions, another implication would be the convenience of accommodating to international writing practices to have better chances of publication success. This implication is obviously drawn from a pragmatic standpoint. However, from a socio-critical perspective, it could entail devaluing the rhetorical practices of "non-Anglo-American" scientists in favour of dominant conventions.

Hence, in my opinion, a critical-pragmatic approach (Harwood & Hadley, 2004) to teaching English for Research Publication Purposes (ERPP) could present a balanced pedagogical solution for these scholars because it would not only address difference but also access. This approach could involve raising their awareness of relevant cross-cultural variation in academic writing, improving their understanding of the reasons underlying these differences, and revealing the potential impact of an inappropriate transfer of certain rhetorical and stylistic features typical of their L1 writing to writing in English for a global audience. This approach would empower them with knowledge and tools that may help them make more informed choices and be more flexible writers, able to adapt to their audiences' expectations better, both in English and in their L1. For Spanish social scientists, this is especially relevant as they still publish in both languages.

In other words, incorporating results on cross-cultural variation in rhetorical and stylistic features that pose difficulties for Spanish authors can, in my view, enhance the effectiveness of teaching. I have started testing this approach in my own institutional context and the results are promising. However, we need to do more research to identify relevant writing challenges at these levels and to investigate them through comparative analysis.

Conclusion

This research conversation charted the transition from contrastive rhetoric to intercultural rhetoric research in writing for research publication purposes, prompted by the insightful questions and debates raised throughout the discussion. The exploration covered theoretical, methodological, ideological, and pedagogical dimensions, emphasising the importance of more nuanced understandings of culture, meticulous research design, the use of both quantitative and qualitative approaches, and a shift from a focus on "native" English-speaker writing to embracing English as a lingua franca. Additionally, it highlighted a critical-pragmatic approach to teaching ERPP, addressing both difference and access.

Intercultural studies of writing for research publication purposes offer the researcher many rewards. They have the potential to enhance our grasp of academic writing and to shape our teaching strategies. Those considering research avenues in applied linguistics are invited to join this research tradition, to build upon existing work and to contribute their distinct perspectives. This will help advance our understanding of IR and foster better communication within our global academic community.

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8 Variation in Scholarly Titling and Abstract Writing Practices over Time: The Case of the *Journal of Experimental Medicine*

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Abstract / Resumen

This chapter examines the prevalent rhetorical practices of a specific sub-disciplinary community and how these practices have evolved over time. To this purpose, we have analysed the communicative functions of 180 research article (RA) titles and abstracts, published in the *Journal of Experimental Medicine*, over a period of nine decades (1940-2022). The findings revealed that both sets of RA titles and abstracts have increasingly become more promotional in terms of the persuasive rhetorical strategies that the authors use to enhance the contribution of their research. This is evidenced by the fact that the content information of the titles in the early decades mainly focuses on the description of the research topic and the methods of the study, whereas in the recent decades the titles also tend to report the main results and conclusions, including the use of promotional lexical items such as "important", "essential" or "novel role". Similarly, a genre-based analysis of the abstracts showed that the texts in more recent decades present a growing number of promotional communicative elements, mainly rhetorical moves/steps that claim the importance of the research topic and state the implications or significance of research.

Este capítulo examina las prácticas retóricas predominantes en una subdisciplina específica y cómo estas prácticas han evolucionado a lo largo del tiempo. Para ello, hemos analizado las funciones comunicativas de 180 títulos y resúmenes de artículos de investigación, publicados en *Journal of Experimental Medicine*, durante un período de nueve décadas (1940-2022). Los resultados revelaron que tanto los títulos como los resúmenes se han

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> vuelto cada vez más promocionales en términos de las estrategias retóricas persuasivas que los autores utilizan para resaltar la contribución de su investigación. Esto se constata en el hecho de que la información de contenido de los títulos en las primeras décadas se centra principalmente en la descripción del tema de investigación y los métodos del estudio, mientras que en las décadas recientes los títulos también tienden a informar sobre los principales resultados y conclusiones, incluyendo el uso de elementos léxicos promocionales como «importante,» esencial,» o «papel novedoso.» De igual forma, un enfoque de género para el análisis de los resúmenes mostró que los textos de las últimas décadas presentan un número creciente de elementos comunicativos promocionales, principalmente movimientos/pasos retóricos que reivindican la importancia del tema de investigación y enuncian las implicaciones o relevancia de la investigación.

Research communities are constructed on the basis of a series of values and conventions which are reflected in their prevalent practices, and these academic practices may vary from the ones that were predominant in different social and cultural contexts of previous periods of time (Bazerman, 1988; Berkenkotter & Huckin, 1995; Hyland & Jiang, 2024). We can thus assume that the prevalent writing practices of specific (sub)disciplinary communities can change over time and that these will be displayed in the academic genres that their members construct. In today's increasingly competitive research context, it is very common to find that scholars continuously strive to publish their research in high-impact English-medium journals (Lillis & Curry, 2010; Flowerdew, 2022), and this pressure may well be reflected in the type of persuasive rhetorical strategies that they use in academic writing, including research article (RA) titles and abstracts, to achieve this goal.

RA titles play a critical role in the scientific-academic context, as they constitute the first encounter with the readership. RA titles thus fulfil a main informative function since an effective title describes accurately the topic or content of the associated paper to assist scholars with online database searches and to help readers make rapid decisions about whether the paper deserves further attention (Hartley, 2005; Salager-Meyer & Alcaraz-Ariza, 2013; Hyland & Zou, 2022). RA titles also have a persuasive function as not only do authors attempt to attract readers' interest and draw them to read the whole paper and cite it, but they also seek to make a positive initial impression on the editors and to influence their decisions about sending the paper for reviewing and, eventually considering it for publication in the target journal.

As regards RA abstracts, their main function is similarly informative as they provide a summary of the content of the associated paper, indicating to readers whether the full text merits their further attention. This is why they are considered "time saving-devices" (Salager-Meyer, 1990, p. 367) since the abstract is the only part of the article that busy researchers typically read. An effective abstract accurately reflects, in a condensed form, the macrostructural components of the accompanying paper, mainly the IMRD pattern (Swales, 1990, 2004). RA abstracts also have a persuasive function as they attempt to attract readers' attention in order to increase the possibilities of citations. After the paper's title, they constitute the first encounter with the text and, therefore, it is here that writers have to convince their peers (especially editors and reviewers) that they have mastered the rhetorical conventions which are expected by the members of their disciplinary community to qualify for membership in the group.

Due to the stated relevance of journal article titles, it is not surprising that extensive title research has been conducted from a synchronic perspective (e.g., Goodman et al., 2001; Yitzhaki, 2002; Hartley, 2005; Wang & Bai, 2007; Soler, 2007; Swales & Feak, 2012; Nagano, 2015; Hyland & Zou, 2022) and across a wide range of disciplines, such as computer science (Anthony, 2001), literature, linguistics and science (Haggan, 2004), applied linguistics (Cheng et al., 2012), astrophysics (Méndez et al., 2014), economics (Gnewuch & Wohlrabe, 2017), and clinical medicine (Kerans et al., 2020). The findings of this bulk of research have revealed that the inherent specificities of (sub) disciplines imprint differences on the structural construction of titles. Soler (2007), for instance, found that biological science titles are generally longer than social science titles, reflect a higher incidence of nominal groups and frequently present full-sentence title constructions which appear as a generic peculiarity of this discipline.

Likewise, the rhetorical structure of RA abstracts has been examined extensively from a synchronic perspective, revealing the prevalent and optional moves and their lower level constituents (sub-moves of steps) across a large variety of (sub)disciplines such as applied linguistics (dos Santos, 1996; Pho, 2008), literature (Tankó, 2017), medicine (Salager-Meyer, 1990; Anderson & Maclean, 1997) or psychology (Hartley, 2003; Martín, 2003). Conversely, the studies in the field of medicine that have taken a diachronic approach are a limited few. Vinkers et al. (2015), for instance, reported a growing increase in the frequency of lexical items with a positive connotation (e.g., "novel", "innovative") in a corpus of PubMed abstracts between 1974 and 2014. However, to our knowledge, no previous diachronic study on RA abstracts has taken a genre-based approach to the analysis of this type of texts. Such an approach may help us understand how the communicative functions of this academic genre have evolved over time.

Diachronic studies that focus on the analysis of linguistic features of medical RA titles are also very scarce. Jaime Sisó (2009), for example, examined the information content of RA titles published between 1980 and 2006 in the subfield of molecular biology, finding from the beginning of the 1990s onwards a progressive rise of titles which present the most relevant and conclusive information (i.e., full-sentence titles), using the smallest number of words. She also found variation across journals in the frequency with which they anticipate the results and/or conclusions of the study: whereas in the top journal *Cell* the frequency of this practice in 2006 was 78%, in *Neurochemical Research*, it only reached 16.6%, and this practice was rarely found in journals ranked low. This suggests that rhetorical choices (i.e., strategic positioning) may also vary depending on the impact factor of the journal. Therefore, in order to elucidate the prevalent rhetorical practices of a specific sub-disciplinary community, it is necessary to analyse rhetorical features in particular target journals. A diachronic perspective can also offer insights into the changes in values and writing practices of research communities over time.

In this study, we take a diachronic perspective to examine the information content and communicative functions of RA titles and abstracts published in the *Journal of Experimental Medicine* (JEM) and how the related rhetorical practices of the sub-disciplinary community of scholars have evolved over the period from 1940 to 2022. A single journal was chosen to exclude the possible influence of other variables, such as different policies of editorial boards, scope and ranking of journals, on variation in writing practices. The questions thus raised are whether the types and frequency of occurrence of the information elements of titles and the communicative functions (moves/steps) of abstracts undergo variation over the period of nine decades analysed.

Methodology

The corpus consists of 180 RAs, written in English, along with their corresponding titles and abstracts randomly selected over a period of nine decades (1940-2022) from the *Journal of Experimental Medicine* (JEM). The articles labelled as “insights”, “viewpoints”, “reviews” and “brief reports” were excluded. In order to have a representative selection of the nine decades, 20 RAs were randomly drawn from each decade: two articles from the first issue of each year, except for the last decade in which we selected five articles from the first issues of the year 2020, another five from 2021 and 10 from the most recent year (2022). The decision to compile the corpus from a single journal, as stated above, was to eliminate factors that could contribute to possible rhetorical variation across the papers published in journals of the same sub-discipline due to different policies of editorial boards of specific journals, such as explicit instructions for writing the submitted titles and abstracts in the guidelines for authors. Other factors that make it difficult to compare across different journals are the broad/narrow scope of the journals, the specialised/generalised nature of the journal's readership and/or certain specificities of long-established versus emergent journals, as reported in previous research (see, for example, Anthony, 2001; Jaime Sisó, 2009; Martín & León Pérez, 2017; Hyland & Zou, 2022).

JEM is a high-impact open access journal with a long trajectory published by Rockefeller University Press. Since its inception in 1896 it has been regularly publishing studies in experimental medical biology (see JEM metrics in https://rupress.org/jem/pages/journal-metrics). The most recent JEM guidelines for authors only state that titles should be less than 100 characters (including spaces) and should be made accessible to a general readership. As regards abstracts, the guidelines admonish authors not to exceed 160 words. They also state that abstracts "should describe the relevant background, key results, and conceptual significance of the findings in a way that is accessible to a broad audience" (https://rupress.org/jem/pages/submission-guidelines). The information on the submission guidelines of earlier decades was not available.

With the aim of categorising the information content of the selected titles, in an initial stage of the study, we examined our corpus following a framework (see Table 8.1) adapted from Goodman et al. (2001), as this was considered an adequate taxonomy for our purpose. The information types include topic only, topic + method, topic + result, topic + conclusion, and other more complex structures such as topic + result + method (T+R+M), and topic + result + conclusion (T+R+C).

Table 8.1. Framework of Information Types in RA Titles *

Categories	Description and Example (Information elements other than topic are highlighted in bold font)
Topic only	Title indicates a subject but does not include information on other categories listed below, or it seems ambiguous. The description of the subject can be general or focused (more detailed). "The effect of high pressures on hemagglutinating antibodies"

Table 8.1, continued	
Topic + Method	Title specifies the topic and an approach to study type and/or methodological procedure, design, data management, or analysis (such as case-control, cohort, efficacy, incidence, mortality, prevalence, trend, or validity study; meta-analysis; randomized clinical trial); or title provides an incomplete description of a method (such as assessment, evaluation, population sample, or comparison). "Observations **by electron microscopy** on contraction of skeletal myofibrils induced with adenosinetriphosphate"
Topic + Result	Title contains the topic and quantitative information (a specific value), semiquantitative or ordinal information (such as increased, decreased, high or low), or some other specification of a relation (such as association, change, correlation, determinants, effects, evidence, impact, influence, outcomes, predictors, relation, risk, variability, or variation) about the findings. "Delta-secretase (AEP) **mediates tau-splicing imbalance and accelerates cognitive decline in tauopathies**"
Topic + Conclusion	Title includes the topic and an unequivocal statement based on the analysis of the reported evidence such as interpretation of results, the implications of the study or the overall conclusion. "Phospholipase Cγ1 **is essential for T cell development, activation, and tolerance**"
T + R + M	A more complex structure that comprises information on the topic, results and the method. "Suppressible and nonsuppressible autocrine mast cell tumors **are distinguished by insertion of an endogenous retroviral element (IAP) into the interleukin 3 gene**"
T + R + C	A further complex structure the contains information on the topic, the results and a statement of conclusion. "IL-23 **stimulates epidermal hyperplasia via TNF and IL-20R2–dependent mechanisms with implications for psoriasis pathogenesis**"

* *Adapted from Goodman et al., 2001, p. 76*

Regarding the procedure that we followed for the analysis of the sample abstracts, in an initial stage of the study, we examined the corpus of texts in terms of the possible rhetorical strategies that writers have at their disposal to fulfil specific communicative functions. We adopted a genre-analytical approach following the work by Swales (2004), in which he defines the concept of move as a "rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (p. 228). In his analytical framework, the rhetorical moves manifest themselves as text units that occur in typical sequences, and these can be realised by means of lower level constituents (sub-moves or steps) which, depending on the frequency of occurrence, can be considered obligatory or optional. Our preliminary move-step analysis revealed the scheme which is displayed in Figure 8.1.

In the second stage of the study, each co-analyst (the two authors of this chapter) independently segmented the texts and manually annotated the specific information elements of the titles (applying the framework in Table 8.1) and the discourse functions of the abstracts (applying the framework in Fig. 8.1).

Move 1. Introducing the study within its field
  Step 1. Claiming importance of the research topic
  Step 2. Providing background information
  Step 3. Indicating a gap in existing knowledge
Move 2. Announcing the aim of the research (purposively or/and descriptively)
Move 3. Describing the research methodology
Move 4. Reporting key results
Move 5. Discussing the main findings
  Step 1. Interpreting or explaining results
  Step 2. Drawing conclusions from results
  Step 3. Stating the significance or contribution of the research findings

Figure 8.1. Framework Proposal for the Analysis of RA Abstracts in Medical Biology

To validate the findings, we contrasted the results. A high level of intercoder agreement on information type (89%) and on move-step structure (97% for moves and 91% for steps) was initially achieved, and complete agreement was reached after discussion. Finally, we undertook a quantitative analysis of the types of information elements and frequency of occurrence of the titles. We also quantified the types and frequency of occurrence of moves and steps in the abstracts.

Results

In this section, we report the findings obtained from the diachronic analysis of the types of information elements that the titles contain, their frequency of occurrence over the nine decades, and the distribution and frequency of use of the moves/steps in the abstracts analysed.

The Analysis of the Titles

The results obtained from the diachronic analysis of the types of information elements and frequency of occurrence in the titles that comprise the corpus are displayed in Table 8.2.

Table 8.2. Distribution and Frequency of Occurrence of Titles by Information Categories

No. Titles (%) – 20 per decade – 180 in total					
Category	1940s	1950s	1960s	1970s	1980s
Topic only	17 (85)	16 (80)	17 (85)	14 (70)	10 (50)
T+M	3 (15)	4 (20)	3 (15)	4 (20)	8 (40)
T+R	0	0	0	2 (10)	2 (10)
T+C	0	0	0	0	0
T+R+M	0	0	0	0	0
T+R+C	0	0	0	0	0

Category	1990s	2000s	2010s	2020s
Topic only	3 (15)	0	0	0
T+M	2 (10)	0	0	0
T+R	10 (50)	13 (65)	16 (80)	7 (35)
T+C	2 (10)	4 (20	3 (15)	12 (60)
T+R+M	3 (15)	1 (5)	1 (5)	0
T+R+C	0	2 (10)	0	1 (5)

As shown in Table 8.2, the content information of the titles in the early decades (1940s -1980s) mostly focuses on the indication of the research topic only (examples 1 and 2). To a much lesser extent, titles also include some information about the methods (mainly study type or procedures), as seen in examples 3 and 4, and rarely about the results.

1. Investigations on the occurrences of Rh substances in amniotic fluid. (1945a)
2. The effect of podophyllotoxin on tissue metabolism and enzyme systems. (1949b)
3. Electron microscope study of red cell membranes after experimental infection with the virus of foot-and-mouth disease. (1951b)
4. Conversion of immunity to suppression by in vivo administration of I-A subregion-specific antibodies. (1982a)

We only found two instances of Topic + Results in the 1970s and in the 1980s. However, from the 1990s to the 2010s, the predominant practice was to announce the main results along with the description of the topic (example 5). In the most recent decades, we can also observe the use of more complex information structures, such as T+R+M (example 6) and T+R+C (example 7) and, with a higher frequency of occurrence, information on the research topic combined with a statement of conclusion (example 8) which reaches its peak in the early 2020s as the authors of more than half of the titles analysed (60%) opted for reporting the main conclusions of the study.

5. A human tumor necrosis factor (TNF) alpha mutant that binds exclusively to the p55 TNF receptor produces toxicity in the baboon. (1994b)
6. Interleukin 15 induces endothelial hyaluronan expression in vitro and promotes activated T cell extravasation through a Cd44-dpendent pathway in vivo. (1999a)
7. IL-23 stimulates epidermal hyperplasia via TNF and IL-20R2-dependent mechanisms with implications for psoriasis pathogenesis. (2006a)
8. Tumor macrophages are pivotal constructors of tumor collagenous matrix. (2016a)

It is worth recalling that the most recent JEM submission guidelines limit title length to 100 characters, including spaces, thus encouraging the use of relatively short titles. They also admonish authors to make the title concise and accessible to a general readership. This could explain that, with the purpose of adhering to the journal instructions and reaching a wider audience, the big amount of detailed information provided by authors, which was prevalent in earlier decades, is being replaced by a tendency to write shorter and clearer titles in which the results or conclusions of the study are highlighted.

We should also note that we found a growing trend, initiated in the 1990s, to include persuasive lexical items to highlight the relevance of research findings. The number of titles in which the authors make use of persuasive attitude markers such as "pivotal", "important", "essential" (example 9), which contribute to enhancing the value of their research for the disciplinary community, was 1 (1990s), 2 (2000s), 3 (2010s) and 3 (2020s). We also found a growing use of lexical items ("novel", "new") that explicitly emphasise the novelty and uniqueness of the research findings (examples 10-12): 3 (1990s), 4 (2000s), 5 (2010s) and 6 (2020s). These findings indicate that, in contrast with the more neutral position towards research publication prevalent in the decades preceding the 1990s, the titles have increasingly become more promotional in terms of the persuasive rhetorical elements that the authors use to highlight the contribution of their research.

9. 1.Down-regulation of Gfi-1 expression by TGF-β is **important** for differentiation of Th17 and CD103+ inducible regulatory T cells. (2009a)
10. Cloning of vascular adhesion protein 1 reveals a **novel** multifunctional adhesion molecule. (1998a)
11. Granulocyte macrophage colony-stimulating factor: A **new** putative therapeutic target in multiple sclerosis. (2001b)

12. CCL17 acts as a **novel** therapeutic target in pathological cardiac hypertrophy and heart failure. (2022e)

This persuasive function can also be observed, as Jaime Sisó (2009) has noted, in the analogy of this type of titles with newspaper headlines in which the main contents of the news are condensed and highlighted with persuasive language in a bid to influence readers and attract their attention. Similarly, in these titles, authors tend to anticipate the novel results and/or conclusions of their articles arguably in an effort to catch the interest of editors and reviewers, inform the busy reader efficiently and promote their research.

The Analysis of the Abstracts

The results of the quantitative analysis of the abstracts are displayed in Table 8.3. As seen in this table, there has been a marked shift in the number of moves/steps from the decades preceding the 1990s until the present decade, making the abstract more rhetorically complex. The basic pattern M3 (methods) + M4 (results) + M5-S1 (interpretation of results) of the early decades (1940s-1980s) was expanded in the 1990s to include M1-S2 (background information) and M2 (purpose), arguably with the aim of reaching a broader audience. Table 8.3 also shows that, over the last three decades, this pattern has evolved to the more complex one that prevails today in which the practice of using three additional promotional steps has become frequent: M1-S1 (claiming importance), M1-S3 (gap creation) and M5-S3 (significance of findings).

Table 8.3 Distribution and Frequency of Occurrence of Moves-Steps in the Abstracts Analysed

No. Abstracts (%) – 20 per decade – 180 in total					
Move/Step	1940s	1950s	1960s	1970s	1980s
M1-S1	0	0	0	0	0
M1-S2	0	0	0	1 (5)	3 (30)
M1-S3	0	0	0	0	0
M2	5 (25)	7 (35)	9 (45)	9 (45)	11 (55)
M3	18 (90)	19 (95)	20(100)	20(100)	20(100)
M4	20(100)	20(100)	20(100)	20(100)	20(100)
M5-S1	12 (60)	11 (55)	10 (50)	14 (70)	17 (85)
M5-S2	1 (5)	2 (10)	5 (25)	6 (30)	5 (25)
M5-S3	0	0	0	0	1 (5)

Move/Step	1990s	2000s	2010s	2020s
M1-S1	5 (25)	11 (55)	12 (60)	12 (60)
M1-S2	12 (60)	15 (75)	16 (80)	14 (70)
M1-S3	5 (25)	8 (40)	13 (65)	14 (70)
M2	19 (95)	12 (60)	8 (40)	13 (65)
M3	20(100)	20(100)	19 (85)	19 (85)
M4	20(100)	20(100)	20(100)	20(100)
M5-S1	17 (85)	13 (65)	9 (45)	7 (35)
M5-S2	9 (45)	5 (25)	3 (15)	6 (30)
M5-S3	3 (15)	8 (40)	11 (55)	14 (70)

Note: In the early decades, abstracts appeared as the final section in the article with the label of "Summary". Starting in the 1990s, they appear in a more prominent position as the first element of the article after the title, before the Introduction of the research articles.

By using M1-S1 (claiming importance), writers highlight the interest of the topic of their study with the main purpose of attracting readers' attention. As illustrated in examples 13 and 14, typical linguistic exponents that contribute to fulfilling this promotional function are positive adjectives expressing subjective judgement (e.g., "interesting", "crucial", "critical", "major", "central", "important", "pivotal", "key", "essential").

13. The identity of allogenic peptide/major histocompatibility complex (MHC) complexes that elicit vigorous T cell responses has remained an **interesting** problem for both practical and theoretical reasons. (1995a)
14. White adipose tissues (WAT) play **crucial** roles in maintaining whole-body energy homeostasis, and their dysfunction can contribute to hepatic insulin resistance and type 2 diabetes mellitus. (2021a)

As shown in Table 8.3, it is only from the 1990s onwards that researchers started to use this step in the introductions of their abstracts. In this decade, we found that 25% of the texts included this communicative function, and over the last three decades it has become a prevalent step since, in more than half of the abstracts, the writers made use of this promotional strategy. It can be argued that, as editorial acceptance of articles is primarily based on the potential interest to the readership, writers tend to exaggerate the importance of the topic to increase the chances of getting published in high-ranked journals.

In M5-S3 (stating the significance or contribution of the research findings), writers highlight the novelty/uniqueness of their results (examples

15 and 16) and the implications of their research for the disciplinary area (example 17). Due to the current competitive context of research production, it was not surprising to find that this practice had increased progressively over the last few decades. As seen in Table 8.3, this step was inexistent in the early decades and we only identified one instance in the last year of the 1980s and three instances in the 1990s. However, in the 2010s and the early 2020s respectively, in more than half (55% and 70%) of the texts examined, the authors chose to highlight the significance of their research as the last step to finalize the abstracts, indicating that this communicative function has become a prevalent step in the target journal analysed.

15. **These data are the first to describe** an animal model with both the humoral and cellular characteristics of PBC. (1995a)
16. These findings reveal **a hitherto unappreciated role for** an IL-10–STAT3–Blimp-1 circuit as an initiator of an inflammatory Th2 response in the lung to allergens. (2020a)
17. These results demonstrate **a novel mechanism** by which IFN-I regulate immunological memory and **provide insights for** rational vaccine design. (2020e)

The genre-based approach to the analysis of the abstracts has thus shown that the texts in the last three decades present a growing number of promotional communicative elements, mainly rhetorical moves/steps that claim the importance of the research topic and state the implications or significance of the research. The change in the position of the abstracts mentioned above also shows how abstracts have evolved over time to become a more promotional genre.

Discussion and Conclusion

This study has contributed to gaining some understanding of the evolution of authors' practices when writing a RA in English in the field of experimental biomedicine. Our analyses have revealed that the titling and abstract writing trends in the target journal (JEM) have evolved over time. Despite the fact that scientific discourse has traditionally been viewed as objective, it seems that academic practices are changing in favour of the use of promotional rhetoric. As seen in this study, both RA titles and abstracts have increasingly become more promotional in terms of the persuasive rhetorical strategies that the authors use to enhance the contribution of their research. In a fashion which seems more appealing to editors, reviewers and readers, the evolution of titles exhibits a clear trend of authors moving from merely announcing the topic and method of their work to highlighting the value of their research by presenting some of its main eye-catching results and conclusions. Likewise, the simple prevalent pattern of the abstracts in the early decades (methods + results + interpretation of results) has become more complex in the last decades by including promotional moves and steps, mainly M1-S1 (importance of the topic) and M5-S3 (significance of findings), which highlight the relevance of the topic and the implications of research.

The findings of this study have also shown a growing tendency over the last three decades to use persuasive lexical items, arguably in response to career pressures on academics and the high level of competition for getting published and cited in today's research world. These findings are consistent with the results obtained by Fraser and Martin (2009) who examined biased language which attributes significance to the claims. They found an increasing incidence of adjectives expressing subjective judgments in high-impact biomedical and clinical journals over a twenty-year time period (1985, 1995 and 2005). Vinkers et al. (2015) also reported an increase in the number of positive words such as "novel", "innovative" in the titles and abstracts of medical research published from 1974 to 2014. It seems that, as editorial acceptance of articles is primarily based on the potential interest to the readership, writers tend to exaggerate the importance of their research to increase the chances of getting published in high-impact journals. This shift in rhetorical practices thus shows how authors have changed their behaviours as a consequence of the current increasing pressure they face, which contrasts with the more neutral position towards research publication prevalent in the decades preceding the 1990s. At this point, we should question this growing trend towards research marketability, as it appears that the scholar who is best able to "sell" their research will be the most successful. This increasing use of hyperbolic language, however, may undermine what was traditionally considered objective scientific narration. Millar et al. (2019, 2020), for instance, have noted the existence of evidence that suggests that language that exaggerates the importance of findings can negatively affect readers' perceptions of the true value of scientific facts. Hyland and Jiang (2024) further argue that the use of promotional practices has currently reached a level where objectivity has been replaced by sensationalism. Vinkers et al. (2015) also criticise the growing research marketability, mainly driven by the large publishing houses, and call for a new academic culture that rewards quality over quantity and fosters objectivity.

At this point, we should also recognise the limitations of this research. Although we believe that the small corpus used in this study is sufficient to describe the evolution of rhetorical trends, our findings should be contrasted with those obtained in further research with a larger corpus. We ultimately aim at continuing our research in the future with further studies on other journals of the same subdiscipline. Since the guidelines for authors provided in journals are often too general, these studies could show a complete picture of the prevalent rhetorical features of the biomedical RA considering the similarities and differences across journals, and how these features change over time. It would also be worth exploring the rhetorical strategies used by scholars to promote their research in languages other than English, as the frequency of use of persuasive elements and promotional functions may vary due to socio-cultural factors. For instance, in a recent intercultural study, Martín and Burgess (2024) examined comparatively the rhetorical structure of conference abstracts written in English and Spanish in the field of applied linguistics, showing a significant difference in the frequency of occurrence of the communicative function that states the implications of research findings, which appeared to be more prevalent in the English texts. This prevalence indicates that the use of promotional language is more important for the members of the international community than for the researchers of national academic communities, such as the Spanish one, as the degree of competitiveness is lower than in the international arena. We can thus infer that there is a series of contextual variables, such as peer reviewers' expectations or the size of the disciplinary communities and the relationships among their members that can affect the rhetorical configuration of academic texts in big and small writing cultures, even though the communicative purpose of a genre is similar. Therefore, EAL scholars should note that they need to adapt their rhetorical practices to their national and international disciplinary communities' expectations in order to increase the possibilities of getting their papers published.

Awareness of intercultural rhetorical preferences can thus help them make informed choices about whether and when to conform to the expectations of the target audience by choosing adequate rhetorical options depending on the context and type of audience they are addressing. In any case, a critical reflection on the advantages and disadvantages of publishing in English may also help EAL scholars decide more appropriately whether they want to contest the present situation of inequality by publishing in languages other than English or whether they choose to adhere to the currently prevailing mainstream in most disciplines. Be that as it may, we should conclude by urging editors and reviewers of international journals to show greater flexibility in accepting rhetorical practices other than the English ones which may be considered as divergences (e.g., L1 transfer features) from the discourse norms typically privileged by the members of the Anglophone academic community.

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9 Teaching English for Research Publication Purposes in China: Developments and Challenges

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Abstract / 摘要

English for Research Publication Purposes (ERPP) as a pedagogical enterprise has witnessed continuous development in China since the early 2000s. The internationalization drive of Chinese higher education and the sector's need to cultivate "interdisciplinary talents" were among the factors that promoted this growth. In this chapter, we begin by highlighting several boosters of China's international research output, i.e., publication policy, research and development (R&D) investment, and the science and technology (S&T) workforce. We will then outline the inception of ERPP in China in the 2000s against a backdrop of internal drive for change and external influences. The ERPP development in the country in the 2010s and early 2020s will be examined next along two dimensions: face-to-face-taught courses and beyond such courses, focusing on textbooks and online instruction for the latter. Within the two dimensions, we distinguish between the initiatives led by English language teachers and those led by disciplinary content specialists and underscore a continued "silo" phenomenon separating the two streams of specialists. In terms of challenges, we highlight a shortage of support at policy and resource levels for English teachers' professional development and career advancement, and a risk for the momentum in developing high-quality ERPP-oriented instruction at Chinese institutions to be undermined by the proliferation of ERPP-related resources on Chinese social media as well as the affordance of Generative AI tools.

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科研發表英語教育在中國自21世紀初期以來經歷了持續發展。中國高等教育的國際化及培養‘跨學科人才’的迫切需求為此提供了驅動力。在本文中，我們將首先强调推动中國國际科研产出的若干因素，即出版政策、科研经费投入以及科技人力資源。接著我們溯源科研發表英語于21世紀初期在內、外部因素影響下在中國的起步。其後我們從高校的相關課程、學術英語寫作教材、及網絡資源等方面綜述科研發表英語教育在 21世紀頭二十多年在中國的發展。我們區分英語教師和學科教師在這些領域的工作，并指出這兩批專業人士各自爲營的現象仍然普遍存在。關於科研發表英語教育發展在中國面臨的挑戰，我們認爲，對英語教師的職業發展的支持在政策和資源層面都顯不足；同時指出，與國際論文發表相關的自媒體資源的大量湧現及生成式人工智能帶來的便利，對中國高校的教師與政策制定者們在發展高質量的科研發表英語課程方面的動力構成了挑戰。

In this chapter we present a concise state-of-the art overview of the landscape of teaching English for Research Publication Purposes (ERPP) in mainland China. In line with Cargill and Burgess' (2008) definition of the term, we are concerned here with "a branch of EAP addressing the concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals" (p. 75). Over the years since the term *ERPP* was coined, the field of ERPP has developed its own disciplinary identity (Flowerdew & Habibie, 2022). More recently, ERPP pedagogical practices in non-Anglophone contexts have attracted attention and become a focus of interest for practitioners and researchers (e.g., Corcoran et al., 2019). While previous reports on the pedagogical front tended to focus on individual initiatives such as courses and workshops, we aim to chart and reflect upon the Chinese scene more holistically, with a critical edge, hoping to provide a point of reference for practice and research in the field.

A country with over 2,700 regular higher education institutions (PRC MoE, 2021), mainland China has been seeking to claim an international reputation as a global research powerhouse. The case of the Chinese context is interesting in ERPP terms, given the huge demand for ERPP education at Chinese universities. The trend towards internationalization of higher education and the need to cultivate "interdisciplinary talents" (as it is phrased in China) who can use English for academic and professional communication to compete in the international arena have put ever-mounting pressure on Chinese universities to shift gear from the traditional EGP-focused English education to EAP.

It is, therefore, of interest to practitioners of ERPP internationally to investigate how this pressure to change or reform English teaching has been responded to, by which segments of the academic spectrum, and with what current and potential effects in broader academic and reputational terms. The Chinese case we present here will thus be enlightening to English language educators and policy makers in many parts of the world. In terms of terminology, it is important to recognize that, in Chinese universities, in-course assignments requiring extended writing in English are not a feature for students who are not English majors. The term "EAP" thus sometimes overlaps with ERPP in the Chinese context. On the other hand, the term "ERPP" is not yet in wide circulation in China, although it is being picked up, with a Chinese translation, namely, *keyan fabiao yingyu*. In this chapter, we will use "ERPP" and "ERPP-oriented" in describing the various lines of development on the Chinese scene.

"We" are a two-person international author team that grew out of a serendipitous post-conference meeting in Hong Kong in the mid-2000s, through intersecting individual and collaborative teaching and research interests. Yongyan is based in Hong Kong but has some involvement in other parts of China as a result of her previous teaching experience and some research projects over the years. Margaret is recently retired from university teaching and research in Australia, a field she embarked upon with foundations in foreign-language teaching and scientific project support, and with an underlying goal of supporting the international publication of scientific research outcomes for world-wide benefit.

In what follows we begin by highlighting several boosters of China's international research output, i.e., publication policy, research and development (R&D) investment, and the science and technology (S&T) workforce. We then take a chronological approach, overlaid with a focus on the ways and means through which ERPP has emerged and developed in the Chinese context. We outline strands of development in ERPP terms in the Chinese context in response to both internal drive for change and external influences in the 2000s, and then survey continued development in the 2010s and the early 2020s along the lines of face-to-face taught courses, textbooks, Massive Open Online Courses (MOOC) courses, and resources available on Chinese social media platforms. A "silo" phenomenon separating English language from other academic disciplines (Cargill et al., 2012) emerges from our survey of ERPP-oriented courses that English specialists and content (other-discipline) specialists separately taught, as well as the English academic writing textbooks that they separately produced. From looking into MOOC courses and the proliferation of video-based ERPP-related resources on the Chinese social media platform of Bilibili, we point out the risk that such easily accessible online resources could potentially be seen by university policy makers as reducing the need for high-quality ERPP-oriented instruction at their home institutions, and argue for an alternative interpretation.

Boosters of China's International Research Output: Publication Policy, R&D Investment, and the S&T Workforce

While this chapter focuses on ERPP instruction in China, it is important to situate this discussion within the broader context of China's emergence as a scientific superpower. China's growing dominance in global science and its dramatic surge in international research output since the 1990s—frequently highlighted in media headlines such as "China declared world's largest producer of scientific articles" and "China's scientific dominance is a done deal"—can be attributed above all to sustained increases in R&D investment, the sheer scale of its S&T workforce, and institutional policies that mandate publication in international journals.

The Science Citation Index (SCI) drive began at China's top universities in the late 1980s and early 1990s, marked by the regular release of eye-catching "SCI Paper League Tables" prominently featured on the front pages of major national newspapers and university bulletins. For example, a December 2000 report in *Guangming Daily*, a leading government-sponsored newspaper, announced the "Top 10" universities in one such ranking: Tsinghua University led with 773 SCI-indexed papers, followed by Peking University (705) and Nanjing University (626) (Guo & Huang, 2000). While the initial excitement surrounding these rankings eventually diminished, they remained closely linked to the rise of institution-level publication mandates—initially introduced at elite universities and progressively adopted by non-elite institutions across the sector. The publication mandates were enacted through a range of official documents (and hybrids thereof), including journal lists, publication-based reward schemes, academic performance evaluation policies, postgraduate "training targets" (*peiyang mubiao*), and recruitment guidelines. "Grade points" (*yeji dian*) are often assigned to publications based on journal tier, a system resembling those reported at universities in parts of the Global South (Lillis & Curry, 2010), though China occupies a distinct and more geopolitically ambivalent position.

Criticism of the widespread "SCI worship" began to surface in the late 2000s; however, it was not until 2020 that national-level policy documents were issued with the aim of reversing the tide of "SCI supremacy" (e.g., PRC MoE, 2020; PRC MoST & MoE, 2020). In response, a few elite universities moved to abolish the mandatory publication requirement for master's and/or doctoral students (e.g., Chen, 2021). Overall, however, institutional reactions to the new policies have been mixed, and the long-term impact of this policy shift remains to be seen (Tao, 2020). In the foreseeable future, the tension between official reform rhetoric and ground-level institutional inertia may shape the landscape of research evaluation in China.

Beyond publication mandates and policy developments, China's investment in S&T has grown at an unprecedented scale. In 2019, national S&T expenditures reached 2.21 trillion yuan (approximately 322 billion USD), accounting for 2.23% of the country's GDP, second only to the U.S. in absolute terms (Normile, 2020). Since 2013, China has led the world in the number of full-time R&D personnel, reaching 7.13 million in 2019, an increase of 130% from 2015 (Yang, 2021). The country also produces the largest number of graduates in Science, Technology, Engineering, and Mathematics (STEM) fields: in 2020, China saw 3.57 million STEM graduates, followed by India with 2.55 million and the U.S. with 820,000 (Oliss et al., 2023). The continuous expansion of China's R&D talent pool and S&T expenditures, combined with long-standing policies that have incentivized international publishing, has contributed to the country's dramatic rise in scientific output, surpassing the U.S. for the first time in 2017 (Tollefson, 2018).

In addition to publication mandates, R&D investment, and the scale of China's S&T workforce, it is also important to acknowledge the significant and rapidly expanding industry of language editing services that support Chinese researchers in preparing English-language academic manuscripts. This commercial sector has played a substantial role in facilitating Chinese authors' success in international publishing (Luo & Hyland, 2021). The broader issue of language brokering in academic publication, an important topic within the ERPP field (see, e.g., Matarese, 2012), lies beyond the scope of the present chapter, and warrants separate and focused attention.

Taking into account the background outlined above, the suggestion that China's "seeming outperformance" is, to some extent, "a function of size" (Smith, 2024) should not be dismissed outright. This argument is supported by the notable gap, over the period from 2012 to 2022, between the volume of China's internationally published research, ranked second globally, and its average citations per document, which ranked only 16th (ISTIC, 2022). This contrast suggests that the quality or impact of a substantial portion of Chinese-authored articles remains limited. Although this may seem to contradict a recent study indicating that China has taken the global lead in producing the top 1% most highly cited articles—with 8,422 such publications in 2019, compared to 7,959 from the U.S. and 6,074 from the European Union

(Wagner et al., 2022)—the two observations are not incompatible. Given the sheer scale of China's research output, even with a relatively modest average citation rate, the absolute number of highly cited articles can still exceed those of other countries.

The traditional English language education in China has undoubtedly contributed to the country's rise in international research output, by equipping generations of scholars with basic English proficiency. Nevertheless, the more recent emergence of EAP/ERPP at Chinese universities has lagged behind this publication "achievement." It is therefore difficult to attribute China's past international publishing success in any significant way to its EAP/ERPP infrastructure. However, viewed from our current vantage point, the ongoing expansion of EAP/ERPP initiatives within Chinese universities, along with the proliferation of ERPP-related resources online and on social media platforms (as detailed later in this chapter), is likely to have a growing and lasting influence on Chinese authors' ability to publish internationally. For this reason, the account and reflections we offer in the remainder of the chapter may hold relevance and value for educators in other parts of the world.

The Inception of ERPP Endeavors in China in the 2000s

The emergence of ERPP-related pedagogy in China in the early 2000s unfolded against a backdrop of expanding international publication requirements, state-driven research evaluation reforms, and the country's broader ambition to enhance its global scientific standing. These structural shifts created conditions for pedagogical responses to take shape. The early 2000s witnessed several lines of development in China in ERPP terms, as reviewed below.

The Introduction of John Swales' (1990) Book into China

The first development to highlight was the introduction in 2001 of John Swales' book *Genre analysis: English in academic and research settings* (1990). The beginning of the 21st century witnessed a wave of English-medium books imported into China for re-publication, notably an Oxford and a Cambridge applied linguistics series. Swales' (1990) book was in the latter series and was republished by Shanghai Foreign Language Education Press, with a Chinese title added on the cover and a brief Chinese guide to reading at the beginning of the book.

Relatedly, it is worth mentioning that paired conference sessions entitled "Research & Practice in Professional Discourse" were hosted in Guangzhou (in south China) and Hong Kong in 2000. John Swales and Jim Martin were among the keynote speakers, and notable overseas conference participants included Christopher Candlin, Vijay Bhatia, Thomas Huckin, and Charles Bazerman. Margaret Cargill also attended with an Australian colleague. The pioneering event facilitated the uptake of Swalesian genre analysis in China, alongside the strong uptake of Systemic Functional Linguistics, as espoused by Jim Martin.

The Start of a Paradigm Shift from EGP to EAP at Some Universities

At the policy level, a Ministry of Education (MoE) document was released at the beginning of the 21st century, calling for the creation of English-Medium Instruction (EMI) courses in the fields of biotechnology, information technology, finance, and legal studies, disciplines considered closely bound to the country's international participation as it gained membership of the World Trade Organization (WTO) in 2001 (PRC MoE, 2001).

Better-resourced universities responded by developing bilingual courses for a start, using imported English-medium textbooks with instruction conducted in Chinese. Yet the limited English ability of the disciplinary teachers and of students sometimes led to course cancellation or student dropout. For example, in 2003, at the top-tier Tsinghua University, a quarter of the students dropped out of a bilingual course in physics within two weeks (Ye, 2005). In the first two decades of the 21st century there was a growing understanding among English language educators that "bridging" courses were needed between the traditional EGP and the new bilingual/EMI-oriented courses, and that the bridge would be EAP courses (Cai & Chen, 2013). Meanwhile, the traditional general English courses were extensively criticized; it was widely recognized that tertiary English education did little to prepare students to communicate in English in their disciplines. Against this backdrop, an EGP-to-EAP transition in the undergraduate curriculum began at some better-resourced universities and those with a heavy presence of science and engineering disciplines.

Concerning the postgraduate level, an *Action plan for invigorating education (2003–2007)*, an MoE document released in March 2004, emphasized the development of high-level talent in higher education, including through advancing a Postgraduate Education Innovation Program (PRC MoE, 2004). Then in January 2005, another MoE document was issued, providing guidance on the Program: *Opinions on implementing the postgraduate education innovation plan, strengthening the cultivation of graduate students' innovative capacity, and further improving training quality* (PRC MoE, 2005). These official documents provided rationale and guidance for innovating postgraduate curriculum at Chinese universities in the subsequent years. The focus of such innovation consisted in reforming the traditional EGP and developing EAP and ERPP-oriented courses at the postgraduate level.

It should be clarified that such a paradigm shift from EGP to EAP at undergraduate and postgraduate levels primarily concerned the English education provided to non-English majors, a domain traditionally staffed by English teachers who, at many universities, have held lower institutional status than their counterparts teaching English majors (Cheng 2016). Although in recent years this division has blurred somewhat, with some institutions merging teaching responsibilities or discontinuing English majors altogether, the legacy of this status hierarchy continues to shape EAP/ERPP development and recognition within Chinese universities.

The Rise of ERPP-Oriented Courses for Postgraduate Students and the Growth of a Market for Textbooks on English Academic Writing

The third line of development was thus the rise of ERPP-oriented courses for postgraduate students at some universities, with a concomitant growth of a market for textbooks on English academic writing. In these courses, teaching about presentation at international conferences seemed an early focus. A course with a pioneering orientation to international publishing was a 15-week "Academic Articles Reading and Writing" doctoral-level course initiated by a team of English teachers at Renmin University (Beijing) in the early 2000s, in response to decade-old student complaints that the traditional general English courses were boring and unhelpful (Li, 2007, p. 1). The course had a stated focus on learning from English journal articles to nurture international publishing ability among doctoral students specializing in economics and management, as can be seen in Li (2007), a textbook compiled for the course. The textbook contains an ample collection of extracts from English journal articles, and an approach of rhetorical analysis was applied to the extracts.

Notably, "genre analysis" was not featured in Li's (2007) textbook, despite the introduction of Swales' (1990) book into China in 2001, indicating that in the early 2000s, Swalesian genre pedagogy was perhaps not yet well-known among English education reformers in the country. However, it would gradually become a strong feature of ERPP-oriented courses at Chinese universities, together with Australian genre pedagogy, as seen in the language teacher-authored course reports published in Chinese journals in the decade of 2006-2016 (Li & Ma, 2018). The early textbooks on English academic writing published in China in the 2000s typically promoted a more general focus in the emerging academic writing instruction (although Li's 2007 textbook was an exception). Nevertheless, as illustrated later in this chapter, a growing number of ERPP-oriented textbooks appeared over time.

Margaret Cargill's Teaching of ERPP in China from 2001

While the above initiatives were not uniform in origin or orientation, they were shaped, at least in part, by institutional pressures to improve research visibility through English-language publication. Within this broader landscape, and introduced here as a fourth line of development, the ERPP work led by Margaret Cargill offered a pedagogically distinctive approach shaped by international collaboration. It aligned with a longer tradition of inviting foreign experts to support English education in China, dating back to the early years of the country's Reform and Opening-up in the 1980s (Adamson, 2004).

Margaret Cargill, a language professional then based at the University of Adelaide, Australia and consulting internationally on publication skills training, started to visit China with her scientist collaborators in 2001 to offer workshops and short courses on writing for international publication, making a total of over 30 trips to China by 2019, often with her ecologist collaborator, Patrick O'Connor (see Li & Cargill, 2021 and Li & O'Connor, 2019 for details) and other well-published scientist colleagues. Their textbook, *Writing scientific research articles: Strategy and steps* (Cargill & O'Connor, 2021, first edition 2009), was written back-to-back with their development of PowerPoint slides and teaching materials. Margaret's teaching in China thus began at the universities and research institutes of the Chinese Academy of Sciences, spread across the country, and extended to some other universities, in particular in several coastal cities. Along with her teaching to science research student authors, their supervisors and early-career research scientist cohorts, Margaret was also committed to training English teachers and promoting collaboration between language and content specialists during her visits to China (Li & Cargill, 2019a, 2019b), an emphasis that expanded as her experience grew. There is some evidence of uptake of her ERPP teaching methodologies by EAP teachers at Chinese universities (Li et al., 2020).

Margaret's sustained work in China as an external ERPP specialist over the duration of a good part of her academic career is a unique case, perhaps even on a global scale. As for the interdisciplinary collaboration that Margaret and her scientist colleagues steadfastly demonstrated and advocated, there is evidence of its growth at Chinese universities over time (see Li et al., 2024 for a review). Nevertheless, language-content partnership remains uncommon and somewhat sporadic, for which evidence will be noted in the rest of this chapter.

Developments of ERPP in China in the 2010s and Early 2020s

The four strands of ERPP initiatives in the Chinese context of the 2000s outlined above demonstrate both internal drive for change and external influences. The early initiatives were followed by new developments. We will examine these developments along two dimensions: face-to-face-taught courses and beyond such courses, focusing on textbooks and online instruction. Within the two dimensions, we also categorise developments in terms of the disciplinary home of the teachers under whose names they were carried out: English language teachers with a broad focus on student skill development, and content specialists in other disciplines, likely focusing on skills for publishing in English in a particular disciplinary field.

Face-to-Face-Taught Courses

Useful insights for an international audience are provided by a modest number of English-medium case reports on EGP-to-EAP curriculum reforms (e.g., Cai, 2019; Liu & Zhang, 2015) and on ERPP courses (e.g., Dong & Lu, 2020; Li et al., 2020) at Chinese universities. Yet for a broader picture of ERPP-oriented instruction in China, Chinese-medium publications provide an important source of reference. As will be seen below, focusing on the period of 2017–2023, we identified 44 ERPP-oriented course reports, with about two-thirds (29) featuring English language teachers' courses and one-third (15) reporting on those of disciplinary teachers. This overall modest number, together with the fact that these papers were predominantly brief course reports rather than research papers and were mostly published in non-indexed national journals, indicates that research on ERPP instruction is yet to be developed and gain status in the Chinese context.

ERPP-Oriented Courses Taught by English Language Teachers

Extending a previous study which surveyed language teachers' ERPP-oriented courses based on 26 Chinese publications between 2005 and 2016 (Li & Ma, 2018), here we present a brief overview of such courses based on reports published subsequently. Twenty-nine course/curriculum reports (2017–2023) were retrieved from the China National Knowledge Infrastructure (CNKI) (https://cnki.net), a mega-database of Chinese academic publications, through multiple rounds of searching and selection using search terms such as "teaching academic English," "teaching academic writing," and "genre pedagogy" in their Chinese equivalents. Only those papers sole- or first-authored by English language specialists and providing a relatively complete picture of reported courses were selected, leading to a set of 29 short reports (3 to 13 print pages). These papers were published in a total of 22 Chinese journals and featured courses in 27 universities located in 15 cities around the country. Of the 27 universities featured, a few are comprehensive universities (including Fudan University, Zhejiang University, and Chongqing University); but most are universities oriented to science and technology (e.g., Beijing Institute of Technology, and Kunming University of Science and Technology). Although the papers do not always make it clear, it can be seen that 13 of the courses targeted Master students, 8 targeted doctoral students, and 3 were for undergraduates; the remaining 3 had mixed target audiences. Classes of mixed disciplines were the norm. Several papers mentioned the year when an EAP curriculum or an ERPP-oriented course was introduced at their universities: from as early as 2004, or in 2012–2013, 2015, or 2018.

A range of pedagogical theories or notions were drawn upon in course designs, but genre pedagogy in the Swalesian tradition was commonly adopted, a trend which became increasingly clear from the late 2000s (Li & Ma, 2018). A prominent feature was the teacher demonstrating genre analysis in class, using journal articles from the students' disciplines, and the students, working in groups by disciplinary proximity, practicing analysis after class and presenting their work in class (e.g., Cai, 2019). For the teaching/learning materials, other than journal articles, the teaching of the courses sometimes inspired the teaching team of language teachers to write new textbooks. For example, Chun et al. (2021) reported the local teaching team at China University of Petroleum (East China) producing two textbooks (one on scientific writing in English and the other on international academic communication in English), in addition to creating a database of teaching materials.

One-third of the course reports mentioned project-based learning, which required selection of a topic relevant to one's discipline, preparation over time, presentation at the end of the course (e.g., at a mock conference), and submission of a short paper (a miniature of a research article, ranging from 1,500 to 5,000 words) for assessment. For assessment, a combination of formative and summative assessment and integration of peer-, group-, self-, portfolio-, and teacher-assessment were emphasized. Finally, it is worth noting that about one-third of the papers reported some form of collaboration between language teachers and disciplinary teachers, featuring a continuum of scenarios in the level of interaction between the two groups, though generally leaning toward the latter's relatively light involvement.

While genre analysis is widely adopted in the language teachers' ERPP instruction, and there is an emphasis on providing discipline-relevant writing support (cf. Hyland, 2002), the potential of genre analysis to support deeper rhetorical or epistemological engagement with disciplinary knowledge-making practices is often underexploited. In contrast, a growing body of international ERPP literature, drawing on academic literacies and genre-based theories (e.g., Englander & Corcoran, 2019; Hyland, 2000; Lillis & Curry, 2010; Tardy, 2009), treats writing not only as a set of conventions to be mastered, but as a means of participating in and shaping disciplinary ways of knowing. Such epistemic and critical perspectives have not yet been widely integrated into ERPP pedagogy in China.

ERPP-Oriented Courses Taught by Disciplinary Teachers

ERPP-oriented instruction by disciplinary teachers at Chinese universities (often under the course title of "Scientific English Writing"), found typically at the postgraduate level, may have been derived from reforming a traditional "subject English" course in a disciplinary department/faculty, or newly set up in response to a perceived need.

Following a similar CNKI-based literature searching and selection procedure as for surveying language teachers' instruction, and likewise focusing on literature dated from 2017, we were able to collect 15 course reports (2 to 7 print pages) sole- or first-authored by disciplinary teachers (2017–2023), published in a total of 14 Chinese journals and featuring courses in 15 mostly science and engineering universities located in 13 cities around the country. Fourteen of the courses were for Master students, and 1 for doctoral students. All 15 papers reported courses targeting science or engineering disciplines.

A few papers mentioned the commencement date of the reported English scientific paper writing course at their institution: 2013, 2014, 2017, or 2018. This range of starting points for course innovation is comparable to that for language teachers' ERPP-oriented writing courses discussed above, indicating that the early 2010s started to witness some wide-spread efforts to offer ERPP training to graduate students at Chinese universities, as the need continued to rise (see also Li & Ma, 2018). The courses taught by disciplinary teachers both resembled and differed from those taught by language teachers. One point of difference is that in contrast to language teachers' common adoption of genre pedagogy, disciplinary teachers' course reports generally do not mention genre-related terminology, although one exception is Jin's article (2021) titled "Genre pedagogy and English writing in biological sciences." A possible explanation is that Jin's discussion of genre pedagogy reflects the transfer of learning from relevant publications by language specialists. Yet, the general absence of genre pedagogy terminology in disciplinary teachers' course reports suggests limited communication between language and content teachers, despite both groups being engaged in writing-for-publication-oriented instruction.

As seen in content teachers' course reports, journal articles from disciplines were almost always used, with the disciplinary teachers analyzing text structures to identify sentence patterns and emphasizing the learning of distinctive lexico-grammatical features. The content specialists also did not use language teachers' terms for pedagogical theories, but like language teachers, they organized group work, combined formative and summative assessment, and integrated assessment by peers, self and the teacher, while also often mentioning submission of a short paper as part of the assessment. These similarities to language teachers' practices could be further investigated to form a collated set of components to be considered by teachers wishing to design an ERPP intervention in their context—although the use of a ready-prepared textbook may be more appealing to time-pressured teaching staff, as suggested below.

As for teaching materials, other than using journal articles, as noted above, disciplinary teachers were more likely than language teachers to mention using existing writing textbooks, which could be titles published in English-speaking countries or their Chinese editions, or domestic titles, with occasional mentions of a new textbook being compiled for the teaching. These teachers, perhaps unsurprisingly, were also more likely to include a focus on article submission and publication process in their courses. For example, Li et al. (2023) reported a design of "simulating a journal's editorial department" in a course for Master students of civil engineering: each group played the role of an editorial department, and meanwhile, each group wrote a literature review of within 2,000 words and submitted it to other groups for blind peer review; the entire process of submission, revision, and publication/rejection was simulated.

Interestingly, although nearly half of the course reports by language teachers reported some form of collaboration with disciplinary teachers, none of the latter's course reports mentioned involvement of English language teachers. This indicates that in Chinese universities, overall, there has been some measure of effort on the part of English teachers to seek collaboration with their disciplinary counterparts, but not vice versa. English teachers generally having fallen out of the vision of content specialists has also been highlighted by us previously in reviewing disciplinary teachers' sporadically reported endeavor of facilitating undergraduates' scientific English writing abilities (see Y. Li, 2023), and in discussing bilingual and EMI teaching, at Chinese universities (see Li et al., 2024). Given that English teachers who work with non-English majors have traditionally been accorded lower institutional status at Chinese universities (as noted earlier in this chapter), their exclusion from considerations by content teachers in the context of formal writing-for-publication instruction is perhaps unsurprising. Systemic constraints and workload pressures may have also limited disciplinary teachers' capacity to initiate collaboration with language specialists.

Beyond Face-to-Face-Taught Courses

In contrast to the modest number of course reports found (<50) is the notable proliferation of ERPP-related materials available for individual access, both as affordable and readily available textbooks, a traditional and well-trusted source of learning in the Chinese context, and online in various forms. We discuss textbooks first because of their long-standing and continuing place in Chinese education as a first cut, go-to resource. We will then survey relevant online offerings, including MOOC courses and resources on Chinese social media platforms, which constitute more recent trends.

ERPP-Oriented Textbooks Published in China

Chinese textbooks on academic writing in English, with varying degrees of ERPP orientation, come in two strands: those first- or sole-authored by English language specialists, and those first- or sole-authored by content specialists. The former are mostly of English-medium, and the latter consistently Chinese-medium with English text examples, perhaps reflecting respective levels of confidence in using English in teaching, or the perceived proficiency levels of the intended users of the books. By searching several online bookstore platforms with a focus on publication dates from the early 2010s to the present, we were able to gather 30-plus titles of the former and 20-plus titles of the latter. Generally priced below US$10 each (an affordable price), these books offer an important source of reference and learning materials for average teachers and students alike.

Many of the textbooks may be linked to ERPP-oriented courses in the authors' home institutions. Cases of the following scenario can be identified: a language or disciplinary teacher (and their colleagues) taught a course, developed a MOOC version of the course (see the section below), and also published a textbook. For example, a course titled "Academic Writing and Presentation in English" is offered by a team of English teachers at the School of Foreign Languages, Shanghai Jiao Tong University (see Zhang, 2021). The course has both a MOOC version (at its 11th offering in the fall semester of 2024-25) and an accompanying textbook (i.e., Zhang & Sheng, 2021).

Of particular interest is a series of five postgraduate English-medium textbooks on "English Writing in Disciplines" compiled by a team of language teachers at the University of the Chinese Academy of Sciences (UCAS) and published by Tsinghua University Press in 2023. Each of the five volumes addresses one disciplinary domain: chemistry, materials science, electronic engineering, earth science, and computer science. The series broke new ground in ERPP textbook making in the country by incorporating both genre analysis and corpus methods and drawing upon research findings in the ERPP literature.[1]

For instance, one volume in the UCAS series, on research writing in chemistry (Du, 2022), opens with Chapter 1 on "Building your own corpus", covering sections on "What is a corpus," "How to build a chemistry-specific corpus," "What you can do with your own corpus," and "How to create a chemistry-specific word list." The remaining four chapters focus, in turn, on Introduction, Methods, Results, and Discussion, followed by Appendices. A further example are the headings in Chapter 2, Introduction: "Corpus in use," "Lead-in questions," "2.1 A story to justify the research," "2.2 Big issue vs. research question," "2.3 Telling the story," "2.4 Writing the opening," "2.5 Writing the funnel," "2.6 Writing the aim," "Functional expressions and sentences," and "Assignment." It will not be hard to see that an ERPP textbook like this one would demand of the language specialist author years of hard work researching and teaching the academic discourse in the target discipline to develop sound "specialized knowledge" (as opposed to "specialist", or content, knowledge) of the discipline (Ferguson, 1997).

For comparison, beyond the UCAS series, a Chinese-medium textbook written by two content specialists (Li & Jiang, 2020) on the similar topic of research writing in chemistry, consists of 9 chapters: an overview; the Experimental section; the Results and Discussion sections; Conclusion and Introduction sections; Title and Abstract; Referencing and citation; Tables and figures; Writing skills for conciseness and coherence; and Norms in English expressions and specialist terminologies. Here, the frontloading of the Experimental and the Results and Discussion sections indicates the writing order practiced by scientists and echoes Cargill and O'Connor's (2021) recommendation.

Language specialists' and content specialists' ERPP textbooks (and courses) can be seen to complement each other, with the former informed by scholarship in applied linguistics and the latter by first-hand publishing

1 It is also worth mentioning that UCAS (previously GUCAS, or Graduate University of the Chinese Academy of Sciences) was where Margaret Cargill, with local and Australian colleagues, conducted a 4-year action research project between 2006 and 2009, developing a proposed curriculum for teaching ERPP to postgraduate students of sciences (see Cargill et al., 2018).

experience in disciplines. If real-life collaboration, as exemplified both in Cargill and O'Connor's (2021) textbook and in their team-teaching (described in Li et al., 2019), cannot be achieved, for whatever reasons, use of both types of text, together or sequentially, could be one recommended approach.

ERPP-Oriented Courses on the Chinese Universities' MOOC Platform

China's embrace of Massive Open Online Courses (MOOCs) in the early 2010s was not spontaneous. It was embedded in national-level vision and strategy as outlined in two MoE documents, in particular: *Ten-year development plan for education informatization (2011–2020)* (PRC MoE, 2012), and *Opinions of the Ministry of Education on strengthening the construction, application, and management of online open courses in higher education* (PRC MoE, 2015). These documents helped mobilise institutional momentum toward online open courses, including the Chinese Universities' MOOC (https://www.icourse163.org/) (hereafter CU MOOC) platform.

By November 2022, the courses hosted on CU MOOC had exceeded 61,900, with 402 million registered users (Li, 2023). At the time of writing, we found 23 past and present ERPP-oriented courses on CU MOOC by trying a variety of search terms. Of these courses, hosted by 17 universities, 20 were taught by teams of English teachers (with 2 courses also listing a disciplinary teacher as a team member); the remaining 3 courses were led by disciplinary teachers (with 2 also listing a language teacher as a team member). Anyone with a valid mobile phone number for Mainland China can register for these semester-long MOOC courses for free (such a phone number is needed for receiving an authentication code to input during the registration process). Two Chinese-medium courses, led by a language specialist and a content specialist respectively, are summarized in Table 9.1.

Points of difference between the two courses sketched in Table 9.1 include the order of teaching the sections of a research article: the first, a language teacher's course followed an AIMRaD sequence, while the second, led by disciplinary teachers, moved from results, discussion, conclusion, and abstract, to literature review, and then to the experimental part. The latter pedagogical order of presenting the sections reflects scientists' common order of writing, as we pointed out earlier for a textbook written by content specialists (i.e., Li & Jiang, 2020). The discipline-based authors also include a more extensive focus on submission, while the language specialist's content includes stand-alone sections on vocabulary and sentences. These differences are echoed and magnified in textbooks written by the two categories of authors.

Table 9.1. A Comparison of Two Writing for Publication Courses on CU MOOC

Course Title and URL	**Publication of English Research Articles: A Ladder to the International Academic Arena** https://www.icourse163.org/course/HIT-1449775174	**Scientific Paper Writing in Chinese and English** https://www.icourse163.org/course/XMU-1206984801
Host Institution	Harbin Institute of Technology	Xiamen University
Duration and Cohort Size	2 h per week x 17 weeks; 100+ participants in the 10th offering, fall semester of 2024-25	3–5 h per week x 15 weeks; 300+ participants in the 11th offering, fall semester of 2024-25
Course Leader	An English language specialist	A disciplinary specialist
Course Structure	12 units, each of 2-5 sections plus quiz; each section based on a 10-15 min video	8 units, each of 2-5 sections; each section with a 10–15 min video, a handout and a quiz; a final exam
Unit Topics	1. Introduction to research articles; 2. Lexical selection; 3. Sentence construction; 4. Textual construction; 5. How to write Abstracts; 6. How to write the Introduction section; 7. How to write Materials and Methods; 8. How to write the Results section; 9. How to write Discussion and Conclusions; 10. References and academic ethics; 11. Revision and editing; and 12. Getting your paper published	1. Topic selection and proposal preparation; 2. Preparing to write a scientific paper; 3. Scientific paper writing strategies (covering results, discussion, conclusion, and abstract); 4. Writing the literature review; 5. Writing the experimental part; 6. Selecting a target journal and communicating with editors and reviewers; 7. Preparing oral presentations; and 8. Academic ethics

ERPP Instruction on Chinese Social Media Platforms

If the survey above has demonstrated that there is a rich and growing amount of ERPP or ERPP-oriented instruction happening at Chinese universities, in textbooks and on CU MOOC, all these endeavors pale somewhat when compared with the sea of ERPP-related materials on Chinese social media platforms. The background to the rise of this technology-mediated ERPP teaching and learning is the skyrocketing use of WeChat (an instant messaging App)—and its related WeChat Subscription Accounts (a multi-functional "we media" platform)—and of Bilibili (a video streaming platform, nicknamed the "B Site"). Statistics show that the 4th quarter of 2023 saw monthly active users of 1.3 billion for WeChat and 336 million for Bilibili (Statista, 2024a, 2024b).

Web-based talks and seminars on "How to write and publish an SCI/SSCI paper in (a certain discipline)" are frequently advertised in WeChat groups (maximum 500 members per group) and WeChat Subscription Accounts (unlimited numbers of subscribers). Yet, it is on the B Site that one can gain instant access to a sea of videos that claim to teach viewers how to publish English papers. Chinese students call it "B Site University", thus implying that they learn here what they do not learn at their own institutions. Paywalled videos abound, but an extensive range of videos are free of charge. Noticeably, rather than language specialists, the "instructors" in these videos are predominantly content specialists, in the roles of supervisors, or PhD students/graduates who have successfully published articles in English. Many release videos under a pseudonym.

Some of these offerings are called "courses," each comprising a set of videos teaching SCI writing and publishing. An ambitious "SCI Writing Course" consists of 27 videos (14–50 minutes each), running the gamut from preparing Figures and Tables and writing individual sections, through language focus, to submission, revision, and publication (Shiyan Wanshiwu, 2020). There are video series produced by disciplinary supervisors featuring themselves analysing and reading an article in English (as would be done in a research group meeting) and sometimes demonstrating how they read and revise students' paper drafts. Sharing by PhD students or graduates is also popular, covering a range of subjects: useful tools, writing templates, topic selection, literature searching and review, and article writing and publishing. One PhD graduate, sharing under the title, "Highly efficient academic writing" (Ruoruoruoshui, 2022), based on a set of 15 videos, has acquired 11,000 fans. Understandably, given the sea of materials available, promotional language characterises the headlines of videos vying for attention: e.g., "Strong recommendation from Tongji University! This may be the-most-worth-studying SCI paper writing course on the B Site!".

The prominence of content specialists and PhD graduates, rather than trained language educators, in these social media-based ERPP offerings raises questions about what kinds of knowledge, expertise, and pedagogical models are seen as legitimate or desirable. While these resources address a real and urgent demand, their emphasis on quick strategies, templates, and tools often reflects a highly instrumental approach to academic writing, one that may obscure the rhetorical, epistemological, and disciplinary complexities of writing for publication. This vast, unregulated instructional ecosystem suggests a broader fragmentation of ERPP support, in which students increasingly turn to individual instructors or influencers for help with navigating high-stakes writing tasks. This informal ecosystem both points to a systemic gap in formal writing support and raises the question of whether universities may interpret the abundance of online resources as a justification to underinvest in high-quality, curriculum-embedded ERPP provision.

Conclusion

In the sections above, we have outlined the development of ERPP endeavors in China, beginning in the 2000s. Over the course of the two decades since EAP started to develop in China, with ERPP orientation growing steadily within that category though not gaining wide traction as a term in its own right, a lot has thus been achieved. Taken together, the institutional, platform-based, and social media-driven forms of ERPP instruction examined in this chapter reveal a complex, uneven, and evolving landscape. While they reflect commendable local initiatives and responsiveness to growing publication pressures, they also expose deeper structural tensions, between formal and informal instruction, between disciplinary and linguistic authority, and between pedagogical depth and utilitarian shortcuts.

ERPP/EAP teaching will continue to enjoy an upward trajectory in the country, as ERPP-oriented courses, textbooks, MOOC courses, and social media-based learning resources keep growing in response to the increasing demand for the "interdisciplinary talents" who can support the achievement of China's goals for its international research reputation. Of these lines of development, the ERPP-related resources on Chinese social media platforms apparently offer more immediate access, despite their uncertain quality and pedagogical effectiveness.

With the current rapid rise of Generative AI, the situation is now becoming more complicated. In surveying language teachers' ERPP-oriented course instruction, although we have not found reports on the use of Generative AI in ERPP teaching at the time of writing, language teachers' discussion of such use is emerging (e.g., Guo et al., 2023), suggesting its potential of application in ERPP classrooms at Chinese universities in coming years. Yet, in contrast to the cautious handling of the issue of teaching academic writing at Chinese universities in the age of Generative AI, an extensive range of videos on how to use AI tools to quickly produce a paper, from literature gathering to finalizing the text, are already there for free access on Chinese social media, including on the B Site. To what extent these new developments—freely available, extensive online resources and AI tools—will prompt language teachers, content specialists, and policy makers at Chinese universities to work toward high-quality ERPP-oriented instruction at their institutions remains to be seen.

English language education will undoubtedly continue to be an indispensable part of the curriculum at Chinese universities in their internationalization drive. Yet it should not be forgotten that China has over 2,700 regular higher education institutions (PRC MoE, 2021) and, in 2022, the total enrollment of doctoral students at Chinese universities reached 556,100 and that of Master students hit 3,097,500 ("Jiaoyubu: 2022 nian benke zhaosheng," 2023). The ecology of English language education across the tertiary sector—far beyond the cases that we were able to survey through published course reports, textbooks, and CU MOOC courses—matters a great deal for the wider populations of students as well as of language and disciplinary teachers.

Against this backdrop, despite the developments outlined in this chapter, we conclude by highlighting three key challenges for ERPP in the Chinese context and by proposing lines of future work on both the pedagogical and research fronts. While these suggestions are grounded in the Chinese experience, they also carry implications for the global ERPP community.

Firstly, it can be seen that a "silo" phenomenon separating English language from other academic disciplines, an issue we discussed over a decade ago (Cargill et al., 2012), has continued to exist, despite evidence of modest efforts to tackle such a silo at some tertiary institutions in the country (Li et al., 2024). This chapter reveals a persistence of the silo in course instruction, textbook making, and MOOC development, where language teachers and disciplinary specialists have largely worked in parallel, with limited coordination or mutual influence. This lack of integration both reflects enduring institutional structures in Chinese universities that separate language teaching from domain-specific research training and restricts the potential for more coherent and discipline-informed ERPP pedagogy. While such separation is not unique to China, it poses particular challenges in contexts where publishing in English is closely tied to institutional and national performance metrics, yet where cross-disciplinary pedagogical development remains under-supported.

Secondly, while the EAP initiatives are being witnessed at a growing number of institutions, support has fallen short at policy and resource levels for the "transition" of English teachers from being traditional EGP teachers to becoming EAP teachers, a change called for and slowly proceeding since the 2000s. Degree programmes on EAP for English majors (the main force of future ERPP teachers) generally continue to be missing at Chinese universities, with the training and professional development of emerging EAP teachers often remaining ad hoc and self-initiated. The China EAP Association (CEAPA), established in 2015 and warmly welcomed by practitioners in the field, has not achieved "legitimate" status at the official level, and as of May 2024, has been prevented from hosting its highly popular events (e.g., professional development for teachers, EAP conferences, and intercollegiate EAP contests for undergraduates) (Jigang Cai, Professor at Fudan University and President of CEAPA, and previously President of China ESP Association, personal communication).

Thirdly, related to the lack of policy support, tough battles remain for English language teachers at Chinese universities, in particular those teaching students across disciplines (as opposed to English majors), who are the mainstay of the emerging EAP practitioners in the country. They continue to struggle for career development and status recognition, as well as for collaboration with disciplinary teachers. Notably, English language teachers have so far not generally been part of the picture in the policy-driven EMI initiatives at Chinese universities (Li et al., 2024), nor has their expertise been called on in the proliferation of ad hoc online resources flooding social media platforms.

On the pedagogical and research fronts, several avenues for future work can be identified. As outlined in this chapter, the trajectory of ERPP development in China has been strongly shaped by national research evaluation systems and institutional mandates. These structural incentives have tended to privilege journal article production over broader conceptions of academic literacy, publication in "international" journals over national outlets, and English-medium publication over Chinese-medium publication. This brings into focus the broader issue of how metrics shape ERPP pedagogy (e.g., Cargill & Burgess, 2017; Corcoran et al., 2019). However, the specific mechanisms through which such shaping occurs remain underexplored. Further research is needed to examine pedagogical practices, materials development, and students' learning processes in detail, as well as to identify potential routes for pedagogical intervention. At the same time, ERPP development in China also extends beyond the classroom. A further "informal" response to the needs in the sector has been the extensive practice of brokering and editing manuscripts pre-submission (Luo & Hyland, 2021). As an important factor contributing to China's international research output, it requires more investigation. While beyond the scope of this chapter, this phenomenon highlights the need to situate ERPP pedagogy within a wider ecology of both formal and informal support.

Earlier in this chapter, in examining language teachers' ERPP instruction as reported in course descriptions, we noted that despite the widespread adoption of genre pedagogy, its potential to support deeper rhetorical or epistemological engagement with disciplinary knowledge-making has generally not been realised. In the context of the current instrumental orientation of China's EAP provision, it may be beneficial for Chinese EAP practitioners to draw on the insights of Chinese scholars who have advocated "strategic planning for foreign languages" for a "Community of Shared Future for Mankind" (e.g., Shen &

Wei, 2018) and who have called for language planning in the domain of science and technology (e.g., Shen & Zhang, 2022). Nurturing epistemic and critical perspectives among Chinese EAP teachers will require targeted teacher education and professional development programmes. Relatedly, future research could investigate how such capacity building might be implemented in practice, and how Chinese ERPP pedagogy could engage with wider debates on linguistic justice and epistemic inclusivity (e.g., Curry & Lillis, 2017; Soler, 2021).

The EAP/ERPP movement seems irreversible in the Chinese setting and the momentum will grow. The challenges outlined above must be addressed, at both the institutional policy level and the practitioner level, in order to contribute optimally to China's growing international reputation as a publishing powerhouse of high-quality research. Many non-Anglophone countries potentially bear resemblance to the Chinese scene in terms of the need to move from traditional EGP to EAP and ERPP to boost their international profile. We expect that the investigation outlined in this chapter has highlighted both similarities to and differences from other comparable contexts, with extensive potential for cross-fertilisation.

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10 PRISEAL and ERPP

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Abstract / Resumen

This coda begins by referring back to earlier PRISEAL conferences before discussing some of the terminological issues associated with the PRISEAL and ERPP acronyms, and lamenting the fact that presenting has not featured much at PRISEAL, in spite of it being in the title of the conference. The chapter singles out for brief discussion three of the chapters in the edited collection which resonate with the author's personal interests and experience, those of Neculai, Cargill and Li, and Moreno and Burgess. This is followed by a brief summary of the author's own presentation at PRISEAL, which was on the topic of ERPP as a field, before concluding by looking forward to the next PRISEAL conference in 2026.

Esta coda comienza remitiéndose a conferencias anteriores de PRISEAL antes de abordar algunas cuestiones terminológicas relacionadas con los acrónimos PRISEAL y ERPP y lamentar que la presentación oral no haya tenido una presencia destacada en PRISEAL, a pesar de formar parte del título de la conferencia. El capítulo selecciona para un breve análisis tres de los capítulos de la colección editada que resuenan con los intereses y la experiencia personal del autor: los de Neculai, Cargill y Li, y Moreno y Burgess. A continuación, se presenta un breve resumen de la ponencia del autor en PRISEAL, centrada en ERPP como campo de estudio, antes de concluir con una mirada hacia la próxima conferencia PRISEAL, que se celebrará en 2026.

PRISEAL and Other Acronyms

I was honoured to be one of the plenary speakers at the first PRISEAL conference organised in 2007 by Sally Burgess and Margaret Cargill at La Laguna University in Santa Cruz de Tenerife, Spain. Since that time, I have been fortunate to be able to attend subsequent PRISEAL conferences at the Universidade de Coimbra, Portugal (2015), and the Vigdís Finnbogadóttir Institute for Languages, University of Iceland (2018), only missing out on

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PRISEAL 2011 at the University of Silesia, Poland. Returning to Tenerife for PRISEAL 2023, where I again attended as a presenter, was thus a full-circle moment for me and in PRISEAL's history.

At the time of the first PRISEAL conference in 2007, the challenges faced by academics whose first language was not English were only beginning to be recognized. Since then, the field—referred to for the first time in the literature as English for Research Publication Purposes (ERPP) in the special journal issue of conference papers edited by Cargill and Burgess (2008)—has advanced significantly, both in terms of publishing new research and raising awareness of the challenges faced by what are now termed plurilingual scholars. As evidence of this development, the PRISEAL conference, as indicated above, has become a regular event, the *Journal of English for Research Publication Purposes* has been established as a dedicated outlet for scholarship in the field, the book series *Routledge Studies in English for Research Publication Purposes* has been established, and an introductory textbook devoted to ERPP has been published (Flowerdew & Habibie, 2021).

While early research primarily employed textual or qualitative approaches, recent studies have increasingly incorporated quantitative methods to measure the additional burden placed on plurilingual scholars as compared to their Anglophone counterparts. For example, Hanauer and Englander (2011) and Hanauer, Sheridan, and Englander (2019) used survey data to demonstrate the extra time and effort multilingual scholars require when writing in English compared to their first language. Similarly, a recent large-scale study published in *PLOS Biology* by Amano et al. (2023) quantified the extent to which plurilingual researchers—particularly early-career scholars in environmental sciences—invest significantly more time and financial resources than their Anglophone colleagues in activities such as reading and writing research papers, preparing presentations in English, and disseminating findings in multiple languages. At the same time, language barriers may discourage plurilingual scholars from attending or delivering oral presentations at international conferences conducted in English.

Neither the title of the conference, "Publishing and Presenting Research Internationally: Issues for Speakers of English as an Additional Language", nor the term "English for Research Publication Purposes", which, as already noted, subsequently derived from the conference, are uncontested. To take the conference title first, it is likely that "Speakers of English as an Additional Language" was preferred clearly to "nonnative speakers", which had been critiqued at the time as discriminatory (Cook, 1999; Davies, 2003). The prefix *"non-"* defines scholars by what they lack (native status) rather than by their actual linguistic and academic competencies. At the same time, it reinforces the idea that native speakers are the ideal standard, while nonnative speakers are somehow deficient. Furthermore, the concept of a "native speaker" is also problematic because it assumes that language competence is static, ignoring that people develop and refine their language skills over time (which is especially true as novice scholars develop their competence with experience). Furthermore, many so-called native speakers do not necessarily have expertise in academic English, while many "nonnative" speakers have high levels of academic proficiency.

However, EAL is also problematic for some of the same reasons, with the term plurilingual scholar now seemingly preferred as being more positive, avoiding the native/non-native binary and acknowledging scholars' full linguistic repertoires rather than reducing them to their relationship with English. Indeed, for many so-called EAL scholars, English is actually their first language when it comes to their professional/academic life, the mother tongue being reserved for more informal situations. These scholars may also need to publish in more than one language, unlike their Anglophone counterparts. Of course, the term plurilingual scholar may unintentionally exclude monolingual scholars, creating a new divide (Habibie, 2019). So, it seems there is no ideal designation.

Turning now to the term "English for Research Publication Purposes" and the ERPP acronym, the advantages, of course, are numerous. It delineates a clear area of research and practice as a subfield of English for Academic Purposes (EAP) and the genre-specific skills required in order to publish in English. It is an acknowledgment of the fact that English is the global lingua franca of research and publication. It promotes awareness of disciplinary conventions, helping researchers communicate effectively in their fields. And it implicitly recognises that there is a need for support in the development of professional writing and publication skills. Nevertheless, based on similar arguments rehearsed above, it can be argued that, in helping scholars conform to English-language norms, ERPP reinforces the hegemony of English in academic publishing, potentially marginalizing multilingual knowledge production. Furthermore, it reinforces English-only publication policies. For these reasons, some have argued for alternative acronyms, such as for Writing for Research and Publication Purposes (WRPP) (Neculai, this volume) or Languages for Research Publication Purposes (LRPP) (Introduction, this volume; Moreno and Burgess, this volume).

I would also like to add one further comment on the title of the conference. In the PRISEAL acronym, the letter "P" stands for both *Publishing* and *Presenting*. However, since the first conference—and in the ERPP literature more broadly—there has been little focus on the *Presenting* aspect of this binary. Of course, it is not the fault of the organizers if few abstracts are submitted on the topic. Nevertheless, presenting is a crucial part of the research and publication process. Many published papers originate as conference presentations, yet presenting remains a significant challenge, often more so than other stages of publishing. Scholars may be more proficient in written than spoken English, and public speaking is emotionally demanding for most. I have personally heard many accounts of scholars struggling with the pressures of presenting at conferences, with some even abandoning academia altogether due to the distress it causes.

The paper I cited earlier (Amano et al, 2023) now provides some empirical evidence on this issue. One of Amano et al.'s findings was that language barriers significantly hinder "non-native English speakers" (their term) at conferences, particularly for early-career researchers. About 30% of the participants in their data avoid English-language conferences, and half avoid oral presentations due to language difficulties. "Non-native speakers" also spend much more time preparing presentations in English than "native speakers." Additionally, over 65% of early-career "non-native speakers" struggle to confidently explain their work in English.

This Volume

Having got those issues out of the way, I will now move on to the chapters in the present volume. While all of them are worthy of further commentary, I do not have space to do that. I will therefore single out three which particularly resonate with my personal interests as an ERPP scholar with long experience and wide interests.

My work in ERPP has been influenced by the genre theory of Swales (1990), with its notion of discourse community and Berkenkotter & Huckin (1995/2016), and their theory of genre as social action (Miller, 1984). In both of these theories, the novice researcher is seen as attempting to gain access to their target community of scholars. In Swales's model, the novice must strive towards membership of the target discourse community through acquisition of its shared goals, specific genres, specialized vocabulary, mechanisms for gatekeeping (e.g., peer review, feedback), and various communicative norms. Berkenkotter & Huckin's model of social action is illustrated in the case study of the novice scholar Nate, whose initial struggles and eventual adaptation show that genre learning is a process of socialization rather than just memorization of structural templates.

In both of these theories of genre acquisition, learning is considered to be situated (Lave & Wenger, 1991), where expertise is gained through active participation in the community rather than through explicit instruction alone. In both of these approaches, there is also a metaphorical notion of space, of moving from one place to another, from a place of incompetence and exclusion to a place of proficiency and membership. In later work, Wallerstein's theory of centre-periphery, as applied by Canagarajah (1996), was also influential in my thinking (e.g., Flowerdew, 2000). Here, the notion of space becomes more material, although still remaining metaphorical—material insofar as centre and periphery are geographical spaces and metaphorical because centre and periphery also represent relations of power.

The reason I am recounting this background is because I think the chapter by Catalina Neculai in the present volume breaks new ground in terms of space and ERPP. Opening with a description of her spatial experience in the days prior to the PRISEAL conference and linking up with a historical site in Santa Cruz de Tenerife related to a fellow Romanian scholar, Neculai's elegantly written paper argues for an explicit spatial turn in ERPP studies. Posing the question "But what do we talk about when we talk, or don't talk, about space?", Neculai's paper argues for a more "nuanced, granular and dialectical spatial differentiations both in praxis and in theory" in the context of ERPP (she prefers the acronym WRPP).

Drawing on the work of Lefebvre (1974/1991 and other urban geographers) and his tripartite division of space into *l'espace perçu*—material, sensory, physical spatial practices; *l'espace conçu*—conceptions or representations of space; and *l'espace vécu*—lived, experienced and imagined spaces of representation/representational spaces, Neculai's paper disentangles and recontextualizes what she refers to as "the various spatialities at work in our practices and understandings of writing (re)production in the contemporary transnational academia" (This volume, chapter 3), culminating in five spatially conscious mappings which can serve as "significant starting points for researchers, editors, peer reviewers, research writing brokers, publishers, research administrators and policy makers to render their own practices spatially conscious." Her paper thus offers important insights for both theory and practice, taking us beyond those earlier (though still very relevant, I would argue) theories of Swales, Berkenkotter and Huckin, and Canagarajah, who influenced my earlier thinking.

Both Margaret Cargill and Yongyan Li have made major contributions to the promotion and development of ERPP in China (and more broadly). Yongyan, who is from Nanjing, was my PhD student at City University of Hong Kong, graduating in 2006. I introduced Yongyan to Margaret when Margaret was passing through Hong Kong on one of her visits to the Mainland from Australia, where, as reported in their chapter, she conducted frequent ERPP courses at various universities, often with her ecologist colleague Patrick O'Connor. I like to think, therefore, that I played a role in Yongyan and Margaret's subsequent collaboration.

Like Neculai's chapter, Cargill and Li's contribution is at the macro level, but whereas Neculai's chapter is theoretical, Cargill and Li's is descriptive, providing a holistic overview survey of the provision of ERPP in one (very large) country, China, beginning in the 2000s. The conclusion to the chapter highlights both similarities to and differences from other comparable contexts, but some of the possibly unique features of the Chinese context are of particular interest to me. For example, the fact that China has over 2,700 regular higher education institutions and (in 2022) 556,100 PhD students. Or that ERPP-focussed MOOCs are available for free in China to anyone who registers and has a mobile phone. Or the plethora of Web-based ERPP-focussed talks and seminars that are freely available. Or that there is already an extensive range of web-based videos on how to use AI tools to quickly produce a research paper. All of these facts testify to the huge demand for ERPP in China and the innovative ways in which this demand is being met.

No one reading this collection will be surprised to find that Swales' 1990 book has had a powerful impact on ERPP in China (as it did on me, as noted above), but the fact that this one single book—introduced into China only in 2001—should have been so influential as described in this chapter is remarkable (I remember that this was the book that formed the basis for Yongyan's proposal when she applied to be a PhD student with me). Less surprising is the on-going divide between language teachers and content specialists in the teaching of ERPP in China, in spite of the tremendous efforts by Margaret Cargill and her ecologist colleague to encourage collaboration in their workshops presented over many years at various Chinese universities. The relative lack of degree courses for EAP/ERPP teachers won't be a surprise to many, I suspect, either.

I have always felt that Intercultural Rhetoric (IR)—previously referred to as Contrastive Rhetoric (CR)—has a lot to offer ERPP. Indeed, chapters on this topic made up one of the four sections in my edited collection, *Academic Discourse*, over twenty years ago (Flowerdew, 2002). The simple rationale for IR in ERPP is that in order to perform a genre in a foreign language and academic culture one needs to know how that genre differs from how it would be performed in one's own language. The requirement is particularly clear when one needs to present at an international conference or write a research article for an international (English language) journal. In its original manifestation as CR, the approach came in for criticism for its static, deterministic, and ethnocentric assumptions about language and writing.

In her reflective dialogue with Sally Burgess, Ana Moreno highlights how contrastive rhetoric (CR) evolved into intercultural rhetoric (IR). This shift emphasizes context, interaction, and genre expectations rather than the rigid cultural patterns traditionally associated with CR. Moreno also advocates moving beyond a focus on scholarly writing by "native" English speakers and embracing English as a lingua franca (ELF), a crucial issue for many plurilingual scholars. Given the international nature of research publication, the argument is that diverse varieties of English should be recognized and accepted, in contrast to the traditional view that standard British or American English should be the norm (Flowerdew, 2022). This perspective calls for a shift in IR research—from analysing "native" English research writing, as Moreno terms it, to examining how different varieties of English are (increasingly) used as a lingua franca in English-medium journals. While Rozycki and Johnson (2013) have explored this area, further empirical research is needed, I would argue.

Another interesting aspect of this chapter which resonates with me is Moreno's recommendation that research in IR and ELF may require a critical-pragmatic approach (CP) (Harwood & Hadley, 2004). This approach involves raising scholars' awareness of cross-cultural variations in academic writing, helping them understand the reasons behind these differences, and highlighting the potential impact of transferring features typical of their L1 writing to English for a global audience. This perspective can be traced back to Pennycook's (1997) debate with Allison (1996), where he critiqued Allison's argument for a pragmatic approach to EAP (referred to by Pennycook as "vulgar pragmatism") and argued for a more critical approach. In the context of ERPP, CP calls for balancing the need for non-Anglophone scholars to conform to dominant English-language academic norms (the pragmatic aspect) with a critical awareness of the socio-political implications of these norms (the critical aspect) (Corcoran & Englander, 2016; Flowerdew, 2007).

Whilst a worthy goal, in my experience, however, this represents a challenge, because, when I have attempted this approach in my own ERPP teaching, my novice scholar students (perhaps because they have been mostly from STEM disciplines) have been more interested in achieving publication and do not want to risk their chances by using "non-standard" English if "standard English" is the requirement of their target journals, which it still invariably is. Interestingly, my experience matches that of Sally Burgess, as reported in a co-authored article (Burgess, Martín, & Balasanyan, 2019). Nevertheless, as ERPP practitioners, we can still work on raising awareness of these issues, in my view, not only in the classroom with novice scholars, but also with EAP teachers, who most likely have no background in critical pedagogy, and with editors and reviewers, who similarly may be ignorant of such sociolinguistic notions. As for Moreno's application of CP in IR, I think she is on firmer ground, because if scholars can see the actual cross-cultural variations in academic writing between their academic culture and the international one, they will have some precise features which they can consider for possible resistance to the international norms.

PRISEAL as a Field?

I should perhaps include in this short Coda a reference to my own presentation at PRISEAL 2023. In my paper, I responded to one of the suggested topics in the call for papers, "ERPP as a field", considering to what extent it could be considered as a field of study. I considered various criteria, according to a number of scholars, in particular whether ERPP had a canon of key texts to which both novice and experienced scholars might reference in order to define its scope and its key contributors.

I catalogued my list of suggested texts according to three domains: discourse analysis of research writing; ethnographic approaches to research writing; and pedagogy of research writing. Some texts I cited as possible candidates were Swales (1990), with his notion of genres as communicative events with a shared purpose, his introduction of the Create-a-Research-Space (CARS) model to describe how research articles are structured, his emphasis on the role of discourse communities in shaping genre conventions, and his notion of rhetorical consciousness-raising as a pedagogical approach. I also cited Canagarajah (1996), with his critique of the dominance of Western academic discourse not only in terms of linguistic proficiency but also as a result of material and institutional barriers—such as access to funding, libraries, and academic networks. My third potential key text was Lillis and Curry (2010), which examines the unequal power dynamics in global academic publishing, showing through ethnographic work how multilingual scholars navigate linguistic, institutional, and epistemic barriers through literacy brokers, networks, and strategic positioning to gain access to English-medium journals. A fourth key text I cited was Hyland (2004), who, through corpus analysis supported by interviews with scholars, demonstrated how academic writing is inherently social and interactive, shaped by disciplinary conventions, audience expectations, and rhetorical strategies that scholars use to negotiate identity, credibility, and engagement within their academic communities.

Prior to the conference, I emailed the participants and asked them for their own suggestions. Although the response was modest, there were nevertheless some interesting texts that I had not included in my list. One I had certainly overlooked, with hindsight, is Bennett (2014). This edited collection argues that academic writing exists within a hierarchical global system, where Anglophone centres set the norms for scholarly communication, while non-Anglophone or "semiperipheral" regions (e.g., Southern and Eastern Europe, Latin America) navigate tensions between local academic traditions and the pressures of English-medium publication. While scholars from these semiperipheral regions face structural disadvantages in accessing high-impact English-language journals due to linguistic, epistemic, and institutional barriers, they, at the same time, play a crucial role in mediating between local knowledge production and global academic discourse. This text forms an important bridge between the studies I cited earlier regarding situated learning and Neculai's further thoughts on ERPP spatialities in the present volume.

As to the broader question of ERPP as a potential field, given that the term field is often considered to be a synonym of discipline, we might consider the following criteria for a discipline, as set out by Krishnan (2009):

1. a particular object, or focus, for their research
2. a body of accumulated specialist knowledge specific to the discipline
3. theories that organise the specialist knowledge
4. specific terminologies
5. specific research methods
6. some institutional manifestation in the form of subjects taught at universities or colleges, respective academic departments and professional associations connected to it

I do not have space to consider these here. I will leave the reader to ponder on that. However, if I were to do so, I think my conclusion would be that ERPP is certainly not a fully-fledged discipline, but it probably has the makings of one. I say this because ERPP meets some of the criteria, but not all.

Finally, readers of this volume may wonder why there is no discussion of the role of Artificial Intelligence (AI) in ERPP in this collection (except by Cargill and Li). The reason is simple. The conference was held just over a year before the release of ChatGPT. Given the revolutionary affordances (and ethical issues) offered to academic writers and researchers by AI, this will doubtless be an important topic of the next PRISEAL conference in 2026.

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§ Contributors

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Academic Publishing in a Fast-Changing World

Advancing a complex narrative about global research production, *Academic Publishing in a Fast-Changing World* emphasizes the multi-dimensional nature of current debates and the folly of confining ourselves to disciplinary, theoretical, or methodological boundaries. Rather, the contributors to this edited collection embrace trans-, inter-, and multi-disciplinary approaches that enable us to make sense of, challenge, and change the nature of research communication. In so doing, they address macro-structural conditions and micro, granular experiences in ways that offer theoretical, methodological, ethical, and experiential insights into research, teaching, and research communication and make a strong argument for the value of engaging with English for Research and Publication Purposes (ERPP) as a trans/inter-disciplinary field.

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