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Margaret Cargill and Sally Burgess

Introduction: Unpacking English for Research Publication Purposes (ERPP) and the intersecting roles of those who research, teach and edit it

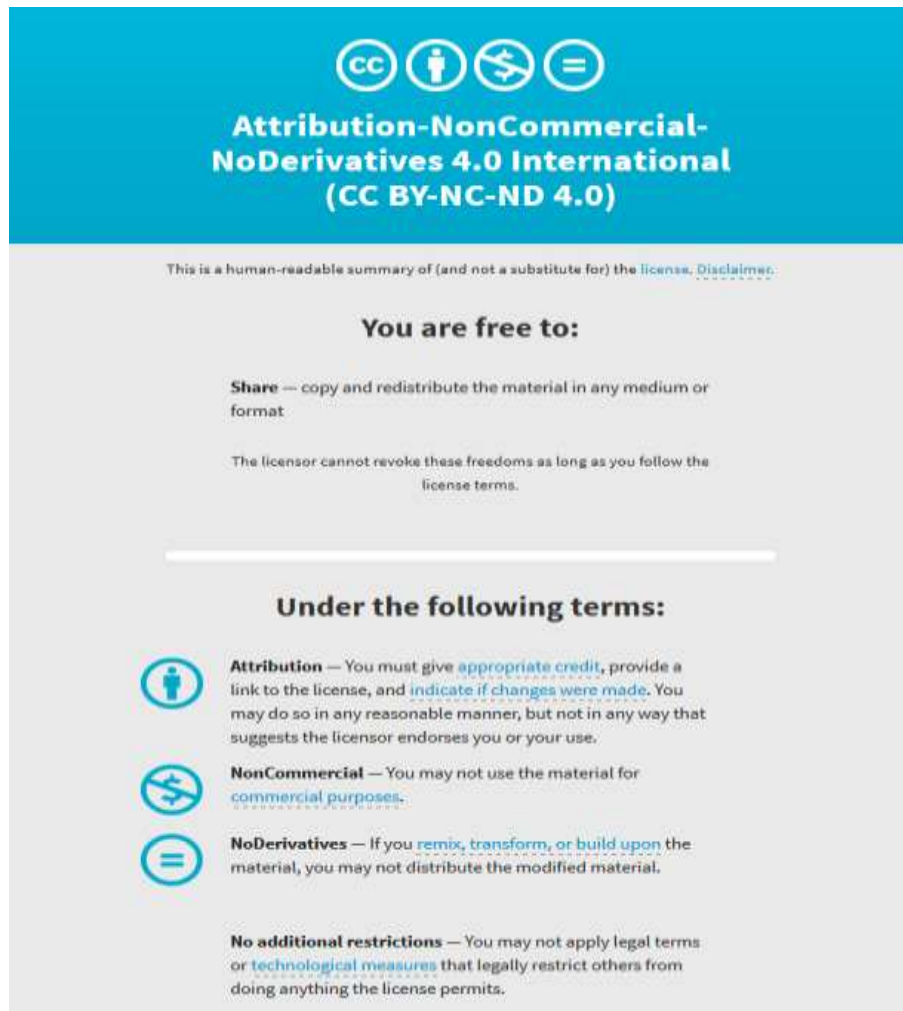
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Introduction

Unpacking English for Research Publication Purposes [ERPP] and the intersecting roles of those who research, teach and edit it

Margaret Cargill and Sally Burgess

Regardless of where academics work or which languages we use, the pressures to publish in English are considerable and now extend to all disciplines. Gaining an understanding of the multiple roles that English performs and its place in academic publishing has therefore become a major concern for many researchers. The statistics supporting the dominance of English as the language of academic publication worldwide are well reported (for example, Ferguson, 2007; Swales, 2004). Yet, as the numbers of new authors submitting articles to journals grow, new cohorts of editors and reviewers meet issues of variation across the full range of lexicogrammatical, socio-pragmatic and discursual dimensions. The variable nature of the texts submitted for publication affects the practices of these editors and reviewers in subtle and profound ways. Most know little of the debates that have been conducted around this situation over many years in the field of applied linguistics and its related disciplines, and may often regard language as a transparent conduit for the researcher's meaning (Lillis & Curry, 2015). The remedy commonly recommended by the journal publishers is the use of an editing or language polishing service, now, for those able to pay the fees, increasingly just a click away on the journal's website.

But does a 'quick fix' of this kind adequately address the wide range of issues arising from the use of a variety of academic English perceived as non-standard? We would argue that it does not, and that the expanding field of research and practice in academic publication has much to contribute to a better understanding of the complexities. The chapters in this volume represent work from established and emerging scholars and practitioners involved in investigating the interconnections between linguistically and culturally diverse authors, published research texts, processes for supporting the production of the texts, the social conditions surrounding publication, and critical investigation and reflection on the current trends in all these areas. The chapters developed as a result of a fruitful conjunction of two related groups which held overlapping conferences in 2015

in Coimbra, Portugal: PRISEAL [Publishing and Presenting Research Internationally: Issues for Speakers of English as an Additional Language] and MET [Mediterranean Editors and Translators]. The conference collaboration was the most recent outcome of a growing cross-fertilisation of ideas and perspectives between the two groups, represented in members of both authoring chapters in the 2013 book *Supporting Research Writing: Roles and Challenges in Multilingual Settings* (Matarese, 2013).

Issues around academic publishing in multilingual contexts are attracting increasing interest worldwide (Hanauer & Englander, 2013; Kuteeva & Mauranen, 2014; Lillis & Curry, 2010; Moreno, Rey-Rocha, Burgess, López-Navarro & Sachdev, 2012), and the progression of focus concepts featured in the PRISEAL conferences since 2007 is instructive in tracking a development. Peripherality was the defining framework of the inaugural gathering in Tenerife, Spain in 2007 (PRISEAL 1). This included specifically

how peripherality is manifested on the surface of the text, how outcomes of research into these features can inform ERPP materials design, the social and geopolitical impacts of peripherality, attitudes to the status of current norms around English language use in publication contexts, and the role of other languages in research communication. (Cargill & Burgess, 2008, p. 75)

A spontaneous outcome of that conference, in a move to address issues of peripherality, was a call for greater inclusivity, equity and access in academic publishing within the disciplines represented, expressed in the Tenerife Statement (PRISEAL, 2007). Four years later at the University of Silesia, Poland, the focusing theme was ‘occupying niches’. The Call for Papers highlighted

the activity of the academic discourse community in terms of niches occupied by users of English as an Additional Language. How much of what is done in the niche gets outside? Is what is done in the niche what gets outside? To what extent is English a distorting mirror of the original ideas? Are these niches isolated linguistic and cultural cavities or are they connected by channels of English, or perhaps Englishes, and other languages? What part of culture is gained or lost in the process of publishing in English? (Institute of English, University of Silesia, 2009)

In 2015, in Coimbra, the theme that united the two conferences could perhaps best be described as ‘complexity’. The chapters presented here represent this complexity across many of the relevant dimensions. We propose here one model for clustering the factors that intersect to produce this complexity: broadly, multilingual authors, publishable texts, and journal practices (Figure 1.1). The multilingual author cluster (A in Figure 1.1) includes factors to do with authors’ disciplinary homes, the cultures within which they live and work, and the national, institutional and personal goals that direct their efforts. The volume includes contributions grounded in disciplines from humanities, social sciences and natural sciences, and from cultural contexts in Europe, Asia, North America and Australia, all responding to a widespread and growing pressure to publish academic research ‘internationally’, and therefore in English. The journal practices and conventions cluster (B in Figure 1.1) incorporates issues of standardisation, standards or requirements, and access to published work, reflecting the concern with this topic

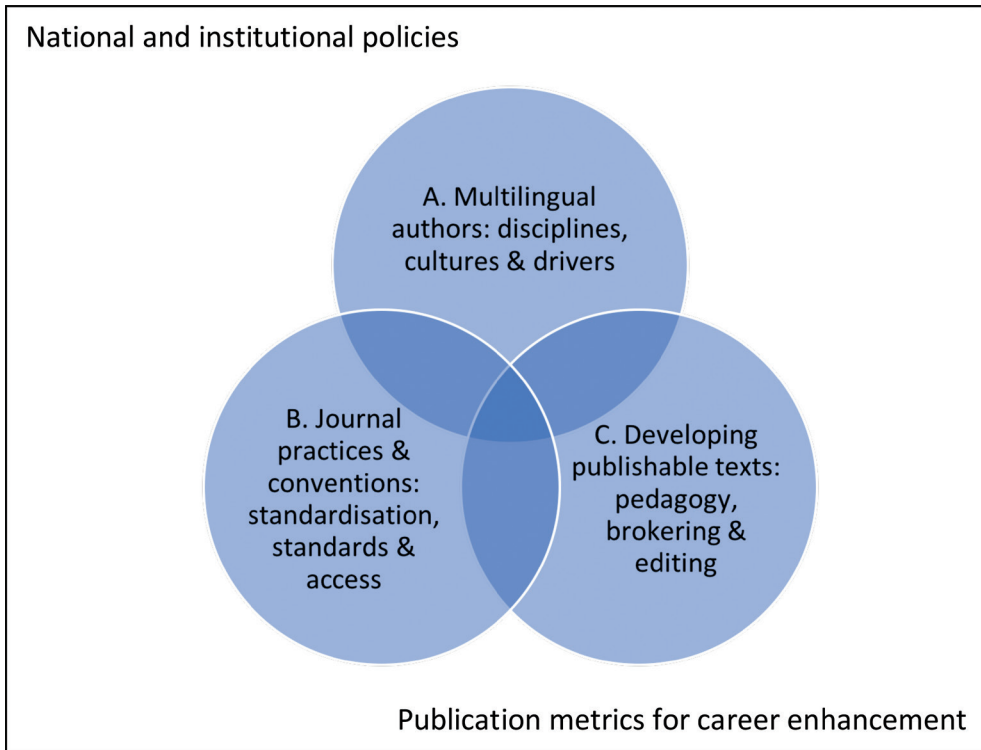


Figure 1.1: Intersecting factors affecting academic publishing by linguistically diverse authors in the early 21st century: one potential model.

emanating from PRISEAL 1, described above. The third cluster gathers issues around developing publishable texts, including pedagogical approaches and activities, brokering (Lillis & Curry, 2006) and editing, including authors' editing (Matarese, 2013).

We argue that seeking to understand the relationships between the clusters (however described) is important, so that conclusions reached in necessarily restricted contexts can be appropriately synthesised or their contrasts and limitations debated. A recent article has claimed that the idea of disadvantage for authors using English as an additional language [EAL] in the realm of academic publishing has become an orthodoxy now understood as 'injustice', and that this is 'a myth' which both downplays the very real difficulties experienced by novice academic authors who use English as a first language [EL1] and serves to demoralise those who use it as an additional language, telling them 'to look for prejudice rather than revision' (Hyland, 2016a, p. 66).¹ Several contributors

¹ We note that subsequent to the publication of Hyland (2016a), a response to his position has appeared (Poltitzer-Ahles, Holliday, Girolamo, Spsychalska & HarperBerkson, 2016), calling for empirical studies of the response to EAL authors' submissions. Further to this, Hyland (2016b) has responded, reiterating his initial position but also stating that research is needed across disciplines.

to the present volume critique aspects of this claim, each locating themselves more in some of the Figure 1.1 clusters than others in so doing. Hyland (2016a) himself concedes that ‘difficulties with English syntax, lexis, or discourse ... greatly complicate the task of non-Anglophone academics’ (p. 66), and it is multiple experiences of working in this space that inform the chapters in the present volume.

The focus of Chapter 1 is ways in which scholars respond to the changes in national and institutional policies that occur as a result of the increasing pressure to publish in English. Burgess investigates changes in publication practices in Spain and the implications of these changes in the context of research assessment. While noting that the impacts of these policies on Spanish scholars closely reflect the experience of their counterparts in many other contexts, she draws on the life-history approach adopted by Connell and Wood (2002) and endorsed by Connell (2006) in a series of case studies of Spanish humanities scholars. Burgess uses two sets of interview data collected at different points in time to chart the effects of the changes in research evaluation procedures and the impact of language planning and policy decisions on the scholars’ professional lives over time. She suggests that while some scholars continue to regard these measures of productivity as neoliberal affronts resulting in the erosion of local knowledge production practices, others are more inclined to accept the change, while recognising the need for support when preparing work for publication in English. Burgess’s chapter concludes with a critical examination of how the researchers worked with translators and editors and the degree to which these relationships helped them make the kinds of contributions they sought to make to their disciplines. Her chapter thus demonstrates interaction among all three of the Figure 1.1 clusters.

Like Burgess, Cadman in Chapter 2 draws in part on the work of Connell, in this case her (2007) critique of hegemonic knowledge production and epistemic erasure, and on Santos, Nunes and Meneses’s (2007) notion of the ‘epistemicide’ of Southern intellectual traditions (Figure 1.1, Cluster A focus on authors, cultures and drivers). Cadman shares with Bennett (2014) and Lillis and Curry (2015) an acute awareness of the dangers of epistemicide, dangers which she sees as creating a number of ‘tensions’ for the ERPP teacher (Figure 1.1, Cluster C focus on pedagogy). One of these tensions is the degree to which it is their province to intervene in questions of research design. Cadman considers such intervention to be an essential component of principled ERPP training, noting that a failure to meet anglophone expectations of epistemological rigour is a more common reason for research paper rejection than perceived deficiencies in the language used (a concern of Cluster B). She describes a ‘Research Writing Matrix’, in which language issues are addressed through the dialogic development of epistemologically credible research questions and an increased understanding of the underlying logic of the structure of research genres in the social sciences.

In Chapter 3, DiGiacomo also addresses the issue of intervention by examining the degree and nature of such interventions in a text produced by a novice author, in this case a doctoral candidate in the field of cultural anthropology preparing a thesis

to be submitted in English in the context of the European Doctorate program. Just as Cadman observes tensions in her role as an ERPP teacher, DiGiacomo sees challenges in the multiple roles she performs as co-supervisor of the thesis, author's editor, post-translation editor and translator (Figure 1.1, Cluster C). The 'blurred boundaries' between these roles ultimately involve helping the student to produce a thesis which makes a contribution to the field while also developing the specific literary skills needed in the writing of ethnography — skills which also involve the acquisition of genre knowledge. At the same time, and through the interventions and her discussions with DiGiacomo, the doctoral candidate gains a greater command of English. In this way, DiGiacomo shares with Cadman the view that epistemological questions, genre knowledge and language are inextricably linked. By providing a highly nuanced account of this particular instance of mentoring, DiGiacomo makes it clear that, without insider knowledge of the discipline concerned, the language professional is unlikely to be able to bring about the desired outcome.

One function that DiGiacomo performs is the institutionally authorised role of academic supervisor. In Chapter 4, Shaw and Voss examine the differences in the kinds of interventions made by an institutionally authorised editor — in this case Shaw himself, who works in-house in a medical research facility in Madrid — and those made by Voss, a freelance language professional. For their analysis, located at the intersection of Clusters B and C (Figure 1.1), they draw on Lillis and Curry's (2006) classification of levels of change, namely sentence-level changes, discipline-specific discourse changes, and changes in terms of knowledge claim or contents. They also examine how much consultation with the author about the interventions is articulated through margin comments. Shaw and Voss's results indicate that the institutional editor makes more interventions at the levels of discipline-specific discourse and in terms of knowledge claim and content. While for the most part the freelance editor makes the changes with no consultation, the institutional editor often puts the ball back in the author's court, and thus effectively educates while editing. Voss, when she does seek the author's opinion, tends to provide an alternative wording in her comment. These results parallel those of Lillis and Curry (2006), who found that academic professionals are more inclined to address content and journal audience questions while language professionals often see their remit as restricted to textual surface issues.

But how are higher-order text-editing skills acquired and how should they be systematically evaluated? These are the questions addressed by Linnegar in Chapter 5, in an account of an approach in which editing quality is assessed in terms of how far text interventions correspond to five key levels, only one of which ('Wording') is strictly speaking on the surface of the text. The other four all involve reworking of content and even direct engagement with the scientific accuracy of the text, which, as Shaw and Voss have shown, is a level of engagement many freelance language professionals would find challenging. Linnegar describes a training program employing blended-learning methodology in which a model termed 'the CCC model' (van de Poel, Carstens &

Linnegar, 2012) is used. The model provides criteria for assessment of quality in text editing across five levels of intervention (text type, content, structure, wording and presentation) and in terms of the dimensions of ‘correspondence’, ‘consistency’ and ‘correctness’. The first of these dimensions concerns the degree to which interventions are a response to a perceived lack of appropriateness across the five levels, while the consistency allows an assessor to evaluate uniformity of the interventions across the text as a whole. Finally, judgements can be made in terms of how correct the interventions are. Linnegar’s chapter also demonstrates that the CCC model is effective as a teaching tool in a blended-learning environment, enabling postgraduate students to successfully acquire skills for editing across all the levels, not just the basic level often accepted as sufficient. This locates Linnegar’s contribution at the intersection of Clusters B and C (Figure 1.1) but with a very different pedagogical focus from the other contributions considered in the volume.

The function of the editing skills to be developed using Linnegar’s procedures is to make texts fit for purpose — in the context of this volume, for submission to, and ultimate acceptance by, the journal selected as most appropriate by the manuscript’s author(s). Factors affecting the selection of appropriate journals by scholars in the humanities is the focus of Chapter 6. Bocanegra-Valle explores open access journals in the humanities, an area of research publication practice involving the intersection of the Figure 1.1 clusters around journals (B) and author disciplines and drivers (A). She begins by noting that open access publication was once seen as a somewhat suspect challenger to privatised academic publishing, where large profits accrue through subscription fees and, more recently, payment for individual downloads. The need to establish the viability for authors and credibility for institutions of open access publication was one of the key themes in the first PRISEAL conference, a theme that was addressed again in Poland in 2011 through a panel discussion including a paper by Françoise Salager-Meyer, a major champion of the movement. Bocanegra-Valle cogently argues that open access publication has now achieved acceptability. Like Salager-Meyer (2015), she notes that for smaller journals which function as organs for institutions and associations, open access is clearly a means of maintaining the existence of the journal by attracting contributions from authors who recognise that their work is far more likely to attract interest and citations if it is freely available. Nevertheless, as she observes, the old orthodoxy that open access publications are somehow less credible threatens to re-emerge with the rise of predatory journals which solicit papers from authors, often on a pay-to-publish basis. Drawing on the framework recently developed by the Spanish Foundation of Science and Technology regarding quality assessment in scientific publishing (Delgado López-Cózar, Ruiz-Pérez & Jiménez-Contreras, 2006), Bocanegra-Valle examines a series of Spanish humanities journals in terms of how far they meet these criteria. Observing that orthodox measures of the status of journals still rely heavily on impact factor, she concludes her chapter by positing alternative means of determining quality for the smaller journals that still play an important role in the humanities.

Chapter 7 maintains a primary focus in Cluster B in Figure 1.1, ‘Journal conventions and practices’, but shifts the context to the broad area of medical research. Martín and León Pérez take up the challenge of providing ERPP teachers and authors’ editors with information about changes in features of the prime research genre, the research article [RA]. In this case, their concern is to show how journal audience issues may condition the rhetorical organisation of the RA at macro-structure level but also at the level of preferences for individual moves and steps (Swales, 1990, 2004). For their analysis, they construct a corpus of RAs drawn from the five top-ranked journals in the field of immunology and allergy. Where the journal is narrow in scope, Martín and León Pérez find that the preferred macro-structure is the IMRD [Introduction, Methods, Results and Discussion] while journals with a broader focus use the pattern IRDM [Introduction, Results, Discussion and Method]. Giving greater prominence to the results of a study in this way is also reflected at the level of move and step in both the introduction and discussion sections of the paper, with principal results being presented in the introduction and their importance boosted in the discussion section. Findings such as these potentially offer important information to teachers of ERPP, authors’ editors and other mentors.

Mentor training and development (Cluster C, Figure 1.1) is a key focus of Chapter 8, by Cargill, O’Connor, Raffiudin, Sukarno, Juliandi and Rusmana, working in an Asian context, Indonesia (Cluster A). Here also, the pressure to publish research findings in international journals is being felt to an increasing degree, with a publication requirement for PhD graduation having recently been introduced (Directorate Generale of Higher Education, 2012). The biology department where this research took place sought training from long-term collaborators from Australia to develop staff skills as both article authors and mentors of student article writing. The chapter reports outcomes recorded immediately post-intervention and findings from an interview study conducted after the participants had spent 12 months applying the learning *in situ*. Participants reported significantly increased confidence both to write a paper in English and to mentor their students in writing one immediately after the five-day workshop, with the gains maintained or increased 12 months later. The workshop materials had been used widely, including as a complete package for student teaching. However, teaching and administrative workloads were identified as factors affecting the conversion of a highly positive training experience into published papers at the level desired by the Indonesian higher education sector, a finding echoing those from other comparable contexts (for example, Hanauer & Englander, 2013).

Another Asian context, in this case an orthopaedics department in a major Chinese hospital, is the context for Li’s study, in Chapter 9, of mentoring interactions between a research supervisor and a group of master’s and PhD students. The students are required to publish research articles in order to obtain their degree, and the chapter examines the supervision of this research through a novel application of activity theory. Li provides a

very complete account of the theory, noting that if the nodes in the theory are viewed hierarchically, goal-directed activity can be seen as comprising sequences of goal-oriented *actions*, which can include rhetorical actions such as the types of comments a supervisor makes in the context of a student's oral presentation of research. What gives coherence to these actions is the macro-level motive-carrying object (Engeström, 2000): here, progress in research and quality work. Using this analytical approach, Li identifies a clearly 'power-over' relationship between the 'big boss' (Director) and his cohort of research students, which nevertheless is shown to be both successful in terms of completions and publications, and highly valued by the students. Li's analysis shows that the supervisor invokes 'rules' from five surrounding activity systems to contribute to 'tools' for conducting the main activity, research supervision. The five are the world of evaluation at the policy level, the publishing world, the scientific research world, competitive society-at-large, and Chinese culture, the last exemplified by the supervisor's saying incorporated in the chapter title: 'The one who is out of the ordinary shall win'. This chapter, in which mentoring is embedded in the busy world of a hospital surgery department, provides an instructive counterpoint to DiGiacomo's study of mentoring a PhD student's writing in the field of cultural anthropology, reflecting two very different outcomes of interaction between the clusters labelled A and C in Figure 1.1.

One of Li's key conclusions is that, in a particular local context, a supervisory style that contrasts markedly with practices found to support learning effectively in Western contexts may be both 'natural and potentially productive'. In Chapter 10, Bennett applies a similar lens to the issue of plagiarism, a concern relevant to all three of the Figure 1.1 clusters. The orthodoxy that there are clear-cut and unambiguous norms of citing, referencing and quoting that run across all circumstances, languages and cultures is one that Swales, too, questions in Chapter 12, discussed below. Bennett draws on Tönnies's (2002/1887) influential 19th-century sociological model and argues that what is regarded as cheating or theft in social systems where looser ties among members privilege competition and a belief in individual inviolable ownership of resources, will, in small closer-knit communities where resources are owned communally, be regarded as appropriate behaviour. When applying the model to the context of the university, Bennett observes that the once predominant culture of patronage and protection, in which professional advancement and security were dependent on allegiance and tutelage, has now given way to an academic culture in which originality and the notion of intellectual property predominate. Bennett is careful to point out that while one or other system might characterise university education in a particular country, individual institutions or departments, in fact in many cases the two systems operate in parallel and often in conflict. Where this is the case, older established academics may still hold fast to the norms of the manorial system, while 'young turks' strive to publish original research and attract citations of their work. In the older system, reiteration of the words and ideas of an authoritative source without explicit citation may well be regarded as paying

homage and signalling respect, while in the newer social system it is seen as intentional or unintentional theft of intellectual property and therefore as plagiarism.

Bennett concludes by suggesting a questioning of social pressures and dominant value systems that influence action. A context-embedded response to externally imposed pressure is demonstrated in Chapter 11, by Thuc Anh Cao Xuan and Kate Cadman. Their research context is Vietnam, and the pressure is for English language teachers to become researchers and conduct and publish research in ways accepted by the Western academy (an intersection of Clusters A and B). This necessitates developing a culture of research through effective training (Cluster C), and teachers of English for Research Purposes [ERP] are expected to be important contributors. In the light of the limited amounts of research actually being conducted, Cao and Cadman's study investigates how Vietnamese ERP teachers conceptualise their roles as educators of English language research skills and writing, and how learning and teaching are actually experienced in ERP classrooms. In particular, they seek to understand how Freire's (1970) distinction between transmissive and transformative pedagogies is playing out in three sophomore classrooms, through the interplay between newly encouraged innovative practices and traditional practices in which teachers keep student learning under their own control. Findings demonstrate both student agency in their responses to the teaching they receive, and local priorities determining teachers' decisions about the applicability of Western best practice in this Asian context.

The questioning of an orthodoxy — in Hyland's (2016a, b) paper, that of 'unjust' treatment of EAL authors — is mirrored in the final chapter of this book, which questions orthodoxies of other kinds. In his chapter, John Swales illustrates, in both playful and serious ways, a number of instances where published authors deliberately flout the established English for Research Publication Purposes [ERPP] conventions and thus reveal their lack of willingness to quietly toe the line represented by journal requirements in Figure 1.1's Cluster B. These acts of rhetorical and stylistic rebellion, he concludes, are not only the province of established key figures whose status licenses them to step outside the narrow confines of disciplinary discourse practices. Instead, he notes a number of such instances in the writing of people at the beginning of their academic publishing careers. The fact that Swales draws on the published work of these erstwhile relative novices, now themselves high-profile researchers in their field, suggests that there were few if any negative consequences of these breaches of convention for the writers concerned. Swales ends with a call for more 'experimentation in both style and substance' in the face of 'excessive and stultifying standardisation' in ERPP contexts — a call reflected in different ways throughout the volume.

The mirroring and extension of research findings and experiences of practice across the clusters depicted in Figure 1.1 are shared characteristics of the chapters in this volume. They also share a strong theoretical focus, often drawing on other disciplines in the social sciences to use theory as a prism through which a new perspective on the

factors affecting publication in English by multilingual authors is provided. In as much as the authors arrive at new understandings, they also raise many questions and provide an impetus for further reflection. New participants are drawn into the conversations around these questions and fruitful dialogue is established between academic researchers and practitioners at the chalk- and text-face. With that comes the recognition that any barriers to participation in these conversations based on notions of hierarchy and institutional exclusion serve little purpose. The ways in which we can learn from and inform one another are the unspoken thread that binds the chapters together. We will no doubt see scholars continue to weave rich patterns through responses to what is published here and through future contact between PRISEAL and MET and other groups. Fittingly, Laurence Anthony's Afterword provides the first of what we hope will be many more such responses and is an example of the ways in which the conversation can be continued and expanded.

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