

BOOK REVIEWS

Pejman Habibie & Ken Hyland (Eds.). *Novice writers and scholarly publication: Authors, mentors, gatekeepers.* Palgrave Macmillan, Cham, Switzerland, 2019. Hardcover 114,39€ Softcover 103,99€ ebook 83,29€ XVII, 297 pp. ISBN 978-3-319-95333-5
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Scholarly publication has drawn increased research attention over the past two decades or so. The extant literature has focused primarily on the experiences and practices of non-native-English-speaking (NNES) novice scholars publishing in English. An implicit assumption underlying the predominant focus on NNES scholars is that compared with native-English-speaking (NES) scholars, NNES scholars are thought to face additional challenges and be at a disadvantage in international publication and should therefore be the focus of research (Habibie, 2016).

This edited volume expands the literature on scholarly publication by seeking to debunk the myth of linguistic injustice for NNES scholars publishing in English and to explore the publication experiences and practices of both NNES and NES scholars. It consists of 15 chapters, the first of which is an introduction by the editors, Pejman Habibie and Ken Hyland. The remaining 14 chapters are organised into four parts. While the first part introduces perspectives on scholarly publication held by the editors and authors of the book, the other three parts delineate perspectives of authors, mentors, and assessors, respectively.

Habibie and Hyland open the introductory chapter by discussing “a mixed bag of merits, motivations, risks, and pressures for junior scholars and doctoral students” to write for scholarly publication (p. 1). They point out that, while scholarly publication can help doctoral students with their studies and future careers, it can also give rise to various challenges and problems, including both discursive and non-discursive ones. They then provide a succinct summary of the rationales for editing the volume and the issues it seeks to address. They also offer a very useful overview of the book by outlining its organisation and summarising the main content of each chapter.

The first part of the book comprises three chapters and presents perspectives on scholarly publication by the editors and authors of the book. In Chapter 2, Hyland challenges the view that English as an additional language (EAL) scholars are faced with linguistic disadvantages and injustice in international publication compared with their Anglophone counterparts. He critically examines EAL

writers' perceptions about their linguistic disadvantages and problematises two assumptions underlying the myth of linguistic disadvantages and injustice for EAL scholars: the crude Native/Non-native divide and the primacy of language over non-discursive factors (such as 'the disadvantages of physical, scholarly, and financial isolation,' p.25). He concludes that the myth is based on "unexamined assumptions and a lack of research into Anglophone practices" (p.27).

Habibie continues to grapple with the myth of linguistic injustice for NNES scholars in Chapter 3. He calls into question what he refers to as the "*Lucky Anglophone Scholar*" orthodoxy, which misrepresents Anglophone scholars in the Centre (Kachru, 1986) as a homogeneous population in a safe haven benefiting from their status as native speakers of English in knowledge production and dissemination. He raises questions about the crude categorisation of scholars into disadvantaged EAL scholars and advantaged Anglophone scholars, arguing that scholars in both the Inner Circle and the Outer and Expanding Circles (Kachru, 1986) face similar discursive and non-discursive challenges and struggles in scholarly publication. He highlights the exclusive focus of extant research on EAL (junior) scholars' academic publication practices and calls for more research on Anglophone (junior) scholars' knowledge communication practices.

In Chapter 4, Tribble explores approaches to academic writing instruction and discusses how to support the academic writing development of students and junior researchers more effectively. He provides a critical review of earlier paradigms in academic writing instruction, focusing specifically on English as a Lingua Franca for Academic purposes (ELFA), a new, paradigm-changing approach to EAP proposed by Jenkins (2014). The EFLA approach holds that genre-informed approaches or what Jenkins refers to as 'confirming' approaches encourage conformity to native models and promote the unfair status quo. Tribble brings to the fore the problematic premises and limitations of ELFA and argues that effective approaches to academic writing instruction should involve discipline specific materials and lecturers and support the induction of students and junior researchers into the communicative and social practices of their disciplines.

The second part of the volume focuses on authors' perspectives. In Chapter 5, Fazel reports on a case study of two Anglophone doctoral students at a Canadian university. Drawing on a genre knowledge perspective (Tardy, 2009), he examines the challenges the two students faced in their scholarly publication efforts. He points out that like EAL scholars, the two Anglophone doctoral students also faced issues and challenges in the formal, process, and rhetorical domains of genre knowledge in their attempts at writing for publication.

Mur-Dueñas presents a self-reflective auto-ethnographic narrative of her experiences publishing in English in Chapter 6. Through reflecting on her publication practices, challenges, and strategies, she illustrates how she developed her genre

knowledge of research articles in English, which includes rhetorical, formal, subject-matter, and process knowledge (Tardy, 2009). She calls for more support for NNES scholars through training and greater tolerance of the 'deviant' rhetorical, linguistic, and stylistic features in NNES scholars' submissions by gatekeepers.

In Chapter 7, Xu examines the linguistic and the genre approach to developing EAL (novice) scholars' abilities to write for publication and weighs up respective drawbacks and strengths of the two approaches. Noting the linguistic challenges faced by both NES and NNES novice scholars, Xu draws the reader's attention to the benefits of combining the genre and the linguistic approach in facilitating novice scholars' publication efforts. She illustrates the benefits of combining the two approaches with the case of a Chinese linguist learning the academic genre through memorisation.

In Chapter 8, Casanave reflects on her experience as a scholar over three decades and addresses the question of whether writing for publication gets easier over time. She argues that it does not get easier over time because "only a portion of writing for publication depends on a writer's comfort level with English and knowledge of specialist terminology" (p.135). She further notes that some aspects of scholarly publication can even become more difficult over time because of some invisible and complex factors, such as growing constraints, diminishing patience, and the overwhelming explosion of information.

The five chapters in the third part of the book centre on mentors' perspectives and examine a wide range of issues related to mentoring junior scholars in scholarly publication. Shvidko and Atkinson compare the publication experiences of three NES and three NNES early-career applied linguists in Chapter 9. Their findings highlight the role of coauthoring and intrinsic motivation in facilitating early-career scholars' publication endeavors and show no evidence of disadvantages for the NNES scholars. In Chapter 10, Darwin and Norton turn to the role of collaborative writing in academic socialisation and negotiation of identity. Drawing on their model of investment, they delve into their own experiences of collaborative writing and illuminate how those experiences are shaped by the negotiation of ideology, capital, and identity. They conclude that "coauthorship is a powerful form of mentorship that allows both the novice and the expert to reimagine identities and agentive possibilities" (p.178).

Drawing on her years of experience designing and conducting workshops on writing for publication in various contexts, Cargill makes a compelling case for the value of such workshops in facilitating novice writers' scholarly publication efforts in Chapter 11. Through a critical reflection on the contexts, features and outcomes of various workshops, she identifies the advantages of workshops on writing for publication and proposes a set of guiding principles for designing and conducting effective workshops on writing for publication.

Ferris explores how supervisors and other mentors can help graduate students ‘crack the code’ and become published academic writers in Chapter 12. After a discussion of the lengthy process of mentoring graduate students into the publication process, she puts forth a four-step mentoring cycle that moves from establishing a reader/writer relationship through students’ writing assignments, providing them with apprenticeship through coauthoring, walking them through the dissertation/thesis requirements, through to helping them get their work published.

In Chapter 13, Li also looks at the mentoring of novice scholars for research publication, but she focuses on the interactions between junior and senior scholars in their coauthoring practices. Drawing on several widely cited qualitative case studies (including both her own and others’), she discusses junior scholars’ drafts, senior scholars’ revising practices, junior scientists’ uptakes of senior scientists’ revisions, and the supervisory relationship and its impact on junior scientists’ publication success. She closes her chapter with a call for more ethnographic studies of the processes and practices of mentoring doctoral science students for scholarly publication.

The fourth part of the volume moves on to assessors’ perspectives, focusing specifically on the roles of journal editors and reviewers in scholarly publication. In Chapter 14, Starfield and Paltridge explore the roles of journal editors and argue that journal editors serve more as custodians than as gatekeepers. Drawing on their experiences of editing two leading journals in applied linguistics, they seek to make explicit the respective responsibilities of authors, reviewers, and editors in the publication process.

In the last chapter of the book, Tardy sets out to unpack the mysterious processes and practices surrounding peer review. She discusses the important role of the peer reviewer in the publication process and outlines the publication process from the peer reviewer’s perspective with particular attention to the review process. She argues that journal reviewers are not maligned figures to be scared of but peers. Drawing on both the literature and her experience as a reviewer and journal editor, she identifies some common challenges in responding to peer reviews and proposes various strategies to tackle them.

One notable strength of the volume, as its editors point out in the introduction, is that it “bring[s] together international experts and junior scholars themselves from a variety of disciplines to discuss both research in the field and personal experiences” (p.3). Moreover, unlike the extant literature that focuses principally on EAL novice scholars, this volume presents a more balanced picture of novice scholars’ scholarly publishing experiences and practices by looking at both native English-speaking and non-native English-speaking junior scholars. In particular, several chapters (e.g., Habibie, Fazel, Shvidko & Atkinson) in this

book focus specifically on Anglophone novice scholars, an area that has started to receive research attention only recently.

In sum, this volume provides valuable insights into scholarly publication and will be an engaging and stimulating read for practitioners and researchers in the field of English for research publication purposes and beyond. It can serve as a useful guide for novice scholars and supervisors engaging or planning to engage in scholarly publication. It can also provide a valuable starting point for researchers interested in exploring issues related to scholarly publication.

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