

The scope of the book is relatively wide ranging, with discussions on issues related to how students think about, research for, and feel about dissertation work. However, it would have been made more comprehensive by including additional aspects such as time management, maintaining motivation, and dealing with writer's block. Also, based as it is in Casanave's personal background, this book primarily speaks to students who are particularly interested in or have experiences with "topics in (second) language and multicultural-transcultural education" (p. xv). Thus, although many students in social sciences would benefit from reading this book, they might find the discussions and examples provided less applicable to their disciplines.

Overall, this book seems likely to transform graduate students' understanding of academic practice, from enrolling and engaging in courses to becoming independent and self-motivated researchers. In terms of academic writing, the book helps students develop the understanding that in writing the dissertation, students need to be ready to move from reiterating knowledge to constructing new meanings and contributing to the development of knowledge and theory. Finally, Casanave's book encourages students to shift from being reactive to being proactive: planning in advance, becoming aware of one's own academic, physical, and emotional issues, and knowing how to seek support. We recommend this book to students seeking a comprehensive guide to navigating the doctoral program and advisors seeking to assist their students along their journey.

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Academic publishing: Issues and challenges in the construction of knowledge, K. Hyland. Oxford University Press, Oxford (2015). 239 pp., Paperback ISBN 9780194423953

This book, by Ken Hyland, one of the leading scholars in the field of academic publishing, is an authoritative contribution to the literature in this domain. It engages the reader in a nuanced discussion on the intricate world of academic publishing, in its dynamic development and its interrelatedness with knowledge construction. The book provides a wealth of information synthesised and coherently integrated from "a range of literature from fields as diverse as bibliometrics, applied linguistics, the philosophy of science, library studies, the sociology of science, publishing, and language education" (p. x). At the same time, it draws on the author's own research, as well as on his decades-long experience as book author and editor. Carefully selected examples, based on Hyland's own studies, reflect the views of a range of academics, with different first language backgrounds and disciplinary affiliations, and with varying degrees of publishing experience.

Despite its thematic and informational complexity, the book is reader-friendly, thanks to the author's approach and style, as well as to the consistent structuring into well-balanced chapters and sub-chapters. The book is organised into nine chapters, each reflecting an important dimension of knowledge construction. The chapter headings and most of the sub-headings are formulated so as to draw the reader's attention to various (often contradictory) aspects involved in the process of publishing and the multiple possible perspectives.

The first two chapters shed light on the macro-context, the implications of globalisation on academic life and the tensions among various factors influencing the carrying out of research and its dissemination through publication. The opening chapter, "Impetus: the imperatives of publication", sets the scene for the further chapters by providing "an overview of the 'publish or perish' culture, how it operates and is sustained and some of its social and intellectual consequences" (p. 2). It explores the reasons for the academics' interest in publishing, as well as the rationale of higher education institutions for seeking international recognition and visibility in an academic world driven by competition and a 'culture of evaluation'. The comparative analysis of statistic data and theoretical underpinnings for measuring the impact of publications in various domains contribute to our understanding of disciplinary differences.

The alternatives 'global' versus 'local' publishing, contextual asymmetries, available options and their implications are explored in-depth in the next chapter, "Locality: global and local publishing". Building on data from multiple sources, complemented by Hyland's own research findings, this chapter highlights the multilayered complexity of the "global market for knowledge" (pp. 24–25) by drawing comparisons among countries and disciplines in terms of manuscript submissions to academic journals and acceptance rates, as well as by signalling emerging trends. Power relations resulting in 'gatekeeping' and 'agenda setting' are approached from different angles, including an investigation into the ratio of members representing the 'Anglophone centre' on the editorial boards of the top journals in several disciplines. A survey of the literature on this topic and the author's own studies show that *English as an Additional Language* (EAL) academics are poorly represented on the editorial boards of the top journals in most disciplines, with the exception of some of the hard sciences. The nuanced discussion of reasons for and implications of staying local versus going global, disciplinary differences, linguistic and non-

discursive considerations influencing publication decisions is complemented by the debate regarding “inequality in the production and distribution of knowledge” (p. 38) at macro level. “Publishing from the periphery” (pp. 39–43) brings to the forefront the academics themselves, with a focus on EAL scholars and their perceptions of what it is like to write and publish in and from off-centre academic contexts.

In spite of inherent challenges, some of them related to “the ways that knowledge is hierarchically categorized by Western gatekeepers” (p. 44), Hyland underlines the value of giving a voice to multilingual scholars in global publishing. At the same time, he recognises the positive role that also “alternative centres of research” (p. 43) and local journals can play. He distances himself from the core/periphery dichotomy, considering that “simply taking a North-South divide perspective would oversimplify a more complex picture” (p. 44).

The third chapter, “Language: visibility and inequality”, explores the complexity of the international research scene in relation to “the language variable” (p. 45). The author integrates the literature survey with interview-based research to provide insights into the tensions associated with language choice and the prevalence of English in academic research. Highlights include the discussion of “communicative inequality” (pp. 52–54) in the “native/non-native divide” (pp. 56–58), as well as perceptions of English as a threat to the national language and worries about possible ‘domain loss’. The counter-reaction to this, for instance in Northern European countries, has consisted in the introduction of language policies meant to promote the use of national languages alongside English, or publishing practices favouring “complex bilingualism” (p. 50), for example in “countries with important domestic languages” (p. 50), such as France, Germany, or Spain. These trends co-exist with “different attitudes and demands across disciplines” (p. 51), with an increasing number of EAL scholars favouring the use of one *lingua franca* for scientific exchanges, even if “attitudes and practices are more complex and multidimensional than the literature might suggest” (p. 52). The aspects presented resonate to a large extent with those addressed by the contributors to volumes dedicated to English-medium publishing in multilingual environments, as for example in the special issue of *JEAP* (Kuteeva & Mauranen, 2014), or the volumes edited by Bennett (2014), and Plo Alastrué and Pérez-Llantada (2015).

This chapter also explores the still under-researched area of bias vis-à-vis non-Anglophone scholars in “gatekeeping practices” (p. 59). Both the cases reported in the literature examined and the findings based on Hyland’s own studies reveal that in most cases, it is not the language alone that contributes to the rejection of manuscripts. In addition to proficiency, there are also other contextual, non-discursive components that count, as well as appropriacy of register use, compliance with rhetorical conventions and with the editors’ genre-related expectations, which are discussed in more detail in Chapter 6.

The next two chapters focus on the social dimension of research, on the roles of collaboration, and participation. Chapter 4, “Authoring: engagement and collaboration”, looks into the specificity of academic (co-)authoring in different disciplines, and the importance of collaboration in knowledge-creating activities and academic text production. Authoring is presented as

an outcome of a multitude of practices, strategies, and values, where handling data and crafting argument are carefully managed for particular audiences. This is because research is essentially a *social* enterprise, both in the sense that it is an immediate engagement with colleagues and in that it is mediated by the social institutions within which it occurs (p. 67).

Drawing on a comparative analysis of features identified in a corpus of 1.4 million words (120 RAs from eight disciplines), this chapter explores disciplinary differences related to the way knowledge is conceptualised through rhetorical practices and specific linguistic features. Excerpts from interviews with academics from a variety of fields provide insights into (co-)authoring preferences and practices, explaining the underlying reasons for these choices, as well as benefits and challenges involved in academic collaboration activities.

Chapter 5, “Participation: community and expertise”, takes up again the global/local dichotomy, this time from the perspective of the researchers’ participation in global and local networks. Developing community-located expertise includes the learning and mastering of context specific conventions, as expressed through genres, as well as “the ability to balance a personal stance or identity against the demands and expectations of the professional discourse community” (p. 99). As in the previous chapter, the interview excerpts selected reveal inherent challenges, for example those related to less studied genres, such as the letter of response to peer reviewers. Highlights include aspects of context related power relations and regulations, negotiating identities, as well as a range of interaction patterns between novice authors and their mentors, on the one hand, and between authors and editors or reviewers, on the other.

Genre specificity and requirements are further discussed in Chapter 6, “Genres: articles and alternatives”. After a review of definitions and characteristics usually associated with the term and concept of ‘genre’, Hyland delineates the main aims pursued in this chapter: to explore “the social motives and institutional purposes we might locate in the formal properties of texts, examining the main genres of publication and their importance to members of different disciplines” (p. 113). The first in the genre-chain is the research article (RA), ‘the master narrative’. RAs are presented in the context of “diachronic change and disciplinary variation” (p. 114), as “dynamic textual products strongly responsive to changing disciplinary norms and practices” (p. 114). RAs are seen as reflecting “the knowledge-constructing practices and ideologies of different disciplines” (p. 114). The focus in this chapter is on the nexus between rhetorical structure and research paper type within the broader RA genre, as well as on emerging changes as a result of the “splintering of academic communities and disciplinary variant ways of talking about the world and gaining assent for knowledge” (p. 114). Special (sub)sections (pp. 117–119) are devoted to aspects such as disciplinary differences and emerging trends in the rhetorical realisation of the claims for novelty and the significance of the research, as well as to recent developments related to online facilities for promoting research and their impact on text production and rhetorical choices. Alternative genres discussed include books, book chapters, “scientific letters and pre-

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