

Introducing English for research publication purposes. Written by John Flowerdew and Pejman Habibie. Routledge, 2022, 157 pages. ISBN: 978- 0- 367- 33059- 0, \$55 (hardcover)

Over the past decade, there has been an increase in scholarly research and interest in writing for academic purposes, and the area of English for Research Publication Purposes (ERPP) has emerged as a significant subfield within the larger field of Applied Linguistics. It provides a comprehensive overview of what ERPP encompasses as a scholarly field, including its disciplinary boundaries, competing discourses, research and practice paradigms, and prospects for research and pedagogy in this field.

Introducing English for research publication purposes by John Flowerdew and Pejman Habibie presents a varied and nuanced portrait of the discourses and arguments that have shaped and underpinned ERPP, with a particular emphasis on crucial issues such as English as the global lingua franca; English and the globalization of scholarship; the massification of tertiary education; universities as engines of economic growth and national prestige; and the marketization of universities (p. 11).

The volume includes ten chapters establishing a link between the research base of ERPP and the field of English writing practice – learning how to teach English for research. In Chapter 1, authors Flowerdew and Habibie sketch a complete introduction to English language writing and ERPP. Next, the authors presented a great deal of ERPP research following one of two broad theoretical approaches: genre analysis (a branch of discourse analysis that studies “communicative events associated with particular settings, and which have recognized structures and communicative functions (p. 4).

In Chapter 2, Flowerdew and Habibie explain the background to ERPP and outline the increasing pressure on scholars to publish, colloquially known as "publish or perish," as well as the exponential rise in international English-medium academic journals and the number of international scholars seeking to publish in those journals. They set the stage by deconstructing the global sociopolitical and socioeconomic factors that have led to the current situation. The authors discuss vital systems such as globalization and neoliberalism and how they have resulted in the expansion and internationalization of higher education and the significance and implications of these concepts for ERPP. This chapter also discusses the massification of higher education and the marketization of universities. In addition to it, the discussion goes into detail about how such phenomena shape the globalization of scholarship and, as a result, scholarly publication in English-language academic journals.

Chapter 3 centers on a historical perspective of the emergence of modern empirical science and scientific inquiry during the 17th-century enlightenment and the development of scholarly communication and scholarly exchange since that time. Then, authors turn readers' attention to the research articles, investigating its emergence and development as the most prestigious scholarly genre in academic discourse. In doing so, they examine its rhetorical structure and contours,

constituent components and sections, as well as linguistic properties and features, in brief. Finally, they discuss the development of the peer-review mechanism as an essential feature of publish or perish and the more recent assessment and quantification tools of impact factor and h- index, tracing its history back to the enlightenment.

Chapter 4 describes various conceptual approaches to English and their application to ERPP. The chapter contrasts two approaches to English as a Global Language: *laissez-faire* liberalism and linguistic imperialism (Pennycook, 2000). The first view sees English as a beneficial global lingua franca that allows equal communication between countries and regions. In contrast, the second emphasizes Global English's socio-political, economic, and cultural agendas, as well as its extensive and growing hegemonic power. First, the authors consider whether there is a way to reconcile these two opposed discourses on English. Following that, they discuss domain loss, or the loss of language use in specific domains and genres because of English's dominance. Next, the implications of this concept for ERPP and global knowledge production are sketched out. Lastly, World Englishes (the variants of English used in diverse contexts around the world) and English as a Lingua Franca (English as a universal language of communication between communities) are discussed as conceptions of English that impact an impact on methods to ERPP.

A particular emphasis is placed in Chapter 5 on ideas and techniques that have been drawn upon or developed in the context of ERPP, which is titled "Theoretical Orientations in ERPP." This chapter is exceptionally influential in ERPP because it gives a predictive and analytical lens through which learners can examine discursive and generic issues and concerns that peripheral scholars or novice and doctorate researchers confront when writing their dissertations and theses. In addition, comprehensive descriptions of the distinctive characteristics of genres serve as teaching objectives for ERPP pedagogy. Finally, situated learning and academic literacies are two related techniques addressed within the broader paradigm of social constructivism.

In Chapter 6, the authors look more closely at two research approaches that have proven to be very fruitful for ERPP studies: genre analysis and naturalistic approaches. In the previous chapter, they looked at the theoretical perspectives of these two approaches, but they focused on the empirical work done within the framework of these two theories. Firstly, genre analysis is a branch of discourse analysis that has a relatively long history in mainstream English for Academic Purposes research. Secondly, in contrast to text-centred genre analytic techniques, naturalistic approaches are rooted in academic literacies and situated learning paradigms, and they are ethnographically oriented in terms of methodology.

Writing for scholarly publication is regarded as a social practice shaped and informed by surrounding socio-contextual discourses and practices, as well as ideological and political factors, according to these approaches to scientific publication. Following a description of the fundamentals of this method, we will examine several studies that have been useful in illuminating how scholars go about writing for publication in diverse contexts and the networks that are engaged in this effort.

Specifically, Chapter 7 discusses the publication review process as a gatekeeping mechanism in the production and dissemination of knowledge, as well as a subset of ERPP research that has looked at editors of journals and reviewers as one of the key stakeholders in scholarly publication. This chapter also includes a discussion of the publication review process as a gatekeeping mechanism in the production and dissemination of knowledge. More particularly, the chapter examines some of the work that has investigated the opinions and viewpoints of editors and reviewers about effective writing and publishing practices. There is an examination of the literature

that has looked at the characteristics of competent reviewers and the characteristics of good review reports, as well as some of the research that has looked at the experiences of editors and reviewers in the gatekeeping process as well as their perspectives on their responsibilities.

A problematic topic addressed in this chapter is editorial bias, with conflicting narratives presented regarding the existence or non-existence of systematic bias in scientific publications, particularly with reference to EAL scholars (Hyland, 2016, 2020). Finally, the chapter reviews studies that have examined the discourse of peer review as well as the discursive interactions between editors, reviewers, and authors, identifying some of the discursive and linguistic characteristics of the occluded genres of peer-review reports and editors' letters that have previously been overlooked.

In Chapter 8, the authors discuss the topic of digitalization of scholarly publication and its implications for the construction and dissemination of knowledge, with a particular emphasis on technological advancement and the emergence of digital tools. Furthermore, they address how diverse technologies have altered, and in some cases completely transformed, the landscape of academic publishing in recent years. They categorize these shifts into four major frameworks: the ethnoscape, the epistemoscape, the genrescape, and the pedigoscape. Moreover, the authors demonstrate how digitalization has eroded the spatial and temporal borders that have traditionally separated conventional academic discourse communities. Specifically, the impact of digital technologies, particularly the world wide web (WWW), and their implications for the global knowledge economy are discussed, as are the opportunities afforded by those technologies in the areas of access to, distribution of, and management of knowledge and scholarship.

The following Chapter 9 presents several teaching methods, pedagogical theories, and instructional strategies. The authors support a pedagogical framework based on Kwan's (2010) competencies taxonomy that can be used in ERPP courses to assist students to build the literacies needed for academic publication writing. The authors expounded the role of mentorship for supervisors, how-to-write manuals, course books, courses, and seminars, and writing groups and retreats are examples of this kind of service. They shed light on the corpus-based and genre-based education methods as well as critical-pragmatic ones. They focus on the most important aspects of each of these strategies (which are not by any means mutually exclusive). At the end of this chapter, the authors emphasize how important teacher preparation for ERPP is.

Chapter 10 concludes the book by pointing out that ERPP research and practice have progressed significantly over the last two decades. The authors briefly touch on some of the topics they didn't have time or space to cover in-depth in the book's main body, and they pay attention to a few areas and difficulties that merit additional ERPP research. Finally, they provide predictions about ERPP's and English's futures as a global research and publication language.

Finally, this volume provides a richly detailed picture of the discourses and discussions that have shaped and underpinned ERPP, highlighting important aspects such as EAL, anglophone and early-career scholars' writing for scholarly publications, ERPP pedagogy and relevant international policies, practices, and initiatives. At the same time, ERPP is an academic discipline devoted to the study and application of the English language in a variety of research and publication contexts, as well as a field of practice devoted to the requirements of individuals wishing to publish in

international journals. This book is an invaluable resource for research scholars and academics in the fields of applied linguistics, TESOL, and English for Academic Purposes.