

■ Introduction

Writing for scholarly publication has become an increasingly competitive task as the number of researchers, and consequently the number of research articles published in academic journals, rise each year. For example, the figures in the *UNESCO science report* (2016) show that only in the period from 2008 to 2014 the number of research papers published in journals included in the Science Citation Index of Thomson Reuters' Web of Science grew by 23%. The global publication enterprise involves thousands of publishers and approximately 8 million researchers worldwide (Hyland, 2015). According to the abovementioned UNESCO report, as far as the number of research articles published is concerned, apparently the U.S. takes the lead with a quarter of the world's publication output produced by American scholars, but also other countries, such as China, Malaysia or Iran have experienced a very strong growth in the number of international publications in the last decades.

Scholars from the Central and Eastern European Countries, like Poland, also feel the pressure of publishing their findings in prestigious journals, mainly because of the reforms introduced in higher education in the last decades. They established new evaluation systems based on international publications in many countries. Consequently, Polish scholars are also externally motivated to publish in top-tier journals because of the introduction of the new evaluation system in 2011. Thus, according to the UNESCO report, in the period from 2005 to 2014 the number of publications in Poland increased by 41% (from 13,843 to 23,498), but in 2014 it was still almost four times lower than that of Germany, for instance (Hollanders and Kanerva, 2016). Also, the report shows that from all European Union countries Poland had the lowest average citation rate for publications in this year (Hollanders and Kanerva, 2016). It can be concluded that although the demands are very high, some Polish writers are confident enough to submit papers into such journals, but still the numbers are not very high.

Bearing in mind the fact that the majority of highly rated academic journals are based in English-speaking countries and the people involved in the publication process originate from these countries as well, it can be predicted that when trying to publish in such journals, Polish writers face many challenges, and there are many reasons for this. First of all, not only does it require knowing the language well enough, but also Anglo-American writing conventions. Slavic writing conventions which Polish writers follow are shaped by different literacy traditions, and changing the writing patterns may be problematic. Moreover, some Polish writers intentionally resist the

Anglo-American writing conventions, they generally oppose using English for research publication and spread this negative attitude towards international publication in their academic communities (Duszak, 2006; Kulczycki, Engels, Pölönen, Bruun, Dušková, Guns, Nowotniak, Petr, Sivertsen, Istenič Starčič and Zuccala, 2018).

It must be stated that Poland is a peculiar country when it comes to the attitude towards using English for research writing and publication. On the one hand, scholars working in English departments in particular – linguists, applied linguists and other specialists – have always felt the need to read and publish in English (Reichelt, 2005a). On the other, there is a large number of scholars in the humanities who openly resist using English for publication purposes (Duszak, 2006). The reason is that since the 1990s for some scholars the writing patterns which were introduced through the widespread use of English have been considered as the “less *‘intellectualized’* variant, exploiting communication patterns more appropriate for popular and didactic functions” and were “denounced by others as a symbol of global monoculture and linguistic domination” (Duszak, 2012: 34–35). This situation is clearly visible in the research results of Kulczycki et al. (2018). The authors showed that from all eight European countries explored, Poland produces the least publications in English (17.2%), much less even than the neighboring Slovakia (25.8%) or the Czech Republic (26.4%), not to mention Scandinavian countries or Belgium. The researchers claim that Polish cultural and historical heritage can be an explanation. They state that before the political changes in 1989, the dominant foreign language in Poland was Russian, and English was not regarded as the most appropriate language of research publications (Kulczycki et al., 2018). Thus, the attitude towards publishing in English varies among scholars representing the humanities and social sciences.

While English may not necessarily be the main challenge in publishing in Anglo-American journals, Polish writers often face other discursive and non-discursive obstacles. It must be remembered that Poland belongs to the group of semi-periphery countries (Bennet, 2014; Lillis and Curry, 2006, 2010); the term is explained in more detail in section 1.4 of chapter 1. Therefore, with worse financial situation of Polish higher education institutions and lower salaries than those earned in the Western European countries, Polish scholars do not have the same opportunities for international collaboration, and consequently for having so many high-quality publications. Sometimes they also lack the funds for specialist equipment, software or bibliographical sources which they need. Moreover, the tradition of producing such publications, and of instruction aiming at preparing young scholars for this task, is much longer and more effective in the Western European countries, so Polish writers do not have an equal start. In particular, the education in the area of academic writing seems to be insufficient in Poland. Moreover, the changing writing conventions and no total agreement concerning their proper use, even between editors and reviewers from Anglo-American countries, frequently cause confusion among both Polish writers and academic writing instructors.

Thus, this book explores the challenges that Polish linguists and applied linguists face when writing in English as an Additional Language (EAL) for publishing in

Anglo-American journals. The aim of the qualitative research carried out for the purposes of this work was to investigate the problems in the Polish context, which seems to be ignored in the literature on the topic. Recently, there has been a proliferation of publications on writing for publishing by foreign authors. In the descriptions of their research results, most often Poland was not taken into account as a separate country (cf. *UNESCO science report*, 2016), but together with other countries, under the general name – the European Union. However, it must be remembered that the situation concerning writing for publishing in different European Union member countries varies tremendously. Moreover, apart from the works by Duszak (2006, 2012), Duszak and Lewkowicz (2008) and Kulczycki et al. (2018), there are no publications by Polish scholars about writing research articles for an international audience, other than those including analyses of Polish writers' texts. Therefore, my hope is that this book will fill this gap.

This book examines the opinions of 16 Polish scholars, linguists and applied linguists, working at six public universities in Poland, who succeeded in publishing their articles in high-impact, Anglo-American journals, on the challenges they experienced while writing them and in the process of publication. In this study, text-based interviews were used in order to carry out an in-depth investigation and provide a thick description of the issues. Thus, the study addresses the following main research question:

1. What are the challenges that Polish writers face when trying to publish in Anglo-American academic journals?

The semi-structured interviews consisted of 15 questions. The first five, as well as the last one were more general and they explored the scholars' attitudes, beliefs, and needs concerning the problem. Thus, the following additional research question was posed:

2. What are the writers' beliefs, attitudes and needs with regard to writing for publishing in academic journals?

To answer the second research question, the scholars were asked to express their views on the global evaluation system of academic work based on publications in international journals, the double-blind peer review system, publishing in local journals, and on the widely discussed in the literature issue of non-native-speaker disadvantage.

However, the majority of the questions asked about discursive and non-discursive challenges that the writers faced before or during the publication process. In each case, they referred to the first or one of the first research articles published in prestigious Anglo-American journals, authored by each participant of the study, and selected by me from their lists of publications. They were analyzed before the interviews, mainly to find the aspects of the texts, such as expressions of authorial self, the use of hedges, and the ways of claiming centrality of the research, which according to previous studies cause difficulties in writing, primarily to the authors representing other than Anglo-American cultures (for quantitative studies on these text aspects see also: Hryniuk, 2018a, 2018b). Because of the fact that these were semi-structured interviews, the participants also discussed their experiences in writing for publishing more widely, and expressed their reflections on it as well as on the process of learning to write in Academic English.

The chapters preceding the study part provide the background – an overview of previous research and concepts connected with the main problem explored. Thus, chapter 1 is devoted to the issue of English being the language of international publications. It presents the main frameworks referring to the center–periphery structure and the varied position of English in the world. It considers the topic of non-native-speaker disadvantage and two main roles of English in writing for publishing as well as advantages and disadvantages of the dominance of English in academia. Chapter 2 first defines and then characterizes academic discourse. It describes the main research paradigms used in its analyses. It focuses on the genre of research article (RA), in particular in the area of linguistics and applied linguistics. It considers culture-specific differences in RA writing and describes the processes involved in producing academic texts. It also includes a short review of early and more recent models of writing. Chapter 3 considers the issue of writing for publishing from the geopolitical point of view. First, it presents the main facts about the increasing number of publications produced worldwide, the Polish and the global system of evaluation of academic output and the criticism of the latter. It discusses the role of gatekeepers (in other words, editors and reviewers) in the publication process, and non-discursive problems experienced by writers. Chapter 4 is an overview of studies on the characteristics of academic discourse, and on the main problems involved in learning and teaching academic writing in Poland carried out by Polish scholars. This issue is particularly important because the challenges that Polish writers face in writing for publishing very often derive from the way they were educated. It also indicates which lines of research need to be continued in order to provide Polish novice writers with appropriate instruction on writing for publishing in EAL. Chapter 5 is the study, which has been outlined above. The views of the participants are extensively quoted and described in this chapter in order to provide the readers with a detailed account of the problems involved in writing for publishing, occurring in the Polish context. Finally, Chapter 6 includes conclusions and implications for instruction.

I hope that the results of the study will be of interest to both researchers exploring academic discourse, novice writers and academic writing instructors. The themes explored in it are worth the attention for many reasons. First of all, reflecting on the problems and carrying out research in this area may be the first step towards overcoming the challenges described by the participants of the study. Second, raising awareness of the characteristics of academic discourse is crucial for both academic writing teachers and writers themselves in order for the latter to develop expertise in RA writing. Finally, providing novice writers with proper instruction based on research findings should result in more submissions of articles authored by Polish writers to international journals. Consequently, the impact of Polish thought on knowledge construction should increase as well.