

### Book Review

#### *Non-natives writing for Anglo-American journals: Challenges and urgent needs*

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I was looking forward to a publication of a scholarly text on academic writing and on the publishing process, which both have such an important impact on the professional experience of Polish scholars. The book by Katarzyna Hryniuk, entitled *Non-Natives Writing for Anglo-American Journals: Challenges and Urgent Needs*, fulfils this need. The monograph, 172 pages in length, includes an introductory section, six chapters, an appendix, an extensive list of references, topic and author indexes, and a short summary in Polish. It offers a fairly complete picture of issues in academic publication with a unique focus on Poland.

The "Introduction" presents the content of the book in some detail and the research focus of the study on the use of Anglo-American conventions in the writing of research articles by Polish scholars as well as their own experiential assessment of this process. This introductory section promises the reader an interesting discussion both in relation to theoretical issues and empirical findings on academic writing in one's non-native language. It brings to the fore the need for a discussion of the possible challenges and dangers of this endeavour.

Chapter 1, titled "English as the Leading Language in Academic Communication," discusses the position of English as a world-dominant language, also in academic publications such as those in linguistics and applied linguistics. The author describes and compares different models of the role English plays across the world and presents different attitudes to English as a *lingua franca* (ELF). The reader will also find here an explanation of the concepts and terminology used throughout the book. The chapter presents a thorough and well-documented discussion on ELF with special emphasis put on the academic side of using English for publishing purposes.

In Chapter 2, "Written Academic Discourse and its Composition," Hryniuk defines the concept of academic discourse as a genre, presents its characteristics together with criteria for its description and also touches upon the didactic aspect of her discussion of EAP (English for Academic Purposes) courses. The academic genre as presented here refers to texts written on linguistics as a research discipline. The chapter also includes a brief description of the writing process and, in more detail, a presentation of different models of academic writing seen from various perspectives, that is, cognitive, socio-cognitive and socio-cultural, emphasizing that the latter offers a particular challenge for scholars from different cultural backgrounds. This part of the chapter seems most interesting because Hryniuk quotes comparative studies in this area and discusses conventions of writing which are unique to different cultural contexts and thus may pose a problem when intending to publish in English.

Chapter 3, titled "Writing for Publishing in International and Local Journals," makes for interesting reading not only for writers but also for editors working for academic journals in linguistics and applied linguistics, as the author shares her critical views (and those of other researchers) on the ways of assessment of journals in Poland and abroad. She also emphasizes the role of the editor-in-chief and referees of articles as mentors and facilitators in the process of publication of submitted manuscripts. I would also add here a comment on the injustice of the present system in regard to newly created journals, which may never have a chance of successful promotion if this system of assessment continues to function. One limitation is that the author has failed to highlight the growing importance of open access systems in publishing academic research.

Chapter 4, "Research on English as a Foreign Language Academic Writing by Polish Scholars: The Main Problems Explored," shows the author as well-informed not only on theory of publishing issues and academic writing (as shown in chapters 1-3) but also demonstrates her familiarity with comparative research on the use of academic writing conventions. The chapter is a thorough overview of studies devoted to developing academic writing skills, demonstrating the main issues under investigation and pointing to the challenges academic writing

poses for Polish linguists. Individual writing challenges are discussed based on selected studies of academic writing carried out by Polish scholars, which, as Hryniuk points out, have not been very extensive to this point. Nevertheless, the author has managed to gather the most notable examples of up-to-date studies (among others Łyda & Warchał, 2011; Warchał, 2010, 2015), which are mostly quantitative. At the same time, Hryniuk emphasizes that qualitative research is also of value in investigating academic writing. Her publications are in fact a good example of this approach since she emphasizes the importance of the commentaries made by the article authors on their own writing processes. This is well-evidenced in her present book. The chapter is not only very well constructed, but also highlights important, albeit lesser-known Polish empirical studies on academic writing.

Chapter 5, entitled "The Study," starts the empirical part of the book. It offers a detailed description of the research project, complemented by an analysis of the academic publication experience of 16 Polish scholars working in the area of linguistics and applied linguistics. The author used semi-structured interviews, which focused on participants' attitude to writing an academic text in English for publishing purposes, on the one hand, and on their experiential comments on writing their own texts, on the other. The analysis of the data is very detailed, but what makes it particularly valuable are extracts from participants' experiential comments. For the purposes of analysis, the author uses the results of her previous studies on the difficulties encountered by Polish writers in using Anglo-American conventions in academic writing and focuses on the areas of greatest discrepancy between Polish and English, such as the use of authorial voice and the employment of hedges or evaluative language to express centrality. It is an interesting study, which, however, should only be regarded as a pilot study because of its modest sample (16 participants) and the scope of data analyzed. At the same time, it constitutes an excellent starting point in an important and as yet under-investigated area. The chapter is quite extensive, but the author uses a reader-friendly tabular presentation of the results in the form of the summary included in the final section.

In the final chapter 6, "Conclusions and Implications for Instruction," Hryniuk succinctly presents the results of her study and discusses them against the background of the theoretical and empirical studies outlined in the earlier parts of the book. She also offers some ideas for future research, suggesting the need to extend it to other areas of the humanities. However, what I find most useful here is the idea of incorporating the findings of this and other studies into academic writing courses, which deserve more attention and prestige in neo-philological university studies at BA, MA and, most, importantly, PhD levels. The author suggests, for example, organizing workshops during which students or young

researchers could get hands-on experience of not only writing their texts, but also of revising and editing them for publication.

In sum, Katarzyna Hryniuk's book is interesting in content, it is presented in a coherent format and written in good academic English. It offers not only a very good theoretical overview of the process of academic writing and publication issues related to it, but also contextualizes it well by focusing on specific areas of difficulty for Polish scholars publishing in English on the basis of selected studies and her own very interesting research project(s). There is only one issue that I feel should have been treated with appropriate attention in the book, which is plagiarism in academic writing. Plagiarism has a presence in the academy and I see making our students and young scholars aware of it and working on ways of avoiding it (e.g., through self-plagiarism or accidental plagiarism) as an important issue in developing academic writing courses as well as in publishing itself.

This monograph is much-needed, especially at a time when far-reaching reforms of higher education are being implemented in Poland. One way of making Polish scholarly expertise more visible abroad is the obligation to publish research results in prestigious journals that for the most part use English as a means of communication. The author is aware of the challenges and dangers that relate not only to writing but also to the financial restrictions that Polish academia experiences and discusses all of them thoroughly in her book. At the same time, she offers a way forward and in this I see the greatest value of the publication both for publishing in English and for its didactic implications. I would additionally like to reinforce the position Hryniuk takes in relation to the importance of local publications in Poland, obviously on condition that they conform to the highest academic standards and the need to see them promoted.

I can fully recommend the monograph, *Non-Natives Writing for Anglo-American Journals: Challenges and Urgent Needs* to scholars. It will be of interest to many types of academics. I see it as a guide for scholars publishing in English and especially those who are at the beginning of their adventure with publishing in English. Selected parts of the book can also serve as a manual for teaching academic English in university departments and for supervising theses in linguistics and applied linguistics at MA and PhD levels. Also, as a journal editor myself, I view the book as an important resource for those who have responsibilities in the publishing process, journal editors and article referees.

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