**Non-natives writing for Anglo-American journals:
Challenges and urgent needs – A book review**

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This is a review of *Non-natives writing for Anglo-American journals: Challenges and urgent needs* by Katarzyna Hryniuk published in 2019 by Wydawnictwa Uniwersytetu Warszawskiego. Katarzyna Hryniuk is Assistant Professor in the Institute of English Studies at the University of Warsaw. Her research interests are foreign language learning and teaching, in particular developing writing skills in a foreign language and comparing Polish and Anglo-American conventions of academic writing, the issue that she pursues in the book reviewed here. The main aim of the monograph is to have a closer look at how Polish scholars approach a difficult task of writing academic articles for publication in prestigious Anglo-American journals. This aspect of academia seems particularly important in the light of the requirement to publish in international journals, which researchers in Poland and other semi periphery countries may find challenging to complete. In relation to the ERL framework, the book addresses the research topics discussed in the Language and Schooling strand. I believe academic writing presented from the perspective of the skills mastered by FL writers and the problems they face will always be an issue that deserves more attention of those interested in teaching and researching writing.

The monograph consists of six chapters. The first four chapters provide a theoretical background for a report on an empirical study, presented in the last two chapter, in which the author explores the problems that Polish scholars encounter when preparing their papers for publication in highly ranked journals.

The first chapter explains why non-native writers, including Polish ones, are put at a disadvantage as academics when they intend to popularize their voice in international academia. It discusses factors that have contributed to the spread of English in the world and its dominant position as the language of academic publications. The author presents the status of Poland as a semi periphery country and explains the consequences that this situation may have on researchers' writing practices.

Chapter Two focusses on written academic discourse and its composition. Drawing on contemporary authorities in the subject, Hryniuk elucidates the main characteristics of academic discourse, such as lexis and text structure. Further, she discusses the strategies that skilled academic writers apply in their work on academic texts, which I consider a valuable part of this discussion. Other issues presented in this chapter are the features of a research paper in linguistics and applied linguistics, and culture-specific differences in writing research articles. The chapter ends with a short overview of models of writing that can be useful in understanding the specificity of academic writing.

Chapter Three discusses the issue of writing for publishing from a geopolitical perspective. First, the author examines the system of evaluating scholars' achievements, criticizing some aspects of evaluation practices, such as the "publish or perish" culture. Then Hryniuk discusses the problems that non-native English speaker writers usually encounter when trying to publish in international journals. She focusses on gatekeeping practices of editors and reviewers as well as some non-discursive problems, e.g. financial barriers and a more difficult access to up-to-date technologies. Finally, she discusses the specificity of publishing in local journals. Hryniuk (2019: 66) concludes this discussion with an interesting conclusion that "the scholars who are most often members of both global and local research communities choose to publish in local journals due to their educational commitments, rather than for career advancement."

Chapter Four is an extensive and up-to-date overview of studies related to learning and teaching academic writing which were carried out in Poland by Polish scholars. The studies presented by Hryniuk concern textual analyses, such as corpus-based comparisons of Polish and Anglo-American conventions of writing, and empirical investigations that focus on the process of writing, attitudes towards developing the writing skill and the epistemic function of writing. This chapter is a good introduction to the next part of the book, in which the author presents her study.

Chapter Five, which is the longest chapter, is a detailed report on the empirical study conducted by Hryniuk. The study utilized text-based interviews carried out with 16 Polish scholars in linguistics and applied linguistics who were successful in publishing their article in Anglo-American academic journals. All the topics and questions used in the interviews are provided in the appendix at the end of the book (143-144). In her study, Hryniuk explored the challenges that Polish writers encountered when trying to publish their papers and investigated the writers' attitudes and needs with regard to writing for publishing in highly-ranked journals. Apart from general questions, each subject was interviewed about one of his/her articles published in a prestigious international journal; the articles, which served as the basis for the interviews, were selected by Hryniuk before the interview sessions. The researchers were asked about the review system, the comments they obtained from the reviewers and the aspects of their texts that were reviewed as the best points of their research papers. Some questions were related to the use of hedges, authorial voice and evaluative language. Additionally, the scholars were asked to compare their experiences concerning writing for international journals in English and writing for local journals in Polish. The data obtained from the interviews were analysed in a qualitative way. The results are illustrated with extensive quotations taken from the scholars' answers.

The findings of the study are summarized in the table (131-134). The results indicate that the scholars did not feel disadvantaged as writers, which was suggested by some of the previous studies discussed in the theoretical chapters. Most of the scientists recall the process of publishing as a positive experience and the reviews obtained as helpful and constructive. One of the obstacles the researchers faced was a lack of funds for their research projects. The results concerning the language the scholars used in their texts are very general, which may be due to the fact that for some reason in this discussion the author does not refer to the texts of the subjects.

In the last chapter, a relatively short one, the author draws conclusions and presents implications for instruction. She emphasizes the importance of academic writing training, which would prepare non-native writers for the challenging task of publishing in international journals.

What are the advantages and disadvantages of the book? An undeniable advantage of this publication is the topic, which still can be regarded as under investigated, and the manner in which the author approached it. Writing research papers for publication in international journals is presented as a multifaceted issue in which social, cognitive and rhetorical factors intertwine. The process of entering the communities of professional journals is discussed from a perspective of individual writers who by complying with the writing conventions and journal publication requirements were successful in publishing their papers. The difficulties that non-native writers experienced reflect the problems faced not only by Polish scholars, but all academics who do not feel at home with the rules imposed by academic discourse conventions and journal publishers' expectations.

Another merit of the book is an empirical study conducted by the author of the publication, which is an interesting attempt to explore the issue of writing research papers for publication in international journals. Text-based interviews seem a good choice of methodology as they can offer reliable data for this kind of investigation. However, it is a pity that in the presentation of the results Hryniuk did not refer to the texts of the scholars she had analysed, especially when analysing the researchers' answers concerning their use of authorial voice and the use of hedges and evaluative language. More insightful

results would have been obtained if the results of both the writer and the text perspectives had been presented and discussed in a direct way.

There are some changes that the author could have introduced in the procedure of her research. The analysis of the data would have yielded more detailed findings if the author had decided to distinguish and look at different groups of scholars in the sample investigated, e.g. more experienced vs. less experienced scholars, researchers in theoretical linguistics vs. researchers in applied linguistics.

In summary, the publication is fairly successful as it contributes to our understanding of writers' problems, the difficulty that many non-native scholars experience. The book addresses the issue that can be of interest of several groups of academics. Not only non-native writers who write scientific papers for Anglo-American journals can benefit from the publication but also students working on their diploma theses and their teachers. The research reported in the book offers new avenues for further studies. I think that it can be easily replicated by other scholars. The study conducted by Hryniuk provides a general scheme of procedure that lends itself to further modifications and variations. It would be useful to develop effective research techniques that could explore writers' attitudes and opinions in relation to their texts, which is suggested by Hryniuk in her book but is not reported in the results section. A good idea may be to explore differences and similarities between scholars that represent different disciplines, e.g. pedagogy and linguistics, which would mean analysing their texts and interviewing them about their writing practices. This idea can give a beginning to interesting interdisciplinary and international projects, which can be launched within the Educational Role of Language research network. It is my hope as the reviewer of this publication that my paper will encourage readers to consider embarking on this kind of academic cooperation.