



**Editor's Note: Publishing Project J-Hawk and English for Research and Publication Purposes**

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The Applied English Center (AEC) is responsible for teaching English as a second language at the University of Kansas. This means the AEC is responsible for the University's Intensive English Program (IEP) and the English for academic purposes (EAP) components of the Academic Accelerator Program (AAP). In addition, the AEC actively applies for, designs, and implements grant-funded programs that can run for weeks, one semester, or even one year. These grant-funded programs are called Short-term Programs. *ILI* has focused mostly on the University's IEP with last year's Special Issue devoted to the new AAP.

This issue of *ILI* spotlights, for the first time, the AEC's Short-term Programs by focusing on one program in particular, Project J-Hawk. Project J-Hawk is a two-semester professional development program for mid-career Vietnamese English as a foreign language (EFL) instructors (see Coffey, this issue). Important goals of the program include increasing the expertise of EFL instruction among Vietnamese EFL teachers and increasing the number of EFL faculty members who can act as agents of change in Vietnam by sharing their deepening knowledge of the profession with colleagues at home institutions and at national conferences.

In spring 2016, *ILI* asked the teacher/scholars of Project J-Hawk if they would be interested in publishing the research agendas that they developed while at the University of Kansas. Fortunately, they agreed. Publishing, which was beyond the scope of the program, poses particular challenges in one's second or additional language, even for accomplished teachers of that language. In fact, a new branch of EAP has recently emerged to address English for research and publication purposes (ERPP). Because ERPP is emerging as a specialty in the field and is immediately relevant to this issue of *ILI*, it is appropriate to briefly introduce this branch of EAP in the context of Project J-Hawk.

In a recent editorial for the *Journal of English for Academic Purposes*, Kuteeva and Mauranen (2014) claimed that "English for Research Publication Purposes (ERRP) [sic] has become a recognized branch of

EAP...surprisingly under-explored” (p. 1). Cargill and Burgess (2008) offered the following characterization of ERPP:

English for Research Publication Purposes (ERPP) can be thought of as a branch of EAP addressing the concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals. It is now almost a truism to say that the vast majority of these journals are published in English, and that this presents considerable challenges to users of English as an Additional Language (EAL), regardless of the field in which they work. While EAP programs in universities can address some of these needs in a general way, the real-life, specific issues for academics whose first language is not English wishing to publish in English are often broader and more complex (p. 75).

Publication in English-medium journals can be difficult for non-native English speaking professionals. Flowerdew (2008) reviewed studies and anecdotal evidence suggesting that scholars who speak English as an additional language (EAL) “are discriminated against in academic publishing” (p. 77-78) due, in part, to their non-native-like usage of academic English. The culture of academic publishing matters, too. In his 2015 article, understanding the need to go beyond vocabulary and grammar, Flowerdew referenced Swales’ ideas of “academic socialisation” and emphasis on mentoring novice writers. He discussed Kwan’s points about a researcher needing to learn how to find an academic niche and appropriate journals. Flowerdew also devoted space in his 2015 article to professional aspects of ERPP such as interactions with gate-keeper editors and reviewers. These cultural aspects of academic publishing are foreign to L1 and EAL speakers alike, but navigating the cultural complexity of academic publishing in an additional language adds another layer to the task.

Although the additional language can make publishing more challenging for EAL scholar/researchers, there is much more to ERPP than the native/non-native speaker divide. In fact, the native/non-native distinction seems to disappear at advanced levels of writing ability and experience may play a more significant role in getting published (Hyland 2015, pp. 56-65). Moreover, it may be easier to express knowledge in the language that one used to acquire the knowledge in the first place, which could make the additional language “easier” or

the more natural language to use for publication if key resource material is written in the additional language (Hyland 2015, p. 57). To sum up, language, publication experience, engagement with knowledge, and the culture of academic publishing are all issues relevant to the burgeoning field of ERPP and issues relevant to the publication of Project J-Hawk.

With this volume, *ILI* contributes to the new field by instantiating ERPP within the context of Project J-Hawk. In particular, *ILI* promoted the publication of EAL teacher/scholars by providing the opportunity for publication and the dedicated AEC faculty members to work with the teacher/scholars throughout the research and publishing process. Participants in Project J-Hawk worked with their instructors, two of whom are editors of this journal, to identify research areas and appropriate journals, articles, books, and other materials. Participants examined the way English is used in published abstracts from TESOL, International Association convention program books and from session descriptions that were accepted by anonymous reviewers of TESOL conference proposals. Participants then articulated their academic agendas following TESOL's guidelines for conference session proposals.

The focus was on conference proposals for presentations and workshops rather than research articles because participants trained to become resource faculty rather than research faculty at their home institutions. The academic genres of presentations and workshops are more directly relevant to the goals of Project J-Hawk, but should also be construed as part of the process of developing an idea into a research paper. Unfortunately, time constraints did not permit the development of the abstracts and session descriptions into research papers, but the participants learned to write for professional conferences and were exposed to the publishing process by submitting their work to this journal.

Readers of this issue of *ILI* will see the 50-word abstracts and 300-word session descriptions of Project J-Hawk participants. Readers will see new ideas and new ways to implement familiar ideas. They will also see ideas inspired by AEC faculty. Technology is a dominant theme in these research agendas along with motivation, feedback, assessment, speaking, and pronunciation skills among others. AEC faculty members are encouraged to contact authors to begin discussions or to follow up on a common area of interest.

Before ending my Note, I would like to sincerely thank Dr. Melissa Stamer Peterson, copyeditor, and Dr. Elizabeth Gould, design editor. This special issue of *ILI* could not have been published without their significant contributions. Melissa and Elizabeth are consummate professionals devoted to knowledge dissemination. The AEC is fortunate to have such careful and creative scholars.

To conclude, a special word of acknowledgement of all my AEC colleagues is necessary. AEC faculty members, the primary contributors and readers of *ILI*, are a devoted group of professionals who have remained stubbornly dedicated to their students and to the practice of our profession. The devotion of AEC faculty is now particularly important to mention because over the last few years, the AEC has gone through significant changes including the implementation of a new 5-level curriculum in the IEP, the addition of a Public-Private-Partnership resulting in the Academic Accelerator Program, and the transition of three Directors: an outgoing Director, Interim Director, and new incoming Director. Adding to the stress, the AEC is currently going through accreditation. Moreover, the recent retirement and resignation of key people have affected academic specializations as well as office management. Chris Sundstrum's retirement and Kellie Smith Herrod's transition from the AEC to Shorelight Education will slow the advancement of EAP at the University of Kansas. The retirement of Doris Gasper this semester was also a loss. Over her 30 years at the AEC, she had accumulated more detailed knowledge of the inner workings of the AEC office and student enrollment than any other single individual. The significant curricular changes, the new partnership and program, the coming and going of key people, not to mention the accreditation process have made the last few years turbulent or "bumpy" as some say euphemistically. I would like to acknowledge and commend AEC faculty for showing such tenacity and resilience and for consistently putting students first, especially during these last few difficult years.

## References

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