

Co-constructing Academic Discourse from the Periphery: Chinese Applied Linguists' Centripetal Participation in Scholarly Publication

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Current research on academic publication by nonnative-English-speaking professionals has revealed a wide range of perceptions, problems, and strategies in different discourse communities (e.g., English as a Second Language versus English as a Foreign Language). However, previous studies have only investigated scholars geographically situated in the periphery, with or without advanced degrees obtained in English speaking countries. Little data has been collected about those nonnative-English-speaking professionals working in the center of Anglophone academia. To help understand this group of scholars' perceptions, problems, and strategies in the publishing process, a multi-case study of 6 Chinese tenure-track assistant professors in applied linguistics at various American universities is conducted. This paper will present several salient themes that emerged from data collected over 18 months, and discuss a number of pertinent issues from both sociolinguistic and sociocultural perspectives. Suggestions for future research to support multilingual writers are also made.