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Science in exile: EAL academic literacies development of established Syrian academics

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Thesis submitted for the degree of Doctor of Philosophy

I hereby declare that the work presented in this manuscript is my own.

“If we want to resist the powers which threaten to suppress intellectual and individual freedom we must keep clearly before us what is at stake ... Without such freedom, there would have been no Shakespeare, no Goethe, no Newton, no Faraday, no Pasteur and no Lister.”

Albert Einstein at the Royal Albert Hall, 1933

Abstract

This study aimed to investigate English as an Additional Language (EAL) academic literacies development of four Syrian established academics in exile in relation to their (i) academic networking, (ii) co-authorship practices, (iii) and authorial voice. Ethnography was used as a method via talk-around-text interviews; as a methodology, via questionnaires, semi-structured interviews, writing logs, academic network plots, and Text Histories; and as deep theorizing (Lillis, 2008) via conducting analysis of both conceptual as well as textual authorial voice.

In relation to academic networking, it was found that all the types of networks, i.e., strong/weak, formal/informal, symmetrical/asymmetrical, durable/temporary, direct/indirect, and local/global played a role in the development of EAL academic literacies. Additionally, the relevant properties of nodes the co-authors possessed, i.e., the ability to conduct network, text-production, disciplinary, and publishing interventions, were essential for the Syrian academics' EAL academic literacies development.

Co-authorship was found to be a two-way interactive relation where EAL academic literacies development occurred as a result of a mutual investment by both sides. The participants and their co-authors invested in the collaborative work to different extents each depending on their level of motivation.

Authorial voice was examined as conceptualisation and as a textual practice; the latter was investigated through a combination of *a priori* categories (metadiscourse features) and *a posteriori* categories, emerging as relevant from the data (disciplinary discourse conventions, textual positioning, and textual ownership). These components of voice were found to be in a dynamic interactive relationship, with the participants' use of the relevant textual features becoming more frequent, more appropriate, and employed with more awareness as they progressed in their academic journeys. The study concludes with theoretical, methodological, and pedagogical implications.

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I am grateful for all the people whose path crossed mine during this journey. I am thankful for all those who laughed, danced, drank with me, my training and hiking buddies, those who tasted my food and decided we can still be friends. Those who hugged me in the darkest of days and told me “you can do it” and “I am proud of you” have a special place in my heart. And those who bared with my loud music, loud voice, loud laughs, and loud cries are blessed in my heart.

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Glossary

AAC	Academic Assistance Council
AcLits	Academic Literacies
ANP	Academic Network plot
Ar.	Arabic
ASD	Academic Skills Development
CARA	Council for At-Risk Academics
CoP	Community of Practice
D	Draft
EAL	English as an Additional Language
EAP	English for Academic Purposes
EL1	English as a first language
Eng.	English
EXC	Exchange
HE	Higher Education
IAs	Intervention Areas
IELTS	International English Language Testing System
INoP	Individual Network of Practice
Int.	Interview

ITs	Intervention Types
L1	First language
L2	English as a second language
LPP	Legitimate Peripheral Participation
NLS	New Literacy studies
Org.	Organization
PT	Published Text
RI	Research Incubation
RQ	Research Question
SA	Syrian Author
SAR	Scholars At Risk
SJR	Scimago Journal & Country Rank
SNA	Social Network Analysis
SPSL	Society for the Protection of Science and Learning
SRF	Scholars Rescue Fund
ST	Submitted Text
TH	Text History
TI	Textual Intervener
WCF	Written Corrective Feedback

ZPD	Zone of Proximal Development
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1. Introduction

This thesis is an investigation into the development of EAL academic literacies of established Syrian scholars in exile, namely Turkey and the UK, while publishing in English-medium international journals. My main interest in this research is to examine the extent to which EAL academic literacies of the participating Syrian scholars is re-oriented in the new academic community while they go through this academic odyssey. The following introduction provides information on the key concepts, research gap, research questions, and the research context. I conclude this chapter by providing an outline for the thesis.

1.1 Overview of the main themes

Recently, and more specifically after the Syrian crisis, exiled academics and their work in exile received attention from researchers. Research mainly focused on the perspectives of exiled academics (e.g., Heron, Parkinson, Ajaj, & Khuder, 2020; Parkinson et al., 2018; Watenpaugh, Fricke, & King, 2014). This focus on exiled academics was mainly directed towards their lived realities in exile and the challenges they face, with studies rarely focusing on exiled academics' EAL academic literacies journeys. However, it is important to focus on this aspect in this *publish or perish* academic culture, and taking into consideration that since the Syrian Crisis broke out in 2011, more than 2000 academics have fled the country (King, 2016; Sheikh, 2016) to either nearby countries or to Europe. Among these 2000, less than 10% are continuing their academic work (Sheikh, 2016), and this could impact highly on their country's future. Investigating this issue can provide a better academic atmosphere for exiled scholars and focusing specifically on EAL academic literacies development in the new academic communities can make exiled scholars' challenges heard. This can also inform the way assisting organizations deal with exiled scholars and prepare them for the challenges they are expected to face and also introduce coping strategies. This is important especially when the main supporting organizations are based in Anglophone countries.

There are obvious power imbalances inherent to research collaborations between Anglophone, Global North-based academics and non-Anglophone, Global South-based academics currently living and working in exile. In order to facilitate exploration of this dimension, the theoretical framework in this study draws upon various applications of the

centre-periphery model, a spatial model that distinguishes between the developed centre and the less developed periphery (Lillis & Curry, 2010). Applications within sociology and political economy, where the model originated, centre on structural inequalities in the distribution of power and resources across these spatial categories. Applied to the world at large, colonialism and the historical development of global capitalism have positioned Western countries at the centre, with poorer countries positioned around their periphery. The centre-periphery model has been used in applied linguistics to draw attention to the differences in linguistic and social capital, to name a few. This centre-periphery distinction is important when there is a focus on the sociocultural aspects of a linguistic practice, as in the present study.

This study uses Academic Literacies (AcLits) as an overarching framework. AcLits is a sociocultural understanding of literacy and communication as opposed to the more decontextualized approaches that were dominant in the 1990s (Lea, 2008). Research on AcLits has been concerned with HE (Higher Education) (Lea, 2016; Spack, 1997), however, more recently, research using AcLits as a framework recognized the importance of focusing on academic staff writing, too, since “the funding and reputation of the university often depend on the academic output of its staff” (Nygaard, 2017, p.520). Although academics conduct different types of writing in the academy, ranging from emails to research reports, there has been a focus on writing for research publication. For academics aiming to survive in a *publish or perish* academic culture, it is important that they publish in international journals.

Moreover, the AcLits’ *social turn* (Barton, 1994; Gee, 1996; Street, 1995) in the theoretical framework called for an *ethnographic turn* in the methodological framework, which can be contrasted to previous traditions focusing on the text itself (Durst, 1990). Ethnographic methodology involves focusing on factors surrounding text production over a period of time (e.g., writers’ academic and language background, workplace, writing medium). This ethnographic framing of studies echoes the interest in understanding academic writers, and not only writing, and to uncover their understanding of the conventions they are expected to write within (e.g., Gardner, 1992; Benson et al., 1993; Ivanič and Simpson, 1992; Ivanič et al., 1996; Ivanič, 1998; Scott, 1999; Lillis and Ramsey,

2005). As customary in ethnographic investigations, I start this thesis journey by the following general question:

How do established Syrian academics in exile develop their EAL academic literacies while publishing in English?

The use of the AcLits model and its focus on the sociocultural context entails a focus on the social practices involved in writing, i.e., academic social networking (Curry & Lillis, 2010). The Individual Network of Practice (INoP) framework (Zappa-Hollman & Duff, 2015) will be used to answer the following research question (RQ):

RQ1. How is EAL academic literacies development of exiled Syrian academics related to their academic networking?

INoP looks into academic networking in a way that focuses on both actors inside and outside one's academic community and how these actors assist novices in the academic socialization process. However, the fact that it does not take into consideration participants' future aspirations, which could have an impact on the type of network the participants get involved in, necessitates drawing on the model of investment and Imagined Communities (Norton, 2000). These concepts are used in this study to understand how academics invest in certain practices in their present to achieve a goal they have in mind which will enable them to take part in their imagined communities, i.e., the communities they aim to be part of in the future.

One form of academic networking that academics in general are involved with and that seems to be related to academic literacies development is co-authorship (Heron et al., 2020). Co-authorship, as a form of academic collaborative writing, where two or more authors jointly produce a study, can lead to publication. Since academic literacies can in some cases be considered as a "tacit knowledge" (Hyland, 2016b, p.121), co-authorship can turn "tacit knowledge to explicit knowledge and helps less experienced researchers to write high-quality papers." (Kettunen, 2016, p.3011). Thus, the second RQ this thesis aims to answer is:

RQ2. How is EAL academic literacies development of exiled Syrian academics related to their investment in co-authorship practices?

Investment in co-authorship practices will be investigated both textually and through interviews via tracing the impact of co-authors' feedback on the Syrian academics' EAL academic literacies development. The third RQ requires a closer look into the textual features and how the academics perceive their writing and their positioning in the different academic communities they belong to:

RQ3. How is EAL academic literacies development of exiled Syrian academics related to their authorial voice?

Authorial voice conceptualization and *authorial voice textual representation* will be looked into through the lens of Ivanič's (1998) conceptualization of the *writerly self*, or authorial voice (Starfield, 2019). Drawing on both: *authorial self*, i.e., how writers see and represent themselves as an authority in their communities, and *discoursal self*, i.e., how writers represent their authorial self textually (Ivanič, 1998), I focus on authorial voice conceptualization and authorial voice textual representation, respectively.

In general, this thesis aims to answer questions related to the relationship between academic networking and EAL academic literacies development, then it focuses on how one form of academic networking, co-authorship, is related to writers' EAL academic literacies development. The third research question deals with writers' authorial voice development to build up an understanding of its relationship with EAL academic literacies development. These RQs are specifically answered in the context of established Syrian academics in exile. Answering these RQs in this specific context is important for several reasons. First, it expands research done on EAL academic literacies in a domain that has not been looked into before, i.e., the context of exiled academics. Moreover, as the number of exiled academics is increasing (see Section 1.2.2 below), answering the three stated RQs above can assist organizations supporting these exiled academics publish in EAL in exile to make better pedagogical decisions. For example, the support could be related to managing co-authorship dynamics or EAP (English for Academic Purposes) tutoring. In addition to the practical significance of this study, the study is also significant theoretically. By

investigating the issue of EAL academic literacies development of exiled academics in the context of asymmetrical power relations as well as their unstable position in the host context, this study extends the AcLits framework and provides a new lens to examine authorial voice in a new domain. In the next section, I provide information on the context of the study.

1.2 Research context

Since the start of the Syrian Crisis in 2011, violent attacks destroyed most aspects of the public life, including HE. University buildings and other resources have been destroyed and violated (Anonymous, 2016; Bakarat & Milton, 2015; Bariscil, 2017; Watenpugh, Fricke, & King, 2014; Young-Powell, 2017). In the following, I first explain the research environment in Syria before the Crisis, the realities of Syrian academics' life in exile, and the support they receive from CARA, to conclude by my relationship with CARA.

1.2.1 Research in the Syrian educational system

The importance of research in Syria has been stressed by several ministers of HE in the last decade, however, there have rarely been any practical steps to enhance the research environment. From the lack of incentives to publish, to the lack of facilities and funding, these all had an impact on the research environment and output. Information related to HE in Syria is, unfortunately, ambiguous due to the fact that policy-makers do not think making it available is necessary (Rahma, 2013). Therefore, in explaining the context of my study, I draw on the little information provided on the Syrian Ministry of Higher Education website (<http://www.mohe.gov.sy/mohe/>), interviews with ministers and policy-makers, journal reports, and on my own and my participants' experiences, having studied and worked at Syrian universities.

Before probing the reasons for the lack of incentives to do research, I should first give an overview of the reality of research in Syria. According to Scimago Journal & Country Rank (SJR) (<https://www.scimagojr.com/>), which provides scientific indexes to evaluate and analyse scientific contributions of journals and countries, Syria contributed with 6,834 published outputs between 1996 and 2017. This is a low number especially when compared with other countries that experienced instability; for example, Iraq contributed with 19,023 publications during the same period. This could be related to the different size of populations in both countries (Syria's population is 18 million while Iraq's

is 38 million people, making the number of publications per 1 million 379.66 in Syria and 500.6 in Iraq). Moreover, a quick look at the number of contributions before and after the Crisis suggests that the Crisis had little/no impact on publishing in Syria: in 2010 there were 438 publications per year and in 2015, there were 550 publications. In addition to the low number of published outputs, and according to a 2009 report on research production of Damascus University, all publications are printed locally or in predatory journals (Rahma, 2013). The problem with publishing locally is that there were no peer-reviewed journals in Syria, at least during the years 2010-2017, according to SJR. Also, this published research comes mainly from PhD students, studying at Syrian universities, who are required to publish two articles to be eligible for receiving a PhD degree (Rahma, 2013). Other noticeable facts about research in Syria is the scarcity of research in social sciences: only 20% of research published in Damascus University comes from the social sciences (Rahma, 2013).

This poor research environment does not only affect staff, but also students. In a 2016 study, 6220 students at Syrian universities were surveyed about their research related practices (Nourallah, 2016). The results show that only 2000 reported using the library at least once in their undergraduate study. From my own experience, I can say that students at Syrian universities usually study from notes and the libraries predominantly stocks outdated publications, thus, this low number of library users is understandable but indicates how dependant students are on the knowledge of their lecturers. When Syrian students were asked about the scientific knowledge of their lecturers, only 25% of them believed that it was up-to-date (Nourallah, 2016). Outdated-knowledge of academics is not only traced in students' opinions, but also in analysing topics of research published by Syrian academics in Syria (Rahma, 2013).

One of the important reasons for the lack of incentive to do research is the criteria Syrian universities use for recruiting academics, which is not in line with international policies, for example, in recruiting academics and getting tenure. Usually top students at the undergraduate level receive scholarships to obtain MA and PhD degrees, mostly abroad. Before starting their studies, they are asked to sign a contract requiring them to return to Syria after they have completed their studies and to work at its universities twice the period they spent doing their postgraduate studies. Academics can stay in their jobs till retirement.

During their careers, in order to get promoted, academics are required to satisfy one of the three criteria: 1) publish five co-authored articles 2) publish two single-authored articles 3) supervise a specific number of MA and PhD students, according to the Syrian Ministry of Higher Education. Therefore, a Syrian academic could become a professor without publishing a single paper.

Another reason for the lack of motivation to publish in Syria is the lack of impact of research. Syrian academics have always complained that there is no connection between research and industry. The statement “there is no point of doing research in Syria because no one will read it” was echoed by all the participants in this study. Although there seemed to be efforts to improve the research environment in the conference held at Damascus University (2015) entitled: “Connecting research with society needs and aspirations”, no practical steps had been taken afterwards (Anonymous, 2016).

Poor policy-making and little support for research resulted in a focus on marking papers and teaching with little attention to research. All Syrian academics in this study made it clear that being required to grade around 3000 exam papers three times a year did not give them the time or energy to do research. Therefore, even the new requirement of publishing is sometimes ignored by academics. These problems existed before the Crisis and continue to this day. Therefore, and since Syrian research policy does not follow the international criteria, academics are shocked by the international research environment where expectations are higher, which adds challenges to their academic experience in exile.

1.2.2 Syrian academics in exile

As a result of the Syrian Crisis, more than half the population have fled Syria to several destinations, but mainly to neighbouring countries where entering a country did not require a visa (e.g., Lebanon, Turkey, Jordan) and to some European countries depending on their refugee policy, like Germany which accepted 600,000 Syrian refugees in 2016. Among exiled Syrians in the world, the number of exiled academics is estimated to be 2,000 (King, 2016; Sheikh, 2016), which constitutes 35% of the total number of Syrian academics (Anonymous, 2018). Among these 2,000, fewer than 10% are continuing their academic work (Sheikh, 2016).

In neighbouring countries, exiled Syrian academics face several difficulties, the linguistic stereotype being one of them. Syrian academics are known to have a lower

English language level than, for example, their Lebanese counterparts. Unfairly, this reflects negatively on how their disciplinary knowledge is perceived as one of the participants in Watenpaugh, Fricke, & King's (2014, p.25) study remarks: “Many Lebanese think that if you speak English, you must be better at chemistry”. Challenges academics face in exile in Turkey are numerous: restrictions on travelling across and leaving the country, difficulty obtaining work permits, and not being allowed to take specific type of work because of their residential status and also loss of social status (Ammar, 2016; İçduygu & Millet, 2016). Academics who left to Europe also face challenges as reported by Ola, a Syrian refugee academic teaching in Switzerland in the discipline of Engineering (Abu-Amsha, 2017). Although she speaks three languages, received her PhD from a European university, and has an adequate professional network, Ola struggled because of her inadequate publication profile, a crucial requirement in the Western system, in addition to the fact that her students have sometimes a better knowledge than her in technology. This is of course in addition to the challenge of finding a permanent academic job.

The number of Syrian academics fleeing the country is increasing year after year and several organizations intervened to help these academics continue their work such as: the Council for At-Risk Academics (CARA) in Europe, and Scholars At Risk (SAR) and Scholars Rescue Fund (SRF) in the US. Since this study focuses on CARA's work, I provide information only on CARA below.

1.2.3 Council for At-Risk Academics (CARA)

CARA (<https://www.cara.ngo/>) is a British organisation founded in 1933 to support German-Jewish academics who were fired by the Nazi regime from their academic jobs. CARA has been known as the Council for At-Risk Academics since 2014; 1999-2014, the name CARA used to refer to Council for Assisting Refugee Academics. In 1933 and 1996 CARA's precursors were established: The Academic Assistance Council (AAC) and the Society for the Protection of Science and Learning (SPSL). SPSL rescued 2000 academics who fled Europe to the UK during the Second World War (WWII). Support continued after WWII and due to the crises in the Middle East, regional programmes have been established to support academic communities in the region (<https://www.cara.ngo/what-we-do/supporting-higher-education-in-crisis/>); e.g., the *Iraq Programme* (2006-2012) and the *Syria Programme* (2016- ongoing). Joining CARA programmes, whether in the Middle

East or in the UK would be on the condition of currently holding or previously having held an academic post. In the UK, CARA supports at-risk academics by securing them postdoctoral positions and by providing them with financial support. There were 20 academics (post-doctoral students) supported by CARA in the UK at the time of this study. In Turkey, CARA has supported 65 Syrian academics when the *Syria Programme* was first launched, and the number of supported academics reached 150 by the end of 2018. Most of these academics are based in cities across Turkey, and a few of them are dispersed in other neighbouring countries, such as Jordan and Lebanon.

The programme consists of three strands: English for Academic Purposes (EAP), Research Incubation (RI), and Academic Skills Development (ASD). These strands are needs-driven, and the materials delivered are based on continuous evaluation. The EAP strand is delivered via weekly one-on-one meetings with a tutor and intensive workshops in Istanbul. The RI strand includes academics going from the Middle East to the UK for two months to help build collaborations between Syrian academics and UK-based academics. The ASD strand is fostered through fortnightly webinars. The steering groups of these strands consist of: UK academics, Syrian academics, and CARA staff.

Webinars, delivered mainly in English, are assisted by an interpreter providing Arabic translation. I volunteered as an interpreter during the period of this strand starting in December (2017- 2020). Also, my relationship with CARA goes further than this as I am a CARA fellow myself. I received a CARA fellowship award in 2017 to pursue my doctoral study in the UK (see Section 3.5 for a discussion of my role in the research).

1.3 Outline of the thesis

This thesis consists of seven chapters. The present introductory chapter provides information on the theoretical framework used in this study, the research questions, the significance of the study, and the context of the study.

Chapter 2 reviews the literature related to the theories and research the present study is based upon. This chapter discusses in detail the Academic Literacies framework as the main framework used in this study in addition to other theoretical frameworks that are related to academic networking and authorial voice.

Chapter 3 presents the methodological framework of this study. The construction of an analytic scheme for textual and interview analyses, data collection and analysis procedures, and my reflexive voice are detailed.

Findings of the first case are presented in Chapter 4, where RQ1, RQ2, and RQ3 are answered and a model for investigating EAL academic literacies development is provided. This model is used in Chapter 5, which reports on the findings from three cases, to provide further insights into this project's RQs.

In Chapter 6, the general discussion answers the three RQs by drawing on all four cases and making connections with the theoretical frameworks provided in Chapter 2. Chapter 7 concludes by providing an overview of the main findings, implications, and limitations of the study. Suggestions for future research are also listed in this chapter.

2. Literature review

In this chapter, I conduct a literature review regarding the issue of academic literacies and EAL (English as an Additional Language) academics' publishing practices in English. First, I discuss the Academic Literacies (AcLits) model (Lea & Street, 1998, 2006), which is used as a skeleton to map out various approaches to the study of academic writing and EAL academic publishing in English (Section 2.1). In Section 2.2, I draw on Individual Network of Practice (INoP) (Zappa-Hollman & Duff, 2015) and Imagined Communities (Norton, 2000) to investigate the theme of networking as an academic socializing activity. Then I discuss how one practice of academic networking, co-authorship, assists in academic socialization. The last section (Section 2.4) looks into authorial voice by drawing on Ivanič's (1998) work on the *writerly self* and Hyland's (1995, 2018) work on *metadiscourse*.

2.1 Academic Literacies (AcLits)

AcLits is, simply put, a sociocultural understanding of literacy and communication as opposed to the more decontextualized approaches that were dominant in the 1990s (Lea, 2008). In the following, I provide a historical overview of AcLits, then I capture the epistemological (theoretical and methodological) development of AcLits. I add to that line of theoretical argument a summary of the shift empirical research investigating academic literacies development has taken.

2.1.1 Historical overview of AcLits

In the following, I provide accounts of AcLits emergence, New Literacy Studies, and the three approaches to academic literacy teaching.

2.1.1.1 AcLits emergence

AcLits emerged as a need to answer the claim that students can no longer write (Lea, 2016; Lillis & Scott, 2015). This claim necessitated a new approach to students' academic knowledge production. Earlier to this, Street (1984) drew attention to the need to approach literacy using a different model when he distinguished between the autonomous literacy model and the ideological literacy model. The older, deficit, autonomous model perceives literacy as a technology of the mind that must be activated (Goody, 1988). Literacy in this model is an internal cognitive decontextualized skill. This culturally-insensitive approach imposes the same model on all writers regardless of their sociocultural

background (Street, 1984). The opposite ideological, later social, model perceives literacy as a sociocultural product; it is shaped and reshaped in the wider sociocultural context. This model planted the seeds of the New Literacy Studies (Gee, 1990).

2.1.1.2 New Literacy Studies (NLS)

Moving away from considering reading and writing as a cognitive internal process, an interdisciplinary group of academics (e.g., the anthropologist Street, the psycholinguist Gee, and the linguist Barton) developed a new sociocultural literacy approach, the NLS. The *New* in New Literacy Studies is the new social conceptualization of literacy or what this group of academics called the *social turn*. This social turn was more than just social, it was an *ideological* turn; it affects/is affected by how we view the world and the other (Gee, 1990; Street, 1994).

NLS builds on other disciplines such as anthropology (Baynham, 1995; Street, 1984), critical discourse studies (Fairclough, 1992), and the sociology of knowledge (Latour & Woolgar, 1986). This social approach stands against imposing the literacy version of a specific social, cultural, or political group onto others:

NLS opposed a traditional psychological approach to literacy. Such an approach viewed literacy as a “cognitive phenomenon” and defined it in terms of mental states and mental processing. The “ability to read” and “the ability to write” were treated as things people did inside their heads. The NLS instead saw literacy as something people did inside society. (Gee, 2010, p.10)

This new approach takes into account the sociocultural contexts in which learning reading and writing takes place and the issues of power and ideology; it takes a socio-politico-cultural stance. Time and space (sociocultural stance) can affect the literacy learning process. The question of power (political stance) is influential here when we ask, “whose literacies are dominant and whose marginalised or resistant” (Street, 2003, p.27).

2.1.1.3 Three approaches to literacy teaching

Lea and Street (1998) outlined three approaches to learning writing: *study skills*, *academic socialisation*, and *academic literacies*. The *study skills* (deficit) approach, which builds on behavioural psychology, assumes that literacy can be broken into atomised skills that, after being mastered, could be transferred into different contexts. This approach perceives foreign students as illiterate who need to be fixed, and by fixing them the teacher

should focus on surface features of language, such as grammar and spelling. This culturally insensitive approach led to the emergence of the *academic socialization* approach that builds on social psychology, anthropology, and constructivism. Academic socialization approach is more context-sensitive than the formerly mentioned one in the sense that it takes into account the disciplinary differences and it values students' writing and students as writers. It includes implicit induction into the new academic culture as tutors point out what is appropriate and what is not. Immersion in the discourse is what enable students to master the discourse skills. However, this approach does not acknowledge the academic institutional differences and the fact the complexities of language are not simply absorbed. The critical *academic literacies* approach tries to remedy this by addressing its failure to account for the deep literacy issues related to the institutional production. This model involves students in the knowledge production and meaning making process. Students are directed towards selecting appropriate practices according to the context. They are creators of knowledge and not mere receivers (Lea & Street, 1998). Thus, there is no good or bad writing in this model, as it involves an understanding of the contested expectations of various parts: the institution, the advisor, and the student, which in the case of academics would be, for example, the journal, and the more and the less experienced authors. This wide understanding of the writing context is what makes the AcLits model suitable for studying writing that occurs in exceptional circumstances, as in the case of this study which involves research writing in exile.

2.1.2 AcLits as a theoretical framework

This student-focused framework draws on NLS, critical discourse analysis, systemic linguistics, cultural anthropology, and history of education. It was first concerned with political, institutional, and social context, then it expanded to not only include students from various backgrounds but also to make them its focus (Lea, 2016). It shifted NLS attention towards school-based and workplace literacies in various cultures (Street, 2001) and towards university student and staff literacies.

Lillis and Scott (2007) highlighted the tension between normative and transformative approaches to AcLits. The transformative approach to AcLits is interested in discovering alternative ways of meaning making by considering the resources that students bring as “legitimate tools for meaning making” (Lillis & Scott, 2007, p.13). The contested

normative approach focuses on academic literacies by “identifying” disciplinary conventions and “inducting” the students into “correct ways” of thinking and writing (Lillis & Scott, 2007, p.13). The transformative stance of AcLits engages with the individual’s complexities and identities (e.g., institutional, professional, academic). This transformative approach focuses on how writers (e.g., students and academic staff) develop the conventions that inform their meaning-making. This approach is more of what Street describes in his conversation with Lea and Lillis as “negotiat[ing]” and “developing” rather than “fixing” (Street, Lea, & Lillis, 2015, p.386). Thus, AcLits approach is not a literate/illiterate dilemma; it is more of “[h]ang on, look and listen to what literacy practices they’re already engaged in” (Street, Lea, & Lillis, 2015, p.383). Therefore, it is an empowering process that negotiates writers’ voices and identities and takes into consideration their sociocultural background and current context. Thus, it brings to the fore power, identity, and sociocultural context.

In examining the term academic literacies itself, the word *academic* is used to modify and narrow down the scope of literacy here (Lea, 2016). Additionally, literacies, with the plural form, is a recognition of the wider sociocultural perspective literacy holds. Gee (2011, p.11) called for the plural form of literacy when talking about NLS because:

Many different social and cultural practices incorporate literacy, so, too, there are many different “literacies” (legal literacy, gamer literacy, country music literacy, academic literacy of many different types). People do not just read and write in general, they read and write specific sorts of “texts” in specific ways; these ways are determined by the values and practices of different social and cultural groups.

Therefore, the academic literacies approach acknowledges the fact that there are language differences related to disciplines, and to social and cultural practices (Lea & Street, 2006).

Other distinctions made in the AcLits approach include literacy roles: literacy practices and literacy events. Literacy events as a concept is developed by Anderson, Teal, and Estrada (1980) and later defined by Heath (1982, p.93) as “any occasion in which a piece of writing is integral to the nature of participants’ interactions and their interpretive processes”. On the other hand, Barton and Hamilton (2000, p.8) define literacy practices as “the general cultural ways of utilizing written language which people draw upon in their lives. In the simplest sense literacy practices are what people do with literacy”. Literacy

practices is a term originally coined by Street (1984, p.1) by which he meant the focus on the “social practices and conceptions of reading and writing”. Lea and Street make the distinction clearer in their 2006 paper where they suggest that it is necessary to provide a distinction between events and practices to make their application more straightforward in ethnographic studies that cover variety of literacies in different contexts. A literacy event is any event that includes literacy; literacy practices are the connection made between this literacy event and the wider context. For example, while writing an article is a literacy event, writing an article in a specific context, such as writing a research article while having a shortage of academic resources is a literacy practice. This distinction is particularly relevant for the present study because it draws attention to the important role context plays in determining the type of practice to be performed. Also, this distinction calls for a methodology appropriate to investigate these sociocultural practices. The methodology would ideally cover the three influential elements mentioned earlier, i.e., time, space, and power relationships.

2.1.3 AcLits and ethnography

Focusing on literacy practices called for an *ethnographic turn* in writing studies, which can be contrasted to previous traditions focusing on the text itself (Lillis, 2008). Ethnographic methodology involves focusing on the factors surrounding text production over a period of time (e.g., writers’ academic and language background, workplace, writing medium). This ethnographic framing of studies echoes the interest in understanding academic writers, and not only writing, and to uncover their understanding of the conventions they are expected to write within (Ivanič, 1998). This empowering methodology serves the aim of AcLits by making the voices of text producers heard and by highlighting the sociocultural influences of the research environment, such as moving from one academic culture to another and how this affects writing practices.

Lillis (2008) discusses ethnography on three simultaneously operating levels: ethnography as a method, methodology, and deep theorizing. Ethnography as a *method* uses mainly talk-around-text interviews. Lillis (2008, p.355) believes this is an “overlooking” of the importance of ethnography as it only limits data collection to interviews. Ethnography as a *methodology* includes an involvement with the research context for a period of time using various methods, such as writing logs and interviews. Ethnography as *deep theorizing*

“challenges the ways in which text and context in writing research are often conceptualized as separate phenomena and signals the need to develop analytic tools that narrow the gap between them” (Lillis, 2008, p.355). This rarely-used approach bridges the gap between text and context and is particularly relevant to this study because it looks into sociocultural, political, and historical contexts, which have a crucial role in text production (for further discussion on how this issue was investigated see Section 3.3.2).

2.1.4 Shifting focus of AcLits research

As has been discussed earlier, research on academic literacies has been concerned with HE and it expanded to include HE students’ writing in various contexts using different ethnographic tools to study how the outer sociocultural context can relate to students’ academic literacies development. A landmark study on academic literacies development in HE was conducted by Spack (1997). This study provides an interesting case of EAL academic literacies development of a Japanese undergraduate student, Yuko, studying at an American university. Spack investigated Yuko’s EAL academic literacies development by interviewing her and two of her lecturers repeatedly during the three-year period of the study, and by analysing her assignments during that period. She noted that, during the period of the study, Yuko overcame her fear of reading and assignment writing which helped her become “conscious of a difference between informative and analytical discourse” (Spack, 1997, p.46). Her analytical thinking skills developed as well as her use of external resources. In addition to that, she learned how to create a balance between what she had already learnt to write in Japanese and the demands of English academic writing. Overall:

Yuko matured as a reader and writer as she received meaningful input from numerous classroom experiences and from instructors who were conversant in their own fields and who could provide guidance for the work in particular courses. She learned through continual practice, by becoming immersed in the subject matter, and by talking about her projects with those who could share their expertise. (Spack, 1997, p. 47)

More recently, research using AcLits as a framework recognized the importance of focusing on academic staff writing, too: “Just as student writing is a ‘high stakes’ activity in higher education ... so too is faculty writing: the funding and reputation of the university

often depend on the academic output of its staff” (Nygaard, 2017, p.520). Although many studies investigated how EAL academics improve their writing for publication and how they succeed in publishing in English-medium journals (as discussed in more detail in Section 2.3.1.3), few studies used AcLits as a theoretical framework (for an exception see Lillis & Curry, 2010). In the next three sections, I review studies and theoretical frameworks related to academic networking, co-authorship, and authorial voice where I show connections with the AcLits framework.

2.2 Academic networking

Previous studies investigating academic literacies development have shown that the relationships writers/language learners establish in their academic contexts are of paramount importance for their academic socialization into a new community (Zappa-Hollman, 2007). Academic socialization is

a process marked by peaks and valleys, progression and regression, times of learning and forgetting, of belonging and not belonging, of speaking and being silent, and all the tensions, confusion, and points in between. (Duff, 2003, p.333)

In investigating academic socializing of newcomers to a community, researchers (e.g., Casanave, 1998; Duff, 2010; Morita, 2009) used various theoretical frameworks, such as Lave & Wenger’s Community of Practice (CoP), Milroy’s Social Network Theory (SNT), and Zappa-Hollman and Duff’s Individual Network of Practice (INoP). A crucial differentiating element between some of these frameworks is who assisted in the socialization process, for example, whether they were members of the same community (using CoP), or outside the community (using SNT), or these newcomers were receiving help from both: individuals inside and outside their community of practice (using INoP).

One limitation of these frameworks is their focus on the socialization process of a newcomer while considering it a separate entity from the newcomers’ previous socialization processes and their future aspirations. A holistic view of academic networking that looks into newcomers’ previous experiences and future aspirations is specifically important in this study as the participants were already socialized into academia in their home country, Syria. Additionally, since the participant academics are in exile, there is a sense of instability, which attaches significant value to their future aspirations (Hammer,

2005). Therefore, there is a need for adopting a more holistic perspective (Tusting, Barton, McCulloch, Papen, & Potts, 2019) to their experiences of academic networking. Having a holistic view of academic networking goes in line with the recent call for viewing academic literacies through a lifespan, specifically in the 2019 special issue of *Writing and Pedagogy* journal (Bazerman, 2019). This recently encouraged perspective compiles research that investigates academic literacies in various stages of learning, aiming to have a holistic view of academic literacies development. This applies to the investigation of academic networking, whose relation to the AcLits model has already been established previously (Section 2.1.1 above). However, Bazerman (1988) rightly noted that it would be difficult for a single piece of research to focus on the various stages of academic literacies development in a lifespan, which entails the use of methods that collect data prospectively and retrospectively. To this end, this study draws on several theories to prospectively and retrospectively understand academic networking practices of exiled academics and their relation to EAL academic literacies development. In what follows, I first introduce two partially overlapping frameworks related to networking: CoP and SNT, then I explain INoP, which successfully combines both. I conclude the section with the limitations this framework has and the necessity to remedy them in this study.

2.2.4 Community of Practice (CoP)

Lave and Wenger, the originators of CoP, perceive learning as situated which happens through what they call *Legitimate Peripheral Participation* (LPP) (Lave & Wenger, 1991). LPP explains how novices, or peripheral participants, are socialized by established members into the community's practices. This implies, first, that there are power relationships between newcomers and old-timers and, second, there are different roles members play in addition to the different roles they legitimately gain throughout their socialization journey. Thus, members are expected to *reconstruct* their identities during the process; they are expected to create "knowledgeably skilled identities in practice" (Lave & Wenger, 1991, p.55). These identities are reconstructed as a result of negotiating linguistic as well as "social, cultural and historical aspects of their academic socialization" (Kobayashi, Zappa-Hollman, & Duff, 2017) to a point where these newcomers achieve full participation (Lave & Wenger, 1991). This re-construction has been criticised by Duff (2010) who suggests a *co-construction* of identities among novices and established

members of a community. The socialization process is complex as both established members and the novices might construct new identities and practices. Established members might be socialized into new practices they are introduced to by the novices. Therefore, socialization can be a bi- and multi-directional process (Duff, 2010).

CoP is helpful when the community the researcher is investigating is bounded, for example, an online community in Yim's (2011) study, which draws on CoP to analyse how EAL undergraduate students are socialized into academic language by face-to-face and online interactions with their teacher. This study shows the multiple roles online interactions entail. Students played various roles (e.g., questioners, supporters, ... etc.) while discussing academic topics suggested to them by their teacher. The written interaction was supported by oral in-class interaction; both types of interactions aided the socialization process. This shows the importance for novices to be active in their new communities of practice.

Another study that draws on LPP is Moore's (2014), which looked into the interactions of five undergraduate students at a Catalan university using EAL and majoring in educational psychology. Moore recorded their interactions in a laboratory work for a week. These undergraduates interacted among each other mainly in English, which their lecturer promoted. However, when failing to express themselves in English, they resorted to Catalan and asked each other about word meaning in English. Moore concluded that EAL users resort to their plurilingualism to socialize themselves to the language by creating plurilingual resources.

CoP has been used in understanding peer collaboration. Peer collaboration has been studied as having a key role in academic socialization (e.g., Seloni, 2012; Vickers, 2008; Zappa-Hollman & Duff, 2015). An example of a study on peer collaboration at the graduate level comes from Vickers (2008) who used CoP as a theoretical framework. Vickers (2008) provides insights into how a team of students in an engineering department at an American university interacted to produce an operable device. This team consisted of two student members, American, Jacob, and Japanese, Taku. Jacob and Taku communicated in EL1 (English as a first language) and EAL, respectively. These members differed in their level of expertise; Jacob was a newcomer who had been working for a year on the project while Taku was an old-timer who had been working for four years on the same project. Vickers,

by audio and video recording the team's meetings, found that in their discussions, although Jacob talked more than Taku, Taku was in charge of topic shifting in conversations. Moreover, Taku was responsible for acceptance and rejection of contributions. Even when it came to language level, Vickers provides several examples showing Taku explaining the appropriacy of using certain terms in engineering. For example, Taku explained how the term *scan off* does not precisely describe their aim. This shows how academic language level is related to the level of expertise rather than the level of language in general. This is important in exploring the case of academics who were established in their home country but are considered novice in their new academic context.

It should be noted here that while, for example, Fujioka (2014) acknowledged the superiority of INoP to CoP, she still used CoP because of the scope of her study and the difficulty of tracing networks outside the community of practice. Fujioka (2014) studied how a Japanese student, Jun, interacted with her professor, Collin, in a US university. She conducted interviews and class observations, and she collected drafts written by Jun and commented on by Collin. Echoing Duff's point regarding the mutual influence of experienced and novice members, Fujioka found that during the interaction both the student and professor changed their practices over time. Collin acquired an understanding of how to deal with students from a different culture. For example, Jun was offended by a comment made by Collin who encouraged Jun to write in a simple language. Jun took this as an insult, thinking that what Collin meant is that international students are unable to understand and do complex writing. Therefore, this type of misunderstanding could happen when established members socialize newcomers.

Feedback has been investigated as a way of socialization by several researchers (e.g., Fujioka, 2014; Seloni, 2012). Giving feedback to EAL writers remains a problematic area that received a considerable amount of discussion in the literature, especially feedback received by EAL students (Bitchener, 2008; Ferris, 2010; Truscott, 2007). S ror (2014) studied feedback as a socialization experience of a Japanese university student, Yoshimi, studying philosophy in Canada. Methods used in this study included biweekly semi-structured interviews with the participants during the eight months period of the study, in addition to collecting documents related to students' writing, such as their drafts, feedback they received, and the assignments prompts. In investigating the effect of feedback on

Yoshimi's socialization process, Séror found that one of his professors focused on grammar and this impacted how Yoshimi viewed himself as an EAL writer. However, Yoshimi worked hard to meet his supervisor's expectations, and this was clear when he cancelled an important trip to Japan for a job interview to work on the paper.

Although Séror's (2014) and Fujioka's (2014) student participants were frustrated by their advisors' discouraging comments, they showed willingness to work on the areas their professors suggested were problematic. However, other research (e.g., Kim & Duff, 2012; Waterstone, 2008; White, 2011) showed that writers are not always ready to take on all the comments suggested to them by their tutors or supervisors. For example, White's (2011) study, which focused on four minority college students in the US, showed how writers might choose not to adopt a certain identity or comply with their tutors' aim of the course because they simply do not want to be associated with the suggested discourse- for example, a black student does not want to be associated with the discourse of the "White people" (p.259). Kim and Duff (2012) documented the case of a Korean student studying in Canada who resisted using the discourse of English because she viewed her use of such discourse as a betrayal of her own Korean culture. Resistance might not always be connected with convictions; it can take the form of negotiation. Waterstone (2008) provides an example of negotiation of language requirements where an international student at a Canadian university negotiated her tutor's editorial suggestions, refusing to accept the tutor's suggestions just because they came from a more proficient English language user. Therefore, socializing into a community of practice is not always a straightforward process since it might be interrupted by resistance to the practices of the other members of the community.

As can be seen in the studies reviewed in this section, CoP is important in providing insights into how newcomers are socialized into a new community by other members of the same community. However, CoP does not explain the assistance a newcomer might receive from individuals outside the community, such as EAP tutors and language editors in the case of EAL academics writing in English. To explain the relationships an individual has with those outside their communities of practice, INoP draws on Social Network Theory (SNT) (Milroy, 1987, 1980).

2.2.5 Social Network Theory (SNT)

SNT is a theoretical framework that views social interactions as nodes and ties. The unit that makes a relationship is called a node, and these nodes are connected by ties. Nodes order could be looked into in relation to the core, which is the individual whose network is investigated. Nodes could be a first order when they have an immediate relationship with the core and a second order in case their relationship with the core is through another node. An individual's network can be viewed as a map where the ties between the core and the nodes have different qualities, such as local/international, formal/informal, strong/weak, durable/temporary, and symmetrical/asymmetrical.

- Local/global ties: i.e., inside/outside the country of origin/ residency (Curry & Lillis, 2010);
- Formal/informal ties: i.e., whether the relationship is being fostered by an organization, such as the relationship between exiled academics and UK-based academics through CARA (Parkinson et al., 2018). Informal ties are usually created through mutual interest in an academic topic, for example, between two colleagues in a department;
- Strong/weak ties: this is usually determined by the number of contacts both the core and the node have. This could be analysed quantitatively by counting, for instance, the number of email exchanges between both or the number of publications they collaborated on;
- Durable/temporary ties: durable ties are usually the ones that last for a long time, which contrasts with the temporary ones. The length of contact, however, is not specified in literature (e.g., Lillis & Curry, 2010);
- Symmetrical/asymmetrical ties: This quality describes the direction of the flow of values, from the core to the node or from the node to the core, i.e., asymmetrical- as one actor only provides value to the tie, or the flow of value(s) comes from both the core and the node, i.e., symmetrical tie (Milroy, 1987).

Furthermore, networks could be helpful in understanding the flow of returns; “individuals engage in interactions and networking in order to produce profits” (Lin, 1999, p.31). These returns could be instrumental (e.g., power, wealth) and/or emotional (e.g.,

psychological benefits) (Boissevain, 1987; Lin, 1999), and both types are important for the individual's cultural capital (a term discussed further in Section 2.4.1).

Socialization practices could be traced via network histories, that is asking participants to draw their networks. Using SNT, Curry & Lillis (2010) analysed academics' network histories by looking into breadth and diversity of network nodes to identify networking dimensions: local/transnational, formal/informal, strong/weak, and durable/temporary. Their findings showed great connection between academics' networking and research practices: strong, local, durable networks can facilitate scholars' participation in transnational networks which can lead to both national and international publications. This finding goes in line with Casanave (1998) who stressed the importance of networking particularly for novice scholars: "well-connected scholars had better opportunities to establish themselves through their writing than did those without those connections in both the Japanese and U.S. contexts" (p.189).

This view of writing as a networked activity is also present in Luo and Hyland's (2019) investigation of how a Chinese EAL medical doctor, Guan, whose academic writing level was relatively low, published regularly in prestigious international journals via the help of translators. Data in this study comprises of emails, communications with one of his co-authors, two interviews with Guan, and interviews with two translators. Guan spent a considerable amount of time to find a suitable translator. He tried translation companies that did not allow a direct contact with translators, which caused a problem to Guan. Other translators were not "medically qualified" enough (Luo & Hyland, 2019, p.41). Nancy, who was a translator and had a PhD in medicine, conducted successful translation. Nancy translated texts and improved their structure. She had an interactive communication with Guan by asking him for approval for the changes made. In this relationship, both the translator and author had responsibilities. Luo and Hyland (2019) conclude that the discussion between the translator and the author is of importance to reach an agreement on specific issues. As can be seen in this section SNT enables the study of how actors outside one's community of practice move the socialization process forward. Next, I view INoP framework, which combines both CoP and SNT.

2.2.6 Individual Network of Practice (INoP)

INoP is a framework that examines how learners are socialized into a new community, placing them in the centre “while simultaneously taking account of the other individuals (and communities) with whom the learner interacts and engages in linguistic and discursive practice” (Zappa-Hollman & Duff, 2015, p.334). INoP is associated with two types of support: affective and academic, also called cognitive and/or linguistic, and is constituted of several elements: the core (i.e., the individual whose INoP is under investigation), nodes (i.e., other individuals with whom the core connects), ties (i.e., connections between the core and nodes), and clusters (i.e., the label that marks a group of the same kind). In this theorization, Zappa-Hollman and Duff (2015) build on the two frameworks discussed above, CoP and SNT, in an attempt to remedy the limitations of each of these frameworks, which are mainly related to the members these frameworks focus on, i.e., insiders and outsiders to the community.

Using INoP, Zappa-Hollman and Duff (2015) report the analysis of individual network of practice of three Mexican students, investigating their EAL academic socialization at a Canadian university. Zappa-Hollman and Duff (2015) is a longitudinal, qualitative, multiple-case study, whose data came from interviews, writing logs, network description, where participants were asked to explain their network at the beginning of the study. Data were triangulated also by conducting interviews with the individuals acting as nodes in each of the participants’ networks (e.g., friends, colleagues, teachers). Findings reveal the wide-ranging clusters students drew upon while writing, which involved neighbours, friends, even though the act of writing itself was individual. The analysis of the individual network of practice showed that the most beneficial ties were those that were strong and multiplex: meaning ties with individuals who were friends as well as classmates/teammates, who had a strong relationship with the participants. Another important finding is that the level of expertise of the nodes is less important in the students’ academic socialization process compared to the importance of having strong ties.

CoP and SNT can be used separately depending on the researchers’ aim. For example, when focusing on how newcomers are socialized into a community with the help of the new community’s members only, CoP can be used, while when focusing on the benefits of one’s network outside the community, SNT can be used. When combined

together through INoP, CoP and SNT can produce a complementary theoretical framework that highlight the importance of the different actors one can draw on to help succeed in the new community (Zappa-Hollman & Duff, 2015). Employing the INoP framework includes investigating the various factors that help one socializes into the new community: feedback from instructors, language tutors, and peers; scaffolding provided by tutors and lecturers; institutional documents (e.g., journal's guidelines); and other individuals involved indirectly in the socialization process, e.g., colleagues, neighbours, authors from various disciplines, and language tutors. Thus, there is an interplay between actors from various domains to help in the academic socialization process. This thesis uses this more realistic perspective, the INoP framework, that focuses on the various opportunities individuals have access to during their academic socialization journey. However, INoP has its own limitations which are discussed in the next section.

2.2.7 Limitations of INoP stemming from CoP and SNT

After viewing INoP, it can be seen that it is a helpful framework in understanding the various actors a newcomer draws upon in their academic socialization process. However, there are still limitations to this framework. Zappa-Hollman and Duff (2015) tried to remedy a specific aspect of CoP, which is that it does not acknowledge the various actors external to the community of practice that are involved in the academic socialization process. Nonetheless, there are other limitations related to CoP that INoP does not avoid, such as the readiness of old-timers to help newcomers. Research showed that old-timers are not always ready to help newcomers (e.g., Leki, 2001; Morita, 2009). A helpful concept to explain how old-timers might help if they establish a personal relationship with newcomers is Crane's (1972, p.35) concept of *Invisible College* which is defined “as a communication network of a subgroup of researchers within a research area”. The *Invisible College* aims to describe the personal relationships that subgroups have among them. It was used later by Wagner (2008) in *The New Invisible College* to describe the voluntary work academics might do to help each other. Old-timers might help others because they believe in the same cause; if, for example, they have the same political agenda. Additionally, this term could be useful in explaining the relationship between exiled Syrian academics and the Syrian academics inside Syria whereby exiled academics try to pass newly gained knowledge to academics inside Syria.

Another limitation that INoP inherits from CoP is the fact that although Lave and Wenger acknowledge the importance of identity, this area remains underdeveloped (Campbell, Verenikina, & Herrington, 2009). Socialization, rather than being portrayed as a reconstruction or co-construction of identities and practices, can be portrayed as an *intersection* between being and becoming. Campbell, Verenikina, & Herrington (2009) in their study of learning in the workplace, criticised CoP (this could be applied to INoP) for not focusing on the previous experiences of newcomers. Taking previous experiences into consideration is an essential part of the AcLits framework and also an important aspect in this thesis.

Another aspect that CoP, and by extension INoP, ignores is future aspirations of newcomers and the importance of this in the socialization process. CoP implies that all newcomers “strive to achieve one convergent end point” (Haneda, 2006, p.812), thus, having this homogenous process of socialization. For example, if newcomers plan to stay in the same community they are socialized into, they might act and pursue different paths of socialization from those who do not plan to stay in the same community. This is specifically related in the case of exiled academics whose feelings of instability provokes them to look for a backup plan.

It is useful here to draw on Norton's (1995) concept of *investment*. Norton (1995) views learning as an investment individuals make as they expect profits. Using this concept of investment, in addition to LPP, Darvin and Norton (2019) provide an interesting auto-ethnographic narration of their own ten-year experience of co-authorship. Norton was Darvin's PhD supervisor and they started co-authoring articles while Darvin was still a PhD student. The supervisor in this article narrates how she socialized her supervisee into the academic community and the supervisee as well tells the story of his socialization process. This was done by negotiating ideas with the supervisee and asking him to be in charge of contacting journal editors. This shows how Darvin invested in his tie with Norton in order to develop his academic literacies that enabled him to publish internationally.

Nevertheless, Norton's model of investment was criticized for not focusing on the future-self. Therefore, Norton draws on the concept of *Imagined Communities* to remedy this. In her conceptualization of Imagined Communities, Norton (2000) draws on Wenger (1998) who suggests that imagination is an important source of community, in addition to

other sources, such as engagement in practices and involvement between members. For Wenger, imagination is “a process of expanding oneself by transcending our time and space and creating new images of the world and ourselves” (1998, p.176). The first use of the term imagined communities appears in Anderson (1983) who meant by it that not all members of the same community might be able to meet or hear about each other, but they do exist in each other’s minds. This also includes their constructed and idealised notions of members of the community, including non-existent ones. Norton (2000) takes this concept of Imagined Communities and applies it to the EAL classroom. How EAL learners imagine their futures plays a crucial part in their learning. Kanno & Norton (2003) give an example of a Japanese fashion designer who started learning English and eventually started imagining himself as a member of the international community of fashion designers. The concept of Imagined Communities is of value to the understanding of academic networking in this study as it explains how academics might invest in certain networks, not only because of the immediate benefit the networks bring, but also for the sake of belonging to a certain imagined community.

Imagined Communities should be understood “in the context of future affiliations and identifications, rather than prevailing sets of relationships” (Kanno & Norton, 2003, p.244). Drawing on Imagined Communities, Song (2012) researched, in a yearlong ethnographic case study, language socialization of two South Korean families who migrated to the US. Future visions of the mothers in these families and how they imagined going back home eventually, influenced their language socialization processes. For example, when one of these families decided to return to Korea after a while, they used to spend more time teaching their son Korean language and about Korean culture. However, when they eventually decided to stay in the US, they changed their approach to socialization. They started to focus more on improving their son’s English language level, for example, by allowing him to hang out with Korean kids only if they speak English with him. This could be true for the Syrian academics in this study, whose efforts to socialize into the international community might be hindered if they are planning to go back home and/or change their careers after finding academia as too demanding. However, one limitation of Song's (2012) study is the fact that there is not enough information regarding the

participants' previous experiences, and there is no detailed analysis of their current networking practices and how/whether these practices improved their language learning.

Therefore, the concept of Imagined Communities is useful in understanding newcomers' journeys. For example, Dagenais (2003) combined Imagined Communities with Bourdieu's economic and symbolic capital (see Section 2.4.1 for a detailed discussion of capital) in analysing interviews with migrant parents in Canada. These parents insisted their children should learn French and their heritage language to increase their capital. For those parents, being multilingual secures entry to the various imagined communities in the future.

In general, INoP can be helpful in understanding exiled academics' academic networking practices especially when combined with the concepts of investment and Imagined Communities, which can explain how future aspirations might impact on current networking practices. In the next section, I examine one form of academic networking, co-authorship, in relation to EAL academic literacies development, after providing an overview of EAL scholars' motivations, challenges, and coping strategies in publishing in international journals.

2.3 Co-authorship practices as a form of academic networking practices

In this section, first I provide an overview of the motivation, challenges, and coping strategies of EAL academics' publishing in English. Following this, I discuss co-authorship practices as a coping strategy that enable EAL academics to publish in English, which includes a discussion of co-authorship in general and then periphery- and centre-based collaborative writing. A connection is then made between co-authorship and supervisory models where feedback is also discussed.

2.3.1 EAL academics publishing in English: motivations, challenges, and coping strategies

In the following, I provide first a background account of the motivation for publishing research articles in English by EAL academics. I then summarize the discursive challenges faced by EAL academics and the strategies that help facilitate the process of their English academic writing for publication.

2.3.1.1 Motivations to publish in EAL

Both periphery and centre academics publish in English for multiple reasons. Apart from disseminating scientific knowledge (Ziman, 1968) and providing objective, thus reliable, representations of reality (Hyland, 2016a), there are other socially conditioned aims. In the *publish or perish* culture, “[a]cademics who excel in getting their research into prestigious (mainly English Language) publications, get high positions, gain access to economic resources, and occupy major gate keeping roles” (Hyland, 2016a, p.15).

Moreover, publishing in international journals can result in personal, institutional, and global advantages for EAL academics. On the personal level, publishing in international journals might enable them to start an academic dialogue with other academics. This can also help them to be recognized by international organizations which can open funding opportunities (Hyland, 2016a). On the institutional level, publishing globally can help the universities they work in attain a world-class ranking (Bornmann, 2012). On the global level, publishing can enrich global knowledge about a local issue which is theorized upon. This could also restrain peripheral dependence on knowledge produced in the West, which can have drawbacks: “the greater the reliance on globally produced knowledge, the greater is the dependence of a country on outside sources for the interpretation and construction of their own society” (Hyland, 2016a, p.39).

2.3.1.2 Discursive challenges faced by EAL academics

Publishing in English-medium international journals might not be feasible for EAL academics for various reasons. A major body of research investigated the discursive (e.g., textual conventions) and non-discursive (e.g., lack of resources) challenges EAL researchers might face (e.g., Canagarajah, 1996; Englander, 2014; Gosden, 1992; Hyland, 2016a). Since the non-discursive challenges are out of the scope of this thesis, in the following I only discuss the various discursive challenges faced by EAL academics.

Language is one of the most widely mentioned barriers to EAL publishing in international journals, which can be seen in the lack of the appropriate repertoires of vocabulary, syntax, modal verbs, and idioms (Cho, 2009; Duszak & Lewkowicz, 2008). It should be noted that this academic language issue could be faced in English and in the home language because as Hyland (2016a) suggests: It is not a language problem but rather an academic language problem which could be faced by both English speaking and EAL

academics; “academic language [...] is no one’s mother tongue” (Bourdieu, Passeron, & Saint Martin, 1994, p.8). It is not the language acquired by day-to-day interaction that researchers are going to deal with, but rather academic language, which requires “prolonged formal education” (Hyland, 2016a, p.57). Therefore, the so-called language problem might be faced even when publishing in their first language (L1). Furthermore, difficulties might not stop on the sentence level, but extend to the textual conventions, such as: voice control (Flowerdew, 2001); reader awareness (Gosden, 1995; Yakhontova, 2002); argumentation and persuasion especially in the introduction and discussion sections (Martín, 2008; Swales & Feak, 2004); providing claims without proper support (Flowerdew, 1999; Liu, 2004); hedging (ElMalik & Nesi, 2008); boosting (Englander, 2014; John Flowerdew, 1999); criticising previous research (Harwood & Hadley, 2004; Moreno, 2010); and rhetorical issues as in using poetic and implicit style rather than academic and direct one (Mauranen, 1993).

Curry and Lillis (2004) and Flowerdew (2000) found that the lack of connection with the centre could be a limiting factor that restricts EAL academics from publishing in international journals. EAL academics’ connection with the centre might result in higher possibility of success in publishing (Belcher, 2007; Casanave, 1998). For example, lack of contact with the centre could result in deprivation from getting valuable feedback. Flowerdew (2007, p.16) describes in the following the reminiscing of one of his participants on his time in the US before moving back to a periphery country:

when he was in the United States, he was able to consult freely with his mentors, to attend many conferences, and to get on a plane and go to another city to discuss with colleagues if he had a problem with a paper.

Also, distancing from the centre where all the conversations happen (Bazerman, 1994) might result in addressing topics which are not relevant to the international community, or *parochialism* (Flowerdew, 2001) and, consequently, failure to publish (Flowerdew, 2000). Flowerdew (2001) conducted interviews with editors from leading journals in the discipline of applied linguistics to give insights into the main obstacles for EAL academics publishing in those journals. The obstacles included parochialism and

absence of authorial voice, among others. However, EAL academics might resort to several strategies to cope with this as the next section discusses.

2.3.1.3 Coping strategies

EAL scholars might resort to one or more coping strategies to overcome the discursive difficulties mentioned earlier. These strategies might range from self-developing strategies to relying on one's academic network, such as co-authors and literacy brokers.

EAL scholars might resort to educating themselves on how to write research. Their main source for self-developing strategies is published texts. EAL scholars can either read as many articles as possible to develop reading speed and learn new vocabulary (Oxford, 1990) and/or they can close-read articles and analyse them to understand their organization and patterns (Bardi, 2015; Buckingham, 2014). Oxford (1990) mentions some of the strategies a hypothetical EAL scholar, Divna, might develop to improve her academic English language level. Divna could start reading an article a week, in her own discipline, till she develops a rapid reading speed. Her readings could also help her understand how published articles are written. She could develop strategies for skimming, scanning, and summarizing by practice. While Oxford here discussed points on how to improve reading speed and how to get the related information from a published text, other researchers reported more interactive strategies with the text. For example, one of Buckingham's (2014) participants, an Omani academic at a Gulf university, explained how when he started drafting an article, he searched for an article similar to the one he was aiming for and he tried to use the same language patterns and organization used in the article. Another example is Bardi's (2015) study, which investigated Romanian business and economics lecturers' difficulties faced while publishing in international journals and the strategies to overcome them. Bardi (2015) found that EAL scholars learn by closely analysing research articles: "I learn by reading more and paying attention to how ideas and the sections of articles are linked" (p.105), one of the academics reported.

Other strategies can include involving one's academic network in their EAL academic literacies development, and the network might include co-authors and/or literacy brokers. As for the latter, a plethora of terms have been used to describe the actors involved in supporting the process of publishing a text; those can be previous supervisors, editors, colleagues, and/or language specialists. Terms include author's editors (Burrough-

Boenisch, 2005; Flowerdew & Wang, 2016), article shapers (Flowerdew & Li, 2007), convenience editors (Willey & Tanimoto, 2012, 2015), and text mediators (Luo & Hyland, 2017). Lillis & Curry (2006, 2010) borrow the term *literacy broker* from Barton & Hamilton (1998) to refer to those assisting authors in their text production. The term *broker* highlights the unequal status and power between participants as a result of the various resources they can access. Research investigating different areas of literacy brokerage is widely expanding to include the focus on both literacy brokers and EAL academics' views on literacy brokers. This research covered English-speaking language teachers as editors (Willey & Tanimoto, 2012); comparisons of English-language specialists to content-related specialists (Willey & Tanimoto, 2013); authors' expectations of editors (Bardi, 2015); and the long-term effect of literacy brokerage on EAL academics' writing (Burrough-Boenisch, 2013). Although these studies have different focal points, they highlighted the important role literacy brokers play in texts. In their study of literacy brokers, Lillis and Curry (2006) found that literacy brokers' editing focus ranged from sentence level to academic content-related issues. They also distinguished between two types of brokers: "academic professionals" who "orient to knowledge content and claims, [and] discipline-specific discourse" and "language professionals" who "tend to focus on sentence level revisions and direct translations" (pp.15-16). In their study, they found that 73% of literacy brokers, out of 248 literacy brokers academics identified as being involved in writing 130 texts, were academic professionals while language professionals constituted 24% of the total of literacy brokers participants in their in-depth study of 30 psychology multilingual academics in Hungary, Slovakia, Spain, and Portugal. It should be noted here that while Lillis and Curry (2010) use terms such as *proofing* and *editing* to refer to literacy brokers' comments, where power relations are static, I use the term *intervention* as it leaves more space for negotiation and suggests the changing status of power relations.

Another member of an EAL scholars' academic network whose help might be essential in one's academic literacies development is the co-author, particularly, as argued by some researchers (e.g., Hyland, 2016a; Hanauer & Englander, 2013), when co-authorship involves centre-based academics. Various researchers (e.g., Canagarajah, 2002, 1996; Hanauer & Englander, 2013; Liu, 2004) strongly believe in the benefits of centre-periphery academic collaboration; scholars need to have "easy access to expert writing

knowledge during the writing process itself” (Hanauer & Englander, 2013, p.138). This collaboration can be beneficial for both centre and periphery academics. Academics from the periphery can bring diversity of knowledge to the project (Hamel, 2007). This collaboration might help EAL academics overcome the disadvantages they might be facing; collaboration “seems a strategy that works” (Hyland, 2016a, p.43). It should be noted here that co-authorship is one form of collaboration which is not necessarily always a coping strategy but here the focus is on instances where it is because of the aim of this study. Adams, Gurney, and Marshall (2007) suggest that collaboration can facilitate networking activities and help EAL academics get access to resources and technologies. However, this collaboration can result in power imbalance when one author holds the

cultural and political privilege to decide the timeline ... and control the channels for interaction with international scholars [this might result in lack of motivation to] make additional efforts to master writing skills for publication; they believe their ‘bosses’ would make every decision anyway (Huang, 2010, p.40).

Although Huang here is referring to Chinese PhD students and their supervisors, this can raise a question of whether this could also be applied to EAL researchers and their centre-based co-authors. The issue of co-authorship is discussed further in the next section.

2.3.2 Co-authorship as an academic socialization act

Collaborative writing for research publication purposes in English is increasing in academia (Çakır, Acartürk, Alkan, & Akbulut, 2019; Kuld & O’Hagan, 2018; Kwiek, 2020). This collaborative work might involve power relations, or *asymmetrical power relations*, meaning writers of different levels of expertise, access to resources, and with different types of knowledge are working collaboratively (Miller, 1992). These asymmetrical power relations can be clearly noticed in student-teacher writing collaboratively- more specifically PhD students and their supervisors (Darvin & Norton, 2019). Another example of an asymmetrical power relationship in collaborative writing is the collaboration between centre- and periphery-based academics (Heron et al., 2020). In fact, this type of asymmetrical power relations between co-authors might be manifested particularly in the case of exiled academics, who mostly hold less power taken into consideration their loss of linguistic, cultural, and social capital (see below for a detailed discussion on Bourdieu’s

conceptualization of capital, Section 2.4.1) after moving to the new academic community (Heron et al., 2020). Although those types of asymmetrical power relations might have a negative impact on authorial voice (for further discussion on authorial voice see Section 2.4 below), they are essential for the academic socialization process especially when feedback on textual productions is involved (Darvin & Norton, 2019).

Feedback as a literacy event (for further discussion on literacy events vs. practices see Section 2.1.2 above) socializes academics into their new academic communities. Here, I discuss feedback as a type of intervention that focuses on writer development rather than text development. While the writer development approach focuses on the writing process by, for example, giving feedback that would help writers develop their writing skills, the text development approach focuses on the writing product by aiming to improve the text, such as in instances of translation (e.g., Luo & Hyland, 2019). Feedback can assist in the academic socialization process. Using the Language Socialization framework, Bronson (2004) and Séror (2008) investigated, through longitudinal ethnographically-oriented work, how feedback can assist EAL students to be socialized into the academic community at Western universities. Séror (2008) found that feedback that was illegible and negative impacted negatively on the students' academic socialization process and positioned them rather on the periphery of their academic community. This type of feedback also impacted negatively on how students positioned themselves in their academic community due to their negative perceptions of themselves as writers, an issue related to authorial voice. Similarly, Bronson (2004) found that feedback could have a negative impact on the academic socialization process when it is not adequate or when it does not match learners' expectations. For example, the four EAL students in Bronson's (2004) study did not receive feedback on form, an area they expected to be acknowledged by their tutors. They were frustrated with the feedback to the extent they thought their tutors did not read their work: "Does anyone actually read my papers?" (Bronson, 2004, p.67), one of the participating students wondered. Interestingly, students in this study did not request feedback on form as they thought doing so would marginalize them as EAL students from their EL1 peers. Thus, both studies reported the marginalizing function feedback can have while positioning learners on the periphery of their academic communities. However, despite the negative impact feedback can have on academic socialization, it can have a long-term impact on

writers' academic literacies development specifically when *learning transfer* occurs (James, 2010). James (2010) conducted a longitudinal study with eleven students, using interviews and analysis of writing samples the students wrote over a year during several courses. Learning transfer occurred in relation to specific learning outcomes, such as using tenses and transitions appropriately. Moreover, when comparing students from different disciplines, it seemed that students from the humanities and social sciences showed more learning transference than the ones in the life sciences. This particular issue is of interest to the current study in which participants belong to different disciplines.

Generally speaking, feedback has been extensively investigated in relation to students' writing (Bitchener, Young, & Cameron, 2005; Ellis, 2009; Ferris, 2012; Hyland & Hyland, 2006), and specifically in relation to two separate categories, content and form, where researchers perceived a clear line between these two. Other researchers focusing on academics' writing (e.g., Heron et al., 2020; Lillis & Curry, 2010) perceived no clear line between the two groups of categories.

Related to the form/content dichotomy is the question of whether feedback should be focused, i.e., providing comments on specific errors, or unfocused, i.e., providing feedback on all errors. Despite the fact that research found that students prefer, and expect, their tutors to focus on all types of errors in their texts (Amrhein & Nassaji, 2010; Leki, 1991), focusing on all errors can be demotivating, confusing, and cognitively overloading to students (Bitchener, 2008; Bitchener & Knoch, 2010). In investigating the focus of feedback in co-authorship, Heron et al. (2020), by looking into co-authorship practices of exiled academics using two focus groups, found that the co-authors tend to sort issues related to disciplinary conventions at the first article writing stages. Co-authors focused on other issues, such as publishing and literacy conventions, in the final stages of the research writing process.

Moreover, feedback can be approached via in-text changes or via providing suggestions in the comments section. It should be noted here that previous research focused either on analysing changes made directly to texts by literacy brokers (e.g., Lillis & Curry, 2010) or on comments made on texts (e.g., Gosden, 1995, 2003; Kourilova, 1996; Belcher, 2007; Mungra & Webber, 2010). This study focuses on both types of interventions with a distinction made between them as they do not provide the same amount of information to

the writer. For example, when conducting in-text feedback, the feedback provider gives all the information that improves the text. Research related to this practice used Vygotsky's (1987) *Zone of Proximal Development* (ZPD) (for a review on research using ZPD see Storch, 2018), which is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1987, p.86). This concept is helpful in explaining the link between writers' readiness to process a piece of feedback and their academic literacies development. Lantolf and Aljaafreh (1995, p.62) refer to this effective practice of feedback within ZPD as "an act of negotiated discovery". This practice, which is often referred to as scaffolding (Wood, Bruner, & Ross, 1976), in order to be effective needs to be both graduated and contingent (Storch, 2018), meaning it should be enough to a degree that the writer/learner does not become dependent on the feedback and that the feedback should stop when the learner achieves independence. Thus, scaffolding should be dynamic and should happen within the learner's ZPD. As Lantolf and Aljaafreh (1995, p.480) point out: "all types of feedback are potentially relevant for learning, but their relevance depends on where in the learner's ZPD a particular property of the L2 is situated". Research in this area focused on direct feedback, where the comments explain to the writer/learner how to make changes, and indirect feedback where the writer/learner is given an indication that there is a need for correction to the text. Research looking into the impact direct and indirect feedback have on text development provided mixed conclusions. For example, while Chandler (2003) found no difference between students' writing that received direct vs. indirect feedback, Van Beuningen, De Jong, and Kuiken (2008; 2012) found that direct feedback resulted in better texts than did indirect feedback. However, and as Storch (2018, pp.265-266) concluded, "rather than viewing them as dichotomous alternatives, direct and indirect WCF [Written Corrective Feedback] can be viewed as two ends of a continuum of scaffolded feedback". An important point to make here is the extent to which feedback-givers are ready to focus on students' ZPD and whether their beliefs indeed match their practices. Mao and Crosthwaite (2019) investigated the extent of alignment between teachers' beliefs and practices concerning written feedback via questionnaires and interviews with five teachers who had given feedback to 100 written texts. The

investigation revealed that there is some misalignment between teachers' beliefs and practices concerning feedback, specifically in relation to believing that they conducted direct feedback and that their feedback was focused on global/content issues while their practices showed the opposite. Reasons for teachers not practicing what they believe included the large number of students and workload in addition to time constraints. This issue, extent of beliefs and practices alignment, has been investigated in students' context. However, when it comes to co-authorship, an important theme in this study, this might be different as the workload is expected to be lower and often time constraints seem to be less strict.

To summarize, this section looked into EAL academics' motivation to publish in English, the challenges they might face, and their coping strategies. One of the coping strategies, co-authorship, was investigated thoroughly, specifically in relation to how co-authorship can textually assist novice writers in the academic socialization process via feedback. Next, I discuss how individual writers see and represent themselves as authors and the extent to which co-authorship and academic networking can impact on writers' authorial voice.

2.4 Authorial voice

Authorial voice has been defined and investigated differently by different researchers based on the theoretical perspective they are adopting (Stock & Eik-Nes, 2016). I build my understanding of authorial voice here on Ivanič's (1998) conceptualization of the different aspects of the *writerly self*, or authorial voice (Starfield, 2019), as her framework goes in line with the overarching framework used in this study, the AcLits framework, that takes into consideration writers' identities.

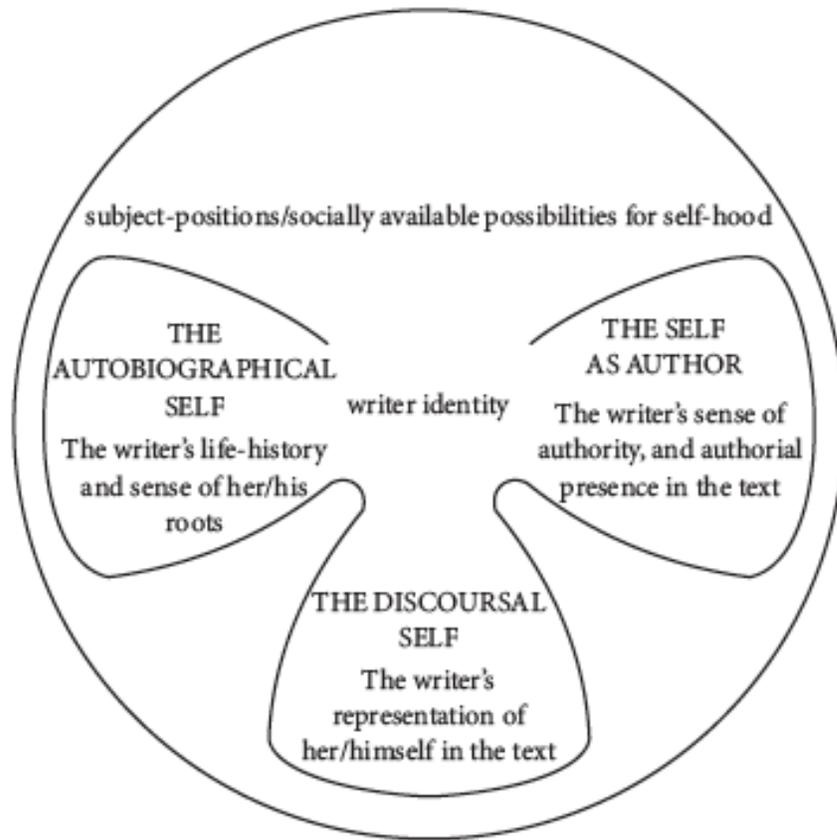
Building on the Social Identity Theory (Tajfel, 1982), Ivanič presents a framework of identity, where identity is a plural concept that captures the flexibility across situations and the on-going change of the *self* over time. To understand this complexity of the nature of identity, Ivanič (1998) provides a comprehensive division the writerly self, i.e., the writer's identity, into four aspects:

- **Autobiographical self:** This type of self is shaped by the writer's life history and previous writing practices. These are reflected in their texts and evolve over time as new experiences are acquired.

- Discoursal self: This is context-specific type of self; thus, it differs across texts. The discoursal self reflects writers' "values, beliefs and power relations in the context in which they were written" (Ivanič, 1998, p.25). Writers consciously or unconsciously could reflect a sense of who they are, the discursive resources they can draw on, and their sense of their readers.
- Authorial self: The extent to which writers are able to project themselves as authorities whose voice need to be heard (Clark & Ivanič, 1997). For example, it relates to the writer's willingness to make claims and support them by relying on external authorities (Ivanič, 1998). To illustrate further what authority is, Ivanič gives a glimpse of what it is not: it is not a "lack of confidence in themselves [as writers], a sense of powerlessness, a view of themselves as people without knowledge, and hence without authority" (Ivanič, 1998, p.88).
- Possibilities of selfhood: This abstract notion of the self is socio-culturally and institutionally situated. Discoursal self and authorial self are constructed in a certain possibility of selfhood that is supported by the writer's context. For example, EAL writers have various possibilities of selfhood but they situate themselves in the one acceptable in their community.

These four aspects are intertwined to shape the writerly self (Starfield, 2007; Ouellette, 2008) as can be seen in Figure 2.1 below.

Figure 2. 1 Aspects of writer identity by Clark and Ivanič (1997, p.137)



These aspects can influence one another either negatively or positively. For example, the autobiographical self can influence the authorial self in a negative way. To further explain, when an individual has often been treated with disrespect, they might develop a feeling of inferiority (autobiographical self) which can have a strong influence on writers' sense of authority (authorial self) and this could be reflected in their writing (discorsal self) (Burgess & Ivanič, 2010). This complex relationship between the different aspects of the writerly self could create fuzziness in investigating one of these aspects separately from others. For example, expressing one's opinions and reaching to the reader lies at the root of authorial voice (Hyland, 2014), and as writers, we do that through written discourse. Thus, voice in this thesis is looked into in relation to two writerly-self aspects, more specifically in relation to the extent to which writers *see* and *represent* themselves as

authors (Ivanič, 1998, p. 26). Therefore, authorial voice could, and maybe should, be studied through both texts and interviews. Research (e.g., Cho, 2014; ElMalik & Nesi, 2008; Flowerdew, 2001) showed that EAL scholars (and in some cases English-speaking writers; see Habibie & Hyland, 2019), when writing for the international community, face difficulties in expressing their authorial voice. In the following, I discuss how writers *see* themselves as authors, i.e., authorial voice conceptualization, and how writers *represent* themselves as authors, i.e., authorial voice textual representation.

2.4.1 Authorial voice conceptualization

I use the term authorial voice conceptualization to refer to how writers conceptualize themselves as authors, using Ivanič's (1998) understanding of authorship as writing with authority.

Self-conceptualization can be related to the different types of capital a person feels they own (Lock, 2017). Therefore, by drawing on sociology, I discuss Bourdieu's (1984, 1986, 1991) theorisation of the differing types of capital available to the *habitus*. Prior to that, I explain some terms that are central to Bourdieu's theory of capital such as: habitus, field, and practice. Habitus for Bourdieu is not a physical place but rather an embodiment that exists as a "transposable disposition" (Bourdieu, 1984, p.170). Thus, it exists in people's minds and drives them to act in a specific manner. For example, people have a predisposition to show their visceral taste or disgust towards things, such as food, dress, and social manner. Therefore, habitus shapes what people do in their lives, i.e., their practices. For example, jazz musicians stay within the boundaries of jazz music and its traditions, but they can also improvise endlessly creating various versions of a musical piece within the musical practice boundaries. However, practices involve more than habitus; thus, habitus cannot determine the practice. Therefore, habitus is mentally internalized and, although it might change over time through interaction, for example, with norms of new institutions, it is not an easy process (Sheridan, 2011). The concept of habitus is important in this study as it helps in taking into consideration the past experiences of the academics and what they might be ready to accept and what they resist according to their previous experiences in Syria.

A term strongly related to practice is field. Fields are the social spaces where interactions, transactions, and events between different members of the habitus take place

(Bourdieu, 2005). An example of a field would be economics which is a “separate universe governed by its own laws” (Bourdieu, 2005, p.5). Each field has its own set of beliefs and rules; that is the logic of practice. Relationships in fields are governed by inequality, where people either dominate or are dominated. This proposes a struggle to keep/change their position which is determined by the power they have: “It is this power that defines their position in the field and, as a result, their strategies.” (Bourdieu, 1998, pp.40-41).

Therefore, fields are in an on-going process of construction by new members struggling to fit in. When these members move within their fields, they would still feel at home, however, when they move to a new unfamiliar situation, various reactions might emerge ranging from unease to disgust. Significant changes in the field can lead to a change in habitus. However, habitus and field are not necessarily coherent. Fields are hierarchized, with those who have power (i.e., capital) determining how the field operates and with everyone knowing the roles they perform in the field. This is where Bourdieu introduces the source of power: capital, based on Marx’s notion of capital, and identifies its four types: symbolic, economic, cultural, and social. Symbolic capital is often referred to as honour or prestige coming from the possession of other types of capital (economic, social, cultural), i.e., credentials. Economic capital is the most straightforward type of capital, which is normally associated with power (money and wealth). Bourdieu believes that this is the most convertible type of capital (e.g., money buys education and influence). Cultural capital (e.g., forms of knowledge) can be acquired, and there is a great chance it will always be marked by its earliest forms of acquisition. It exists in three states: embodied (e.g., knowledge, skills, linguistic practices); objectified (e.g., books, dictionaries); and institutionalized (e.g., educational qualifications) (Bourdieu, 1986).

Bourdieu’s conceptualization of capital is related to the AcLits model discussed earlier (Section 2.1). As Bazerman (2002) suggests, academic discourse can form a cultural capital which leads to owning a symbolic capital once the academic discourse is acknowledged and valued by the academic community. In this view of how capital in the academic world is created, the question of authorship and ownership of textual products comes to the fore (Sutherland-Smith, 2016). Claiming authorship is also part and parcel of being a writer (Nelson & Castelló, 2012). It is what Becher and Trowler (2001) describe as *currency*. When a researcher has an important discovery, to gain ownership, they publish it,

and this becomes their currency. Therefore, academic publishing means enriching scholars' cultural capital and thus symbolic capital, which is translated into authority.

Newcomers might seek to increase their cultural capital as a resilience technique. For example, gaining cultural capital can be done via institutionalized techniques by increasing educational qualifications considered important in the new culture. Cultural capital yields academic success. Such obtainable profit can be converted into various forms of capital, but this would be dependent upon its volume and type. This can be an issue when writers bring with them an identity which does not fit with the culture and the disciplinary community they wish to become part of (Bartholomae, 1995; Barton & Hamilton, 1998).

The value of cultural capital in a new culture affects the way people internalize the new culture, which can be positive in case the previous culture is highly valued in the new culture and *negative internalization* (Kirova, 2012) can happen if, for example, academics' previous academic culture and publications are not valued in their new context. Here what happens is what Bourdieu calls *hysteresis effect* to describe the disruption between habitus and fields and the consequences of that. This usually happens in the time of crisis, an important theme in this study. Habitus is "durable, but not eternal" (Bourdieu & Wacquant, 1992, p.133) which can result in a lower ability to adapt to the new field conditions. Citing Ruyer (1966), Bourdieu (1977) compares this circular relationship with a train that brings its own rails. "Involvement in a field shapes the habitus, which in turn shapes the perceptions and actions" leading to a reproduction of the rules of the field (Crossley, 2001, p.101). However, this view suggests a constant alignment between habitus and field, which might not always be the case.

There might be a mismatch between habitus and field, which might lead to the lack of authenticity, a term Nelson and Castelló (2012) strongly relate to the question of authorship. They define authenticity as writing that is suitable for one's context, readers, and community. While for them authority is related to knowledge in one's topic, authenticity comes when writing about this knowledge in a way that is in line with their community's expectations, which position writers as part of that community (Castelló, Iñesta, Pardo, Liesa, & Martínez-Fernández, 2012). Moreover, the relationship between habitus, practice, capital, and field is strong and dynamic: "practice results from relations

between one's disposition (habitus) and one's position in a field (capital), within the current state of play of that social arena (field)" (Maton, 2008, p.51). This relationship results in constantly changing practices. However, practices might change to fit the field, which might contradict one's habitus, thus, as stated earlier, the relationship is not always that straightforward (Yang, 2014). For example, academics might be used to writing research in a specific way in their home country. However, when moving to a new academic context, their writing might have to change to fit into the new community's criteria, which might not be in line with the criterion they internalized from their previous community.

In general, doing research is part of being an academic, as Watkins (1989, p.12) nicely puts it:

when [a colleague] asks you what you are working on now, s/he usually expects a brief summary of your latest article or book manuscript, not a report on your intro to Am Lit class or a blow-by-blow account of how you typed up the minutes for the last faculty meeting.

Hyland (2016a) echoed this claim by pointing out how writing is part of academics' life because it is done heavily throughout reports, emails, and other types of communication. However, to what extent being a writer forms a part of being an academic can be controversial for some. In a conversation between Elbow and Bartholomae in *College Composition and Communication* (Bartholomae, 1995; Elbow, 1995), Elbow expressed how he finds a conflict between being an academic and being a writer. While discussing students' writing, Elbow seemed to resist the idea that student-writers need to position themselves in the wider academic community by reading and citing others, contrary to Bartholomae's view: "I think it is possible to say that many students will not feel the pleasure or power of authorship unless we make that role available" (Bartholomae, 1995, p.69). This is important in the case of academics who might, instead of developing their academic literacies, rely on translation services, such as the case in Luo and Hyland (2019) (reviewed earlier, Section 2.2.5).

Although arising from research concerning relationships between healthcare professionals, and specifically how multi-disciplinary teams build knowledge in disciplinary boundary spaces, Edwards' (2010) notion of *professional multilingualism* is

relevant to the question of capital in this study. In this study the academics were established in their academic disciplines in their home countries, thus, once owned different types of capital and expertise but in their new communities not all types of expertise might be recognized. Edwards (2010, p.41) looks at the *relational turn* in expertise as being “not about depending on relationships and is not about ignoring the importance of structures. It is about knowing how to engage in fluid working relations in activities where actions are co-ordinated to provide enriched responses to complex problems”. Murray & Cunningham (2011) talk of the relational dimension in researcher development to denote the conversations and relationships built up by academics in a writing retreat. In other words, differences are seen as a collective resource, rather than a hazard. Although this study takes into account power relations and views collaborative writing as a process that involves academic socialization, the fact that those academics were established in their L1 makes it important to look into how they feel about the value of their capital/expertise in the new academic context. Relational expertise here comprises confidence in one’s own topic knowledge as well as an ability and willingness to recognise differences but still respond to others’ expertise (Edwards, 2010). This can impact on academics’ positioning in their joint collaborations. For example, when a co-author over-writes a text, or re-voice it, this can make the other co-author feel his expertise and capital are not appreciated. Re-voicing is evident in Prior’s (1998) longitudinal study in the US where the participants included: graduate students, their advisors, and other individuals they were in touch with. A particular example is related to this discussion of authorial voice: A doctoral student, Moira, and her professor, West. Moira reported that West used to rewrite a lot of sections in her drafts to the extent she lost her voice in her own text. West’s intention of the rewriting was to show her how clear writing looks, and West considered this as a better approach than just pointing out what is wrong with Moira’s writing. Prior (1998) stated that “West’s words came to populate Moira’s texts, altering not only their style, but also their content, their motives, what they indexed socially, and what disciplinary discourses they referred to intertextually” (Prior, 1998, p.241). Prior found it difficult to distinguish between the voice of the student and the advisor in his textual analysis of the interactions happening between both in the text. Therefore, taking over the text by a collaborator, or in this case an advisor, can erase the writer’s voice instead of blending it with another voice. This can also impact

on the novice writer's confidence in writing. This question of confidence is a clear marker of authority and authorial conceptualization. Ability and willingness to negotiate one's expertise with their collaborators lies at the heart of this aspect of authorial voice (Ivanič, 1998). Writers on their trajectory to become *authors* pass through a *liminal space*; this is specific to those who move to a new, in this case, academic context. For example, Gourlay (2009) found that new undergraduate students find themselves lacking power and confidence because "emotional destabilization and struggles around identity are a normal part of both transitions and writing" (p.181). This issue is particularly of interest to this study because it sheds light on the status of exiled academics who are entering a new community in which they lack types of capital mentioned by Bourdieu. In the next section, I review literature related to textual representation of authorial voice.

2.4.2 Authorial voice textual representation

As has been discussed earlier, authorial voice has been investigated in relation to textual markers. Research looked into already identified features, *a priori* categories, specifically in relation to metadiscourse features (e.g., Aull & Lancaster, 2014; Dahl, 2004; Fu & Hyland, 2014), and *a posteriori* categories, where features are not predetermined but rather identified after examining the text (e.g., Dressen-Hammouda, 2014).

2.4.2.1 Authorial voice textual representation: *a priori* categories

Several studies connected authorial expression with metadiscourse (for a review on studies using metadiscourse see Nelson & Castelló, 2012). The main rationale is the fact that writing is a dialogue between the writer and the reader, and writers can argue with their readers using metadiscourse features.

Hyland (2005) identified two types of metadiscourse: textual and interpersonal, which were later renamed as interactive and interactional, respectively (Hyland & Tse, 2004; Hyland, 2018), since all discourse is indeed interpersonal. Interactive resources refer to the resources that establish "the writer's preferred interpretations" (Hyland & Tse, 2004, p.168). Interactive resources organize the text rather than explain the experience and they include: transitions, frame markers, endophoric markers, evidentials, and code glosses. Interactional resources, on the other hand, reach out to the reader as the resources here are used, for example, to evaluate claims and engage the reader with the argument.

Interactional resources include: hedges, boosters, attitude markers, engagement markers, and self-mention. Table 2.1 below shows a model of metadiscourse features with examples.

Table 2. 1 A model of metadiscourse in academic texts (Hyland, 2018, p.58)

category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transitions	Express relations between main clauses	In addition
Frame markers	Refer to discourse acts, sequences or stages	To conclude
Endophoric markers	Refer to information in other parts of the text	See Figure 1.
Evidentials	Refer to information from other texts	According to xx
Code glosses	Elaborate propositional meanings	In other words
Interactional	Involve the reader in the text	Resources
Hedges	Withhold commitment and open dialogue	Might
Boosters	Emphasize certainty or close dialogue	It is clear that
Attitude markers	Express writer's attitude to proposition	Surprisingly
Self-mentions	Explicit reference to author(s)	Our
Engagement markers	Explicitly build relationship with readers	You can see that

Research on the relationship between authorial voice and metadiscourse is enormous, therefore, it should be noted that in this review I only focus on the research that is related to this study aim, which is related to the differences in disciplines and levels of expertise. Hyland & Tse (2004) investigated the differences in the use of discourse features between doctoral and master students by analysing 240 EAL postgraduate dissertations. Their findings are summarized in Table 2.2 below. They mainly found that the more experienced writers (PhD students) use more metadiscourse features in their writing. This finding goes in line with Hyland (2004).

Table 2. 2 Metadiscourse in postgraduate dissertations (per 10,000 words) (Hyland and Tsu, 2004)

Category	Master	Doctoral	All	Category	Master	Doctoral	All
Transitions	75.8	95.6	89.0	Hedges	86.1	95.6	92.4
Evidentials	40.0	76.2	64.1	Engagement mkrs	39.7	51.9	47.8
Code glosses	27.4	40.6	36.2	Boosters	31.7	35.3	34.1
Frame mkrs	20.7	30.3	27.1	Attitude mrkrs	20.4	18.5	19.2
Endophorics	22.3	24.0	23.4	Self-mentions	14.2	40.2	31.5
Interactive	186.1	266.7	239.8	Interactional	192.2	241.5	225.0

Several researchers compared the use of metadiscourse features in different disciplines because “[w]riters must make choices from the rhetorical options available within the boundaries of their disciplines to appeal to readers” (Hyland, 2014, p.4). For example, Hyland (2004) used corpus analysis to identify metadiscourse features that informed research on authorial voice. He made the connection between authorial voice and metadiscourse by noticing variation in metadiscourse across disciplines. The use of metadiscourse reveals “a suitable relationship to [one’s] data, arguments, and audience” (p.136). For example, Hyland & Tse (2004) also analysed the differences across different disciplines and found that writers in the hard sciences (e.g., engineering) use fewer metadiscourse markers than those in the social sciences (e.g., linguistics) (as can be seen in Table 2.3 below), a finding that correlates with Hyland (2008).

Table 2. 3 Metadiscourse in postgraduate dissertations by discipline per 10,000 words (Hyland and Tsu, 2004)

Category	Applied Linguistics	Public Admin	Business Studies	Computer Science	Electronic Engineering	Biology
Transitions	95.1	97.8	89.1	74.3	76.9	86.6
Frame markers	25.5	29.5	25.3	35.4	24.7	22.5
Endophorics	22.0	15.5	19.6	25.9	43.1	23.0
Evidentials	82.2	55.6	60.7	31.1	20.1	99.5
Code glosses	41.1	36.6	30.0	32.3	30.7	36.0
Interactive	265.9	240.5	224.7	199.0	195.5	267.6
Hedges	111.4	109.7	93.3	55.8	61.5	82.1
Boosters	37.9	39.5	29.8	29.4	28.0	30.5
Attitude markers	20.3	26.1	20.7	16.2	10.6	15.5
Engagement mrkrs	66.1	42.0	35.8	59.2	32.7	15.4
Self-mentions	50.0	22.4	31.6	29.3	18.1	5.7
Interactional	285.7	239.8	211.1	190.0	150.9	149.2
Totals	551.6	474.9	435.8	389.0	346.5	416.8

Another line of research that used Hyland's (1995) taxonomy focused on the developmental aspect of using metadiscourse features by following academics writing on their way to professorship (e.g., Ploisawaschai, 2015). Ploisawaschai (2015) investigated authorial voice of academics on their way to professorship by analysing five published texts of each of three professors working at a UK university in the law department. The five articles chosen from each professor's work were their first and last published articles in addition to three articles they were proud of. Ploisawaschai found that during their path to professorship, all participant-academics used more evidentials whereas other features differed from one academic to the other, such as the use of attitude expressions. It should be mentioned that this study also used interviews with the academics which revealed the following recurrent themes as related to authorial voice: sense of authority, pride, and weakness. The participant-academics mentioned how feedback and peer reviewing formed an important aspect of their view of themselves as authors.

Returning to the discussion on the use of metadiscourse features, specific features of Hyland's (1995) metadiscourse taxonomy received attention from researchers, such as the

use of *I*. Hyland (2003) found that there are disciplinary differences related to the use of the pronoun *I* in soft and hard sciences, with the soft sciences tendency to use it more frequently. Lorés-Sanz (2011) compared English and Spanish writers' use of *I* in a corpus-based study and found that Spanish writers tend to use *I* less often than English writers when writing in EAL. This is not unusual for EAL writers. Several studies found that Asian students, for example, prefer not to use *I* to disguise their views and authorial voice (Ohta, 1991; Scollon, 1994). Flowerdew (1999) reported how journal editors find this as a major problem in EAL writers' submissions and as one of the reasons for rejecting papers. In general, research found that the use of metadiscourse features is related to writers' expertise and discipline.

2.4.2.2 Authorial voice textual representation: *a posteriori* categories

Academic writers need to conform to their disciplinary academic communities, and this conformation suggests alteration in their voices:

In academic discourse practices, writers are generally expected to conform to certain norms, which include the conventions of academe in general as well as more specific conventions associated with their own disciplinary specialization. Through adopting and employing these conventions, writers are more likely to be seen as having a voice that is authentic for the practices in which they engage. (Nelson & Castelló, 2012, p.5)

Matsuda & Tardy (2007, 2008) promote the importance of using *a posteriori* categories for investigating authorial voice. Matsuda & Tardy (2008) show, via a survey with 70 journal reviewers, that those reviewers rely on a set of features, ideational and rhetorical, to build their perception about authors' identity. Those categories can only be identified *a posteriori* as they are specific to their socio-cultural context that creates authorial voice.

This approach to investigating authorial voice using *a posteriori* categories has been used widely recently by asking readers to detect indicators of authority in the text. For example, Morton and Storch (2019) asked five PhD supervisors from the discipline of applied linguistics to assess authorial voice in three PhD theses written by EAL students in the same discipline. None of these supervisors supervised any of these theses. Supervisors-reviewers in this study differed in their views on authorial voice depending on their

discipline, language background, personal histories, and preferences. One of the findings is that authorial voice seems to be not only discipline-specific but rather area-specific in the discipline. Although all readers were from applied linguistics, they differed in the way they viewed authorial voice because of the area in applied linguistics they belonged to. This brings to attention how previous research treated authorial voice as a feature that is broadly discipline-related (e.g., Dressen-Hammouda, 2014; Hyland, 2010). The often-mentioned traces of voice by the PhD supervisors are “clear; engaging and conveying a sense of ownership” (Morton & Storch, 2019, p.19). This point suggests the importance of arguments, structure, and reasoning in the texts.

Moreover, although voice is often investigated quantitatively by focusing on textual features, as Stock & Eik-Nes (2016) review study suggests, it is also important to investigate it qualitatively (Zhao, 2013). Voice could be traced on many levels; “from the proposition through to the whole text” (Thompson, 2012, p.119). Participant-readers in Morton and Storch's (2019) study identified some linguistic and rhetorical features that are indicators of authorial voice (e.g., reporting verbs, use of first-person pronouns; linking words and phrases, skilful use of topic sentences). Some of them even associated the presence of authorial voice with good academic writing and with the writer’s overall character; careful writing indicated a careful personality and careful data collection and analysis.

In another line of research, researchers investigated *a posteriori* categories by drawing on indexicality and orientation in texts: indexicality is “the specific ways in which bits of discourse index, or point to aspects or special context” and orientation is “how speaker/hearers, readers/writers orient to specific bits of discourse” (Lillis & Curry, 2010, p.151). For example, Lillis & Curry (2010) identified a number of indexes in writers’ texts which led their respondent readers (reviewers) to orient in a specific way. Indexes included: weasel words, establishing significance of the study, publishing a new model, use of Latin words, citing non-Anglophone studies, and signalling how their studies are different from the Anglophone studies. It is noteworthy that indexes should be personalized and contextualized (Dressen-Hammouda, 2014). Dressen-Hammouda (2014), also drawing on indexicality, investigated how writers acquire more expertise and authority in their discipline. Dressen-Hammouda’s study followed the writing of geology academics for 10

years by identifying specific features related to the discipline of geology. She found that writers use the identified features more skilfully as they present themselves more strongly during their academic development.

Moving away from indexicality, I discuss another textual issue identified as part of authorial voice textual representation, which is ownership, specifically, in relation to plagiarism. This issue is mostly talked about in students' writing (Pecorari, 2003; Pennycook, 1996) as something students do intentionally or unintentionally (Pecorari, 2003). Also, academic staff perceptions on students' plagiarism have been recorded in several studies (e.g., Cheung, Elander, Stupple, & Flay, 2016; Park, 2003). Usually plagiarism is considered as an act EAL students would potentially do when studying in an Anglophone country because of the diversity in the perceptions on plagiarism in their countries (Leask, 2006). However, this issue has not been tackled in the case of EAL academics collaborating with Anglophone academics. Cheung et al. (2016) investigated views on plagiarism from a psychological perspective by interviewing academics from various disciplines on their views of what constitutes authorial voice in undergraduate writings. Although Cheung et al. (2016) were concerned with plagiarism mainly as an aspect of authorial voice, analysis of their interviews with 13 academics in various disciplinary subjects is of interest to this study. Researchers identified five elements to play a role in reflecting authorial voice: authorial confidence; valuing writing; ownership and attachment, i.e., "having pride in one's work and taking care over it" (p.6); authorial thinking, i.e., displaying "distinctive, creative thought" (p.7); and authorial goals, i.e., "how writers communicated intentionally with their intended audience" (p.8).

Another textual feature that is important to keep in mind while discussing authorial voice textual representation is textual positioning, specifically in relation to citation practices: Citations are "almost a defining feature of the academic research article" (Hyland, 2002, p.115). When writing, writers include the voices of others aiming to support their claims by building on previous studies. Matsuda and Tardy (2007) found that reviewers could signal an author as being novice from their citation practices. For example, two reviewers believed a manuscript was written by a graduate student because of the citations provided, which were not enough: "the dearth of references to [topic X] within

rhetoric and composition makes me think it's somebody who's fairly fresh to the field" (p.245).

Groom (2000) tries to draw a line between the writer's voice and the voices of others by distinguishing between *averral*, the writer taking credit for what is written, and *attribution*, the writer giving credit to others. In attribution, there is an "intertextual marker to acknowledge the presence of an antecedent authorial voice" (Groom, 2000, p.15); however, "every attribution is embedded within an averral" (Groom, 2000, p.17). Thus, when citing other studies, the writer's voice is expected to be heard, for example, by evaluating the studies. Baynham (1995) explains that writers should bring authorial voice into play when citing others. For example, when citing a publication, the writer is expected to evaluate the cited statement, positively or negatively. This evaluation brings one's own voice to their writing. These evaluative voices differ according to the writers' expertise. For example, Castelló et al. (2012) when examining the extent to which Spanish undergraduates use direct and indirect quotations (with the indirect quotations implying more use of evaluative voice) found that less experienced writers use more direct quotations than experienced writers, who relied more on the indirect quotation use. Petrić (2012) found that more experienced writers use more quotation fragments while less experienced writers use longer quotation stretches. Also, in her 2007 study, Petrić found that more experienced writers use citations for more functions (including evaluation) while less experienced writers tend to use them mostly for attribution.

Swales (1990) distinguishes between integral and non-integral citations. In integral citations, the authors' names appear as a part of the grammatical structure of the quoted sentence, while in the non-integral citations the cited authors' names appear in parenthesis. Ädel, Garretson, Pérez-Llantada Auría, Plo-alastrué, & Neumann (2006) investigated integral vs. non-integral citations across disciplines and found that soft sciences use more integral citations while hard sciences use non-integral citations by analysing 500,000-word corpus described in Hyland (1999). Those findings go in line with Hyland (1999), who showed that integral citations are more common in the humanities and social sciences than in the hard and life sciences. In general, issues such as discourse conventions, ownership, and textual positioning are related to authorial voice.

2.5 Summary

I started this chapter by discussing AcLits framework and highlighting its historical development. The discussion then moved to academic networking as an important element in the AcLits framework, which focuses on the social context of the act of writing. The section on academic networking gave an overview of the importance of academic networking in the academic socialization process. I then highlighted how one type of academic networking, co-authorship, can impact on writers' EAL academic literacies development. The final section looked into authorial voice as a social concept that is conceptual as well as textual, with the textual aspect being investigated in previous research drawing on both *a priori* and *a posteriori* categories. Drawing on these issues and concepts, in the next chapter I start by providing my research questions, then I detail the design of the current study.

3. Methodology

This chapter presents the methodological framework, data collection, and analytical procedures adopted in this study to answer the following interwoven RQs:

- RQ1. How is EAL academic literacies development of exiled Syrian academics related to their academic networking?
- RQ2. How is EAL academic literacies development of exiled Syrian academics related to their investment in co-authorship practices?
- RQ3. How is EAL academic literacies development of exiled Syrian academics related to their authorial voice?

Section 3.1 briefly examines the methodological framework used in the study. Section 3.2 provides an overview of the two-phase research design and an explanation of the data collection procedures. In Section 3.3, I explain how the data collected was analysed. I conclude the chapter with ethical considerations and a critical reflection on my position in this research.

3.1 Methodological framework

This research draws primarily on the AcLits model (Lea & Street, 1998) explained in the previous chapter. This model falls into the social constructionist paradigm (Bazerman, 1988) where writing is viewed as socially situated with readers and writers interacting to construct meaning. Writers try to address specific readers when constructing their texts (Nystrand, 1989) in an attempt to meet the "expectations of the culture in which the writer is operating" (Huckin & Olsen, 1991, p.406). I study written interaction from the perspective of the writer (by analysing their texts, interviews, and academic network plots) and readers (by analysing interventions and interviews) using an ethnographically oriented multiple-case study design.

Street (2016) encourages researchers to use ethnographic approaches to investigate academic literacies. Ethnography is a "systematic approach to learning about the social and cultural life of communities, institutions, and other settings" (LeCompte & Schensul, 2010, p.1). The use of ethnography and its consideration of the social aspects that influence people's experiences is specifically encouraged during times of instability, such as ours (Schweitzer & Steel, 2008).

This study uses ethnography at all three levels (Lillis, 2008): ethnography as a method, via talk-around-text interviews; ethnography as methodology, via multiple methods: a sampling questionnaire, semi-structured and discourse-based interviews, writing logs, academic network plots, and Text Histories; and ethnography as *deep theorizing* via textual analysis of authorial voice. Approaching research ethnographically means a long-term investigation that produces what Wang (2013), building on the concept of *thick description* developed by Geertz (1973), describes as *thick data*. This ensures that the researcher does not rush into conclusions (Dörnyei, 2007). This longitudinal approach is often “a year or longer” (Duff, 2008, p.40), and this study lasted almost two years. The duration of the data collection stage differed among the participants, the minimum being 19 months and the maximum being 24 months, depending on the time they needed to publish an English-medium article, except for one participant who did not publish at all in exile.

Moreover, the researcher’s position is not of an outsider in this longitudinal approach. Dörnyei (2007) stresses the inevitability of the researcher’s immersion in the participants’ context and lists it as the first phase in doing ethnographically-oriented research. As has been explained in the introduction (Section 1.2.3), I am familiar with the participants’ background, having myself formerly held a position in the Syrian universities as an assistant lecturer and being a Syrian exiled academic with a CARA fellowship. I have also volunteered in the *Syria Program* as a webinar interpreter (for a fuller account of my position see Section 1.2.3; for a critical reflection on my position see Section 3.5).

Since this study’s participants are unique cases: exiled academics supported by an organization, CARA, in two different countries, ethnographically oriented multiple-case study design was deemed appropriate. The rationale for conducting a case study increases “the more the object of study is a specific, unique, bounded system” (Stake, 2005, p.436). Duff and Anderson (2016, p.114) highlight the feasibility of investigating people’s experiences in a case study, rather than in “studies with larger numbers of participants”. Additionally, this study aims to attain *thick descriptions* (Geertz, 1973) of individual cases and to identify patterns through cross-case analysis. To convey a valid interpretation, a deep understanding of the context of the examined phenomenon is required (Van Lier, 1988). This deep understanding is often probed through qualitative investigation, utilising multiple data sources and perspectives from several parties (e.g., academics and their co-authors).

The multiple-case study design, which is the analysis of more than one case, is often recommended as it allows for the replicability of the research process with different cases (Yin, 1993, 1994). A multiple-case study could be challenging to write when word limit is in question and particularly when the priority is given to providing a comprehensive analysis of the cases. To go around this difficulty and still be able to take advantage of the replicability feature of a multiple-case study, this study reports one main case study in full detail and three other cases more generally.

Prior to conducting a thorough investigation of cases, researchers should conduct careful selection of those study cases. The selection process is usually done according to specific criteria that suit the study purpose and the research questions. This process is referred to as *purposeful sampling* (Patton, 1999) and it can be carried out via several ways. For example, the researcher might be familiar with the participants or they might ask people who know them whether they match the researcher's criteria. Since there is no previous familiarity with the individual participants on my side, I decided to distribute questionnaires to collect information about their academic literacies history and then to select appropriate cases according to the criteria I set (see Section 3.2.1 for the selection criteria). Then, I used various types of triangulation with each individual case.

Triangulation, which resulted in diversity and richness of the data and the perspectives used in the analysis, brought several advantages to the research. The benefits of triangulation included having more trustworthy data and comprehensive understanding of the researched phenomenon (Thurmond, 2001). However, this richness can have a price the researcher and the participants would have to pay, which is devoting a lot of time for this time-consuming approach (Mathison, 1988). Also, it requires the researcher to be well-organized and to plan the research process well (Thurmond, 2001). Researchers (e.g., Denzin, 1987; Patton, 1999) identified four types of triangulation:

- Methods triangulation, that is using several methods to increase confidence in data interpretation;
- Data source triangulation, when the same method is used with different actors;
- Theory triangulation, i.e., using different theories and views to interpret the same results;
- Analyst triangulation, where more than one analyst reviews the findings.

In this study, methods, data sources, and analysts were triangulated. Several methods (interviews, writing logs, network plots, and textual analysis) were used to investigate the same phenomenon: EAL academic literacies development of exiled Syrian academics. For the main case, data were collected from two main parties: the Syrian academic and his co-author, and to apply analyst triangulation, a Syrian PhD student was asked to independently code 10% of the findings to ensure inter-coder reliability (Guba, 1981) (For a full account on trustworthiness of data analysis see Section 3.6).

This research follows a two-phase research plan (see Table 3.1 below). The first phase focused on identifying key informants by distributing a questionnaire. The second phase involved collecting data from the sampled participants on their EAL academic literacies development in exile. I also collected the Syrian academics' writing drafts that included co-authors' comments and, for the main case, I conducted a semi-structured interview with the co-author that had the most significant impact on the Syrian academic's EAL academic literacies development. During this research phase, I also asked the Syrian academics to draw their academic network plots repeatedly during the study. Table 3.1 below shows data collection tools involved in each research phase, the informants, and the RQ(s) each tool answered. As has been explained earlier, the RQs are highly interwoven with each other resulting in using one research method to answer more than one RQ. Another point worth highlighting is that the amount of data collected from each participant differed across the four cases (Appendix G provides a detailed overview of data collected from each participant).

Table 3. 1 Research phases and timeline

Research phase	Research Method	Details about the method	Data source	RQ answered
Phase one (November,2017 - February,2018)	Sampling questionnaire	Closed and open-ended questions	Syrian academics	RQ1+RQ2+ RQ3
Phase two	Interviews	Semi-structured interview	Main case's co-author	RQ1+RQ2+RQ3

(February,2018 - April 2020)		Repeated Semi-structured interviews	Syrian academics	RQ1+RQ2+RQ3
		Discourse-based interviews	Syrian academics	RQ3
	Text Histories	Collecting drafts of published texts + co-authors' comments	Texts and comments written by the Syrian academics and comments written by their co-authors	RQ2+RQ3
	Academic network plots	Beginning, mid, and end of the data collection period	Syrian academics	RQ1
	Writing logs	Monthly writing logs	Syrian academics	RQ1+RQ2+RQ3
	Additional data sources (e.g., email correspondence)	Throughout the period of the study	EAP tutors, CARA team, University's websites ... etc.	RQ1+RQ2+RQ3

After writing the first draft of analysis, part of the results was shared with the participants in order to conduct member check (Birt, Scott, Cavers, Campbell, & Walter, 2016). The academics were asked to comment on the results to ensure trustworthiness of interpretation.

3.2 Methods

In this section, I review the methods used in the two phases of this study stating why and how they were used. In the first phase, I discuss the sampling questionnaire and introduce the participants. Following that, I discuss the various methods used in the multiple-case study phase of this research.

3.2.1 Phase one: The questionnaire and participant sampling

The questionnaire served three main purposes in the current study: it secured entry to a remote sensitive community; helped identify suitable academics to participate in the larger study; and contributed to answering the three RQs by providing information on the exiled Syrian academics' previous academic experiences. Online questionnaires, which were sent directly to the Syrian academics by the CARA team, helped in retrieving information from participants scattered in various areas, especially, those inaccessible to the researcher (Dörnyei & Taguchi, 2010). Additionally, the respondent-anonymity questionnaires provided is specifically important when collecting data from participants who either have a critical relation with the person collecting data (in classroom evaluation) (Denscombe, 2014) or when the position of the participants itself is critical (e.g., exiled academics). In the latter position, the participants might be fragile and not willing to be contacted directly without knowing the type of information they are required to share. Therefore, a questionnaire was used as an entry point in the current study to introduce my topic to the participants. Questionnaires can also provide detailed background information of the participants' background which facilitated the sampling procedure.

Therefore, for the purpose of sampling and collecting background information of the participants, I adapted the questionnaire used in the first phase of the ENEIDA (National Team for Intercultural Studies on Academic Discourse) project (Moreno et al., 2012), which was originally designed to investigate publishing experiences of Spanish researchers (<http://eneida.unileon.es/eneidaquestionnaire.php>). The ENEIDA project questionnaire was developed on the basis of interviews done with specialists in a range of academic disciplines and was piloted among 200 participants in five different institutions in Spain (Moreno et al., 2012). Since this study focuses on EAL academic literacies, questions related to how academics choose in which language to publish in, English or Spanish, were deleted, such as the following “When you decide to publish a research article in a scientific

journal, to what extent do the following factors influence your decision to publish in Spanish or in English?”.

The sampling questionnaire was originally developed in English, then I translated it into Arabic. Two other translations were obtained from two Syrian PhD students. Some terms were difficult to agree on, for example, “co-author”; therefore, an Arabic language specialist was consulted to check the questionnaire for Arabic language accuracy. The final translation was checked by ten Syrian academics, five academics from the soft sciences (e.g., literature) and five from the hard sciences (e.g., engineering). These academics’ views did not match on the translation of the term “corresponding author”, therefore, it was decided to rephrase the question in order to avoid the use of the term. Thus, the initial question “how many articles were you the corresponding author of?” was replaced with “how many articles did you write?”. Although the revised question does not collect information on the participants as a corresponding author, it provided data relevant to the aim of this stage of the study, i.e., participant selection. It was decided that further information would be obtained via interviews from the selected participants. After finalizing the translation process, three post-doctorate CARA-funded students, who were in exile and had a similar profile to the participants, were asked to fill the questionnaire while thinking aloud. No major changes were conducted as a result of this since the three students were able to understand all the questions in the way they were intended.

The final format of the questionnaire included six sections (see Appendix B for English and Arabic versions):

- 1) Eight background information questions which are open-ended (e.g., age, specialization, current and previous academic position);
- 2) Five questions on a Likert scale on academic language level (self-assessment of academic language skills);
- 3) Previous academic publishing experience in Arabic and English (eleven open-ended questions on the number of articles published, how many were co-authored, titles of journals, year of publishing, and the type of help they received when writing);
- 4) Suggested methods for improving academic writing for publishing purposes (twelve questions on a Likert scale related to suggested methods, such as getting help from a writing specialist);

- 5) Three open-ended general questions about the type of difficulties they face when publishing, impact of publishing on their academic career, and whether they like to add any information;
- 6) The final section asks the participants to provide their email address in case they are willing to participate in the larger study.

For the Turkey-based academics, the questionnaire was circulated by the *Syria Program* team to 60 academics the first time in November 2017. I received four responses to the first call, with two participants providing their email addresses at the end of the questionnaire indicating their willingness to participate in the larger study. A second call was emailed in January 2018, to which I received another 31 responses with all the participants indicating their desire to be contacted later. The final call for participation was forwarded in February 2018, which resulted in eight more responses. All in all, I received 42 responses to the questionnaire with 40 academics agreeing to take part in the larger study by providing their email addresses.

Regarding the UK-based academics, the questionnaire was circulated to 20 academics via the CARA team, based in the UK. The first call (December 2017) resulted in eight responses, where five participants provided their email addresses. All five were contacted, however, only four responded. A second call for participation was sent in February 2018 and this resulted in additional five responses; none provided their email addresses.

The main aim of distributing the questionnaire was to select suitable cases for this study. However, sampling in multiple-case studies should be an ongoing, flexible, evolving process of selecting respondents and it is usually done on two phases: the initial selection of cases and the rigorous selection after interviewing the participants and learning more about them (Patton, 1999)

In the first selection phase, the following criteria were used to choose participants using information provided in the questionnaire:

1. Be an established academic, i.e., had worked for more than five years at a Syrian university and published at least two single-authored articles or five co-authored articles;

2. Have a high English Language level based on their self-assessment.

At this stage, 16 participants were interviewed. When asked further about their background and their willingness to take part in the longitudinal part of the study, four participants seemed suitable to take part in the multiple-case study phase. Three of those four participants were chosen because of their plans to publish in English during the time of this study. The fourth participant did not have plans to publish in English but was keen on developing his EAL academic literacies. The fourth participant was also included because his case provided a different perspective on concepts used in this study, such as motivation. Ahmad was selected as the main case because of his EAL academic literacies journey, which started from emailing CARA in Arabic when he had no knowledge of the English language and developed to publish extensively in English while in exile- he had published six English-medium articles in international journals before we had our first interview.

Table 3.2 below shows a summary of the participants' profiles and their disciplines. The participants' three disciplines fall into three of the Becher-Biglan (Becher, 1989; Biglan, 1973) four categorization of hard pure disciplines (biology), hard applied disciplines (animal nutrition), and soft applied disciplines (economics) (Coughlan & Perryman, 2011). The one category that was not presented was soft pure disciplines (e.g., literary studies). This is not uncommon because research shows that publishing in English is the least common in soft pure disciplines as the typical topics are mainly related to nation-specific themes such as national history (Lau & Gardner, 2019).

Table 3. 2 Participants' information

Name ¹	Specialization	Publications		Academic affiliation in exile	Period of being in exile at first interview
		Pre-exile	Post-exile		
Ahmad	Animal nutrition	2 Arabic-medium articles	10 English-medium articles	Post-doctorate researcher	3
Amer	Biology	2 English-medium articles	3 English-medium articles	Post-doctorate researcher, then a Lecturer	3
Mubarak	Economics	3 English-medium articles	2 English-medium and 2 Turkish-medium articles	Lecturer	4
Mamoon	Biochemistry	2 English-medium articles	None	None	5

It can be noted from the table above that the period of being in exile varies across participants. However, it is customary in multiple-case studies to have participants who have different experiences (or length of experience in this case). It is essential that the researcher specify the criteria important for the study; once they are met, other potential differences in the participants' backgrounds might enrich the investigation and should not be considered as a disadvantage (Zappa-Hollman, 2007).

¹ All participants names are pseudonyms

3.2.2 Phase two: Multiple-case study

In this section, I explain the various methods used in this phase: Text Histories (THs), interviews, Academic Network Plots (ANPs), writing logs, and additional data sources, such as email correspondence.

3.2.2.1 Text Histories (THs)

I draw on Lillis and Curry's (2010) concept of TH which captures the history of texts from drafting to publication. This method focuses on the dynamicity of text production to study the “entextualization” and “recontextualization” (Lillis & Tuck, 2016, p.36) of writing practices. This includes identifying key features in the texts and tracking when and how these features emerge and how they change over time (Lillis & Curry, 2010). This brings to light how writers re-evaluate and recontextualize their texts over time and space (Lillis & McKinney, 2003), thus, capturing texts histories across different geopolitical regimes (Blommaert, 2005).

TH is a unit for data collection that comprises text drafts and the final version, interviews with the main writer discussing these drafts, and the co-authors’ feedback, in addition to the institutional documents related to their writing, such as journal guidelines (Lillis & Curry, 2015). In this study, the participants’ THs belonged to two genres: research articles and review articles (Swales, 2004).

Three THs were collected from the main case-participant in this study. The participant shared the first and the last THs he wrote in exile, in addition to an article he identified as being a turning point in his EAL academic literacies development. For the remaining three participants, since none of them wrote more than three publications in exile, I collected drafts of all the English-medium THs they wrote in exile as well as the available comments of co-authors. It should be noted here that no TH can be totally complete (Lillis & Curry, 2010) because writers vary in the way they keep drafts and in their willingness to share them, therefore, it is the researcher’s responsibility to collect as much history as possible. Table 3.3 below shows the number of drafts collected for each TH for each participant.

Table 3. 3 Number of drafts for each Text History

Name	No of THs	No of drafts
Ahmad	3	TH1: 3 drafts
		TH2: 3 drafts
		TH3: 2 drafts
Amer	3	TH1: 3 drafts
		TH2: 3 drafts
		TH3: 1 draft
Mubarak	2	TH1: 1 draft
		TH2: 1 draft
Mamoon	0	0

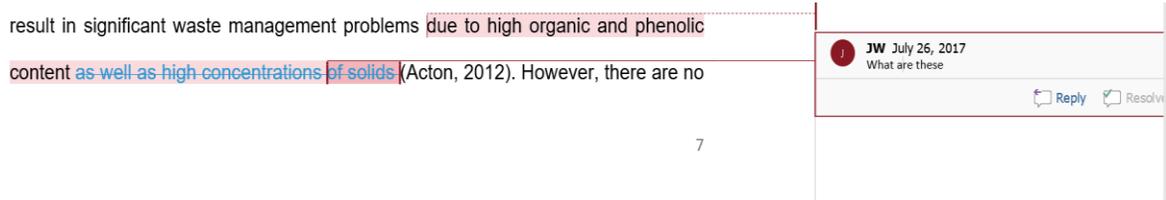
In this study, I focus on co-authorship practices, specifically on the practices of co-authors who were involved in the written product of a publication by providing interventions (see Section 2.3.1.3 for information on the use of the term *intervention*). Table 3.4 shows the number of co-authors whose interventions were analysed in each of the participants' THs.

Table 3. 4 Number of co-authors in each Text History

Name	No of co-authors conducting textual interventions
Ahmad	TH1: 1
	TH2: 2
	TH3: 2
Amer	TH1: 2
	TH2: 2
	TH3: 2
Mubarak	TH1: 1
	TH2: 1
Mamoon	0

Interventions were followed across drafts, via the Track Changes and Comment features in Word, which was used by all co-authors while conducting interventions. I was particularly interested in co-authors' interventions and the Syrian academics' responses to these interventions. This was captured via comparing each draft that includes interventions from a co-author to the subsequent draft where the Syrian co-author made changes. This was done to investigate how the Syrian academics responded to their co-authors' interventions. The drafts were also compared to the published text to examine how the interventions contributed to the published text using the Compare tool in Word. The screenshot in Figure 3.1 shows that JW (pseudo initials), the co-author, commented "what are these" and the Syrian academic responded by deleting the phrase JW commented on.

Figure 3. 1 Compare tool in the Word file



It is noteworthy here that editors' and reviewers' interventions were not analysed in this study as the main aim of their interventions is to improve texts rather than improve writers' academic literacies. Nevertheless, I draw on their interventions more broadly when the Syrian academics point out an intervention that assisted in their EAL academic literacies development.

Moreover, in analysing the data from interventions made to drafts, it might be difficult to know what a co-author meant by a change or a comment; therefore, it was important to follow up feedback analysis with interviews.

3.2.2.2 Interviews

The main aim of using interviews in the present study was to elicit rich information on the Syrian academics' experiences in EAL academic literacies, academic networking, and authorial voice these academics had while writing in English, thus, answering RQ1, RQ2, and RQ3. Semi-structured, talk-around-text, and discourse-based interviews were used in this study. In these types of interviews both the interviewer and the interviewee might feel less restrained, as compared to questionnaires or other structured interviews. The interviewer can ask follow-up questions when an interviewee's answer is not very clear (Hosking, 2004). This is useful if other methods, such as questionnaires and writing logs in this study, are used before conducting interviews, since this can help clarify and/or probe more in a certain area (Cohen, Manion, & Morrison, 2007; Hermanowicz, 2002; Mason, 2002). Moreover, interviewees might feel that they have a good space to express their feelings and to talk more about their experiences (Hyland, 2002; Cohen et al., 2007).

However, interviews are not without limitations. They can be time-consuming; conducting an interview might take 1-2 hours (Kerlinger, 2000) and transcribing a one-hour interview might take 3-4 hours (Hove & Anda, 2005). Also, personal problems for both interviewers and interviewees might include the interviewer's lack of ability to

communicate with the interviewee (Dörnyei, 2007; Legard, Keegan, & Ward, 2003) and, in the case of weak communication, the interviewee might try to agree with the interviewer if they pick up on any hints in their questions, which Mackey and Gass (2005) call the *halo effect*. However, these limitations can be restricted by

1. Piloting interview questions to make sure the questions are not (mis)leading the interviewee;
2. Combining interviews with other data collection methods (e.g., text analysis, observations, questionnaires).

The present study includes both restricting methods to limit interviews drawbacks.

Three types of interviews were used in this study: semi-structured interviews with the Syrian academics and the main case's co-author, in addition to talk-around-text and discourse-based interviews with the Syrian academics. In semi-structured interviews the researcher has a set of questions acting as a guideline for the interview. This can result in asking different questions to different participants (Cohen et al., 2007; Friedman, 2012). Semi-structured interviews allow for both the interviewer and interviewee to raise what they think is important to talk about (Heigham & Croker, 2009). This type of interview allows for consistency in the acquired information from all the participants (Dörnyei, 2007) and also allows for personalizing the questions as it gives space to the researcher to ask follow-up questions (Mackey & Gass, 2005). Therefore, the “flexibility” this type of interview (Heigham & Croker, 2009, p.186) provides best suits the current study because of the common issue investigated, and because it allowed me at the same time to investigate, for example, the disciplinary differences in the follow up questions.

One of the issues that could impact negatively on semi-structured interviews is the fact that when investigating past experiences, interviewees might fail to remember certain incidents (Patton, 2002). This *recall error* could be avoided by using a stimulus, such as the texts the participants wrote in the case of investigating their academic writing processes. To mitigate against recall error, this study uses discourse-based interviews (Odell, Goswami, & Herrington, 1983) and talk-around-text interviews (Lillis, 2009) which build on discourse-based interviews. These two types differ in the source of question (participant vs. researcher); in talk-around-text interviews, participants are encouraged to draw the researcher's attention towards the important linguistic features (Ivanič, 1998), while in

discourse-based interviews the researcher draws the participants' attention to their use of specific features and asks questions about such use.

Talk-around-text interview is a valuable method that could be used to investigate EAL academic literacies development (Lillis, 2009). According to Lillis (2009), talk-around-text interviews can bring writers' voice to the centre because they can name the problem, talk about their perspectives, and examine the value of their linguistic choices. Discourse-based interviews ask about the reason a specific linguistic feature is used and the possibility of using other linguistic features instead. This method is used to investigate authorial voice, specifically, in relation to authorial voice textual representation (see Section 2.4.2 for a discussion on authorial voice textual representation), thus, answering RQ3. In both types of interviews, the text should be authentic and not one that is written for the purpose of research, and the interview should take the form of a long conversation (Maybin, 1994) that involves discussing academic literacies past experiences. Participants are not only informants of the problem but rather collaborators in exploring the problem. They are empowered to discuss what they think is important in their text, contrary to the traditional interviews where researchers discuss features they think important and hold on to their perspectives regardless of the participants' suggestions.

3.2.2.2.1 Interviews with the Syrian academics

The first semi-structured interview with the Syrian academics focused on their EAL academic literacies history (Barton, Hamilton, & Ivanič, 2000; Barton & Hamilton, 1998), which aimed to elicit autobiographical accounts of academic literacies learning experiences to understand their current practices in the socio-historical context (Lillis, 2008). Later interviews were more of a cyclical dialogue around their texts (Ivanič, 1998; Lillis, 2001). These cyclical dialogues over texts helped uncover more than what the current text features show, such as their beliefs about their practices. Semi-structured interviews also helped uncover the academic networks that influenced the writers' general understanding of EAL academic literacies and their current texts.

Questions were designed to answer the study's three RQs in tracing EAL academic literacies development in relation to their academic networking (RQ1), their investment in co-authorship practices (RQ2), and their authorial voice development (RQ3). To answer these RQs, interviews were divided into four sections: the first one consisted of general

questions on how the participants learnt to write, difference between writing in Arabic and English, and, for the Turkey-based academics, the impact CARA's EAP program has on their writing. In the second section, I drew on their texts asking how their writing differed between both texts, journals they consider publishing in, and topics they write about. I asked questions related to their responses in the questionnaire they answered earlier in the third section. Questions focused on the type of help they received, why they rated a certain type of help in a certain way, and whether they have experience with it were also discussed. I ended the interviews by asking the participants to reflect on their current academic position and about their future plans (see Appendix D for the first interview schedule).

Interview questions were trialled with two Syrian academics in exile. Consequently, some questions were adjusted to evoke the interviewees' memory such as the question: "Can you talk about your academic links with other institutions, departments, individual scholars, disciplines ... in Syria or outside it?", which was adjusted to: "Can you name five people/institutions who influenced and keep influencing your academic life?".

Initially I conducted interviews with four UK-based and 12 Turkey-based academics of the ones who provided their emails in the questionnaires and who fulfilled the criteria for the study (see Appendix C for the invitation for interview participation email). I asked for the participants' preferred method to be interviewed (Skype, WhatsApp, phone), and to choose a date that suits them. Skype was the preferred method for contact for all of them. After interviewing them in Arabic (An example of a Syrian academic interview transcript is available in Appendix F), the participants' and the researcher's first language, two UK-based and two Turkey-based academics, who were planning to write for publication in English during the time of the study, were chosen for participation in the multiple-case study phase of this research.

Although semi-structured interviews give the participants freedom to tell their experiences regarding their academic writing, there might be a difficulty in recalling information (Patton, 2002), which affects data trustworthiness. For example, in this study, participants might have difficulty giving information on how and why they constructed their EAL academic writing in a specific way. To remedy this, Odell, Goswami, & Herrington (1983), suggest using discourse-based interviews, described as a line of questioning writers' choices concerning certain discourse features:

Here you do X. In other pieces of writing, you do Y or X. In this passage, would you be willing to do Y or Z rather than X? What basis do you have for preferring one alternative to the other? (Odell et al., 1983, p.223).

This method could help eliciting writers' rhetorical choices that writers themselves might not be aware of, for example, the reason for using *I* in certain texts while not the others. Discourse-based interviews "make explicit the knowledge or strategies that previously may have been only implicit" (Odell et al., 1983, p.223). This type of interviews is conducted by referring to the participants' texts during the interview. This could be done in conjunction with text analysis, thus, providing the emic (the participants') and etic (the researchers') views: "thorough discourse analysis is impossible without contacting participants for contextual detail" (Ivanič, 1998, p.140). Discourse-based interviews were used in this study by inviting participants to talk about their rationales behind their rhetorical choices. For example, their use of *I* with reference to their previous EAL academic literacies experiences and their current understanding of EAL academic literacies in their new academic communities.

To conduct this type of interviews, I first analysed the rhetorical features in the Syrian academics' writing using the metadiscourse features taxonomy provided in Section 2.4.2.1. Then, I traced their use in various drafts and asked the participants why they opted to change their use. I also offered alternatives and asked the participants of why they did not opt to use them. The following example illustrates this process:

Interviewer: In your paper you cited another study of yours with the same co-author. Have you considered citing other studies that supports the same idea?

It should be noted here that when reporting the data from interviews conducted in Arabic, I translated the excerpts used in this thesis into English and a professional translator whose L1 is Arabic and who has a PhD in linguistics was asked to check the translation of the used excerpts. Moreover, when reporting these interview excerpts, special characters were used to anonymize and delete some information: *[]* was used to replace information that might reveal the participants' identity; ... was used when irrelevant information was

deleted; *xx* was used to remove the information that could reveal the participants' identity. This also applies to excerpts used from the participants' texts.

In general, three types of interviews were conducted with the Syrian academics interchangeably to elicit different types of information. In the next section, I provide details on the interview conducted with the co-author of the main case, Ahmad.

3.2.2.2 Interview with Ahmad's co-author

The aim of the interview was to understand the main case's co-author's experience of co-authorship with Ahmad. To this end, the interview included three parts. In the first part, I asked general questions about her experience in supporting EAL academic writers in general. In the second part, I asked more specific questions, such as the ones below:

- What is your experience in supporting [Ahmad] in his writing?
- What do you think the main obstacle [Ahmad] faced in writing? To what extent do you think [Ahmad] is involved in the community? What kind of help do you think [Ahmad] needs?

In the third part, I discussed the feedback the co-author gave to Ahmad via conducting a talk-around-text interview where we discussed not only her interventions but also Ahmad's responses to the interventions. Thus, a combination of two types of interviews were used with the co-author: semi-structured and talk-around-text.

3.2.2.3 Writing logs and Academic Network Plots (ANPs)

A writing log is a "first person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events" (Bailey, 1990, p.215). This method is usually used in research concerned with learning, whether it is the learning of a new language or academic literacies in a new context (Nunan, 1992). Therefore, writing logs were used in this study to understand how exiled academics develop/learn the EAL academic literacies used in their new academic communities. This method can capture more than facts during the learning journey; it can capture the emotional responses as well. Also, writing logs require little time on the part of the researcher once they are set up; however, a great responsibility lies on the part of the participants (Robson, 2011) because there is no guarantee participants would actually keep them. One can ask their participants to send them on a weekly basis to keep track of them. However, this could also put a lot of

pressure on the participants if the researcher asks them to provide other types of data (like in this study). Thus, writing logs could be burdensome (Robson, 2011; Nunan, 1992). There is also the problem that writing logs might be cognitively demanding. Therefore, and to try to lessen these drawbacks, I asked the Syrian academics to send me monthly emails responding to the following four questions:

1. Did you make any progress in writing your research this month? If so, please provide more detail. If not, why not?
2. Did you have any problems specifically related to your research writing? How did you deal with them? How well did these solutions work for you?
3. Did you discuss the piece you are working on with anyone this month? If yes, who were they? Why did you consult them? And what did you do with their advice?
4. Did you do anything different (from what you are used to) this month with your writing (i.e., learnt something new)? Can you explain what it was and how you learnt it?

Participants were encouraged to email me writing logs and any associated piece with them before interviews (similar to Harwood & Petrić, 2017). During interviews, I was able to ask clarification questions about the writing logs. This helped in minimising the drawbacks of writing logs, which can be ambiguous (Jacelon & Imperio, 2005). Nevertheless, data obtained from writing logs were not analysed independently from interviews as they were mainly used here to inform interview questions. The following is an excerpt from a writing log and the interview question developed based on it:

Today I received feedback from [Julia]. I cannot see why she wrote this comment. She is acting like I would not know on my own that I need to fix this issue (Ahmad, Writing Log 10).

Here Ahmad was referring to a comment made by Julia on a disciplinary issue asking him to elaborate on the procedure used in the article, which Ahmad did later in the text, as he explained in the interview. The interview question building on the writing log was: “How did you feel about this comment and why?”

Participants were also asked to draw their Academic Network Plots (ANPs) while thinking aloud. Asking participants to draw ANPs is more powerful than asking them to merely describe them verbally because their memories are evoked in a better way when drawing a visual representation of their experiences (Fernandes, Wammes, & Meade, 2018). This method also proved to be beneficial in other studies because of the richness of data it can provide (Curry & Lillis, 2010). However, this technique could have some limitations in the sense that the participants might feel it is cognitively demanding and it increases the pressure on them when it comes to the time they dedicate to the study. Also, one might end up with a drawing that is difficult to interpret. Therefore, I asked the participants to draw their network at the beginning, in the middle, and at the end of the study while thinking aloud. This enabled me to understand their drawings and since drawing ANPs took place only three times over the period of this study, this lessened the time-consuming aspect of the data collection. I should mention here that the think aloud protocols were used only to understand the ANPs drawings, thus, they were not analysed separately.

3.2.2.4 Additional data sources

In order to enhance the understanding of the context of the Syrian academics' texts, which could add information that helps answering all RQs (see Lillis & Curry, 2010), I gathered data from various other sources:

- various websites (such as universities' websites to check grants available to these academics);
- correspondence with the CARA team;
- various email correspondence between me and the participants and the participants and journals, and informal talks with EAP tutors and co-authors;
- informal conversations with EAP tutors and the CARA team.

For example, a participant shared email correspondence with the journal editor where the journal editor informed him that he committed plagiarism in the article he submitted. This information was used in an interview where the question of plagiarism was raised; this informed RQ3, related to authorial voice. Thus, although those data sources were not analysed per se, similar to the writing logs, they were used to inform other data collection procedures. In the next section, I provide an overview of the collected data.

3.2.2.5 Overview of data collected

The longitudinal nature of this study allowed me to collect rich data. However, longitudinal studies are complex in nature specifically when it comes to the duration of data collection in multiple-case studies. Each case is unique on its own and this also was reflected on the duration of data collection for each case.

Table 3. 5 Overview of the collected data

Name	Interviews	Writing logs	Text Histories	Network plot	Miscellaneous resources	Interview with co-authors	Duration of data collection
Ahmad	10	10	3	3	Email correspondence	1	February 2018-March 2020
Amer	10	7	3	3	Email correspondence +university documents	0	March 2018-April 2020
Mubarak	10	8	2	3	Email correspondence +university documents	0	March 2018-April 2020
Mamoon	10	5	0	3	Texts written for his EAP tutor	0	January 2018-April 2020

These cases also provided various amount of data as can be seen in Table 3.5 above which shows a general overview of the collected data (for further information on the collected data from each participant see Appendix G).

3.3 Data analysis

In this study, there are three RQs, and the data collected from each method assists in answering more than a single RQ (see Section 3.1 for an overview of data methods and the RQ each method answers). I initially analysed the data from each method before I put all

sets of findings together. In this section, I present the analytical procedures followed in analysing interaction episodes, interviews, ANPs, and textual markers of authorial voice.

3.3.1 Interaction episodes

The unit of analysis of the co-authors' interventions and the Syrian academics' responses was *interaction episodes*, which consists of written interactions that occur at the same place in the text but are separated by time. These interaction episodes involve the Syrian academics and their co-authors. An interaction episode starts when a co-author makes an intervention in the text, which is mostly followed by a response from the Syrian academic. Each episode may be made of many interactions or just one. These changes were followed throughout the drafts available till the final publication. It should be noted here that previous research focused either on analysing changes made directly to texts by feedback providers (e.g., Lillis & Curry, 2010) or focused on comments made on texts by feedback providers (e.g., Gosden, 1995, 2003; Kourilova, 1996; Belcher, 2007; Mungra & Webber, 2010). This study investigates co-authors' written comments and direct changes made to texts and the Syrian academics' responses to those interventions. Co-author's interventions in the Syrian academics' written drafts were analysed for all THs, except for one case, Amer TH3, where Amer's interventions were analysed instead of his co-authors. This was done, as will be seen later, since his interventions in TH3 were strongly related to his EAL academic literacies development. The main term used to discuss interaction episodes is *intervention*, although it is used sometimes interchangeably with *feedback* and *comment*. The difference between these terms is that *comment* is used to refer to a stretch of text written in the comments section of the Word file, while *intervention* refers to both comments and direct changes made to texts. As for *feedback*, it is used when the power relations between the co-author and the Syrian academic are clear- in the sense that the co-author is in a position of teaching the Syrian academic as opposed to when the Syrian academic gains more power and starts negotiating the interventions.

In this study, I look into three aspects of textual intervention: Intervention Areas (IAs), Intervention Types (ITs), and Intervention Levels (ILs). An earlier version of these aspects was presented in Khuder and Petrić (2020).

3.3.1.1 Intervention Areas (IAs) and Intervention Types (ITs)

I drew in my analysis of interaction episodes on the analytical scheme provided by Lillis and Curry (2010). Lillis and Curry (2010) drew on several theoretical and rhetorical frameworks (e.g., Berkenkotter & Huckin, 1995; Gosden, 1995; Knorr-Cetina, 1981; MacDonald, 2010; Swales, 1990; Ventola & Mauranen, 1991). As Lillis & Curry (2010) state, their framework includes overlaps especially in the codes related to deletion, addition, reformulation, and reshuffling; a change to cohesion markers could be a deletion, for example. Therefore, these specific categories were eliminated from the framework used in this study especially since Lillis & Curry's (2010) aim was to analyse changes made directly to the text and this study's aim is to analyse both comments and direct changes, thus called interventions (see Section 2.3.1.3 and Section 3.3.1 for further explanation of this term). I added to the coding scheme two categories which emerged from the data, which are *reader awareness* and *organization*. Some comments could be classified as belonging to two categories, which resulted in giving more refined definitions of the categories. For example, a comment on *organization* could also be one on *disciplinary publishing expectations*, such as the following:

This shall be part of the results and discussion section. Journals would not be interested in this kind of basic writing. Take the text under each variable to the discussion section and relate it with what you have come up with. (Julia's comment, TH2D2)

In this example the code assigned to the comment was disciplinary publishing expectations as there is a clear reference to journal expectations.

The other aspect of intervention, Intervention Type, draws also on Lillis and Curry's (2010) distinction between two types of literacy brokers, academic and language brokers, where academic brokers focus on disciplinary issues and language brokers focus on language issues. This thesis expands those categories to include: disciplinary, publishing, and text-production interventions. The related Intervention Areas are provided in Table 3.6 below with examples. Disciplinary interventions include disciplinary terminology, disciplinary arguments, precision of information, and positioning the research; text-production interventions include missing information, organization, coherence and

cohesion, appropriacy of expression, and precision of information; publishing interventions include reader awareness and disciplinary publishing expectations.

Table 3. 6 Framework for analysing Intervention Types and Intervention Areas (adapted from Khuder & Petrić, (2020, p. 24)

Intervention Type	Intervention Area	Example
Disciplinary intervention	Disciplinary terminology: using discipline-specific terminology	Julia replaced the words ‘cattle and sheep’ in Ahmad’s draft with the more disciplinary appropriate term ‘ruminants’ because ‘that was the appropriate disciplinary word that should be used.’ (Julia, Ahmad’s co-author).
	Disciplinary arguments: asking to support an idea/ discuss it from a different angle/ in a different context/ providing justifications/ mentioning ‘argument’.	Julia asked Ahmad to discuss the results of their study with reference to previous studies reaching both similar and different results to theirs: ‘It would be wise to compare and contrast the result with more than one report. Indicate reports that have both similar and different results from what you are presenting’. Here the co-author is asking the Syrian academic to enrich the discussion section, which lacked in discussion on different perspectives.
	Positioning the research: asking to position the arguments in line with specific line of research.	Julia asked Ahmad to reconsider his theoretical positioning: ‘Can you provide an evidence for this? It sounds like an argument by a feminist. The reality is not necessarily in line with the arguments of such groups’.

	Precision of information: asking to edit information be precise in line with disciplinary requirements. Different from 'missing information'	Julia's comments focused on enhancing accuracy of their account 'Are you sure this is accurate? Check again'.
	Reader-awareness: explicit reference to the 'reader'.	'You might struggle to convince reviewers how this actually increases the pressure on mixed FS'.
Text- production intervention	Missing information: Missing fact or piece of information.	'Where in the study did you measure water intake?'
	Organization: asking to move sections, sentences.	'Move this part to the end of the previous section'.
	Coherence and cohesion: e.g., repetitions, consistency in terminology, explicit reference to 'coherence'/'cohesion'.	'Be consistent between the two materials over use of Latin binomials'.
	Appropriacy of expression: including issues related to language, such as rephrasing.	commenting with '!!!' on the space between two acronyms.

Publishing intervention	Disciplinary publishing expectations: delete/add sections that are customary to be included in journal articles in the discipline + issues of parochialism + journal formatting	“Get a copy of the paper available at [name of journal] and follow the structure carefully. See how they structured the paper”.
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It should be mentioned here that those aspects of the three discussed areas are not exhaustive as I am only providing examples emerging from the data in this study. The following is an example of a part of a text and an interaction episode analysis (Table 3.7) where a comment is written as a reply to another comment. These comments were considered part of the same interaction episode in the analysis since they refer to the same point in the draft:

Women play a crucial role in livestock feeding in developing countries in general and in rural [country] in particular [(REF)]. In female headed households, expectedly, women assume sole responsibility of feeding their animals and we expect them to have more awareness and hence higher inclination to use legume crop residue than men. Even in the male headed household, when the females are involved in making decision on crop residue use, the use of legume residue as feed is expected to increase.

Table 3. 7 Example of an interaction episode

Draft	D1	D2	D3	D4	D6
Actor	Girma	Ahmad	Julia	Girma	Ahmad
Comment	Can you provide an evidence for this? It sounds like an argument by a feminist. The reality is not necessarily in line with the arguments of such groups.	What is wrong with arguing like a feminist!	Seriously!	[Ahmad], the reader needs an evidence of your claim. Can you provide that from literature? Try and argue like an academic.	Deletion of the whole section

Code	Positioning the research		Positioning the research	Reader awareness	

The above table shows how Girma and Julia, who co-authored a paper with Ahmad, conducted interventions. Girma commented on the first draft, then Ahmad responded to him in the commentary section. This was followed by Julia's comment "seriously!", who commented on Girma's and Ahmad's comments. Girma then explained to Ahmad the problem with the section and that is when Ahmad deleted the section in response to Girma's comment.

3.3.1.2 Intervention Levels (ILs)

IL refers to the level of guidance and amount of information the co-authors' interventions provided to the Syrian academics. Figure 3.2 shows the different ILs identified in this thesis.

Figure 3. 2 Intervention Levels (adapted from Khuder & Petrić, (2020, p. 27)

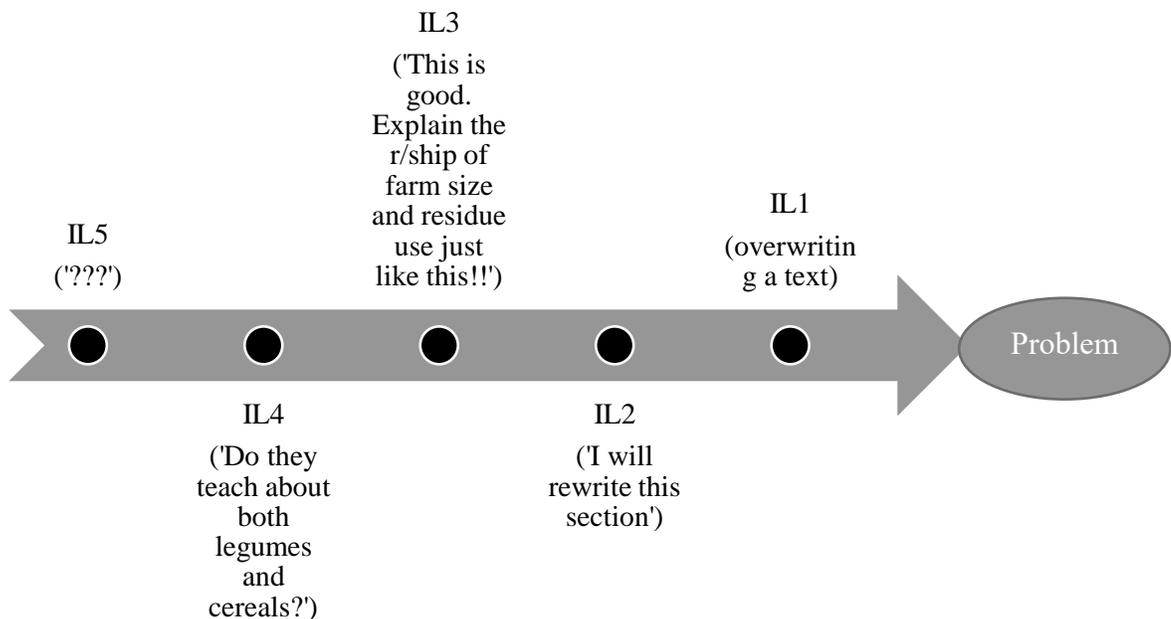


Table 3.8 below shows a further explanation of the IL model, where the levels differ in the space they leave for authors to negotiate feedback in addition to the difference in the amount of textual engagement on the part of the intervention provider.

Table 3. 8 Description of the Intervention Levels model (adapted from Khuder & Petrić, (2020, p.27)

IL	Description
IL5	There is minimal textual engagement; the co-author is either unable to understand the text or considers it unacceptable. This approach leaves an open space to the Syrian author to respond (e.g. by rewriting the section in the way he wishes or by asking for clarification) but because of its vagueness, the author may not understand the co-author's intended message.
IL4	The co-author asks a question which could be either a genuine one (i.e. the co-author needs more information to understand the issue) or could serve as an indirect request to the Syrian author to include the missing information in the paper.
IL3	This is a teacher-like intervention, which includes an evaluative comment ('good') and instruction ('explain ...'). Feedback at this level provides clear suggestions for the Syrian author and leaves little space for negotiation to the author.
IL2	The co-author decides to take the responsibility for writing a part of the text and informs the Syrian author accordingly.
IL1	The co-author revises the text by themselves.

While IL1 and IL2 leave little space for the Syrian author to try to write the text, IL3 and IL4 provide space and guidance on how to make the changes required. IL5 provides no guidance on how to make changes but rather points out that there is a problem in the text.

3.3.2 Textual features of authorial voice

My approach to textual analysis of authorial voice incorporated *a priori* and *a posteriori* categories, which were classified before and after the empirical analysis of the context. *A priori* categories include Hyland's (2005, 2018) taxonomy of metadiscourse. It

should be noted that Hyland’s (2018) taxonomy differs from his 2005 taxonomy only slightly in the explanation of the function of some features. For example, the function of hedges in both taxonomies is defined as follows: “Withhold commitment and open dialogue” (2018, p.58); “Withhold writer’s full commitment to proposition” (2005, p.49). Table 3.9 below shows Hyland’s (2018) metadiscourse taxonomy.

Table 3.9 An interpersonal model of metadiscourse (Hyland, 2018, p.58)

category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transitions	Express relations between main clauses	In addition
Frame markers	Refer to discourse acts, sequences or stages	To conclude
Endophoric markers	Refer to information in other parts of the text	See Figure 1.
Evidentials	Refer to information from other texts	According to xx
Code glosses	Elaborate propositional meanings	In other words
Interactional	Involve the reader in the text	Resources
Hedges	Withhold commitment and open dialogue	Might
Boosters	Emphasize certainty or close dialogue	It is clear that
Attitude markers	Express writer’s attitude to proposition	Surprisingly
Self-mentions	Explicit reference to author(s)	Our
Engagement markers	Explicitly build relationship with readers	You can see that

Studies that analysed metadiscourse markers focused mainly on the final product (e.g., Aull & Lancaster, 2014; Dahl, 2004; Hu & Cao, 2011); however, it is important to look into previous drafts of texts to elaborate the dynamicity of the notion of authorial voice (Castelló & Iñesta, 2012). Therefore, to analyse the *a priori* categories, I included analysis of the metadiscourse features used in the first draft, or text section(s) the Syrian academics wrote and compared it to the co-authored published text. Discourse-based interviews were used to illustrate information on the reasons the writers used specific

metadiscourse features; the discussion was also extended by asking the writers to explain the reasons behind changes made between the first draft and the published text. It should be mentioned here that the purpose of the analysis was to support a broader investigation rather than to study metadiscourse as the main focus of the study; thus, the results related to this aspect are presented more generally.

Table 3. 10 *A posteriori* categories identified in Ahmad's texts

A posteriori categories	Example (Int: interview; Com: Comment)
Disciplinary discourse conventions	Int. "because he studied in Arabic in Syria, he is not familiar with appropriate disciplinary terminology".
Textual ownership	Editor Com. "Everything that is highlighted in yellow indicates plagiarism".
Textual positioning	Int. "[Julia] warned me against this. We had a long chat about how I should think critically about other researchers' work and then decide if I want to cite them."

The *a posteriori* categories, on the other hand, are socially contextualized and they include features identified by the readers (co-authors in this case) who altered the Syrian academics' voices by asking them to apply changes to fit into the academic community. Table 3.11 above shows the primary *a posteriori* categories that were identified in Ahmad's text.

3.3.3 Interview data analysis

In this section, I present procedures used in interview data analysis from interviews with the four Syrian academics and the main case's co-author. I transcribed the interviews verbatim in the language they were conducted in, Arabic for the Syrian academics and English for the co-author. Data was first reduced (Miles & Huberman, 1994) by writing a summary of the data to help identify recurring themes and make crude codes that are related to the research questions. I provide below (Table 3.11) an example of a segment, in Arabic and English, and the note written next to it.

Table 3. 11 Example of interview segment initial analysis

<p>المشكلة الأولى أنو الكتابة ها يعني شايقة. يعني الكتابة العلمية يعني ما بنعرف نكتب مقالات لما درسوننا بالماجستير وبالكتوراه ما في مادة اسمها كتابة علمية، أبدأ.</p> <p>The first problem is writing see academic writing is we do not know how to write articles. When I did my MA and PhD, there was no course on academic writing, at all.</p>
<p>Note: "Problems in writing blaming system: not taught"</p>

I then re-read through the first interview transcript of each of the five participants to write an initial list of codes (Dörnyei, 2007). When coding data, whether explicitly or implicitly, researchers use a hybrid of deductive and inductive approaches; i.e., allowing codes to emerge from the data and allowing their reading of literature to guide coding development (Boyatzis, 1998). However, this hybrid approach could be applied to varying degrees. For example, the first list of codes was derived from the main topics in the RQs, i.e., there were three main sections that included: academic networking, co-authorship, and authorial voice, and each code included sub-codes which were informed by literature and the available coding schemes (e.g., Ploisawaschai, 2015). However, this seemed to restrict my analysis to how literature defines these three themes and because of the novelty of the topic of this study, focusing on EAL academic literacies development of exiled academics, I felt the need to allow codes to emerge from the data (Miles & Huberman, 1994). Thus, I coded the data first and then grouped the codes that seemed to focus on the same issue together. However, there were some overlaps between the main codes, for example, although there was a separate main code for *challenges*, this code also emerged as a sub-code in other main codes, e.g., in academic networking. This was solved by providing a clear definition for each code and sub-code, stating clearly that the code *challenges* includes those that are not related to the rest of the themes. Three levels of coding were conducted. The most abstract level employed existing terms from the literature, such as *difficulties faced by exiled academics*. The second level comprised of sub-categories of these codes, for example, *academic* and *general* in the case of *difficulties faced by exiled academics*. The category *academic* was further divided into *finding and making use of*

resources, *fear of stereotype* and other related categories (Appendix E includes the finalized list of codes at the most fine-grained level).

3.3.4 Academic Network Plots (ANPs)

In analysing ANPs, I drew on several Social Network Analysis (SNA) core concepts, such as strong/weak, symmetrical/asymmetrical, direct/indirect, global/local, and durable/temporary ties. Strength of ties is usually measured quantitatively in SNA by counting the number of interactions, e.g., phone calls. This could be measured in this study by counting the number of interactions mentioned in writing logs and interviews. However, and as Schulze & Ries (2017) suggest, strength of ties should also be studied qualitatively because the frequency of interaction does not always indicate a strong relationship as the interaction might include unwanted communication, as in harassment. Strength of ties was investigated in interviews by asking the participants about how they describe their relationship with the nodes.

Another core concept is related to the direction of flow of relevant properties within interactions, e.g., asymmetrical ties (one-headed arrow) where one person is giving, for example materials, to the other. If the arrow goes in both directions, meaning, the exchange between the node and the core is reciprocal, the relationship is called symmetrical. This was investigated both by analysing co-authors' contributions to the texts the Syrian academics wrote and during interviews since how the Syrian academics described their own and their co-authors' contributions is important for the investigation of symmetry. As for the direct/indirect distinction, indirect ties are when a node connects one node to another indirectly, for example, A and C are connected through B and they never interact directly (Dorussen & Ward, 2008).

Since I asked the participants to draw their ANPs at the beginning, in the middle, and at the end of this study, I analysed the durability of ties, i.e., how long they lasted. This was also investigated prospectively by asking the participants for how long they thought their ties would last. I also drew on Curry & Lillis' (2010) concept of formal/informal ties. Formal relationships are supported by official bodies, e.g., institutions, organizations, while informal relationships include relationships between academics with shared interests. I added to these concepts *relevant properties of nodes*, defined as the properties that the participant considers relevant for their publishing goals at a given point. These properties

are context dependent. For example, an academic wanted to conduct interdisciplinary work and his nodes had a specific area of expertise that he needed for a specific publication; thus, what constitutes a relevant property is contextually determined. Relevant properties of nodes were investigated in relation to the following four aspects- three of which were identified in the intervention scheme discussed above: text-production, disciplinary, publishing, and network properties. For example, a *network property* is when the node introduces the core to a new node.

Moreover, I use the categories local/global to distinguish between scholars inside/outside the participants' country of residence since the participants in this study are exiled academics whose residency status is unstable. In sum, the following are the aspects of focus when analysing ANPs, with the first group of categories being related to the analysis of ties and the second one to the analysis of nodes:

Analysis of ties:

- strong/ weak;
- formal/informal;
- durable/temporary;
- direct/indirect;
- symmetrical/asymmetrical;
- local/global (inside/outside the Syrian academic's country of residence).

Analysis of nodes:

- relevant properties of nodes.

It should be noted here that some characteristics investigated in previous research were not included in the framework for analysing ANPs, such as analysis of clusters, which is the label that marks a group of the same kind, which was included in Lillis and Curry's (2010) and Zappa-Hollman and Duff's (2015) analysis of ANPs. Analysis of clusters did not seem important for answering this study's RQs; it was also difficult to draw a clear line between the different clusters in the academics' networks, as will be seen in the Results chapters (Chapters 4 and 5).

Each writer expressed his network in his own way. For example, in the ANP below, which was drawn by Ahmad while thinking aloud, strength, directness, symmetry, durability, and formality of relationships with the nodes were expressed in a distinctive

way. Unfortunately, because the hand-drawn plots were not anonymized, an example cannot be provided here. Also, following Curry and Lillis (2010), I present ANPs in a standardized manner, such as the one I provide below in Figure 3.3.

Figure 3.3 Example of an academic network plot

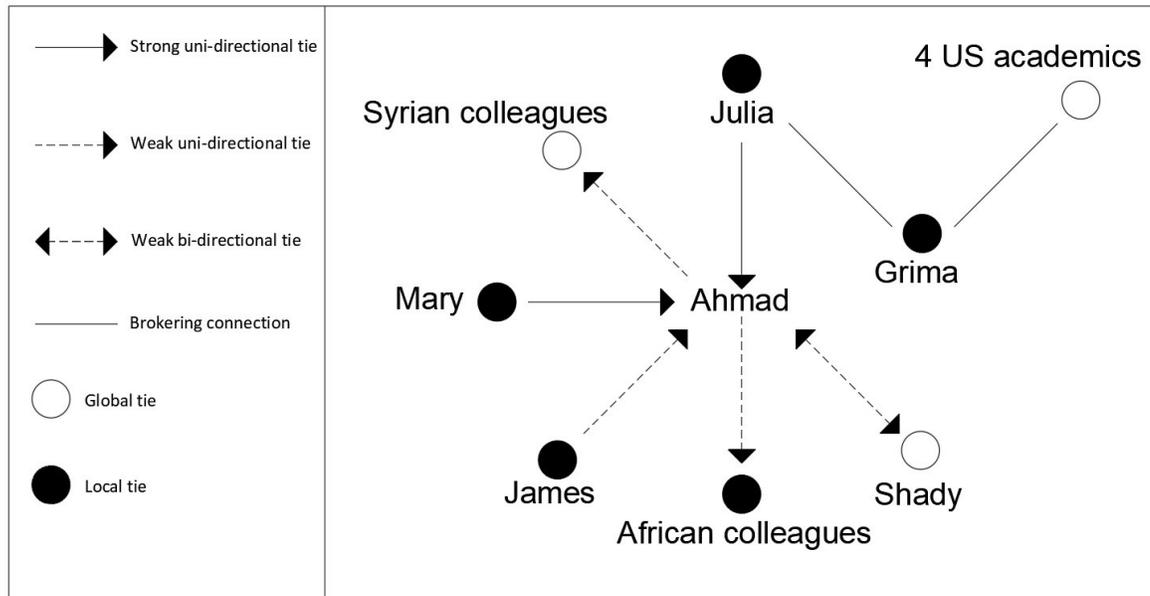


Figure 3.3 above shows Ahmad as the core, connected to the different nodes (James, Mary, Shady ...). The nodes are both global, i.e., outside of Ahmad's country of residence (white circles) and local, i.e., in his country of residence (black circles). The ties varied between strong uni-directional, such as Ahmad's tie with Julia, and weak bi-directional, as in the tie with Shady. Also, the ties were direct, as in Ahmad's tie with his African colleagues, and indirect, as in his tie with Grima.

3.4 Ethical considerations

In this research, all participants had been informed about the research project and that they could ask any questions and raise any concerns before, during, and after participating. They had been informed that their participation was voluntary and would not impact in any way on their relationship with CARA, and that they could withdraw from this research at any stage. Before starting the first interview with each participant, I made sure the participants did not have any doubts about this research and the research methods I use.

Additionally, all participants gave their written consent to participate in an email sent to me and a verbal consent, which was recorded before the first interview with each one of them (for participants' consent form see Appendix A).

Also, all participants were informed that their contribution to this research is respected and is to be treated confidentially and their anonymity is preserved. Thus, all names included are pseudonyms. The sample texts provided in this thesis are modified texts, where sentences are rephrased, and all identifiable information is deleted. Although several participants expressed their desire to have their real names to make their real identities clear, I preferred not to do that in case their future plans changed, and they agreed to keep their identities anonymous. This research has been granted the research ethical approval.

3.5 My reflexive voice

Reflexivity of researchers is significant throughout the whole research process. It centralizes the researcher's life experiences in the process starting from the research proposal and ending with data analysis and interpretation:

A researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions (Malterud, 2001, p. 483-484).

During this research I kept a reflexive journal (Guba & Lincoln, 1994) where I kept notes of my research decisions (theoretical, methodological, and analytical) and reasons for them. Using my journal notes, I reflect in the following on how my background and position, as an exiled Syrian academic and as a CARA volunteer, impacted on this research (a more detailed version of reflexivity in this research is presented in Khuder & Petrić, forthcoming).

My position as an insider to the participants' language, culture, and experience of exile was beneficial in getting access but created some challenges like over-identification and embarrassment of one's experiences. Getting access to participants is one of the most difficult stages in research. This access does not only include crossing gatekeepers but also accessing the realities of the participants (Woods, 1986). Therefore, accessing the

participants was an ongoing process. For example, one of my criteria for recruiting participants was that they should have worked in Syria and although one of the academics indicated he worked in Syria, after being in touch with him for six months, he revealed he never went back to Syria after he received his PhD from a European country. This academic received a scholarship from the Syrian government to do a PhD abroad on the condition he would go back to Syria and work there. He hid this information because I am an insider to the group and he was worried I would think less of him. This shows how my position as an insider was problematic in this case. This resulted in having participants recruitment and data collection overlapping because of participants withdrawal and because I found out that several participants do not fit my criteria of selection, so I had to recruit more participants in the middle of the data collection from other participants. The flexibility of this research design made this possible, in addition to the close familiarity I developed with the Syrian Program through my voluntary participation. My decision to volunteer in the program came after I had two responses to the questionnaire distributed in December. The participants hesitated to contact me, because although I am an insider by identity, they do not know me in person. After volunteering the number of the academics who responded to the questionnaire was significantly higher.

A level of engagement is required from researchers, otherwise a failure in expressing one's personal position brings biases into our work (Naples, 2003). However, this could result in over-engagement. Because I have conducted interviews in my L1, sometimes I seemed to over-engage with the data. Thus, I was not sensitive to certain words when carrying out the analysis. The analysis was sharper when I distanced myself from the language used in the data collection. By conducting the analysis in English, I was able to see things from a different perspective which helps data interpretation. For example, my coding scheme did not include *evaluation* in the first draft. However, when translating that into English it was clear that there was a difference between comparing the systems and evaluating them.

I also faced problems in striking a balance between being a researcher, a colleague, a friend, and a language broker. For example, it was somewhat complicated to figure out when to switch on the recorder or just take notes, and when to just enjoy a friendly conversation. I particularly found the balance of when to start recording and when to only

take notes crucial. When I felt that academics were giving general information, I took notes, but when they mentioned specific incidents, I immediately asked for their permission to record. Moreover, during my voluntary work, academics started seeing me as one of them, but it was crucial not to detract from the main focus of our discussion. At times I was a colleague that they could discuss research with and this contributed to very rich data. However, I was aware of arguments on *overidentification* (Agar, 2006; Hammersley, 1998); and how this could lead researchers to have skewed perspectives and the incapability of recognizing emerging themes during data interpretation. Additionally, “greater familiarity can lead to a loss of objectivity” (Ochieng, 2010); being an insider comes with a price of risking bias by making unconscious assumptions without drawing on data (Delyser, 2001; Hewitt-Taylor, 2002). As can be seen so far, being an insider has its disadvantages. However, I cannot deny that my background as a Syrian academic served as a key determinant of people’s willingness to participate in the research, as all of them indicated in their first interview.

Moreover, my position as an outsider to their discipline was also problematic in understanding their discipline and the fact that the participants are outsiders to my discipline was also problematic in the prejudice they had against the research tools I am using. These academics are outsiders to my discipline, and they had prejudice towards the methods I am using. One participant, an engineer, was cynical about the value of the methods I am using when I was interviewing him and he bluntly said, “I don’t have time for this; this is not proper research and whenever you want to use proper measurable devices, I am happy to help a Syrian fellow”. Two months later after this interview, this academic was interested in doing an interview for his own study and contacted me apologizing for his behaviour. This realisation came after a workshop he attended in Turkey.

To overcome the challenges related to my position, several methods were used. First, participants were involved in the interpretation process as I conducted *member-checks* by asking participants to go through the coding schemes. Also, inter-coder reliability test helped in checking whether I missed out on any important emerging themes. Another way of ensuring reliability was collecting data from several sources and from various informants.

I should acknowledge at the end of this section that I might have had a totally different data had I been an outsider to the group. For example, in Rhodes (1994), a White researcher working with Black participants, reported that her participants opened up to her in ways they would have never done with a Black researcher. This might be true with my participants, but as Ochieng (2010) indicates, it is a matter of sensitivity to the participants and what might be a sensitive issue for them and how to approach it. This was true for my participants who lost their social status in Syria and now feel embarrassed to talk about their social position. Allowing them to bring issues related to social status, rather than asking about it, also helped breaking barriers between us.

3.6 Trustworthiness of data analysis

Data analysis trustworthiness is achieved through a set of criteria to “guide the field activities and to impose checks to be certain that the proposed procedures are in fact being followed” (Lincoln & Guba, 1985, p.330). These criteria are credibility, dependability, transferability, and confirmability (for further discussion on the issue of trustworthiness in this research see Khuder and Petrić, forthcoming).

Credibility, which suggests the findings align with both the researchers’ and the participants’ views of the data, was achieved through a longitudinal engagement with the participants, and through data triangulation (via methods and informants triangulation). Credibility was also achieved via member-checks, where the participants: the four Syrian academics, one co-author, and one EAP tutor, were asked to read and comment on relevant parts of the thesis that report the data interpretation. One of the participants, Ahmad, requested for information to be added at the beginning of the analysis where his co-author refused to give him detailed feedback as he thought this was a very important part of his academic journey (this can be found in Section 4.3.1.1). There were no major disagreements by the participants in general with the way the data was presented. Another way of ensuring credibility was triangulation, i.e., collecting data from several sources, using interviews, textual analysis, writing logs, and ANPs, and from various informants, i.e., the Syrian academics and their co-authors.

The second criterion is dependability, which entails the traceability of the research process and if another researcher is to reanalyse the data, they would produce the same findings. This was ensured via asking an external researcher to conduct inter-coder

reliability check of 10% of the data obtained from interviews, textual analysis, and ANPs. Dependability was also achieved through the researcher's reflexivity (see Section 3.5 above) as it reveals detail of the research and knowledge production processes, showing the rigour applied by the researcher.

The other criteria of trustworthiness that were achieved included transferability, via thick description of the study and its findings which would allow those wishing to transfer the findings of this study to their context to judge the suitability of such transfer. Confirmability, the remaining trustworthiness criterion, was achieved when the other three criteria were achieved: transferability, credibility, and dependability. Confirmability entails a level of confidence that the findings of the study are not based on the research's bias but rather on the participants' narratives. Another method of achieving it was by including the reasons for theoretical and methodological choices in the study (Koch & Harrington, 1998), which was conducted in the various chapters of this thesis.

3.7 Summary

In this chapter, I have described and justified the methods of data collection and analysis. I have also discussed issues of ethical considerations as well as reflexivity and trustworthiness of data analysis. The findings are presented and discussed in Chapters 4, 5, and 6.

4. “Research is like Noah’s boat; it takes you to the safe harbour”: Ahmad’s story

In this chapter, I present Ahmad’s background in exile, followed by his three Academic Network Plots (ANPs) that he drew at the beginning, in the middle, and at the end of this study’s data collection period. I also provide an analysis of three of his Text Histories (THs). I follow that with an analysis of his authorial voice conceptual and textual representation development. I conclude the chapter with a summary of the main findings.

4.1 Ahmad’s background

In this section, I present Ahmad’s journey prior to and in exile, giving an overview of his academic trajectory which sets the scene for this chapter.

4.1.1 Ahmad prior to exile

Ahmad was 40 years old when I first interviewed him (February 2018) and at that time he had been in exile for almost four years. He was married with a one-month old child. He completed his PhD in 2000 in Syria and locally published two articles in Arabic as a prerequisite to receive a PhD degree. He then worked as a university lecturer at a Syrian University for 12 years. In addition to his work as a university lecturer. He was employed between the years 2000-2011 in an international agriculture organization in Syria which employed academics from various countries; this organization still has branches all over the world. Although he was in touch with the academics in the organization, his level of English language which he described as “almost zero” (Ahmad, first Interview- Int.1 hereafter), limited his interaction with them. The organization terminated its work in Syria in 2011 and all the staff returned to their countries of origin.

4.1.2 Ahmad in exile

In 2012, Ahmad had to leave Syria to avoid military service, so he fled to Turkey and worked there selling fruits. He contacted CARA in 2013 by sending an email in Arabic explaining his condition. When CARA learnt about his work with the international organization and his connections with its staff, they asked whether one of the staff members could become his advisor and confirmed that CARA could fund his academic visit to the advisor’s institution. Ahmad contacted an academic in an African country and she accepted to host his visit to her institute. In 2014, Ahmad travelled there and worked with African

and European advisors in the international organization for four years, where he co-authored six articles, which were published in international journals. In 2018, Ahmad obtained a Tier 5 (Temporary Worker) visa to the UK, which allows him to work 20 hours per week and could be extended for one year. He relocated with his family to the UK to take up a post-doctoral fellowship, supported by CARA, where he had a British supervisor and published four articles internationally with her and his previous advisors (see Figure 4.1 for an overview of Ahmad’s academic journey). It should be mentioned here that Ahmad was the first author for all of his co-authored papers.

Concerning his English language level at the beginning of this study (February 2017), his self-assessed listening, speaking, and writing skills were four out of five, while his self-assessed reading skills were five out of five. He reported that he started learning English “properly” (Ahmad, Int.1) only after he left Syria in 2013.

Figure 4. 1 Overview of Ahmad’s academic journey



As can be seen in Figure 4.1 above, Ahmad collaborated with several academics to publish 14 articles. Thus, he developed a considerable academic network while being in exile. In the next section, I discuss how Ahmad developed this academic network and how this was related to his EAL academic literacies development.

4.2 Ahmad’s academic network development (March 2018- August 2019)

Ahmad was asked to draw his ANP1 a month after he arrived in the UK (March 2018). His ANP2 was drawn 12 months after his arrival (March 2019), and his ANP3 was drawn seven months after that (August 2019). He had ties with African, British, and Syrian

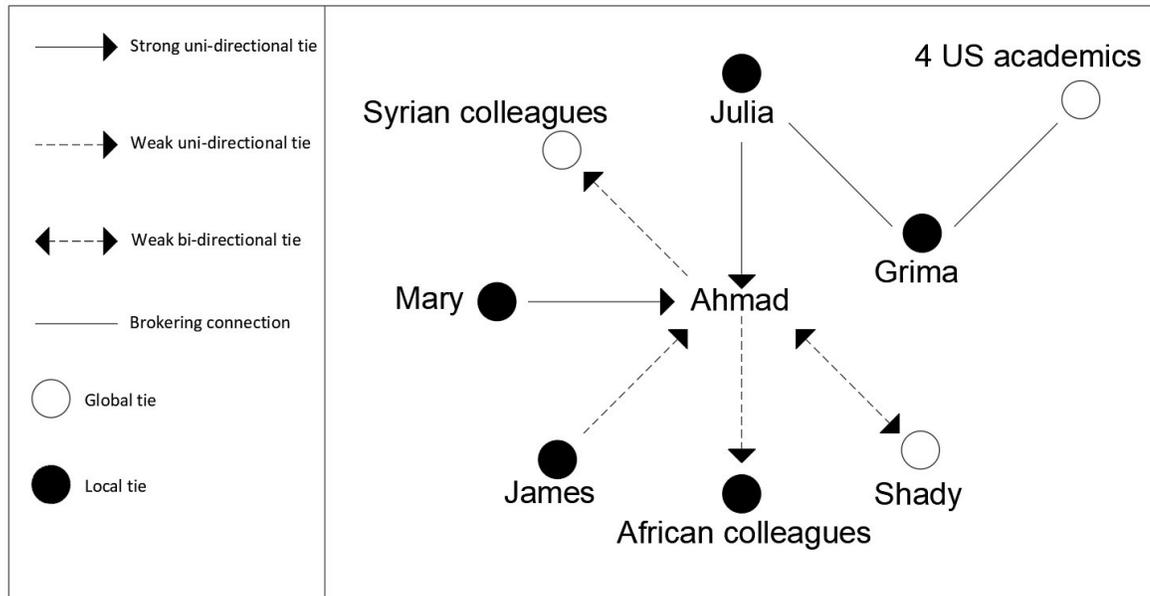
academics that led to publications. As of August 2019, he has published 14 English-medium articles in exile.

4.2.1 Ahmad's ANP1 (March 2018)

When Ahmad was working at an international organization in Syria, he met Julia, an African academic who did not speak Arabic. When they were co-workers in Syria, Ahmad and Julia had very few conversations because “[Ahmad’s] English language level was so low he used to ask ‘how are you’ seven times during a conversation because that is all he knew” (Julia, Int.). Julia expressly supported his writing by co-authoring 14 English-medium articles with him, involving him in international projects, and co-presenting with him at eight conferences inside and outside Africa. Julia also supported his stay in the UK by helping him contact UK universities to receive a post-doctoral placement. Their formal relationship, shown in the overview of Ahmad’s ANP1 in Figure 4.2 below, which was supported by the international organization in Syria and in Africa, included constant contact over four years at the time ANP1 was drawn, thus, it was both durable and strong (see Section 3.3.4 for ANPs analysis procedure). At this stage (March 2018), their relationship was asymmetrical, meaning Ahmad was the recipient of input regarding text-production, disciplinary, publishing, and network aspects. Although Ahmad contributed with disciplinary input, by providing data for the research they conducted, he did not think this contribution would make their relationship symmetrical, since, in Ahmad’s view, Julia was providing more valuable contributions. Julia was mainly his network, text-production, and disciplinary intervener, by involving him in international projects, and assisting him in his text-production, publishing, and disciplinary development through her feedback on their 14 co-authored papers as can be seen in the THs below (Section 4.2). Ahmad’s direct relationship with Julia resulted in other indirect relationships as she facilitated his connection with Girma, an African academic in the discipline of economics who, although having a weak, informal, temporary tie with Ahmad, as they only had one joint publication, helped Ahmad grow as an academic writer via his interventions (see Section 4.3.2). Girma’s comments on Ahmad’s drafts were clearly evident in the feedback Ahmad gave his UK supervisees later as some of his feedback was a mere reiteration of Girma’s comments, especially the ones focusing on reader awareness. For example, Ahmad commented on a supervisee’s draft: “do you think the reader would understand what you are saying here”

(Ahmad's intervention in a supervisee's draft) which echoes Girma's comment on Ahmad's draft: "Would the reader understand this sentence?" (Girma's intervention, Text History 2 Draft 2- TH2D2 hereafter). This shows that Ahmad adopted Girma's comments and transferred what he learnt to another domain of his academic practice, i.e., supervision.

Figure 4. 2 Ahmad's ANP1 (March 2018)



Girma was not only a text-production, publishing, and disciplinary intervener, but also a network intervener by facilitating Ahmad's connection with four US academics in Ahmad's discipline. These US academics provided resources for Ahmad to read about new technological developments in their discipline. This indirect connection was informal, weak, and temporary as they were mentioned by Ahmad while drawing ANP1 only- they do not appear in ANP2 or ANP3. They mainly helped with providing resources and keeping Ahmad up to date with the latest developments in the discipline, thus, they acted as disciplinary interveners.

Unlike Julia, Mary had limited influence on Ahmad's writing. Mary is a European academic who worked with Julia and Ahmad at the same organization in Syria and then moved to Africa when the Syrian Crisis started, to work again with Julia. Mary, the head of their department at that time, provided networking support to Ahmad by facilitating

connection between data owners and the researchers. Mary rarely gave comments on her ten co-authored articles with Ahmad. Thus, she was only a disciplinary intervener where she was involved with the data collection process when Ahmad was unable to travel, due to visa issues, to collect data from a Middle Eastern country.

Ahmad's only contact with a language editor was during his stay in Africa where Ahmad and the language editor, James, had a weak temporary interaction. Ahmad asked James, who worked as a language editor at the same organization at that time as Ahmad, to revise his text. Ahmad's experience with James was not fruitful, consequently, they had one interaction only. James came from a linguistic background, hence, he had no knowledge of Ahmad's topic; this lack of disciplinary knowledge was the main reason Ahmad terminated their relationship: "[James] did not know anything about my discipline, so his comments were not really convincing. He revised things that were correct, like tenses, so we decided not to use any of his comments" (Ahmad, Int.1). It should be noted here that James was not actually interested in doing the assigned job as Ahmad later reported: "He was not paid to specifically do this job, because he had a monthly salary, and he was not interested in doing it" (Ahmad, Int.3).

Ahmad's relationship with his Syrian colleagues, at this stage, was characterised by him merely listing them as co-authors as a favour, or what he called listing them as "gift authors" (Ahmad, Int.1). He did not name individuals in Syria but rather described his relationship with his Syrian colleagues in Syria in general. Thus, their tie was durable yet weak, meaning their relationship lasted a long time (more than ten years) but they did not contact each other frequently. Moreover, the relationship was formal as they were his colleagues in Syria whom he had direct relationship with. This relationship was asymmetrical because Ahmad was the only one contributing to the connection via disciplinary interventions.

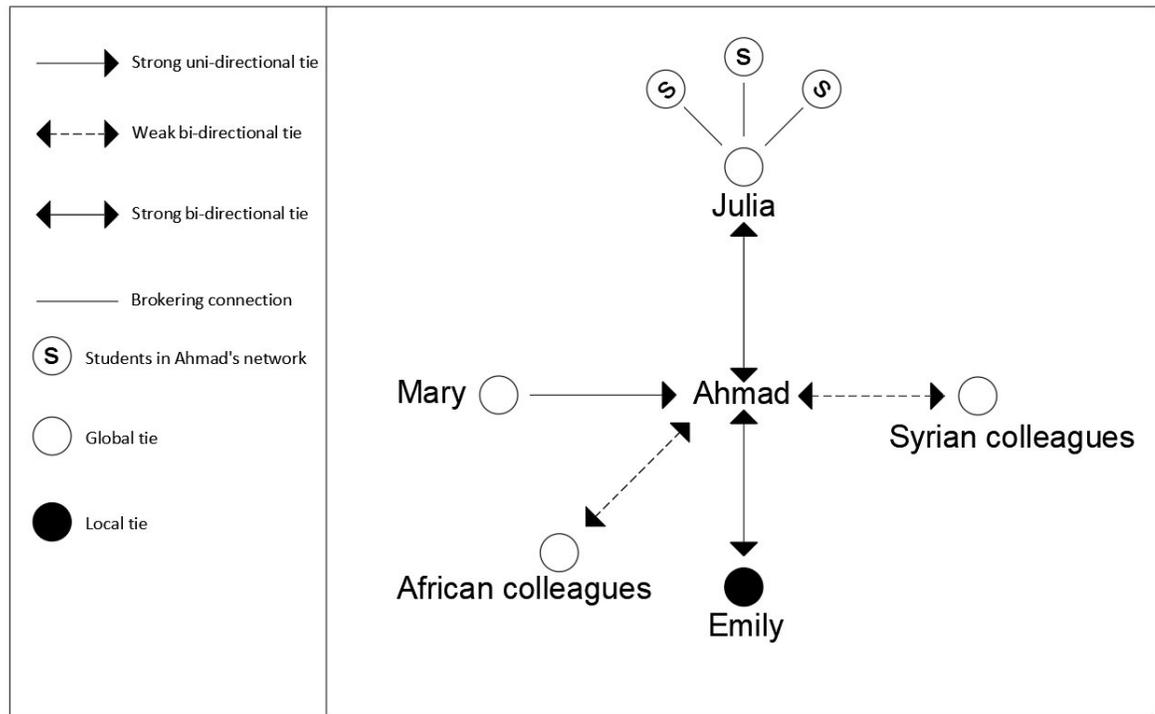
The only Syrian academic that played a considerable role in Ahmad's network was Shady, a Syrian colleague in the discipline of mathematics living in exile, who used to discuss research with Ahmad and was able to help him look at his projects from a different perspective. For example, Ahmad was working with what is called *big data* in mathematics but did not realise it, using another term instead. Shady helped him realise that and assisted him in "adding an interdisciplinary touch" (Ahmad, Int.1), therefore, his article was read by

scholars in both disciplines. It is because of Shady that Ahmad later became interested in interdisciplinary work. Thus, Shady was a disciplinary intervener to Ahmad, in their symmetrical relationship, in which they both shared and discussed ideas from their research.

4.2.2 Ahmad's ANP2 (March 2019)

A year after drawing his ANP1, it can be seen from Figure 4.3 below that Ahmad's tie with Julia remained strong and at this point, it was also bi-directional, where both of them contributed to the collaboration. In this academic tie with Julia, Ahmad felt his knowledge of statistics was valued and needed. Julia continued to play the role of a network intervener by introducing Ahmad to three of her PhD students and asked him to co-supervise them with her. This new tie with the three PhD students resulted in three English-medium publications where Julia and Mary were all involved as co-authors. Although away from his previous institution in Africa, Ahmad's tie with Mary continued. In ANP2, Mary contributed more to the collaboration by having email discussions with Ahmad about research ethics and data analysis while he was in the UK. Thus, her role as a disciplinary intervener was more impactful in ANP2.

Figure 4. 3 Ahmad's ANP2 (March 2019)



Ahmad mentioned his tie with his African and Syrian colleagues, where they helped him in obtaining data from their countries and he contributed back by listing these academics as co-authors. His collaboration and data-obtaining from these two regions was important for him to sustain as he believed such an international collaboration was necessary but rare among scholars which could make him stand out when applying for jobs.

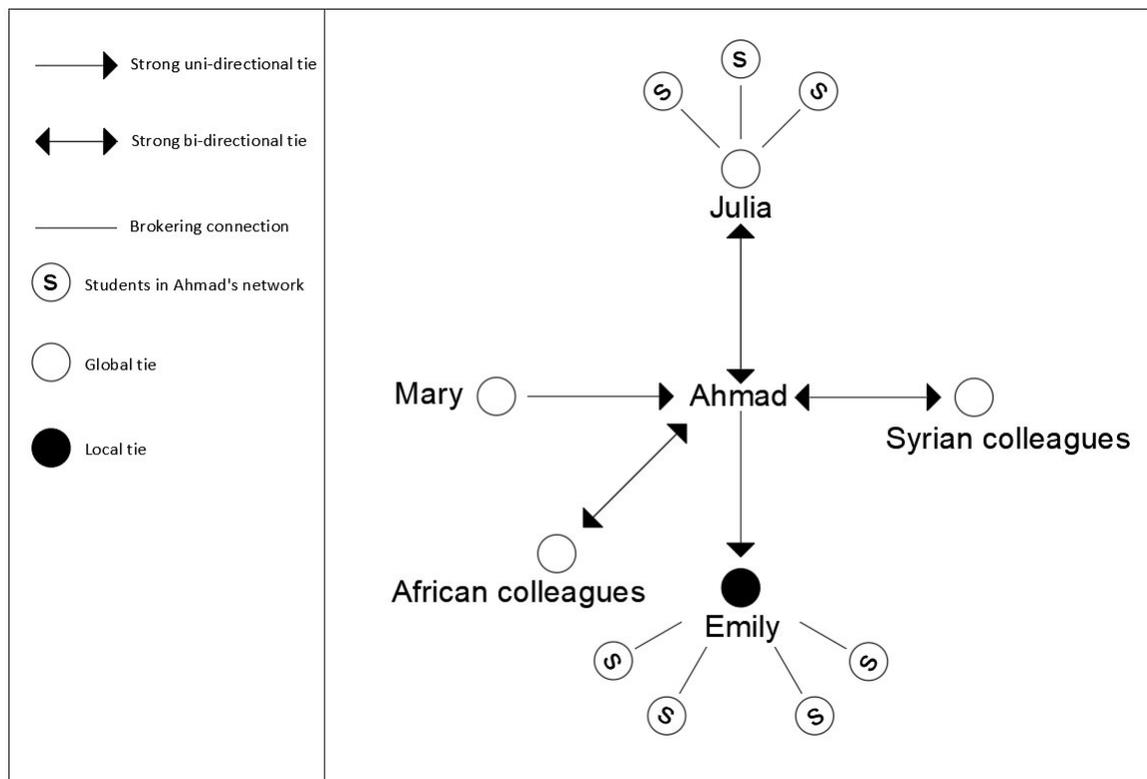
A new member was introduced to Ahmad's academic network, Emily, his UK advisor. This formal tie started two months after Ahmad's arrival in the UK (one month after drawing his ANP1). Emily was surprised with the quality of Ahmad's work and she helped him further refine his research. She introduced him to new methods of conducting experiments on animals which were specific to more developed countries. At this stage, Ahmad and Emily's relationship was symmetrical where both contributed to the joint research. This was evident in the fact that the draft Ahmad submitted to Emily required only minor revisions on the language level, reassuring Ahmad of the value of the content he contributed. Therefore, Emily was Ahmad's disciplinary and publishing intervener by

helping him to publish in more prestigious journals than he had already published in before. Ahmad contributed with network and disciplinary interventions by introducing Emily to his African ties (Julia and Mary) and by conducting data collection, respectively.

4.2.3 Ahmad's ANP3 (August 2019)

Towards the end of the data collection in Ahmad's case, his relationship seemed symmetrical with all the nodes in his network, except for his relationship with Mary and Emily, as can be seen in Figure 4.4 below. He seemed to contribute considerably to all the collaborations; however, it was interesting to see how his joint work with Emily became asymmetrical, with Ahmad feeling he provided more input into the work: "she was more giving to the relationship in the first year. Now, I write drafts, co-supervise her students and all I want from her is to help in getting me a job at this university" (Ahmad, Int.6).

Figure 4. 4 Ahmad's ANP3 (August 2019)



In the previous network plot (ANP2), Emily was mainly a disciplinary and a publishing intervener to Ahmad, but at this stage, Ahmad was hoping for her to act as a

network intervener: “She has many brilliant co-authors but she has not introduced me to any of them. She is so busy even to meet me so I don’t think she will have time to introduce me to people.” (Ahmad, Int.6).

It should be noted that Emily acted as a network intervener in ANP3 by introducing Ahmad to four of her PhD students, who collaborated on one article with Emily and Julia. However, Ahmad expected Emily to help him meet academics who could support him with several types of intervention. In his tie with Emily’s PhD students, Ahmad acted as a text-production, publishing, and network intervener by co-authoring an article with them, teaching them academic writing, and introducing them to his African ties, respectively. These PhD students acted only as disciplinary interveners by providing data for the research.

As for his relationship with Julia, Ahmad continued to get her involved in his projects in the UK. He continued to be Julia’s network intervener by introducing her to Emily’s PhD students. At this phase, Julia acted mainly as a publishing and a disciplinary intervener, as there was no need for her to act as a text-production intervener anymore. As for Mary, she continued to be a disciplinary intervener to Ahmad. However, Ahmad did not believe that he contributed to his collaboration with her because he still needed the types of intervention she offered from the beginning of their joint work.

Ahmad’s Syrian and African colleagues’ contributions in ANP3 were similar to their contributions in ANP2. Also, Ahmad continued to be their text-production, publishing, and network intervener. Therefore, there was no change to Ahmad’s tie with these colleagues.

Interestingly, after showing Ahmad the three ANPs he drew in this study, he noticed how he “failed to develop my network in a long time. Since drawing the last one a year ago, I was not able to make more connections” (Ahmad, Int.10). Two weeks after drawing the final academic network plot (ANP3), I learnt that Ahmad went to a conference in the UK just to widen his academic network. Thus, this research sensitised him to the importance of academic networking and influenced his behaviour in the area of the research interest.

As can be seen in the three ANPs, drawn by and discussed with Ahmad, his academic network grew in the number of nodes and developed in the sense that they became more symmetrical with time. These issues will be discussed in further detail later.

4.2.4 Summary of Ahmad's ANPs

As summarized in Table 4.1 below, Ahmad entered and created a variety of academic ties. In this thesis, ties and nodes were analysed along the following seven dimensions: strong/weak, formal/informal, symmetrical/asymmetrical, durable/temporary, direct/indirect, local/global ties, and the relevant properties of nodes these nodes contributed with as well as the contribution Ahmad offered to these nodes.

The nodes in Ahmad's ANPs varied from local, where Ahmad met the researchers in his country of residence, as in the case of the Syrian academics, Julia, and Mary, to international, which comprised of nodes located outside of Ahmad's country of residence, e.g., his tie with the US academics.

His ties with the nodes ranged from strong and durable (e.g., Julia, Mary, and Emily), weak yet durable (e.g., Syrian and African colleagues), to weak and temporary (e.g., Girma, US academics). Additionally, some of these ties were formal (e.g., Julia, Mary) while others were informal (e.g., Shady). His direct contact was evident in his formal and informal relationships (e.g., Mary, Julia, Emily, Shady), and his indirect contact was evident in formal and informal ties as well (e.g., Girma, Julia's and Emily's PhD students).

Table 4.1 Ahmad's ANPs: A summary

Node	Tie and node types	Node's contribution to the tie	Ahmad's contribution to the tie	How entered	How sustained	Resulting products/ activities
Julia	Local, formal, strong, durable, became symmetrical, direct.	Text-production Network Disciplinary Publishing	Network Disciplinary	Co-workers in Syria	Colleagues, continuous collaboration, emails, Skype calls	14 English-medium articles 8 national and international conference presentations
Emily	Local, formal, strong, durable, became asymmetrical,	Network Disciplinary Publishing	Network Disciplinary	Via CARA	Face-to-face meetings, emails	4 English-medium articles 1 conference presentation

	direct					
Mary	Local, formal, strong, durable, became asymmetrical, direct	Text-production Network Disciplinary Publishing	Network Disciplinary Publishing	Via CARA	Colleagues, continuous collaboration, emails, Skype calls	10 English-medium articles
Girma	Local, informal, weak, temporary, asymmetrical, indirect	Network Disciplinary Publishing	Disciplinary	Via Julia	One collaboration via emails	1 English-medium article
US scholars	Global, informal, weak, temporary, asymmetrical, indirect	Disciplinary	--	Via Girma	Emails	Improving knowledge
Julia's PhD students	Global, informal, weak, durable, asymmetrical, indirect	Disciplinary	Text-production Network Disciplinary Publishing	Via Julia	Emails	3 English-medium articles
Emily's PhD students	Local, informal, weak, durable asymmetrical, indirect	Disciplinary	Text-production Network Disciplinary Publishing	Via Emily	Face-to-face meetings, emails	1 English-medium article
Shady	Local, informal,	Disciplinary	Disciplinary	Friends in Syria	Skype calls, emails	Improved knowledge

	weak, durable, Symmetrical, Direct					
Syrian colleagues	Local, formal, weak, durable Symmetrical, direct	Disciplinary	Text- production Network Disciplinary Publishing	Co- workers in Syria	Skype calls	2 English- medium articles
African colleagues	Local, formal, weak, durable symmetrical, direct	Disciplinary	Text- production Network Disciplinary Publishing	Co- workers in Africa	Skype calls, emails	3 English- medium articles
James	Local, formal, weak, temporary asymmetrical, direct	Text- production	--	Co- workers in Africa	Emails	No product as Ahmad rejected all James' edits

When looking at the size and the quality of Ahmad's academic network, it was interesting to note both the growth and the type of contribution Ahmad and the other academics made to the collaborations. For example, ANP1 included three main contributors to Ahmad's EAL academic literacies development (Mary, Girma, and Julia) who provided him with extensive feedback on various areas (see Section 4.3 below for a detailed analysis of co-authors' feedback). His relationship with two of these academics changed over time. While Girma was absent from ANP2 and ANP3, his relationship with Julia throughout the investigated period became bi-directional. This was evident by looking into Ahmad's contributions to the joint work in being a network and disciplinary intervener to Julia by introducing her to Emily, providing her with the knowledge about disciplinary values in the UK, and collecting data for their joint research, respectively. It is interesting to note that

Ahmad did not think that he contributed to his relationship with Mary which remained asymmetrical throughout the three drawn ANPs. Ahmad believed that because his contact with Mary was mainly about disciplinary intervention and her contribution to the data collection, nothing changed in this relationship as she was only marginally involved with his network, publishing, and text-production development.

As for Ahmad's tie with Emily, it started as a strong, and bi-directional tie in ANP2, where Emily made disciplinary and publishing interventions. Network intervention was added to these two types of intervention in ANP3 when she introduced Ahmad to her PhD students and they, along with Emily and Julia, wrote an English-medium article. Ahmad was a network and a disciplinary intervener to Emily in ANP2 and ANP3 where he introduced her to Julia and to the disciplinary values of working in Africa as well. Both Ahmad and Emily provided disciplinary support to each other by collecting data that was used in their published research.

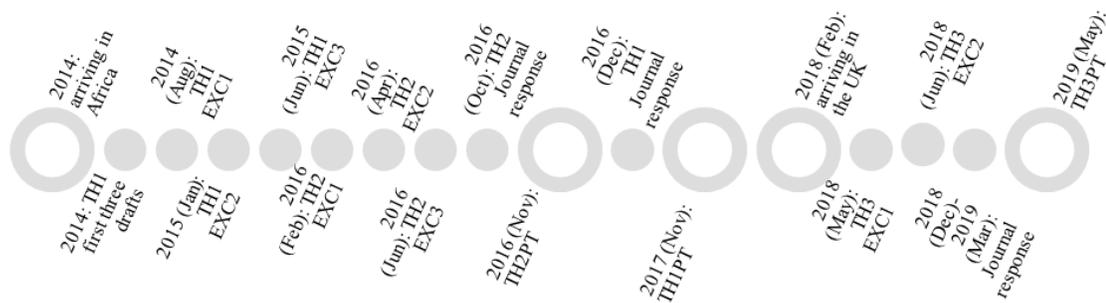
Ahmad's relationship with his Syrian and African colleagues also grew with time. In ANP1, he listed them as "gift authors" (Ahmad, Int.1) in his published research, however, this changed when he relocated to the UK. In ANP2, he started using his connections with these academics to ask them to provide data and later he involved them with the whole publishing process in which Ahmad provided text-production, publishing, and network support to the Syrian and African academics. Therefore, his joint work with these academics was weak yet durable.

This shows the importance of participating in strong, durable ties in which authors can contribute with various types of intervention. This participation was strongly related to Ahmad's EAL academic literacies development as can be seen through the outputs and the amount and type of intervention received. To investigate the relationship between academic networking practices and Ahmad's EAL academic literacies development, I discuss in depth three outcomes, i.e., published texts, of his local, formal, strong, durable, symmetrical, and direct tie with Julia and Emily as well as his local, informal, weak, temporary, asymmetrical, and indirect tie with Girma. This is discussed in light of these academics' interventions in Ahmad's multiple drafts of three texts, discussed as TH1, TH2, and TH3. Issues, such as types, levels, and areas of intervention, are also relevant to the discussion of these three THs.

4.3 Ahmad's EAL academic literacies development through co-authorship practices

In the following, I present THs of three texts Ahmad wrote in exile. The first one is a review article, the second and third ones are research articles. As was discussed in the Methodology chapter (Section 3.2.2.1), the number of articles chosen for analysis depended on the number of articles each participant wrote in exile. In this case, I analysed the first article Ahmad wrote in exile, one article he thought considerably helped him learn about writing for international publication, and the most recent article he published in order to give a holistic view of his EAL academic literacies development. The first draft of the first article was written in 2014 when Ahmad first arrived in Africa, and it was published a few months before arriving in the UK. The second chosen paper was drafted and published in 2016, that is two years after arriving in Africa. This article was the fourth draft article Ahmad wrote in exile. The third article chosen for analysis was published in 2019. The first draft of all articles was written by Ahmad all by himself and then submitted to his co-authors for revision (Figure 4.5 below shows an overview of TH1, TH2, and TH3).

Figure 4. 5 Overview of Ahmad's TH1, TH2, and TH3



I have grouped drafts according to the way Ahmad and his co-authors exchanged them, meaning the first exchange (EXC hereafter) included the draft commented on by the intervener and the draft where Ahmad responded to the co-authors' interventions.

4.3.1 Ahmad's TH1: Overview

The first article was a review article Ahmad wrote about a plant grown in Syria and it was part of a project he conducted there, which was first written in Arabic. Ahmad started drafting his first article in 2014 when he first arrived in Africa, and it was published in 2017, three months before leaving Africa.

At first, the number of co-authors was four, which increased to six co-authors in Draft 2 (D2 hereafter). The number of co-authors dropped down to four in D6 and remained this way till publication. It should be noted that Julia and Ahmad were the only actual authors of this article and the remaining two were “gift authors” (Ahmad, Int.1), whose names Ahmad included as a favour to his colleagues in Syria.

The total number of available drafts was nine; however, only three drafts had feedback written on them by Julia. Ahmad reported that he redrafted his text eight times using: feedback given to other texts he was working on simultaneously with Julia, his readings, and his oral discussions with his colleagues. In the following, I focus on the three draft exchanges that have comments from Julia.

The journal where Ahmad's first article was published did not have a SCIMAGO ranking. The article was reviewed by the editor of the journal only, who gave the article an *accept with minor revision* verdict. Consequently, the article was revised and immediately published afterwards as can be seen in the overview of TH1 in Table 4.2.

Table 4. 2 Overview of TH1

SA = Syrian Author; TI = Textual Intervener (co-authors, journal reviewers, and editor); D = Draft; ST= Submitted text; PT= Published Text

Drafts	Actors	Timeline
D1, D2, D3	SA (Ahmad)	2014 (January)
D4	TI1 (Julia)	2014 (August)
D5	SA (Ahmad)	2014 (September)

D6	T11 (Julia)	2015 (January]
D7	SA (Ahmad)	2015 (January)
D8	T11 (Julia)	2015 (June)
D9	SA (Ahmad)	2015 (August)
ST	T12 (Journal editor)	2016 (April)
D10	SA (Ahmad) + T11 (Julia)	2016 (December)
Published Text (PT)		Nov 2017

NB. Drafts in bold are the ones discussed in detail below.

Below, I examine TH1 draft by draft focusing on Julia’s feedback and Ahmad’s responses to the interventions in the first three drafts revised by Ahmad only and the three EXCs between Ahmad and Julia: EXC1 (D4+D5), EXC2 (D6+D7), and EXC3 (D8+D9).

4.3.1.1 First three drafts

Ahmad approached Julia to ask her to collaborate with him. At first, he wrote the article in Arabic and then used Google Translate to translate it into English. He then showed his draft to Julia, who responded with one comment: “UNREADABLE!!” (Julia’s intervention, TH1D1). She justified her comment in the interview by saying that she did not believe in Ahmad’s research ability at first and thought working with him would be a “waste of time” (Julia, Int.). Ahmad did not give up and he started reading guidebooks on writing for publication and redrafted his article accordingly. Not many changes were implemented as a result of reading these books because Ahmad was drafting a review article and the guidebooks he consulted were about writing research articles. He re-sent the draft to Julia who again responded with one comment: “UNACADEMIC STYLE!” (Julia’s intervention, TH1D2). Ahmad then took the initiative to ask for a meeting where he discussed possible ways to improve his writing with Julia. She shared her impression with Ahmad that he had never read a good English article and advised him to do extensive reading of research. She recommended a specific journal for him to read and learn from.

Ahmad reported how he spent 15 hours a day reading and analysing research articles and keeping notes of sentences that could be integrated into his own writing. He then re-drafted his text by copying some sentences from a published article and using the phrases he kept notes of- this later resulted in plagiarism being detected in his article. However, he was able to produce a draft that Julia was happy to give detailed comments on.

It can be noted that Julia's comments focused on text-production conventions; however, she did not give further information on how Ahmad could make his text more readable, thus, intervention at level 5 (see Section 3.3.1 for an explanation of intervention levels and types). After starting to make a text-production intervention at level 3, by asking Ahmad to read a specific journal, her role in Ahmad's EAL academic literacies development became more effective.

4.3.1.2 TH1 EXC1

In TH1 EXC1, there were 35 interaction episodes between Ahmad and Julia. In EXC1, Julia gave 35 comments on six areas as can be seen in Table 4.3 below. The most commented area was disciplinary arguments then appropriacy of expression. Comments frequency on organization, disciplinary publishing expectations, and disciplinary terminology were five, four, and three, respectively. Coherence and cohesion came last in the number of comments.

Table 4. 3 Intervention areas in TH1 EXC1 (No=35)

Intervention area	No	%
Disciplinary arguments	15	42.8%
Appropriacy of expression	7	20 %
Organization	5	14.2%
Disciplinary publishing expectations	4	14 %

Disciplinary terminology	3	8.5%
Coherence and cohesion	1	2.8%

Julia's comments on disciplinary arguments asked Ahmad to enrich his argumentation by comparing the provided information with related issues. For example, he included information about "the major by-products" used so she wrote: "what about the minor by-products" (Julia's intervention, TH1D3). Similarly, where he made a point about Iran, she commented: "what about Syria? Compare data from both countries" (Julia's intervention, TH1D3). This helped in "teaching me how to enrich my arguments by drawing a whole picture for the reader" (Ahmad, Int.5). Julia's focus on disciplinary arguments was also to help Ahmad "develop his critical thinking" (Julia, Int.). For example, when Ahmad wrote: "This machine mixes the fruits ..." (Ahmad's TH1D3), Julia commented: "so what?" (Julia's intervention, TH1D3). Ahmad added "As a result, ..." (Ahmad's intervention, TH1D5) in response to Julia's comment, describing how mixing fruits using a machine impacted on the results.

Julia also made seven comments on appropriacy of expression regarding the need for rephrasing. She wrote "may need to be rephrased" (Julia's intervention, TH1D3) as a comment on "on product quality" (Ahmad's TH1D3). However, Ahmad did not respond to that and the phrase remained the same till publication. Ahmad commented on this: "she said 'may' so this is not a necessity, and this was a difficult task to me at that time so will take me ages to do it, so I preferred not to do it" (Ahmad, Int.5). She made the same comment elsewhere and Ahmad ended up not making the changes requested. Comments on organization asked Ahmad to move sections and paragraphs: "move this to section xx" and "this would be better in the conclusion" (Julia's interventions, TH1D3). Ahmad responded to these comments by making changes as requested.

As for comments on disciplinary publishing expectations, Julia's interventions were not major. For instance, she deleted the acknowledgment section Ahmad had included. The

reason was that journals commonly require acknowledgements to be included only when the paper is accepted as including them earlier would jeopardise the anonymization of the paper when submitted for review. Ahmad accepted this change without understanding the rationale behind it; this section appeared again in the published text. Another intervention asked Ahmad to make an in-text reference to the table he included. However, she did not mention this should be done to all the tables included in the texts so, although Ahmad responded to this query in this draft, this problem appeared again in other THs.

An example of Julia's comments on disciplinary terminology was to replace "cattle and sheep" (Ahmad's TH1D3) with "ruminants" (Julia's intervention, TH1D3) because "that was the appropriate disciplinary word that should be used" (Julia, Int.). She did not explain this intervention, or the reason why she replaced the term "shells" (Ahmad's TH1D3) with "hulls" (Julia's intervention, TH1D3), to Ahmad who accepted the changes and "made a note of those terms" (Ahmad, Int.5).

Concerning her feedback on coherence and cohesion, Julia made a direct change to the text. She deleted a sentence she considered a repetition of a previous one where both included information about preservation of by-products. However, Ahmad rejected this deletion because "I did not know why she made it and I really liked the sentence that way" (Ahmad, Int.5). Julia deleted this sentence again in the next draft and Ahmad thought, "since she insisted on this, I kept it this way but later I noticed that it was a repetition of what has already been said" (Ahmad, Int.5).

In reference to IL (see Section 3.3.1.2 for the analysis procedure of intervention levels), Julia intervened almost equally at the following three ILs: IL4 (37.1%), IL3 (31.4%), and IL1 (31.4%). In her IL4, Julia indirectly asked Ahmad to make amendments by, for example, writing "do you mean by-products?" (Julia's intervention, TH1D3). As for her IL3, she suggested to Ahmad how to improve the text "add this to the table" (Julia's intervention, TH1D3) and at IL1, she made direct changes to the text. As for the types of intervention, she acted as a disciplinary intervener (51.4%), where her comments focused on disciplinary conventions, for example, disciplinary terminology; a text-production intervener (37.1%) focusing on discourse-specific issues such as appropriacy of expression; and a publishing intervener (11.4%) when her interventions were related to disciplinary publishing expectations, such as formatting the text according to a specific journal's

guidelines. Table 4.4 below summarizes the percentages of both types and levels of intervention in TH1 EXC1.

Table 4. 4 Types and levels of intervention in TH1 EXC1

Intervention Type		
Type	No	%
Disciplinary intervention	18	51.4%
Text-production intervention	13	37.1%
Publishing intervention	4	11.4%
Intervention Level		
Level	No	%
IL4	13	37.1%
IL3	11	31.4%
IL1	11	31.4%

As for the relationship between intervention types and levels and the intervention areas (summarized in Table 4.5 below), it can be noted that Julia, as a disciplinary intervener, phrased her comments mainly at IL4 (13 times out of 18). For example, when commenting on disciplinary arguments at IL4, she pointed out that there was a problem with the text without making direct suggestions such as “which are original by-products and which are from processing?” (Julia’s intervention, TH1D3). Here, Julia was indirectly asking Ahmad to make a distinction between original and processed by-products. However, Ahmad did not understand her comment:

Back then I did not know what that meant and did not want to ask about this because it would show my lack of knowledge of a topic I was writing a review about so this could be really embarrassing (Ahmad, Int.5).

As can be seen in Ahmad's excerpt, the comment was out of his Zone of Proximal Development (ZPD) (see Section 2.3.2 for a discussion on ZPD) and he preferred to delete the whole section, which remained deleted till publication. Julia expressed her disappointment with the fact that Ahmad did not include the information she indirectly asked him to include. She did not notice this until it was pointed out in the interview: "Oh he deleted that! I am really disappointed now for something that happened years ago. I wish he asked me to clarify" (Julia, Int.). Julia regretted not making her request clearer by suggesting to him that he needed to make a distinction: "I should have made this clearer ... I should have made a direct request because the comment looks vague for someone who is new to this" (Julia, Int.).

Regarding her text-production interventions, Julia's comments on appropriacy of expression were mainly done to the text directly. Making direct interventions at IL1. Julia thought this was the best approach to benefit Ahmad, who did not reject any of these comments. The fact that he could see the changes and learn from them was more efficient, Julia thought, than commenting on these issues and asking questions:

It is clear what is right or wrong when it comes to this issue [appropriacy of expression] and this does not need much thinking. It is faster for both of us if I just make the changes and then he could look things up on the internet and learn why and by doing this he will also have the chance to learn about other things because he is a very curious learner. (Julia, Int.)

Table 4. 5 Types and levels of intervention in relation to intervention areas in TH1 EXC1

Intervention type		Intervention area		Intervention level	
Type	No	Area	No	Level	No
Disciplinary intervention	18	Disciplinary arguments	15	IL4	10
				IL3	5
		Disciplinary	3	IL1	2

		terminology		IL4	1
Text-production intervention	13	Appropriacy of expression	7	IL1	5
				IL4	2
		Organization	5	IL3	5
		Coherence and cohesion	1	IL1	1
Publishing intervention	4	Disciplinary publishing expectations	4	IL1	3
				IL3	1

In general, Julia focused her comments on disciplinary conventions, mainly on helping Ahmad improve his disciplinary argumentation. Ahmad's arguments were rather "weak" (Julia, Int.): "[Ahmad] used to just tell the information without actually formulating an argument. His arguments were rather weak" (Julia, Int.). Ahmad seemed to respond to most of Julia's comments, although in a few incidents he rejected the comments and/or simply ignored them because he could not understand the rationale behind them. Julia, who provided feedback that is both close and distant from the problem (IL4, IL3, and IL1), expressed her wish to have intervened mostly at IL3 as it is a clearer way to approach an academic new to these conventions. She justified her approach as follow:

During this draft I really thought I needed to give [Ahmad] the chance to be an equal. I did not want to say: 'do this and that', instead I wanted him to learn the disciplinary academic language and what is expected of him to do if he hears these types of comments ... I also made many changes myself because I was treating him like an equal (Julia, Int.).

However, Ahmad was not very responsive to this intervention level and he failed to make the changes when they were explained at IL4.

4.3.1.3 TH1 EXC2

There were 23 interaction episodes in TH1 EXC2. In this exchange, Julia gave 27 comments on four areas, with the most commented on area being appropriacy of expression and the least one being missing information, as can be seen in Table 4.6 below.

Table 4. 6 Intervention areas in TH1 EXC2 (No=23)

Intervention area	No	%
Appropriacy of expression	15	55.5%
Disciplinary arguments	7	25.9%
Disciplinary publishing expectations	4	14.8%
Missing information	1	3.7%

The main feedback Julia provided on appropriacy of expression was rephrasing Ahmad's writing. For example, when Ahmad wrote

Polyethylene glycol, which has a negative effect, ties to tannins and helps in lessening the negativity (Ahmad's TH1D5)

The sentence was revised by Julia to read:

Polyethylene glycol binds to tannins and decreases its negative impact (Julia's intervention, TH1D6).

Her feedback was also directed towards making the long sentences Ahmad wrote shorter. For example, the sentence:

Culled xx are rich in xx and they might improve xx which degrades the xx (Ahmad's TH1D5)

became:

Culled xx fruits are rich in xx. They might enhance the activities of xx which have the ability to degrade xx. (Julia's intervention, TH1D6).

In this EXC, Julia again asked Ahmad to rephrase some of his sentences hoping that he would learn from the ones she revised herself, but Ahmad, not knowing how to rephrase yet, ignored her comments and deleted them.

The number of interventions on disciplinary arguments was lower than it was in the previous draft (seven interventions). However, in this exchange, Julia's comments were more detailed and longer (around 3-5 lines each). For example, one of her comments was:

Pistachio by-products comprise of hulls, pods etc???They are mainly used as feed for livestock, ruminants after drying or fresh? thrown away? Etc They can be preserved by natural drying or ensiling. This review evaluates the by-products. (Julia's intervention, TH1D6).

In this comment Julia re-wrote part of the text: "They are mainly used as feed ..." in addition to asking Ahmad to continue the argumentation by writing question marks "???" in: "Pistachio by-products comprise of hulls, pods, etc???" indicating she expected Ahmad to complete this sentence. Notably, Julia gave more information in her feedback on argumentation on this draft and this was indeed because Julia learnt from Ahmad's responses to the previous draft that he needed more guidance and, therefore, she decided to provide more detailed comments. Ahmad responded to interventions on disciplinary arguments more fully in this exchange.

This was also the case in Julia's comment on missing information as she was more specific than in the previous version. She not only amended a table but also explained the changes she made: "In cases of 2 varieties what is the difference...location or what, make another column" (Julia's intervention, TH1D6). She also inserted a column saying "Locations?" (Julia's intervention, TH1D6).

Julia gave four comments related to disciplinary publishing expectations, which were focused on making the research more acceptable for the global audience by asking Ahmad directly to change the location he mentioned in his article. "Write Middle East instead" (Julia's intervention, TH1D6), Julia wrote in her comment on the word *Syria* in Ahmad's article. However, Ahmad deleted the comment and kept the word *Syria*. In the later EXC (EXC3), Julia asked why anyone would be interested to read about a plant in Syria. Again, Ahmad did not respond to that comment but rather deleted it and felt offended

by it. When he talked to Julia about his feelings about her comment, she explained how writing *Middle East* would make their research more appealing to the wider audience and how that “could make their article publishable” (Ahmad, Int.5). This clarified to Ahmad the rationale behind Julia’s comment, i.e., that it was not derogatory about Syria but rather motivated by her consideration of the need to present the topic as relevant to a broader audience.

Julia focused her comments mainly on text-production interventions (55.5%), while focusing less on disciplinary and publishing interventions, 29.6% and 14.8%, respectively. The levels of her intervention varied considerably in this draft, ranging from IL1 (40.7%) to IL4 (22.2%), and equally commenting at IL2 and IL3 (18.5%). A summary of the intervention types and levels can be found in Table 4.7 below.

Table 4. 7 Types and levels of intervention in TH1 EXC2

Intervention Type		
Type	No	%
Text-production intervention	17	55.5%
Disciplinary intervention	7	29.6%
Publishing intervention	4	14.8%
Intervention Level		
Level	No	%
IL1	11	40.7%
IL4	6	22.2%
IL3	5	18.5%
IL2	5	18.5%

To draw a connection between intervention types and levels and intervention areas, Table 4.8 below summarizes this relationship. Julia made direct changes to the text when commenting on text-production conventions. She made immediate changes to the text because Ahmad “did not have enough knowledge to make language changes himself and did not know how to use the resources that can help him make these changes” (Julia, Int.). However, Julia made four comments at IL4, asking Ahmad, again, to rephrase himself, hoping he would “learn from the changes I made myself” (Julia, Int.) but Ahmad “was not ready to make these changes here” (Ahmad, Int.5).

As a disciplinary intervener, Julia wrote parts of the argumentation leaving spaces for Ahmad to complete them, making this an IL4 intervention. “I think that is the correct way to deal with disciplinary issues at this stage, I felt I needed to explicitly teach him these things” (Julia, Int.), and the analysis of this exchange shows that Julia’s beliefs matched her practices.

Table 4. 8 Types and levels of intervention in relation to intervention area in TH1 EXC2

Intervention Type		Intervention area		Intervention Level	
Type	No	Area	No	Level	No
Text-production intervention	16	Appropriacy of expression	15	IL1	11
				IL4	4
		Missing information	1	IL3	1
Disciplinary intervention	7	Disciplinary arguments	7	IL2	5
				IL3	2
Publishing intervention	4	Disciplinary publishing expectations	4	IL4	2
				IL3	2

It can be seen that in this exchange that Julia made her feedback more explicit because she thought this was what Ahmad needed at this stage: “It was clear to me that he is not understanding my comments so I had to make changes myself and be a bit more explicit in my requests” (Julia, Int.). However, there was still evidence of her not being aware of his knowledge level and what he could do, especially, in relation to text-production conventions, as in the case of asking him to rephrase. Her attempts in leaving space for Ahmad to make the changes himself without her suggestions were again met with failure on Ahmad’s part.

4.3.1.4 TH1 EXC3

There were 20 interaction episodes in the eighth and ninth drafts. In TH1 EXC3, Julia gave 21 comments on four areas, with the most commented on areas being disciplinary arguments and organization and the least commented on area being disciplinary publishing expectations, as can be seen in Table 4.9 below.

Table 4.9 Intervention areas in TH1 EXC3 (No=21)

Intervention area	No	%
Disciplinary arguments	6	28.5%
Organization	6	28.5%
Appropriacy of expression	5	23.8%
Disciplinary publishing expectations	4	19.04%

Julia’s comments on disciplinary arguments were more straightforward for Ahmad to follow this time. After noting his tendency to delete an argumentation that he did not know how to support, Julia made six comments on disciplinary arguments asking Ahmad clear questions to answer and even giving him the option to delete the sentence: “think about removing this sentence if you cannot show what the decrease was” (Julia’s intervention, TH1D8) and Ahmad responded to this by adding the percentage of the

decrease. Ahmad felt this was a “smart move” from Julia: “I felt like she caught me and now I need to change my strategy. Here she gave me a specific way to improve my argumentation contrary to before when she used to say, ‘what is this?’” (Ahmad, Int.5). It is interesting to note here that Ahmad also was aware of the change in Julia’s intervention and indirectly their relationship.

Unlike TH1 EXC2 where Julia made changes on appropriacy of expression herself, here she wrote suggestions for better writing in the comments section. For instance, she added “or better: had comparatively higher” (Julia’s intervention, TH1D8) in commenting on a sentence “had the highest ...” (Ahmad’s TH1D7). Her other comment was rather vague to an outsider to this co-authorship relationship: “this abstract is not so good. You need to borrow suitable language from other articles” (Julia’s intervention, TH1D8). However, this was discussed among them where she pointed out that this was her “way of teaching him how to rephrase” (Julia, Int.), as she noted in the previous draft that “he was lacking the knowledge to do that” (Julia, Int.).

Julia gave six comments on organization, asking Ahmad to move sentences and paragraphs to other sections. Her comments were direct, and Ahmad responded to her comments by cutting and pasting pieces of his text to the suggested place. Julia’s comments on organization were detailed. For example, she asked Ahmad to divide a section because “the journal does not accept this kind of long sections. Divide this section into effects on: 1. Rumen PH. 2. Microbial protein” (Julia’s intervention, TH1D8). Ahmad reformulated the section in the way Julia suggested.

Julia made four comments on disciplinary publishing expectations. Her comments were focused on explaining acronyms. However, she did not mention in her comments that acronyms should always be explained when they first appear in the text. This resulted in Ahmad explaining only the acronyms she commented on. Also, Julia phrased her comments in a way that made Ahmad “uncomfortable” (Ahmad, Int.5) by starting all of them with “hope this” as in “hope this was previously explained” (Julia’s intervention, TH1D8) and Ahmad felt like she was “threatening” him (Ahmad, Int.5). When they submitted their text, they missed explaining two acronyms and the editor of the journal pointed that out and that was when Ahmad learnt this convention.

Concerning the type of intervention Julia enacted in TH1 EXC3, she was mainly a text-production intervener and to a smaller extent a publishing and a disciplinary intervener, as can be seen in Table 4.10 below which summarizes the percentage of both intervention types and levels. Julia’s levels of intervention were in the middle of the continuum, IL2, IL3, and IL4, as Table 4.10 below shows.

Table 4. 10 Types and levels of intervention in TH1 EXC3

Intervention type		
Type	No	%
Text-production intervention	11	52.2%
Publishing intervention	6	28.5%
Disciplinary intervention	4	19.04%
Intervention level		
Level	No	%
IL2	11	52.2%
IL3	6	28.5%
IL4	4	19.04%

Her text-production intervention focused on two areas: appropriacy of expression and organization. She gave examples of how to start fixing a textual problem as she noticed before that this would be a better approach to enable Ahmad to understand the changes and engage with them: “problems with the language of the text are difficult for him to make on his own and when I do them myself, he rarely noticed them so I think this would be better for him” (Julia, Int.). As for issues related to disciplinary conventions, Julia engaged further in her feedback to act at IL3 where she gave Ahmad suggestions and choices so he could

engage more with her comments. Ahmad showed a higher level of interaction here by, at least, not ignoring her comments.

Table 4. 11 Types and levels of intervention in relation to intervention area in TH1 EXC3

Intervention type		Intervention area		Intervention Level	
Type	No	Area	No	Level	No
Text-production intervention	11	Appropriacy of expression	5	IL2	5
		Organization	6	IL2	6
Disciplinary intervention	6	Disciplinary arguments	6	IL3	6
Publishing intervention	4	Disciplinary publishing expectations	4	IL4	4

In summary, Julia, who gave one comment on each of the first three drafts, started writing more comments on the next three drafts, with the highest number of comments being 35 and the lowest being 21. She focused on a range of issues, with the most prominent ones being: disciplinary arguments, language issues, disciplinary publishing expectations, and organization, which were present in all the drafts of this text. This shows the importance of these issues to producing a text that is publishable. It was notable in TH1 that the frequency of comments on disciplinary aspects reduced and these on text-production issues increased as the process went by, suggesting that Julia was more focused on getting the disciplinary aspects fixed first and then focusing on text-production ones.

Ahmad was rather keen from the beginning to receive advice from Julia. He also made notes of the changes she made to the text in hope that he could use them in his writing. However, Ahmad rejected comments and changes he did not understand, especially

when these comments were made at IL4. This drove Julia to edit her approach in the next draft, where she provided interventions at IL3 in TH1 EXC2 as she wrote longer, more detailed comments, to which Ahmad was more responsive than in TH1 EXC1. However, there was still evidence of Ahmad's rejection of some suggestions because of his lack of knowledge of how to make the required changes. Compared to EXC2, in EXC3, Julia made interventions at IL3 rather than making the changes herself by intervening at IL1. However, Ahmad responded differently to direct comments according to the intervention type: while for disciplinary conventions he added the required information, he failed to do so for text-production issues.

4.3.2 Ahmad's TH2: Overview

Ahmad's second analysed article is his fourth written article, but it was his first published one. This article was written and published in 2016, as can be noted in Table 4.12 below which shows an overview of TH2. The journal where this article was published had a ranking amongst the top 50 journals out of 358 on SCIMAGO with a rank indicator of 0,675 in 2016 when using the filters specific to Ahmad's subject area. This research article was about farmers' preferences regarding the use of a particular biological material as animal feed.

This article had comments from Julia and Girma (see Section 4.2.1 for Ahmad's relationship with Girma). The co-authors' names included were Ahmad, Julia, and Girma, who participated in the actual text production, and Mary who assisted in data collection. This article marked a changing point in Ahmad's EAL academic literacies trajectory for several reasons:

It was my first attempt into bringing something from the social sciences into our discipline and not many people do that and I learnt a lot from my co-author's comments. I think Girma's comments were so strong and that helped us publish so quickly in such a good journal (Ahmad, Int.6).

Ahmad conducted this interdisciplinary research by using questionnaires to understand farmers' preferences and also by analysing the data using a statistical test that is usually associated with social sciences. In writing this article, Ahmad also "learnt a lot from

Girma’s comments that focused on the reader and how I should keep the reviewers in my mind when I am writing” (Ahmad, Int.6).

Table 4. 12 Overview of TH2

SA = Syrian Author; TI = Textual Intervener (co-authors, journal reviewers, and editor); D = Draft; ST= Submitted text; PT= Published Text

Drafts	Text respondents	Timeline
D1	SA (Ahmad)	January (2016)
D2	TI1 (Girma)	February (2016)
D3	SA (Ahmad)	February (2016)
D4	TI1 (Girma)	April (2016)
D5	SA (Ahmad)	April (2016)
D6	TI2 (Julia and Girma)	June (2016)
ST	TI3 (Journal editor) + TI3 (reviewer 1) + TI4 (reviewer 2)	October (2016)
D7	SA (Ahmad)	October (2016)
PT		November (2016)

NB. Drafts in bold are the ones discussed in detail below.

As can be seen in Table 4.12 above, the total number of drafts that Ahmad kept a copy of were seven, two commented on by Girma, and one by Julia, in addition to one round of comments received from the journal editor and two reviewers. In the following, I present the analysis for the following three exchanges: EXC1 (D1+D2), EXC2 (D3+D4), and EXC3 (D5+D6).

4.3.2.1 TH2 EXC1

There were 37 interaction episodes initiated by Girma with Ahmad adding 10 comments on the text in this exchange, making the total number of comments on this draft 47. Girma commented on eight areas. The most commented on area was disciplinary arguments then missing information. Almost the same number of comments (3-4) were dedicated to organization, disciplinary terminology, appropriacy of expression, and reader awareness. Two comments were made on each of disciplinary publishing expectations and positioning the research, as Table 4.13 below shows.

Table 4. 13 Intervention areas in TH2 EXC1 (No=37)

Intervention area	No	%
Disciplinary arguments	14	37.8%
Missing information	6	16.2%
Disciplinary terminology	4	10.8%
Organization	3	8.1%
Appropriacy of expression	3	8.1%
Reader awareness	3	8.1%
Disciplinary publishing expectations	2	5.4%
Positioning the research	2	5.4%

Girma's largest number of comments was dedicated to disciplinary arguments (14 comments). He asked questions for elaboration "why? How about allocation to feed?" (Girma's intervention, TH2D2). Ahmad wrote in reply to this comment: "not relevant according to the literature" (Ahmad's intervention, TH2D3). However, in a later draft Girma also replied to this comment: "[Ahmad]- please see how other papers review

literature to support their arguments and put it in the introduction. You shall do that” (Girma’s intervention, TH2D4). By being asked to imitate other papers, Ahmad was more able to understand Girma’s point of view and he was finally able to review the literature appropriately.

Although only a small number of comments was aimed at reader awareness, Ahmad seemed very impressed by these comments. For example, Ahmad expressed how valuable this comment: “you might struggle to convince reviewers how this actually increases the pressure on mixed FS” (Girma’s intervention, TH2D2), made by Girma was by saying:

It was the first time I thought about the reviewers you know. And the difference between presenting something that is easy to convince people with and something that is challenging. At first, I thought he meant I should delete that but I thought I will try and struggle and write challenging things. That is why you will see that I deleted that in the second draft and then wrote it again but with a better justification. (Ahmad, Int.6)

When Girma’s comments were not clear to Ahmad, Ahmad asked for a meeting to discuss what he considered a vague comment. For example, in relation to appropriacy of expression, Girma’s comment: “Not clear!!!” (Girma’s intervention, TH2D2) on “The use of legume residue increased significantly ...” (Ahmad’s TH2D1) was vague to Ahmad. When they met, Girma explained why the sentence was not clear to him; however, Ahmad explained that this was clear in his discipline and they both agreed to keep it, and it appeared in the published text.

One of Girma’s comments on positioning the research was about placing the information Ahmad provided in an “agro-ecology or farming systems. Representativeness of the districts is more important than their political administration” (Girma’s intervention, TH2D2). This comment was also a learning moment for Ahmad who learnt how to “present my data in line with the thinking of specific theories in the discipline” (Ahmad, Int.6).

In respect of intervention types, Girma focused his feedback on disciplinary issues in more than half of the comments (62.1%). His publishing and text-production interventions were enacted 32.4% and 5.4% of the time, respectively. Regarding his intervention levels, his comments ranged from IL2 to IL5, with the most comments being at

IL3 (56.7%) and the least one being at IL2 (8.1%). Table 4.14 shows a summary of the types and levels of intervention in TH2 EXC1.

Table 4. 14 Types and levels of intervention in TH2 EXC1

Intervention type		
Type	No	%
Disciplinary intervention	23	62.1%
Publishing intervention	12	32.4%
Text-production intervention	2	5.4%
Intervention level		
Level	No	%
IL3	21	56.7%
IL4	8	21.6%
IL5	5	13.5%
IL2	3	8.1%

Table 4.15 below shows a summary of the relationship between intervention types and levels and the area of intervention Girma focused on in his feedback in TH2 EXC1. As can be seen in Table 4.15, Girma's disciplinary interventions focused on five areas: disciplinary arguments, missing information, disciplinary terminology, positioning the research, and reader-awareness. Girma's comments functioned at different intervention levels: IL5, IL4, and IL3. His comments on disciplinary terminology belonged to IL5 as he only highlighted terminological problems in the text for Ahmad to do the revision himself. It can be interpreted here that because Girma, an economist, was not in the same discipline

as Ahmad, he preferred not to give suggestions for revision on this area. For example, Girma commented with: “???” (Girma’s intervention, TH2D2) on “population density of small ruminants ...” (Ahmad’s TH2D1). Ahmad, however, responded to that without hesitation and rewrote it to read: “number of small ruminants” (Ahmad’s TH2D3).

Comments on disciplinary arguments were approached at IL3 and IL4. An example of IL4 is when Girma pointed out that there was a problem with the abstract conclusion: “This can hardly be the take home message from this research”. IL3 focusing on disciplinary arguments is, for example, when Girma gave suggestions for improvements: “This is good. Explain the r/ship of farm size and residue use just like this!!” (Girma’s intervention, TH2D2). Another comment at IL3, that not only points out problems but also suggests ways to fix them, is the following lengthy comment:

Do they teach about both legumes and cereals? Do they have any recommendation as to which residue shall be used for feeding or mulching? Do you need to be specific about legume and cereal residues for each and every variable? Some variables might affect the intensity of use of legume and cereal residues similarly. (Girma’s intervention, TH2D2)

This comment helped Ahmad understand how to properly review the literature in his text:

This comment changed how I report literature. Never thought I should ask myself questions about the sentences I write. What they convey and what my purpose of providing the sentences I have provided is. I use that with my students now. I ask them these questions to make sure they have not left any details out and that the details they provided are actually helpful. (Ahmad, Int.6)

Reader-awareness was commented on at levels IL2 and IL3, where Girma raised Ahmad’s awareness of readers’ expectations. Moreover, Girma played the role of a text-production intervener three times when commenting on appropriacy of expression and three times when commenting on organization. His comments were phrased as IL2 by giving suggestions to Ahmad on the rephrasing of his statements: “do you mean xx” (Girma’s intervention, TH2D2). Another way of intervention at IL2 was writing to Ahmad: “I will rewrite this section” (Girma’s intervention, TH2D2).

Table 4. 15 Types and levels of intervention in relation to intervention area in TH2 EXC1

Intervention types		Intervention area		Intervention levels	
Type	No	Area	No	Level	No
Disciplinary intervention	20	Disciplinary terminology	4	IL5	4
		Disciplinary arguments	14	IL4	5
				IL3	8
				IL2	1
		Positioning the research	2	IL3	2
Reader awareness	3	IL3	3		
Text-production intervention	12	Appropriacy of expression	3	IL2	2
				IL5	1
		Organization	3	IL3	3
		Missing information	6	IL4	3
IL3	3				
Publishing intervention	5	Disciplinary publishing expectations	2	IL3	2

In TH2 EXC1, Girma commented on several areas using several levels of intervention. It was noticeable in this section how Girma's comments moved from IL4 to IL3 when Ahmad expressed his lack of understanding of comments at IL4, as can be seen in the example above on disciplinary arguments. Remarkably, only a small number of Girma's comments focused on text-production intervention, an issue Ahmad was also aware of: "I think he focused on disciplinary issues more not because my writing does not need fixing but because this is the first draft" (Ahmad, Int.6). Another noticeable feature was the increasing number of Ahmad's comments on the text asking for clarification, unlike the previous TH (TH1, Section 4.3.1) where he deleted the comments he did not understand.

4.3.2.2 TH2 EXC2

There were 11 interaction episodes in this draft, with 11 comments from Girma and two from Ahmad. The most commented on area was disciplinary arguments, where six comments were dedicated to asking Ahmad to conceptually revise his arguments. Other areas commented on were disciplinary terminology, disciplinary publishing expectations, organization, positioning the research, and missing information, with one comment on each of these categories, as Table 4.16 below shows.

Table 4. 16 Intervention areas in TH2 EXC2 (No=11)

Intervention area	No	%
Disciplinary arguments	6	54.5%
Disciplinary publishing expectations	1	9.09%
Disciplinary terminology	1	9.09%
Organization	1	9.09%
Positioning the research	1	9.09%
Missing information	1	9.09%

A comment that focused on disciplinary arguments was “you can’t hypothesize this based on the results. Why would you expect this to happen?” (Girma’s intervention, TH2D4). In fact, Ahmad was repeatedly criticised for drawing wrong conclusions. He was aware of this weakness:

There is no method one can follow to draw the right conclusion. It is so easy for me to lose focus and write something general. However, I am aware of my weakness here and that is the important thing. All I need is redrafting and rereading what I wrote and see if it makes sense. I actually do that with my students; I tell them to

tell me their research and draw a line and see if the ideas are connected. This is how you stay focused. (Ahmad, Int.6)

Another comment that focused on disciplinary arguments was: “This shall be verified in line with the content and presentation of the extension advices on crop residue management.” (Girma’s intervention, TH2D4). It should be noted that Girma here was writing as an economist using the words “verified” and “extension advices”. Therefore, Ahmad did not understand the language of this comment, so he wrote: “Not clear to me” (Ahmad’s intervention, TH2D5) and then Girma rephrased his comment: “you need to explain specifically what the extension services encompass when it comes to crop residue management” (Girma’s intervention, TH2D6). This rephrasing enabled Ahmad to understand the comment and subsequently respond to it.

The comment on disciplinary publishing expectations asked Ahmad to read an article in the journal they were planning to publish in and to copy the structure used in the article: “Get a copy of the paper available at [name of journal] and follow the structure carefully. See how they structured the paper” (Girma’s intervention, TH2D4). Ahmad defined “structured” as the “general format of the paper. Introduction, methods, discussion, and conclusion” (Ahmad, Int.6). He thought the structure was “fine since I had already read some of the journal’s articles and thought I structured the paper properly already” (Ahmad, Int.6). Consequently, Ahmad requested a meeting with Girma to clarify what he meant by structure. Girma explained that “it was about how they introduced their topic in the paper, how to present the results ... meaning is what kind of logical order, do we need a conclusion or not for each section” (Ahmad, Int.6). However, Ahmad found the comment on structure to be

very general. I think he should have asked me to do this in the first draft and not now. Also, he should have given me some examples of where the structure does not look OK ... this actually make me think of my students now and how I should not do that to them” (Ahmad, Int.6).

It was interesting to note here the impact of this research on Ahmad’s reflection on his practices as a textual intervener to his students. However, there was an instance where Girma gave a more detailed comment related to the organization of the paper:

This shall be part of the results and discussion section. Take the text under each variable to the discussion section and relate it with what you have come up with. (Girma's intervention, TH2D4)

Here Ahmad learnt from this comment that:

It is not only the information you provide but also the way you present it is very important. You should present it not in a simple way but in a way that people in our discipline would feel special while reading it. (Ahmad, Int.6)

The comment that focused on positioning the research was: "Can you provide an evidence for this? It sounds like an argument by a feminist. The reality is not necessarily in line with the argumentation of such groups" (Girma's intervention, TH2D4) (this comment was discussed also in Section 3.3.1.1). Ahmad responded to that by: "What is wrong with arguing like a feminist!" (Ahmad's intervention, TH2D5). Julia, in EXC3 discussed in detail in the next section, commented on this interaction episode: "Seriously!" (Julia's intervention, TH2D6) and Girma added a comment that raised Ahmad's awareness of the reader: "[Ahmad], the reader needs an evidence of your claim. Can you provide that from literature? Try and argue like an academic." (Girma's intervention, TH2D6). This interaction episode ended by Ahmad deleting the whole section because he was unable to find literature to support his claims.

Concerning the type of his intervention, Girma acted mainly as a disciplinary intervener (72.7%) and not as much as a text-production (18.1%) and a publishing (9.09%) intervener. As for the level of intervention Girma enacted in his comments, he mainly pointed out the problems and suggested ways to fix them by intervening at IL3 (81.8%). Other levels of intervention enacted were IL4 and IL2 (9.09% each), as summarized in Table 4.17 below.

Table 4. 17 Types and levels of intervention in TH2 EXC2

Intervention types		
Type	No	%
Disciplinary intervention	8	72.7%
Text-production intervention	2	18.1%
Publishing intervention	1	9.09%
Intervention levels		
Level	No	%
IL3	9	81.8%
IL4	1	9.09%
IL2	1	9.09%

Regarding the relationship between intervention types and levels and the intervention area, Table 4.18 shows a summary of this relationship. As a disciplinary intervener, Girma focused his comments on disciplinary arguments, positioning the research, and disciplinary terminology. The level of his intervention was mostly at IL3 where he asked Ahmad directly to make specified changes. For example, “compare and contrast those variables” (Girma’s intervention, TH2D4), Girma commented on disciplinary arguments. IL2 was enacted in Girma’s comment: “we need to discuss this when we meet first” (Girma’s intervention, TH2D4), showing that both had information they needed to share and discuss. As a publishing intervener, Girma focused on disciplinary publishing expectations, where the information was provided to Ahmad in clear and specific comments, thus, intervening at IL3.

Table 4. 18 Types and levels of intervention in relation to intervention area in TH2 EXC2

Intervention types		Intervention area		Intervention levels	
Type	No	Area	No	Level	No
Disciplinary intervention	8	Disciplinary arguments	6	IL3	4
				IL4	1
				IL2	1
		Positioning the research	1	IL3	1
		Disciplinary terminology	1	IL3	1
Text-production intervention	2	Missing information	1	IL3	1
		Organization	1	IL3	1
Publishing intervention	1	Disciplinary publishing expectations	1	IL3	1

In TH2 EXC2, Ahmad again asked Girma to elaborate on his comments. Some of the comments were not understood by Ahmad because of his lack of familiarity with the economics discourse. When Girma wrote using the disciplinary terminology of economics, Ahmad asked him for clarification. However, Ahmad also misunderstood Girma's comments on the structure of the paper due to his lack of experience of writing the research article genre. What might have become a negative interaction, not resulting in text improvement here, was taken by Ahmad positively as a learning moment as he reported that he became more aware of how less experienced writers might not understand some comments when dealing with his own students.

4.3.2.3 TH2 EXC3

In this draft, there were 20 interaction episodes, where Julia made 20 comments and there were no comments from Ahmad. Half of the comments were dedicated to missing information. Julia also focused 25% of her comments on appropriacy of expression, and 15% on disciplinary arguments. One comment each was made to organization and disciplinary publishing expectations, as can be seen in Table 4.19 below.

Table 4. 19 Intervention areas in TH2 EXC3 (No=20)

Intervention area	No	%
Missing information	10	50%
Appropriacy of expression	5	25%
Disciplinary arguments	3	15%
Organization	1	5%
Disciplinary publishing expectations	1	5%

Ten comments were made on the area of missing information. As an example, when Ahmad wrote “studies have shown” (Ahmad’s TH2D5) but cited one study only, Julia explained: “write at least 2 refs, you said ‘studies have shown’” (Julia’s intervention, TH2D6). She also asked Ahmad to “give the equation” (Julia’s intervention, TH2D6) when that was missing from his text. Another comment was asking Ahmad to write the raw numbers and not only the percentages of the results: “you may actually have to write the actual numbers” (Julia’s intervention, TH2D6). Ahmad responded to these comments by adding the required information. The published version indeed shows that Ahmad’s additions were all appropriate as they were not altered or revised by his co-authors.

Appropriacy of expression was commented on five times by Julia: “this p in brackets comes immediately after the word significant not at the end of the sentence. Change this in the whole document” (Julia’s intervention, TH2D6); this was a learning moment for Ahmad who started learning how to report statistical results. To ensure he understood what Julia meant by this comment, Ahmad checked published articles to see where authors placed not only the p value but also other statistical findings. Another comment on appropriacy of expression was “!!!” (Julia’s intervention, TH2D6) located on the space between two acronyms. Ahmad again examined how published articles used two consecutive acronyms and he “noticed there was an apostrophe there, so I did that”

(Ahmad, Int.6). Thus, it was interesting to note here that Ahmad developed a strategy to deal with the comments that asked him to provide information he was unfamiliar with.

One of Julia's comments on disciplinary argumentation was similar to that of Girma's focusing on how Ahmad reached the wrong conclusion, but it was located in a different section from the one Girma commented on: "are these comparisons actually valid? Maybe think of another implication to your results" (Julia's intervention, TH2D6). Another intervention Julia made on argumentation was "NO!!!" (Julia's intervention, TH2D6) to a statement Ahmad wrote. Julia, after realizing Ahmad might not understand her comment, added "... therefore, nutrients need to work with breeders to select ..." (Julia's intervention, TH2D6). In her addition to the comment, she was "adding some suggestions for alternative implications for the study at the end of the paragraph because the implications [Ahmad] added did not make any sense" (Julia, Int.). Ahmad noted that the added implication by Julia made the disciplinary arguments more in line with the results:

See her comment feels like a natural flow from the results which is something I noticed I did not have before. But now I am better. It is always good to talk to someone and ask them whether you make sense, and this is how I teach my students to write more coherent arguments. (Ahmad, Int.6)

Disciplinary publishing expectations were commented on when Ahmad reported processes: "was there a comment on how to report this. Look and amend" (Julia's intervention, TH2D6). What Julia meant here was for Ahmad "to look into other articles which tackled the same issue and see how they reported this process" (Julia, Int.); Ahmad amended his writing by imitating a published article.

Regarding the types and levels of intervention, as can be seen below, Julia played mainly the role of a text-production intervener, and to a smaller degree a disciplinary and a publishing intervener, as can be seen in Table 4.20 below. Julia's ILs varied between IL3 (65%), IL5 (25%), and IL4 (10%).

Table 4. 20 Types and levels of intervention in TH2 EXC3

Intervention types		
Type	No	%
Text-production intervention	16	80%
Disciplinary intervention	3	15%
Publishing intervention	1	5%
Intervention levels		
Level	No	%
IL3	13	65%
IL5	5	25%
IL4	2	10%

The relationship between intervention types and levels and the intervention area is summarized in Table 4.21 below. It was interesting to notice Julia giving feedback that belonged to IL5, a level she did not use in the previous exchanges discussed above. Her comments belonged to IL5 in her disciplinary and text-production interventions by only writing “!!!!” and “what is this” (Julia’s interventions, TH2D6) when she thought there was a problem with the text. She also commented at IL3. For example, in focusing on missing information, Julia asked Ahmad to add the percentage of men who made the decision next to the sentence that reported the percentage of women making the decision. In her text-production intervention focusing on organization, she asked Ahmad to “move this section to be a conclusion for the previous section.” (Julia’s interventions, TH2D6). Julia, as a disciplinary intervener, made comments on disciplinary arguments. Her disciplinary intervention was enacted at IL3 and IL5. In her publishing intervention, Julia’s comments were made at IL3 in focusing on disciplinary publishing expectations.

Table 4. 21 Types and levels of intervention in relation to intervention area in TH2 EXC3

Intervention types		Intervention area		Intervention levels	
Type	No	Area	No	Level	No
Text-production intervention	16	Appropriacy of expression	5	IL3	2
				IL5	3
		Missing information	10	IL3	7
				IL4	2
				IL5	1
Organization	1	IL3	1		
Disciplinary intervention	3	Disciplinary arguments	3	IL3	2
				IL5	1
Publishing intervention	1	Disciplinary publishing expectations	1	IL3	1

TH2 EXC3 shows how Ahmad interacted with the different levels of Julia's intervention. It could be seen that earlier IL5 was rather difficult for him to engage with. Ahmad was able in EXC3 to navigate his way through comments and the changes he made appeared in the published text.

As can be seen in TH2, where comments from both Julia and Girma were analysed, a wide range of areas were commented on especially by Girma, who introduced new conventions to Ahmad including reader awareness and positioning the research, as well as other seven areas. Girma's levels of intervention varied from IL2 to IL5. Ahmad managed to respond to all of Girma's and Julia's comments, unlike his interaction with Julia in TH1. Even when Ahmad was unable to understand a comment, he discussed it with the co-author, and sometimes even rejected it as the case of when Girma asked him to rephrase part of a sentence but Ahmad clarified that this is how this part is expressed in his discipline. Another area of Ahmad's development is his development of a strategy to respond to

comments that included aspects he was unfamiliar with, like checking other published texts. It was also interesting to see how Ahmad tried to maximize his learning outcome from the comments by applying a suggestion to the whole text rather than fixing the features where the comment was placed, such as in reporting the p value. This is unlike TH1 where Ahmad only edited what was asked of him, not being able to edit other parts of the text with a similar issue.

4.3.3 Ahmad's TH3: Overview

Ahmad's third analysed article is his thirteenth written article and the tenth published one. As summarized in Table 4.22 below, the article was first written in 2018 and published in 2019. The journal where this article was published had a ranking amongst the top 150 journals out of 754 on SCIMAGO with a rank indicator of 0,513 in 2019 when using the filters specific to Ahmad's subject area. This research article was about the effect of following a high quality and low-cost diet on cow health in Syria. The article had comments from Emily (for Ahmad's collaboration with Emily see ANP3, Section 4.2.3) and Julia. The co-authors included Ahmad, Julia, Emily, and two Syrian colleagues of Ahmad who conducted data collection in Syria (for Ahmad's relationship with his Syrian colleagues see ANP2, Section 4.2.2, and ANP3, Section 4.2.3). This article was the most recent article published at the end of the data collection for this study and of importance to discuss here to show the longitudinal aspect of Ahmad's EAL academic literacies development as well as the change in the type of intervention he received from his co-authors.

Table 4. 22 Overview of TH3

SA = Syrian Author; TI = Textual Intervener (co-authors, journal reviewers, and editor); D = Draft; ST= Submitted text; PT= Published Text

Drafts	Text respondents	Timeline
D1	SA (Ahmad)	May (2018)
D2	TI1 (Julia)	May (2018)

D3	SA (Ahmad)	Jun (2018)
D4	TI2 (Emily)	Jun (2018)
D5	SA (Ahmad)	Jul (2018)
ST	TI3 (Journal editor)	Dec (2018)
D7	SA (Ahmad)	Jan (2019)
ST	TI3 (Journal editor)	Mar (2019)
PT		May (2019)

NB. Drafts in bold are the ones discussed in detail below.

As can be seen in Table 4.22 above, the total number of drafts for this article was seven, one commented on by Julia, one by Emily, in addition to two rounds of comments received from the journal editor. In the following, I present the analysis for two exchanges between Ahmad and his co-authors: EXC1 (D1+D2), EXC2 (D3+D4+D5).

4.3.3.1 TH3 EXC1

There were 19 interaction episodes initiated by Julia with Ahmad adding 16 comments on the text in this exchange, to make the total number of comments on this draft 34. Julia commented on seven areas, as can be seen in Table 4.23 below. The most commented on area was missing information. Julia commented five times on appropriacy of expression, and three times on each disciplinary arguments and disciplinary publishing expectations. One comment was dedicated to each of the following areas: organization and coherence and cohesion.

Table 4. 23 Intervention areas in TH3 EXC1 (No=19)

Intervention area	No	%
Missing information	6	31.5%
Appropriacy of expression	5	26.7%
Disciplinary arguments	3	15.7%
Disciplinary publishing expectations	3	15.7%
Organization	1	5.2%
Coherence and cohesion	1	5.2%

The largest number of Julia's comments was dedicated to missing information. For example, she asked Ahmad to add information missing in the conclusion of the study: "Are these accessible to the farmers at zero cost? You need to mention something about this" (Julia's intervention, TH3D2) and Ahmad responded by a comment "the plantation has to be established. It is not widely distributed in Syria (both xx and xx) [types of feed being investigated]" (Ahmad's intervention, TH3D3), meaning it is not available to farmers at zero cost. He then concluded the study with a recommendation for further research to be done on the feasibility of introducing this type of diet to animals in Syria.

In commenting on appropriacy of expression, Julia mainly asked Ahmad to rewrite some sections. For example, "look at the procedure for growth and digestibility trial, it is not well-written" (Julia's intervention, TH3D2) and Ahmad responded "I borrowed the structure of this paragraph from one recent paper published by small ruminant research" (Ahmad's intervention, TH3D3). The part Julia referred to in her comment was kept the same in the published paper.

In respect of intervention types, Julia focused her comments on text-production issues more than half the time (68.4%), and on disciplinary and publishing conventions (15.7% each). Her intervention levels were mostly of IL3 (42.1%) where she pointed out

what she thought was problematic with the text and suggested ways to amend it. Her ILs ranged between IL4 (31.5%), IL2 (15.7%), and IL5 (10.5%).

Table 4. 24 Types and levels of intervention in TH3 EXC1

Intervention types		
Type	No	%
Text-production intervention	13	68.4%
Disciplinary intervention	3	15.7%
Publishing intervention	3	15.7%
Intervention levels		
Level	No	%
IL3	8	42.1%
IL4	6	31.5%
IL2	3	15.7%
IL5	2	10.5%

A summary of the relationship between intervention levels and types and the intervention area Julia focused on her feedback on TH3 EXC1 is presented in Table 4.25 below. Julia intervened at several levels when commenting on the following text-production issues: missing information, appropriacy of expression, coherence and cohesion, organization, and precision of information. On missing information, she gave specific suggestions, intervening at IL2, by writing “feeds (pooled within treatment) and refusals (pooled within animals)????????” (Julia’s intervention, TH3D2). In this comment Julia was

asking Ahmad to add the details she wrote between brackets to the text. However, Ahmad rejected this request and responded: “details were presented in 2.3” (Ahmad’s intervention, TH3D3). As a text-production intervener, commenting on the appropriacy of expression, Julia intervened at IL4 by writing: “rewrite this sentence, it does not read well” (Julia’s intervention, TH3D2) on

Introducing xx and xx to sheep diet improved digestibility of xx and xx. xx content of xx was reported to be high (Ahmad’s TH3D1).

Ahmad rephrased it to read

xx and xx have been reported to impact on sheep performance if they are fed separately (Ahmad’s TH3D3).

Moreover, she asked Ahmad to delete a section that interrupted the cohesion of the abstract: “I think you can leave this out. It interrupts the flow of the section” (Julia’s intervention, TH3D2) in reference to part of the abstract where Ahmad described the methods he used in the research. Ahmad commented on that: “this is a summary of materials and methods. I think it is better to keep it” (Ahmad’s intervention, TH3D3), and the section appeared in the published text. Other comments on text-production conventions were on minor issues, such as asking Ahmad to delete two words and to amend a typo in his writing by commenting “???” (Julia’s intervention, TH3D2) on “weight grain” (Ahmad’s TH3D1) and Ahmad edited that to “weight gain” (Ahmad’s TH3D3). These types of issues, Ahmad thought, “Julia could have made the changes herself. But maybe she really did not know what this should be changed into” (Ahmad, Int.11). Ahmad’s attitude here entails that he thought about Julia as an equal and expected her to reconsider the issues she commented on.

As for Julia’s disciplinary interventions, Julia gave suggestions on disciplinary arguments in the comments sections which included actual phrases to form the disciplinary arguments: “you will have to distinguish between 1. Serum concentration of ... 2. Serum haematological ... e.g.” (Julia’s intervention, TH3D2), then, she wrote an entire part, making her intervention at IL2, which Ahmad copied and inserted where she suggested. In focusing on disciplinary arguments, Julia commented, at IL4: “hope the rationale for this

combination is mentioned somewhere” (Julia’s intervention, TH3D2) on part of the abstract where Ahmad described his data collection. Ahmad in the interview said that he indeed included the rationale in the text as he thought it should not be included in the abstract. He also pointed out that he carefully thought about this specific issue when drafting the article: “Justifying why the researcher is doing things in a specific way is an essential part of doing research. How would she think that I would forget something this important!” (Ahmad, Int.11). Ahmad had a negative attitude towards Julia’s comment thinking she had doubts about what he called “the essence of being a researcher” (Ahmad, Int.11).

As a publishing intervener, Julia commented on disciplinary publishing expectations. When focusing on disciplinary publishing expectations, Julia asked Ahmad to update the references used in text: “you risk being told that the references are too old. Look for recent ones (2010-2018)” (Julia’s intervention, TH3D2) and Ahmad responded to that “there is no more recent ref compared to these refs” (Ahmad’s intervention, TH3D3). One of the disciplinary publishing expectations in Ahmad’s discipline is to provide detailed description of reviewed studies; therefore, Julia suggested for Ahmad to “expand on the description of those studies; the section is not ready for publication yet” (Julia’s intervention, TH3D2). However, Ahmad responded by saying this is “how other journals reported both studies” (Ahmad’s intervention, TH3D3) and no further expansion was made on the description. It is noticeable here how Ahmad more readily rejects suggestions and participates in the conversation by providing reasons for different solutions in this exchange. When asked about this, he commented: “I am surer now of my information and the things I write. I try to send my co-authors drafts that are almost ready to be published. So, I have thought about everything carefully already” (Ahmad, Int.11). Thus, similar to what was noted when discussing Ahmad’s ANPs (Section 4.2), Ahmad’s role changed here since the relationship became more symmetrical as Ahmad’s EAL academic literacies development progressed and his expertise grew. Another comment on disciplinary publishing expectations is when Julia asked Ahmad to delete a section in the conclusion as “journals do not expect you to include this” (Julia’s intervention, TH3D2) but Ahmad disagreed with Julia saying “I do not agree to drop this part. This is the conclusion of the study” (Ahmad’s intervention, TH3D3) and the section was kept in the published text. By

rejecting Julia's suggestion, Ahmad gave another example of his changing role in the relationship.

Table 4. 25 Types and levels of intervention in relation to intervention area in TH3 EXC1

Intervention types		Intervention area		Intervention levels	
Type	No	Area	No	Level	No
Text-production intervention	13	Missing information	6	IL3	5
				IL2	1
		Appropriacy of expression	5	IL4	3
				IL5	2
				IL4	1
Coherence and cohesion	1	IL4	1		
Organization	1	IL3	1		
Disciplinary intervention	3	Disciplinary arguments	3	IL2	2
				IL4	1
Publishing intervention	3	Disciplinary publishing expectations	3	IL3	2
				IL4	1

It can be seen that in TH3 EXC1, Julia continued to offer feedback on several areas. However, Ahmad's interaction with her comments changed in this EXC. Ahmad started here to negotiate Julia's comments and he displayed a higher level of confidence when explaining to Julia how he had already included the information she asked him to do.

4.3.3.2 TH3 EXC2

The following exchanges happened between Emily and Ahmad, where Emily made 22 comments and there were no comments from Ahmad. He only responded by applying her suggestions to the text. Emily commented on six areas where the most commented on area was missing information (31.8%) and the least commented on area was reader awareness (4.5%), as Table 4.26 below shows.

Table 4. 26 Intervention areas in TH3 EXC2 (No=22)

Intervention area	No	%
Missing information	7	31.8%
Precision of information	6	27.2%
Disciplinary publishing expectations	3	13.6%
Appropriacy of expression	3	13.6%
Disciplinary arguments	2	9.09%
Reader awareness	1	4.5%

Emily made six comments on precision of information. For example, she asked Ahmad to check whether the information he provided in the methodology section was precise: “Are you sure this is accurate? Check again” (Emily’s intervention, TH3D4), Emily commented on the precision of the information regarding water temperature applied- Ahmad changed the information consequently. “Emily taught me how to be careful and that I have a responsibility towards the reader and I need to always double check the information I provide even if it is reporting literature” (Ahmad, Int.11).

In examining disciplinary publishing conventions, Emily asked Ahmad to add a statement on research ethics: “Somewhere you need an ethical review statement; it is a journal requirement” (Emily’s intervention, TH3D4). This was the first time Ahmad was asked to provide this in an article and he started including the statement on research ethics in the articles he drafted afterwards: “I did not realize this is important. It makes sense to include it. Of course, you need to say that your research will not hurt anyone or the environment” (Ahmad, Int.11).

Regarding disciplinary arguments, she warned Ahmad of how strong his claims sound in relation to the data provided “I feel all of this is stated too strongly for the length of time the study was conducted and the fact that you did not measure xx of your materials”

(Emily's intervention, TH3D4). Ahmad toned his statement down by rephrasing his argument. For example, he replaced "that means" (Ahmad's TH3D3) with "that indicates" (Ahmad's TH3D5). As will be seen later in the analysis of Ahmad's use of metadiscourse features (Section 4.4.2.1), he made a note of when to use a strong claim and when to tone his claims down:

See here I made a note of this comment. This is good stuff. She is teaching me something I did not know before. How strong your claim sounds does not have anything to do with the number of articles you wrote or how established you are but it is related to your methodology and study itself- how trustworthy your findings are! (Ahmad, Int.11).

As for the types of intervention enacted, Emily was a text-production intervener almost half of the times (45.4%) and she played the type of a publishing intervener the least (13.6%). Regarding the levels of intervention she played in Ahmad's text development, she approached him at IL4 (45.4%), IL3 (40.9%), and IL2 (31.6%), as Table 4.27 below shows.

Table 4. 27 Types and levels of intervention in TH3 EXC2

Intervention types		
Type	No	%
Text-production intervention	10	45.4%
Disciplinary intervention	9	40.9%
Publishing intervention	3	13.6%
Intervention levels		
Level	No	%
IL4	10	45.4%
IL3	9	40.9%

IL2	3	13.6%
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As a text-production intervener, Emily focused on missing information and coherence and cohesion. When commenting on missing information, Emily, intervening at IL3, asked Ahmad to provide information on the measurement done on the diet: “I would state in this sentence that it was measured” (Emily’s intervention, TH3D4). Ahmad duly included information on the measurement procedure. She also intervened at IL2 by asking Ahmad to “specify how all grains treated – rolled?” (Emily’s intervention, TH3D4) and Ahmad just added the word “rolled” before grains in the text. An example of commenting on this feature, missing information, at IL4 is when she asked Ahmad “where in the study did you measure water intake?” (Emily’s intervention, TH3D4) and Ahmad added the missing information where Emily made her comment.

Moreover, Emily focused on coherence and cohesion, by asking Ahmad to provide consistency in referring to plants’ names, in the sense that if he chose to use the Latin name for one, then the other should be in Latin as well: “be consistent between the two materials over use of Latin binomials” (Emily’s intervention, TH3D4). Asking for coherence and cohesion in binominals was also commented on when Emily asked Ahmad to be more consistent in his use of disciplinary terminology “Make sure you are consistent -previously referred to as saltbush (or give it its full Latin binomial here as the first time you mention it in the main text” (Emily’s intervention, TH3D4) and Ahmad gave the Latin binomial name of the type of substance that the diet included. The problem with coherence and cohesion continued when she asked Ahmad “is there any way of linking this to the rest if the data- rather an abrupt point” (Emily’s intervention, TH3D4) in commenting on “improved digestibility of x and y” (Ahmad’s TH3D3) and Ahmad made a connection between the data by adding a general statement on how the current study “showed no significant difference to growth x and digestibility of ...” (Ahmad’s TH3D5).

Table 4. 28 Types and levels of intervention in relation to intervention area in TH3 EXC2

Intervention types		Intervention area		Intervention levels	
Type	No	Area	No	Level	No
Text-production intervention	10	Missing information	7	IL4	4
				IL3	2
				IL2	1
		Coherence and cohesion	3	IL3	2
				IL4	1
Disciplinary intervention	9	Disciplinary arguments	2	IL4	1
				IL2	1
		Precision of information	6	IL3	3
				IL4	3
		Reader awareness	1	IL2	1
Publishing intervention	3	Disciplinary publishing expectations	3	IL3	2
				IL4	1

As a disciplinary intervener, Emily provided interventions on disciplinary arguments, precision of information, and reader awareness. Regarding interventions on precision of information, Emily asked Ahmad to “go through every table and make sure all figures given to same number of decimal places” (Emily’s intervention, TH3D4) and she asked him to ensure he wrote the correct abbreviation in the table by commenting “plasma or whole food” (Emily’s intervention, TH3D4) on the abbreviation “L” (Ahmad’s TH3D3). Another comment related to precision of information was for Ahmad to check the information he provided was precise: “that is VERY short, check it is not meant to be 14 (more normal)” (Emily’s intervention, TH3D4) in reference to the number of hours of the burning samples which was written as four hours. However, Ahmad kept the number “4h” (Ahmad’s TH3D5) and he justified this as that was the available time for the Syrian co-

authors who collected data in Syria to use the machines. This resulted in the authors thinking of a less prestigious journal to publish in.

To raise Ahmad's reader awareness in her publishing intervention, Emily suggested: "discussion could benefit from soft intro sentence to remind the reader of context of study – I have made a suggestion, but this might not be suitable" (Emily's intervention, TH3D4), making her intervention of IL2 as she made specific suggestions for changes to the text and asked Ahmad to make sure they fit. Ahmad responded by editing Emily's sentence which was:

Individually fed, both xx and xx have been reported to negatively impact on sheep performance (Emily's intervention, TH3D4)

In the following way:

xx and xx have been reported to negatively impact on sheep performance if they are fed separately (Ahmad's intervention, TH3D5).

Ahmad reported that he thought the sentence "should start with what is important and that is not the fact that both are individually fed but rather drawing attention to the substances themselves, i.e., x and y" (Ahmad, Int.11). As for her disciplinary interventions, Emily posed a question "how does this link to your findings? this seems to be the introduction to a point that is never made" (Emily's intervention, TH3D4) in commenting on disciplinary arguments and Ahmad deleted the part Emily referred to.

As a publishing intervener, Emily commented on disciplinary publishing expectations. Emily, intervening at IL3, praised Ahmad for the study's rationale that Ahmad wrote: "Good lead into this and neat rationale. This is exactly what journals want to see" (Emily's intervention, TH3D4). Commenting at IL4 on disciplinary publishing expectations, Emily also asked Ahmad: "does your proposed journal mind first person" (Emily's intervention, TH3D4) in commenting on "our results" (Ahmad's TH3D3). Ahmad searched the articles in the proposed journal and found that they did not use personal pronouns; consequently, he deleted all the personal pronouns in TH3.

The first thing to notice about TH3 is the lower number of EXCs before submission, being only two, in contrast to the other THs. Another interesting aspect is how Ahmad rejected most of Julia's comments and he was rather offended by some of them especially when she asked him to provide information essential to the text that he had already included. Ahmad asserted his confidence in writing TH3, which differs from how he approached Julia's comments in TH1 and TH2. Ahmad accepted all of Emily's suggestions and reported how beneficial they were to his EAL academic literacies development.

4.3.4 Summary of Ahmad's co-authorship practices

In general, Ahmad moved from accepting suggestions and finding difficulty in navigating them, to negotiating these comments and asking questions when he did not know the answer. In the last stage of his development captured in this study, it was clear that Ahmad gained more confidence in his writing and even questioned Julia's comments as his role in the co-authorship interaction shifted to a more symmetrical one, where he negotiated Julia's comments.

The co-authors' different types and levels of intervention helped in his journey of EAL academic literacies development. While at the beginning he benefited from his co-authors directly changing his text by providing the correct form, later it was an important part of his journey to receive comments that only pointed out problematic areas in his writing. It should be mentioned here that the EXCs between Ahmad and Julia had an interactive nature in that Julia adapted her approach in response to Ahmad's reactions to interventions.

I presented in this section how Ahmad's co-authorship practices progressed over time. In the next section, I provide a closer analysis of the three texts discussed here by focusing on both authorial voice conceptualizations and authorial voice textual representation.

4.4 Ahmad's authorial voice development

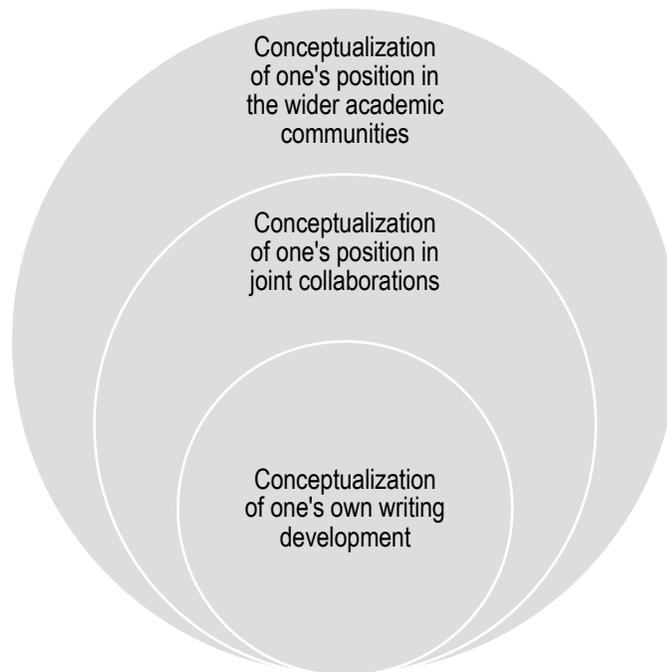
Authorial voice development was investigated in relation to two dimensions: authorial voice conceptualization and authorial voice textual representation. Authorial voice conceptualization development is related to how Ahmad perceived himself as an author and to his positioning in collaborative work and in the international academic community. I investigate authorial voice textual representation development in relation to two groups of

categories: *a priori* categories and *a posteriori* categories (see Section 3.3.2 for the analysis procedure of authorial voice textual features).

4.4.1 Ahmad's authorial voice conceptualization

In this section, I review how Ahmad's conceptualization of his own writing and research development, his position in joint collaborations, and his position in the international research community impacted on his authorial voice development. I discuss how his authorial conceptual positioning on different levels contributed to shaping his authorial voice as an academic author by making connections with the THs and ANPs discussed above. Figure 4.6 below demonstrates the three levels of authorial voice conceptualization which coincide with each other. The first level, conceptualization of one's own writing development, coincide with second level, which is the writer's positioning in joint collaborations, which is also intertwined in the broader level of the wider academic communities.

Figure 4. 6 Three levels of authorial voice conceptualization



4.4.1.1 Ahmad's conceptualization of his own writing and research development

Ahmad's conceptualization of the significance of writing and research to his personal survival comprised an important part of his desire to develop his authorial voice. As can be seen in TH1 (Section 4.3.1), Ahmad was keen on developing his writing, even when his co-author, Julia, was sceptical about his writing ability. This insistence on improving his research writing skills was due to the fact that research for Ahmad was his safety net: "research is like Noah's boat; it takes you to the safe harbour" (Ahmad, Int.1). Ahmad strongly believed that publishing could "save" him: "[Julia] told me I will be safe once I publish ten articles in international journals." (Ahmad, Int.1). What Julia meant by this was it would be easier for Ahmad to secure a job in academia if he had developed a good publication record and that is why he internalized this view and had a clear aim for himself: to publish more than ten articles.

Moreover, Ahmad perceived writing development as part and parcel of being a researcher: "you cannot be a good researcher without really knowing academic language and specifically academic writing language" (Ahmad, Int.1). Towards the end of the study, Ahmad even aspired to be able to write a research article on his own. His changing view on this issue could be seen in the fact that at the beginning he expressed his awareness of his weakness, i.e., writing the literature review section, with no desire to improve it: "my weakness is writing the literature review section but it is OK, I usually rely on my co-authors to do this part" (Ahmad, Int.2). This claim, that writing the literature review was Ahmad's weak side, could be supported even further by plagiarism evident in his TH1 where Ahmad plagiarised parts of other academics' literature review, "not because I had not read the original literature but because I do not have the right words to report the existing literature" (Ahmad, Int.3).

Ahmad was not interested in overcoming this weakness because he did not want to "waste time on improving a weakness, one can just focus on the strengths and try to be the best in what I am good at" (Ahmad, Int.3). His strengths were mainly in his knowledge of statistics. He used this knowledge to get closer to his advisors by offering help to their students. He was later asked to co-supervise MA students because of his knowledge in statistics. However, his lack of regard for the literature review changed towards the end of

data collection when he expressed a desire to improve his writing of the literature review because:

Now I am in the UK and I know how busy people are, I want to be able to write on my own a whole article without the need to wait for a co-author to correct or add this section for me (Ahmad, Int.10).

Thus, there was a considerable shift in Ahmad's conceptualisation of the importance of overcoming his weaknesses as a result of the change in his writing goals, where he became more ambitious by wanting to write a single-authored paper.

4.4.1.2 Ahmad's conceptualization of his position in joint collaborations

Ahmad's conceptualization of his value in his joint collaborations was an important drive for his authorial voice development. His beliefs about his position varied during his journey in exile, as can be seen in his ANPs above (Section 4.2). This perceived value increased gradually as the quality and quantity of his contributions grew. Another aspect influencing how Ahmad perceived his value in joint collaborative work was the tone of the intervention he received: "[Julia] used to write in a way that she made me feel she is the boss. I really did not like her tone sometimes, especially when she wrote exclamation marks. Those ones made me feel stupid" (Ahmad, Int.5). Ahmad seemed to acquire authority with time, which can be noticed in his response to one of her "!!!!" (Julia's comment, TH2EXC2) comments by "this is the way it is presented in literature" (Ahmad's comment, TH2EXC3). Ahmad's gained authority was a result of his feeling of being valued in the network and having a voice that is as important as the voice of his co-authors.

At the time of writing TH3, Ahmad reported the continuous threat to his sense of value in collaborative work related to his language competence, such as prepositions and articles:

I still do not know how to use definite articles. Julia used to tell me to stop using them and then she can add them later. This helped the articles getting published but definitely did not help me learn them, so I am still concerned about this (Ahmad, Int.9).

However, in Ahmad's view this "need" for co-authorship positioned him negatively in the relationship: "I want to 'want' to write a paper with others; I do not want to 'need' to write it" (Ahmad, Int.4). Here, Ahmad is referring to the need to co-author because of the language level as later in his journey he expressed his happiness to work with an economist on a paper: "we need an economist to progress with our analysis and we finally found one, which is great because we would not know how to analyse the data without his help" (Ahmad, Int.9). This economist helped with the analysis of results but not the actual writing of the paper. To clarify his point on *needing* vs. *wanting* to have co-authors, Ahmad pointed out that he feels OK for needing to have co-researchers (rather than co-authors): "In our discipline various people play various roles in research and that is why we need a team to do research but, in my case, now I need a team to write the research not just do it and this is not good" (Ahmad, Int.3). Later in his journey, Ahmad seemed more comfortable with his writing especially when Emily, "a native speaker of English" (Ahmad, Int.9), complimented his writing: "when Emily said my writing was good, that's when I knew I made it and that I now only needed co-researchers and not co-authors" (Ahmad, Int.9). Thus, the power relationship between Ahmad and his co-authors, manifested by his conceptualization of his position in these collaborations, impacted on his de/motivation to express his authorial voice and, consequently, develop it.

4.4.1.3 Ahmad's conceptualization of his position in the wider academic communities

Ahmad expressed his beliefs about the importance of belonging to an international academic community, which he believed was more important than one's place of residence or origin:

When you belong to the international academic community, you belong to something big, something huge ... and I think the distinction should not be made between Syrian academics and UK academics but rather between academics who are used to work with international teams and those who work in national ones; the ones who publish locally and those who publish internationally ... they do not have the same values and your work therefore does not have the same value when you work in these two communities ... once you belong to this international community your research values change (Ahmad, Int.3).

Ahmad believed that publishing in international journals made him part of the international research community, and this could last because of the value of his published

work: “it is not articles in English that matter but articles published in international journals and this differs from the value of my published work in Arabic” (Ahmad, Int.1). Therefore, Ahmad seemed to believe belonging to the national academic community does not provide the required symbolic capital: reputation.

Nevertheless, Ahmad believed that he was not fully integrated in the international academic community as this requires more than publishing: “to be really in, the researcher needs to be actively involved with online communities. I do not have the knowledge or the time to do that” (Ahmad, Int.10). Ahmad named several websites that can help draw the international research community’s attention to researchers’ work (e.g., Academia, ResearchGate). Moreover, Ahmad believed that to be present in the international academic community, the researcher needs to be physically present in international research meetings (e.g., conferences): “I have not been able to present in international conferences because of my visa issues and my absence means I do not exist; my work only exists” (Ahmad, Int.1).

Visa issues also influenced Ahmad’s ability to conduct data collection because he was not granted a visa to go to the country where research sites for his study were located. Another example of the necessity of freedom of movement to belonging to the international academic community was the impact of his residence instability, i.e., being on a temporary worker TIER 5 visa in the UK, on his feelings of safety and how this was reflected on his ability to stay focused on his research towards the end of the study. Therefore, Ahmad believed he was not fully part of the international academic community physically and virtually by being absent from meetings and online academic communities.

Another aspect of Ahmad’s incomplete integration into the academic community was his use of attitude markers when reviewing literature that is written by Syrian and non-Syrian researchers. Ahmad reported citing Middle Eastern, African, and Western academics in all of his articles. However, Ahmad described being “uncomfortable” (Ahmad, Int.5) when using attitude markers especially when citing non-Syrian authors. In his first article he cited Middle Eastern and African authors mainly, two of the cited articles were by Syrian authors. Ahmad reported feeling comfortable in using attitude markers only when reporting studies published by Syrian researchers. For example, in TH1 D1, Ahmad wrote, “[Syrian authors’ names] (1998) *surprisingly* suggested that ...” (Ahmad’s TH1D1) and Julia deleted

the attitude marker *surprisingly* as she thought it was inappropriate. Ahmad felt he could write that because

I found the suggestion surprising but did not think at that time that this word [surprising] is inappropriate ... I know the context and know the researchers and that is why I found that surprising here. I would not use it now for sure in a similar context ... After that incident I am more reluctant to include my opinion about what other people said or found. I do not think I am established enough to give an opinion about things yet (Ahmad, Int.6).

Therefore, Ahmad's literature review was a mere presentation of the literature without evaluation. However, Ahmad noted: "the mere presentation of a specific literature means I implicitly agree with the authors I cite" (Ahmad, Int.7). Ahmad's attitude towards citing Syrian authors changed across the course of this study. In our tenth interview, he reported unwillingness to cite studies published locally in Syria:

Syrian academics' work which is published locally is unfortunately not good enough. I cited people here that I would not cite any more because they do not usually have enough to support their claims. I am now more careful in citing academics in general not only Syrians. I try to cite those with good reputation in the discipline (Ahmad, Int.10).

This view changed again to knowing how to cite studies: "I cite the parts that I think are reliable in the research" (Ahmad, Int.12).

Thus, Ahmad authorial voice conceptualization of himself as an author shifted during his academic journey where he started to view himself as an author who can and should be able to write a research article on his own. Next, I view Ahmad's authorial voice textual representation development via focusing on two groups of categories.

4.4.2 Ahmad's authorial voice textual representation

This section focuses on authorial voice textual representation in relation to Ahmad's authorial voice development. Two groups of categories were investigated to track Ahmad's authorial voice textual representation development, *a priori* and *a posteriori* categories. As was discussed in the Methodology chapter (Section 3.3.2), *a priori* categories include Hyland's (2005, 2018) taxonomy of metadiscourse interactive and interactional features. *A posteriori* categories are socially contextualized, and they include features identified by

readers (co-authors and gatekeepers in this case) who reshaped the Syrian authors' voice by asking them to apply changes to *fit* into the community. It should be noted here that I only discuss the most prominent features related to the *a posteriori* categories.

4.4.2.1 Ahmad's authorial voice textual representation: *A priori* categories

As was discussed in the Literature Review chapter, Section 2.4.2.2, metadiscourse features are *a priori* categories identified in previous research as markers of writers' authorial voice and investigating how writers develop their appropriate use is essential in studying how authorial voice is shaped. Therefore, in this section, I present the analysis of the metadiscourse markers in each TH separately, by comparing the first draft the Syrian academic wrote which was not edited by any intervener to the co-authored published text.

4.4.2.1.1 Ahmad's use of metadiscourse features in TH1

Table 4.29 below shows the overall distribution of interactional and interactive features, and the total number of occurrences of metadiscourse markers per 1,000 words. Notably, the interactive features were used more in the published draft with 2.2 more markers in the published version, and the interactional features were used also more in the published text with 5.4 more uses.

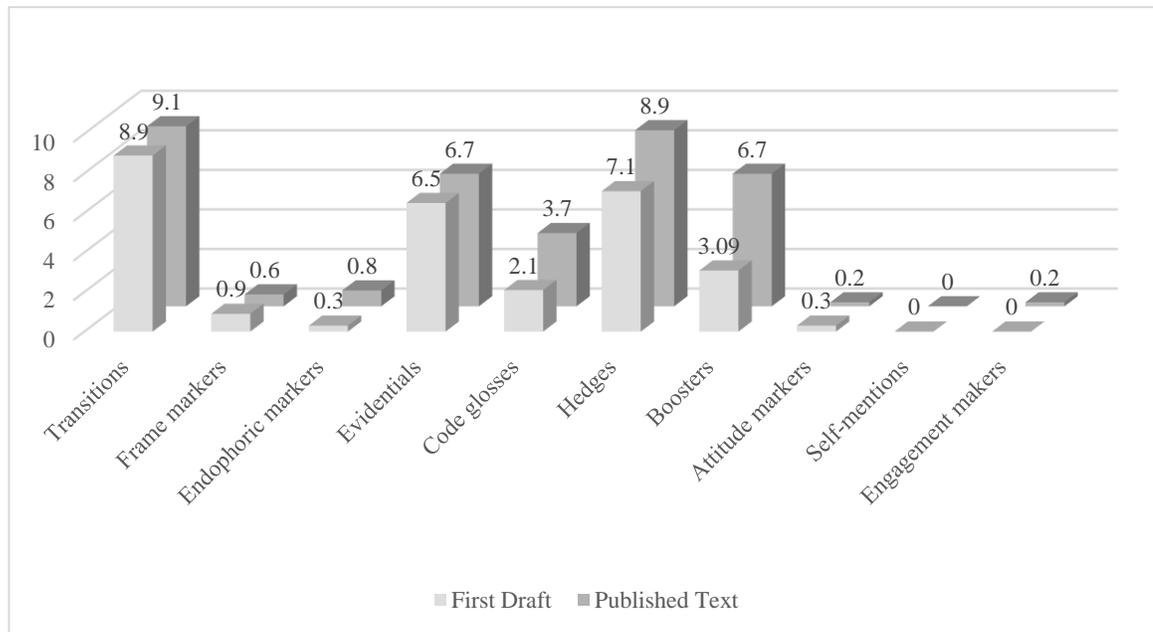
Table 4. 29 Metadiscourse categories in Ahmad's TH1

Categories	First draft	First draft (per 1,000 words)	Published draft	Published draft (per 1,000 words)
Interactive	60	18.7	95	20.9
Interactional	33	10.4	72	15.8
Total metadiscourse items	93	29.1	167	36.9

For a closer examination of the use of interactive and interactional markers, Figure 4.7 compares the use of the various interactive metadiscourse features. All interactive

features: transitions, endophoric markers, evidentials, and code glosses were used slightly more in the published version, except for frame markers, which were used less in the published version. These features help to guide the reader through the text.

Figure 4. 7 Metadiscourse categories in Ahmad's TH1 per 1,000 words



The use of code glosses was higher in the published text by 1.6 times. Code glosses were used for explaining the exact times of when, for example, harvesting happens: “harvest time (from the 4th week of August to the first week of October)” (Ahmad’s TH1PT). Julia asked Ahmad to add harvest time when reporting articles because this differs across the globe. Although there was no overt mention of the reader here by Julia, when asked about this, Ahmad demonstrated his reader awareness and how different readers are in different regions resulting in their need and expectations of this type of information. On the other hand, when asked about this change during the interview, Julia reported on the necessity to clarify in the article to the reader but she did not explain to Ahmad the aim of this discourse feature by, for example, mentioning how the information can help the reader.

Transitions and evidentials were used 0.2 times more in the published text. Indeed, Ahmad reported being accustomed to using transitions because “this was one of the few things language teachers focus on in Syria” (Ahmad, Int.8). The use of endophoric markers

was only to refer to tables and figures in the text, such as “*Table 2* below shows” (Ahmad’s TH1PT). The number was higher in the published text because at first Ahmad did not realize the convention requires reference to all the tables and figures in the text.

Frame markers were used less in the published text. One frame marker was deleted which was “*the following* studies evaluate ...” (Ahmad’s TH1PT) as a response to Julia’s comment: “it is a review article; readers know it is going to evaluate things. Use this space for more meaningful things” (Julia’s intervention, TH1D6). It was interesting to note that Julia rarely mentioned the reader in her comments (see Section 4.3 for analysis of Julia’s interventions) and her comment here shows that her main focus was not going beyond the word limit rather than announcing the discourse goal. However, her focus is understandable here as this frame marker was in the abstract section which, unlike other parts of the article, has a specific word limit: 200 words.

Interactional metadiscourse features (shown in Figure 4.7 above), which involve the reader in the text, varied in the use between the texts. There was a slight variation in the use of attitude and engagement markers, and no variation in the use of self-mentions which were not evident in any of the analysed texts (see Appendix L for full data). It was interesting to note how hedges and boosters occurred 1.8 and 3.6 times, respectively, more in the published text. Unfortunately, none of the changes to hedges and boosters marked a direct learning point for Ahmad because his co-author, Julia, made the changes immediately to the text without discussing them with Ahmad. However, after Girma drew Ahmad’s attention to the reader, Ahmad analysed changes made by Julia in 2017 and “noted a pattern of when to show the reader that I am sure, and this is unquestionable and when to say ‘maybe’ and all these words” (Ahmad, Int.8). For example, in identifying the need for the review article, Julia added the italicized booster: “the presence of ..., ... *necessitates* identifying the effect” (Julia’s intervention, TH1D8). In analysing this, Ahmad concluded that in presenting the importance of the paper one “should phrase it in an unquestionable manner” (Ahmad, Int.8).

4.4.2.1.2 Ahmad’s use of metadiscourse features in TH2

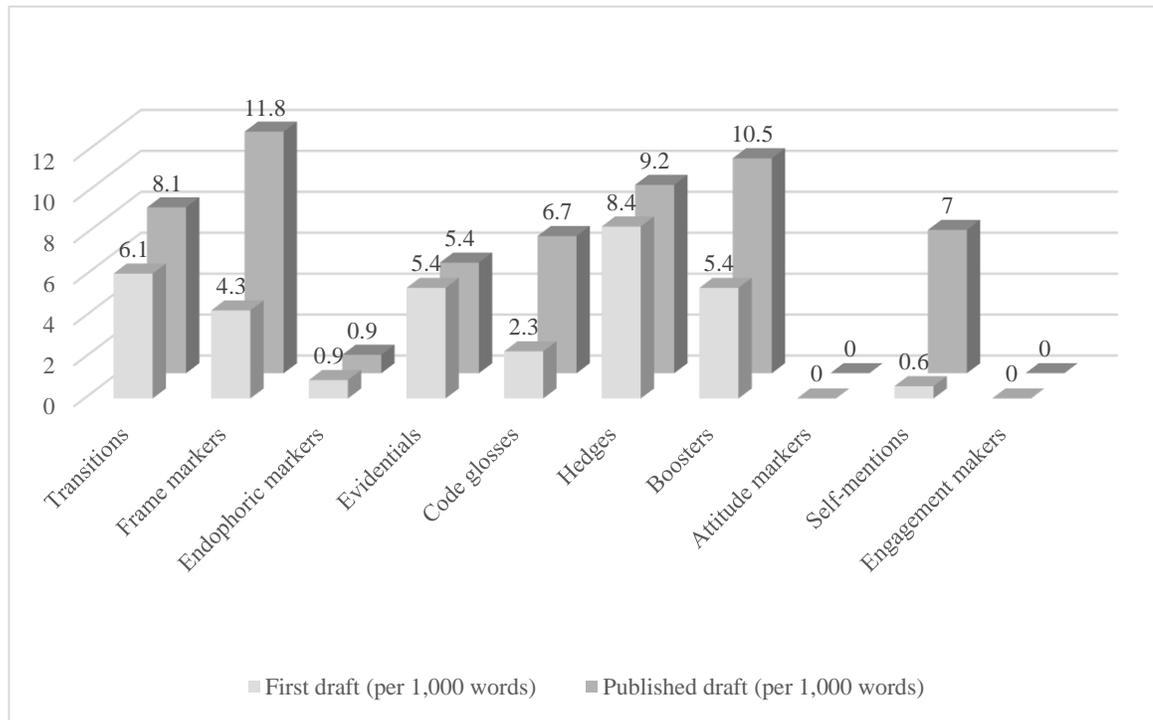
The analysis of the metadiscourse features in both texts, the first draft and the published text, revealed a remarkable increase in the use of interactional features, as Table 4.30 below demonstrates.

Table 4. 30 Metadiscourse categories in Ahmad's TH2

Categories	First draft	First draft (per 1,000 words)	Published draft	Published draft (per 1,000 words)
Interactive	65	19	81	32.9
Interactional	49	14.4	90	26.7
Total metadiscourse items	114	33.4	171	59.6

An analysis of the interactive and interactional features (Figure 4.8 below) shows that there is a great variation in the use of some features: frame markers, boosters, and self-mentions, while there is no difference in the use of other features such as engagement markers and attitude markers. Below, I provide a further analysis of the results.

Figure 4. 8 Metadiscourse categories in Ahmad's TH2 per 1,000 words



Frame markers were particularly higher in the published text with an increase of 7.5 times. Ahmad was asked, by Girma, to explicitly lead the reader especially in the materials and methods section where justification for collecting a specific type of data was added: “*one reason* for choosing ... is the fact that the average minimum temperature ranges between ...” (Ahmad’s TH2PT). The use of frame markers was also strongly evident in the discussion and conclusion sections: “*subsequently* better utilization of CR could be ...” (Ahmad’s TH2PT), while in the draft text this statement was “better utilization of ...” (Ahmad’s TH2D1).

Code glosses were used 4.4 times more in the published text. Since the study reported in TH2 used a method from the social sciences, this called for more elaboration on the part of the authors to help readers, from their discipline, understand the rationale for the use of the method and its implications. For example, “utilizing 1 kg of *This is equivalent to* a loss of xx kg of” (Ahmad’s TH2PT). Ahmad commented on this: “if we were using a familiar statistical test to our community, we would not have put this here” (Ahmad, Int.9).

Transitions were used twice as frequently in the published text. Although the difference is not major, the notable feature was where Ahmad positioned transitions. In TH1 above, transitions were used at the beginning of the sentence, but in TH2, they were used after the noun. Thus, the structure “using ... would *therefore* deprive ...” (Ahmad’s TH2D1, TH2PT) appeared several times in the text. Ahmad had consciously adopted this practice: “this was me trying to play with the sentence structure because I noted this in other articles. I even memorized some sentences that has this, and I thought of using this here” (Ahmad, Int.9).

The use of endophoric markers and evidentials was similar across both texts with 0.9 times per 1,000 words in both texts. Endophoric markers were used only to refer to figures and tables, similar to their use in TH1. Here Ahmad had already learnt that he should refer to all the tables and figures in his text. When Ahmad was asked whether he had considered using references to other parts of the text in his writing, he reported how this is not customary in his discipline: “I have never thought about this; maybe because in my discipline we do not really do that for the lack of space maybe” (Ahmad, Int.9).

The increase in the use of self-mentions (6.4 times per 1,000 words) is the most noticeable change in the use of interactional features. The published text included many instances of *our* study/equation/results/approach (Ahmad’s TH2PT). As Ahmad explained, he and his co-authors “were connected closely to the text by the use of these [personal pronouns] as we were using a new approach of analysis and we needed to show responsibility for that” (Ahmad, Int.9). Another reason for the increased use of self-mentions is the wish to align themselves with writing practices in the social sciences: “we thought you guys [social scientists] use it this way and we try to do it like you” (Ahmad, Int.9).

The use of hedges did not differ between the first draft and the published text (1.2 times per 1,000 words). This is in contrast to boosters, which were used 1.2 times more in the published text, with the authors trying to make their position firm by writing the following statement in the published text: “Since there are xx we are dealing with, we *have to* evaluate....” (Ahmad’s TH2PT); the authors’ use of *have to* instead of *could/would* highlights the inevitability of their action. Boosters were used after a justification of their

use in most cases. This could be noticed in the example above: “since there are xx ...” (Ahmad’s TH2PT). Attitude and engagement markers were not used in either of the texts.

Although I report here the analysis of the first and published draft texts only, it was interesting to note that in the third draft of this text Ahmad highlighted almost all the hedges and boosters in his text, in addition to the prepositions and the identifier marker *the*. Ahmad commented on this:

I was not sure about these and Girma kept pushing me to ‘lead the reader’ and he said ‘the reader will be lost here’ and I was worried I have overdone this [including metadiscourse markers] by adding these words and was not sure this was actually what he meant but he stopped commenting on the ‘reader’ thing after this draft so yes, I think I got it right back then. (Ahmad, Int.9)

4.4.2.1.3 Ahmad’s use of metadiscourse features in TH3

The analysis of the metadiscourse features in the first draft written by Ahmad and the published text shows a decrease in the use of interactional markers and a slight increase in the use of interactive markers, as Table 4.31 below shows.

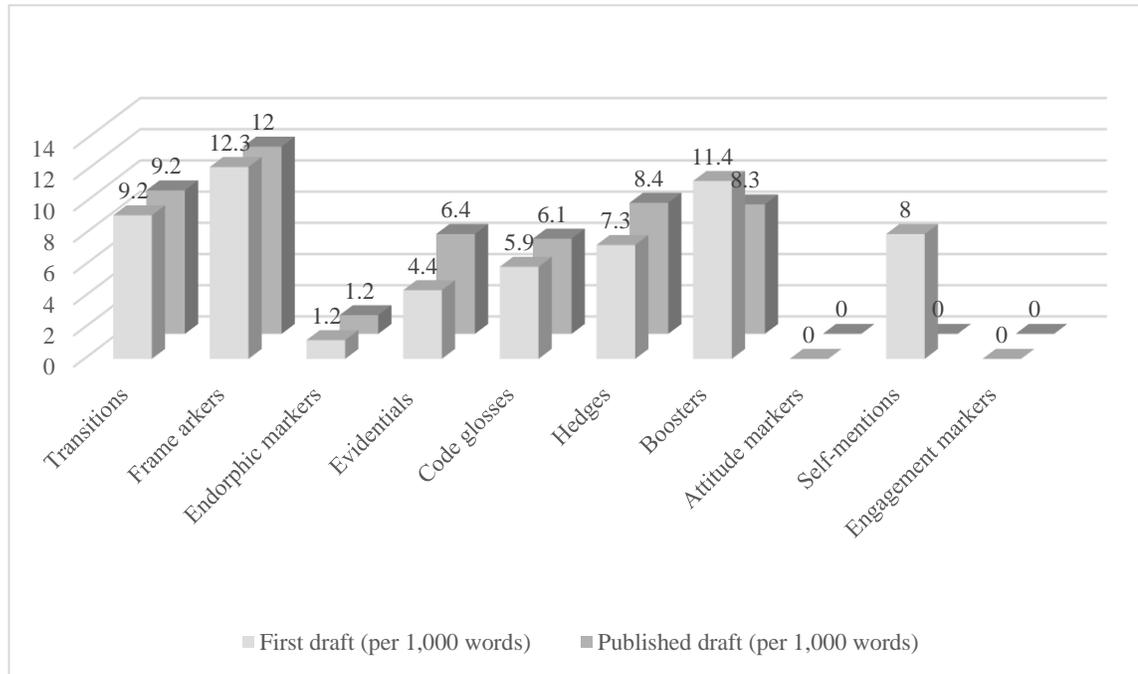
Table 4. 31 Metadiscourse categories in Ahmad's TH3

Categories	First draft	First draft (per 1,000 words)	Published draft	Published draft (per 1,000 words)
Interactive	106	33	108	34.9
Interactional	86	26.7	52	16.7
Total metadiscourse items	192	59.7	160	51.6

An analysis of the interactive and interactional features (Figure 4.9 below) shows that there is a great variation in the use of some features: evidentials, hedging, boosting, and

self-mentions, while there is no difference in the use of other features such as engagement markers and attitude markers. Below, I provide a further analysis of the results.

Figure 4. 9 Metadiscourse categories in Ahmad's TH3 per 1,000 words



Self-mentions were used extensively in the first draft of this text. Ahmad reported how he felt comfortable using this feature as it “makes me feel that my research belongs to me. I really like using the personal pronouns when writing” (Ahmad, Int.12). However, and as was discussed in TH3 EXC2 (Section 4.3.3.2), after Emily asked Ahmad to check whether the journal allows the use of personal pronouns, Ahmad had to delete all the personal pronouns in the text: “I really liked the text better when I used the personal pronouns but you know with publishing it is not about you and what you like, it is really about the specific journal you want to publish in” (Ahmad, Int.12).

Another notable variation in features is the use of fewer boosters and more hedging in the text. As was discussed earlier in TH3 EXC2 (Section 4.3.2.2), Emily pointed out how the claims Ahmad made were very strong, especially in relation to the length of his experiment and the methods used. This led Ahmad to delete some of the boosters and replace these with hedges. For example, he revised “replacing xx by xx in xx *definitely*

increases xx” (Ahmad’s TH3D1) to read as “replacing xx by xx in xx *is expected* to increase xx” (Ahmad’s TH3PT). It was interesting to notice in the analysis of metadiscourse features in TH3 that the features that Ahmad *overused* in the first draft were related to the features that give prominence to the author and the strength of their claim. Ahmad commented on this saying:

I feel I am surer about my claims and my position in writing. I am sure about the information I am providing. However, I understand why I had to tone down things as Emily suggested. This is not about me, it is about how things should be written (Ahmad, Int.12).

As can be seen here, Ahmad’s use of metadiscourse features developed during his academic journey and this is clear from the decrease in the number of uses of these features between the first draft and published text, in contrast to his metadiscourse features usage in TH1 and TH2 where he needed more guidance from his co-authors. Also, as can be seen in TH3, Ahmad was able to respond to more general guidance, such as when Emily asked him to “tone down” (Emily’s intervention, TH3D4) his argumentation in the discussion section, in contrast to TH1 and TH2 when he needed more specific guidance to be able to act on the feedback. It should be noted here that no comparison between the frequencies of metadiscourse features use across the three texts was not conducted because they belong to different genres with different rhetorical purposes, which affect metadiscourse features use, thus, the comparison would not be valid.

4.4.2.2 Ahmad’s authorial voice textual representation: *A posteriori* categories

In this section, I discuss specific disciplinary features readers of Ahmad’s texts focused on and how this impacted on Ahmad’s authorial voice development. These features are: disciplinary discourse conventions, textual ownership, and textual positioning.

4.4.2.2.1 *Disciplinary discourse conventions*

In Ahmad’s case, disciplinary discourse conventions were represented via the use of up-to-date disciplinary terminology and abbreviations. The use of appropriate disciplinary terminology formed one of the main challenges to Ahmad. Since his former degrees were in Arabic, “he knew all the terminology in Arabic and was difficult for him to learn the English terms in the sense that he did not know where to find them and how to learn them”

(Julia, Int.). He tried to attend to that by reading articles but “the articles he had been reading were old, so he started using terms that are no longer used” (Julia, Int.). For example, he used “nutritive value” (Ahmad’s TH2D1) and the discipline has developed to specify the exact nutritive values the researcher is using, such as *vitamin*, *protein*, *energy value* (Ahmad’s TH2PT). Julia, instead of explaining that in the comments section, made direct changes to the disciplinary terminology. It was another co-author, Girma, who explained the changes in disciplinary terminology to Ahmad. Consequently, Ahmad later found it easier to identify the appropriate disciplinary terminology. This was very important for Ahmad’s academic socialization into the discipline because:

The knowledge of modern English disciplinary terminology is what distinguishes not only an insider from an outsider but also a good insider from other types of insiders, especially in this discipline because the umbrella discipline is agriculture but then it is crucial for us as a sub- discipline to stick to our changing terminology to show how old the discipline is (Julia, Int.).

As for the importance of learning to appropriately use disciplinary abbreviations, Julia commented on this issue by saying: “Abbreviations make the discipline. If you use an abbreviation in a discipline, then everyone from your discipline will understand you and that is how we mark our area” (Julia, Int.). Ahmad started using abbreviations even though he did not think positively of them: “I was not sure why we do not use the whole word when drafting the first and second articles but when we were going beyond the word limit I thought oh, these abbreviations are helpful with that” (Ahmad, Int.3). Therefore, even when Ahmad started using abbreviations, they were used mainly for the sake of respecting the word limit but not to the intended use Julia was thinking about. Later in his communications with academics in the UK, Ahmad noticed that scholars in his discipline use them. He also noted that in order to keep up with the conversations in his discipline, he needed to learn to use them as they are part of his discipline.

4.4.2.2.2 Textual positioning

Textual positioning was traced through Ahmad’s source selection, which is part of his citation practices that received the most attention from his co-authors. Here, I discuss three of Ahmad’s source selection practices that were re-shaped by his co-authors.

Julia commented on the necessity of including not only the most recent references “to show the discipline is old” (Julia, Int.). Another reason for using older references was to give a broader picture of what the discipline was like, what kind of questions were asked earlier, and how they were answered concerning a specific topic. However, being eager to cite up-to-date references he did not have access to in Syria, Ahmad ignored Julia’s comments to include older references. Julia resorted to including the references herself, which Ahmad, although not convinced he should use them, did not delete. Ahmad’s use of older references started two years after being in exile, when a reviewer complimented the use of the combination of old and up-to-date references in their submitted text by writing: “good use of references as the whole picture is clear for the reader now” (reviewer’s comment, TH2ST). It was then that Ahmad started using older references on his own. It should be noted here that Julia did not explain the reason behind her request, hence, Ahmad questioned it and was not ready to adopt this referencing practice without understanding the logic behind it: “I did not know why she wanted me to include older references while we had access to the most recent ones. Then when I saw what the reviewer wrote I thought aha now I see it” (Ahmad, Int.10). However, as could be seen in TH3 EXC2 (Section 4.3.3.2), Ahmad started to *overuse* older references and struggled to create a balance between the use of older and more recent references: “Here [TH3 EXC2], [Julia] asked me to include more recent references, I actually did not pay attention to that as all my attention was directed towards using older references” (Ahmad, Int.12).

Another source selection practice that was interesting to note is how Ahmad aligned himself with the line of research and researchers his co-authors favoured. In TH1 and TH2, he cited studies that were conducted by African and Syrian authors. This is different from when he moved to the UK and started citing European academics. Nonetheless, Ahmad developed a more critical approach to his citation practices with the help of Julia, as the following excerpt shows:

I chose those co-authors because I like their work. To be honest, in the articles I wrote in Africa I did not pay attention to who I was citing. I accepted suggestions from my co-authors who used to send me readings and I used the reference list in the readings they sent me. Julia warned me against this. We had a long chat about how I should think critically about other researchers’ work and then decide if I want to cite them. (Ahmad, int.7).

It is not surprising then that Ahmad cited the work he did in Syria, which was published in 2008 in Arabic. He expressed a desire to promote his work which was “not read outside of Syria” and he wanted to “establish myself as an old timer in the discipline since I have research that goes back to 2008” (Ahmad, Int.9). It is worth mentioning here that when I asked Ahmad about his publications in Syria in the first interview, he reported that the work he had done in Syria was “worthless”: “Yes, I published two articles but they are worthless and I really do not like to talk about them. I even do not mention them in my C.V. because they are worthless” (Ahmad, Int.1). This change of view came after he developed a new perspective on citation practices discussed above.

Another area of authorial voice textual positioning is the importance of thinking of the discipline and the paper topic more broadly and internationally to avoid *parochialism*. This could be achieved by drawing on studies that are more broadly related to the paper’s topic. Ahmad faced this issue of having insufficient references to the broader literature in his TH3, as the editor, summarizing the point made by two reviewers, wrote:

... My main concern is the lack of topicality since there are virtually no sufficient references on other international studies (in tropics there is a large literature on the use of non-conventional xx resources in xx). The authors are invited to revise their manuscript in the light of other international literature. (Editor’s comment, TH3ST)

In the submitted text (TH3ST), Ahmad included references to studies published in Syria and Africa. His source selection here was driven by the lack of work done on the same topic of research as his. Ahmad reported how this “new understanding of positioning one’s work in a different area can enrich his referencing and rather provide new insights into his research ... was ... something new and refreshing to know” (Ahmad, Int.12).

4.4.2.2.3 Textual ownership

Textual ownership was investigated in relation to plagiarism, an act which Ahmad committed in TH1. The editor’s comment on the plagiarised parts of the text was: “yellow colour highlighted portion is showing plagiarism revise the language of this yellow colour highlighted portion” (Editor’s comment, TH1ST). This comment was placed three times in the text. Ahmad edited the plagiarised parts of the text by re-voicing them in the passive

voice. This explains the reason passive voice was used 24 times in this text. Ahmad explained: “this was and still my way of avoiding plagiarism” (Ahmad, Int.5).

Julia seemed positive about the editor’s approach to ask them to avoid plagiarism: “Of course, we did not expect him to suggest to us a rephrasing. It was nice he did not add any negative comment. He only pointed out that. This made us feel OK” (Julia, Int.). Ahmad became more aware that plagiarism is not allowed in the international academic community and did not commit plagiarism after this incident. He even started using a plagiarism checker to ensure he did not plagiarize in his submitted articles.

4.4.2.3 Summary of findings related to Ahmad’s authorial voice development

As can be seen from the above discussion, two dimensions are related to Ahmad’s authorial voice development: authorial voice conceptualization, including one’s beliefs about writing and research and position in both collaborations and the wider academic communities, and authorial voice textual representation, which was discussed here in the light of how collaborators and gatekeepers shaped Ahmad’s authorial voice concerning two groups of categories: *a priori* and *a posteriori* categories.

Ahmad’s authorial voice conceptualization of himself as an academic author was an important part of the extent to which he became invested in the practice. This *investment* (Norton, 1995) for Ahmad came as a result of being able to visualize his safe future and this was the main driving force behind his motivation to speak and write like researchers in his discipline and develop a voice that is appropriate to the discipline. This vision also gave him the desire to overcome his weaknesses, such as in writing the literature review section.

Ahmad’s beliefs about his position in collaborative work also impacted on his authorial voice development. His desire to develop his authorial voice textual representation and to “want” to co-author a paper, as opposed to “need” (Ahmad, Int.9) to have collaborators, motivated him to develop his authorial voice. He wanted to “claim the right to speak” (Norton, 1995, p.12) by expressing an authorial voice of a *legitimate member* (Lave & Wenger, 1991).

As for his position in the international community, it is evident that Ahmad desired to be part of this imagined community (Norton, 2000). His motivation to be part of this community included a desire to belong linguistically and logistically, in the sense of using

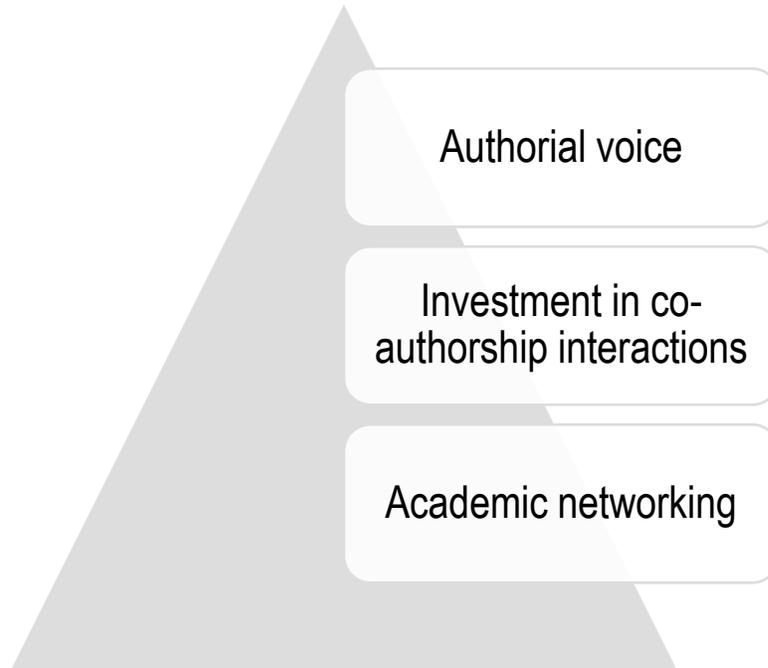
the language of the community as well as be where its members are, whether in conferences or in online academic communities.

Both collaborators and gatekeepers influenced Ahmad's authorial voice development in both of the groups of categories discussed above. Collaborators and gatekeepers asked Ahmad to re-voice his claims specifically in relation to the use of abbreviations and disciplinary terminology, citation practices, plagiarism, as well as to metadiscourse features. It was clear that Ahmad negotiated some of the requests, such as in his rejection of including older references, until a gatekeeper hinted at the reason for using them. This shows how reshaping one's voice might not be a straightforward process; it can be a process filled with resistance and misunderstanding. However, in this case Ahmad was able to adopt the practice of using older references once he understood the rationale for using them.

4.5 Overview of the main findings from Ahmad's case

In tracking Ahmad's EAL academic literacies development, I first showed the broad view of how academic interactions were related to EAL academic literacies development. A closer look at these interactions was investigated via the analysis of three THs, which was followed by highlighting how Ahmad developed the knowledge of specific features, entailing his authorial voice, in these THs. Figure 4.10 below shows the hierarchal relationship between the different aspects studied in this chapter.

Figure 4. 10 Hierarchical model of investigating EAL academic literacies development based on Ahmad's case



The fact that Ahmad's academic network grew in size and quality, in addition to the growth of his contributions in the academic network, manifested in the different types of roles he played in the relationships, was reflected in his co-authorship practices. He became more engaged in the co-authorship interactions, where he moved from merely accepting revisions and deleting comments he did not understand, to negotiating comments and rejecting the ones he believed did not fit the purpose of the co-authored papers. This was also mirrored in his negotiations of co-authors' attempts to reshape his authorial voice via specific suggestions.

5. “Your academic journey is like your fingerprint; it is not the same for everyone”: EAL academic literacies development of three scholars

In this chapter, I present EAL academic literacies development of three academics, using the hierarchical model of studying EAL academic literacies development identified in Ahmad’s case (Section 4.5). The first section discusses the scholars’ ANPs. This is followed by a discussion of their co-authorship practices and how their authorial voice was manifested in their writing.

Table 5. 1 Overview of the three scholars' academic background

Name	Discipline	Age	No of years in exile at first interview	Pre-exile academic experience	Post-exile academic experience
Amer	Biology	44	3	Published 2 single-authored English-medium articles in local journals.	Published 2 co-authored English-medium articles in international journals and one co-authored English-medium article in a local journal
Mubarak	Economics	53	4	Published 3 single-authored English-medium articles in local journals.	Published 3 co-authored English-medium and 2 co-authored Turkish-medium articles in local journals and one co-authored English-medium article in an international journal

Mamoon	Biochemistry	45	5	Published 2 co-authored English-medium articles in local journals.	Published 1 single-authored English-medium brief research report
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Table 5.1 above shows an overview of the three participant-scholars' academic background. All the participants in this study obtained their PhD degrees from Syrian universities.

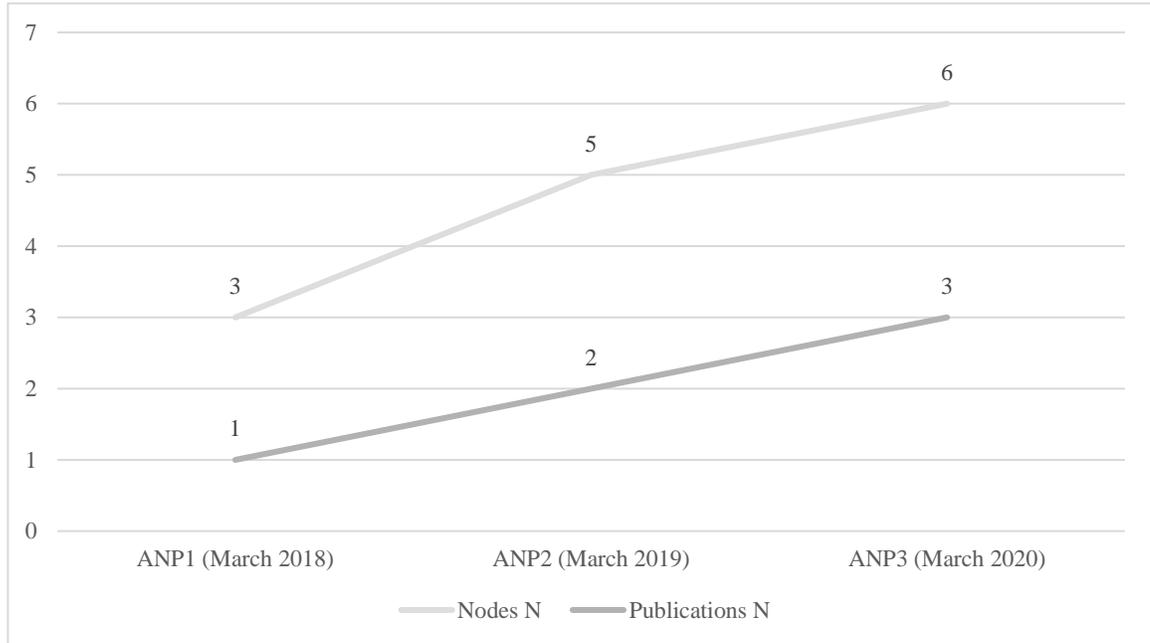
5.2 The three scholars' Academic Network Plots (ANPs)

Each of the three scholars, Amer, Mubarak, and Mamoon, drew three ANPs: one in March 2018, the second in March 2019, and the final one was drawn in March 2020. Here I discuss how their academic networking practices developed over time. The three scholars' ANPs can be found in Appendix K.

5.2.1 Amer's ANPs

Amer is a UK-based academic who published three English-medium articles, internationally and locally, in exile. As can be seen in Figure 5.1 below, showing an overview of Amer's three ANPs, the number of nodes increased from three in ANP1, to five in ANP2, to six in ANP3. It is important to note here that Amer moved universities during the time of this study, more specifically, around the time he drew ANP2. Further details regarding the nodes and ties in his ANPs are provided below.

Figure 5. 1 Overview of Amer's academic networking and publishing practices



As summarized in Table 5.2 below, Amer was involved in several academic ties. The nodes in his ANP1 consisted of Jamie, Linda, and Ihsan. Amer formally joined these nodes, as a post-doctoral researcher at a UK university, in a project they were working on which resulted in a co-authored English-medium article that was published in an international journal. His ties with these three nodes (Jamie, Linda, and Ihsan) in ANP1 were local and formal as their ties were formed in the institution they were all based in. Additionally, Amer's ties with these nodes were weak and temporary since he did not have constant contact with them, as their communication was restricted to discussing the project they were working on, and the ties did not last after Amer moved to a new university, as can be seen in their absence from ANP2 and ANP3. Jamie, Linda, and Ihsan contributed with various aspects to the relationship with Amer, specifically, while co-authoring their paper. All three nodes, Jamie, Linda, and Ihsan, gave feedback on disciplinary conventions in relation to how to conduct research in their discipline. Additionally, Jamie and Linda provided interventions related to text-production as well as disciplinary conventions. Amer reported that his contribution to the relationship was "not really important" (Amer, Int.3). Although he was involved in the data collection and he wrote the first draft of the article, he

felt his co-authors would have been able to do that without him. Hence, he did not feel his contributions were valuable, making his ties with these three nodes asymmetrical.

Table 5. 2 Amer's academic network: A summary

Node	Tie and node types	Node's contribution to the network	Amer's contribution to the network	How entered	How sustained	Resulting products/ activities
Jamie (ANP1)	Local, formal, weak, temporary, asymmetrical, direct.	Text-production Disciplinary Publishing	Disciplinary	Via CARA	Colleagues, then stopped after moving to a new university	1 English-medium article
Linda (ANP1)	Local, formal, weak, temporary, asymmetrical, direct.	Text-production Disciplinary Publishing	Disciplinary	Via CARA	Colleagues, then stopped after moving to a new university	1 English-medium article
Ihsan (ANP1)	Local, formal, weak, temporary, asymmetrical, direct.	Disciplinary	Disciplinary	Via CARA	Colleagues, then stopped after moving to a new university	1 English-medium article
John (ANP2) (ANP3)	Local, formal, weak, durable, asymmetrical, direct	Text-production Disciplinary Publishing Network	Disciplinary	Via new job context	Co-workers, and emails	1 English-medium article + 1 Grant application
Robert (ANP2) (ANP3)	Local, formal, weak, durable, asymmetrical, direct	Disciplinary	Disciplinary	Via new job context	Co-workers, and emails	1 English-medium article + 1 Grant application

James (ANP2) (ANP3)	Local, formal, weak, durable, asymmetrical, direct	Disciplinary Publishing Network	Disciplinary	Via new job context	Co-workers, and emails	1 English- medium article + 1 Grant application
Rashed (ANP2)	Global, informal, weak, temporary, asymmetrical, indirect	Disciplinary Publishing	Disciplinary	Via John	Via emails	1 Grant application
James' PhD students (ANP2)	Local, informal, weak, temporary, asymmetrical, indirect	--	Publishing Disciplinary	Via James	Meetings and emails	Helping out with research ideas
Iyad (ANP3)	Global, informal, durable, temporary, symmetrical, direct	Disciplinary Publishing Research Network	Text- production Disciplinary Publishing	Met in a local conference	Via emails	1 English- medium article published in a local journal
Mohannad (ANP3)	Global, informal, durable, temporary, symmetrical, direct	Disciplinary Publishing	Text- production Disciplinary Publishing	Via Iyad	Via emails	1 English- medium article published in a local journal

After moving to a new university, Amer started working with his new colleagues: John, Robert, and James formally on a project supported by their university. Thus, his ties with these colleagues were formal and direct. Amer's contact with these three nodes, John,

Robert, and James, seemed weak as he reported being in touch with them only a few times per term for the purpose of discussing their project. This project resulted in a published paper, co-authored by all four colleagues.

It was notable that Amer sustained his ties with these nodes as they appeared in ANP3. The sustained ties indicate the durability of their relationship. John and James acted as network interveners by introducing Amer to Rashed and James' PhD students, respectively. Amer's ties were indirect and asymmetrical with both nodes: Rashed and James' PhD students. Amer perceived his relationship with Rashed to be asymmetrical because Rashed provided the team with research insights and "the more important thing was his reputation in the discipline. He is very important in the discipline and having his name among ours in the grant application is the reason we got the grant" (Amer, Int.6). As for his asymmetrical tie with James' PhD students, Amer reported providing these students with disciplinary and publishing interventions as he gave them feedback on their PhD thesis drafts. Despite that, Amer revealed that working with PhD students "is not intellectually satisfying" (Amer, Int.5).

Iyad and Mohannad are Gulf academics Amer met at a conference he attended in the Middle East as part of his future career plans: "it is so difficult to be an academic in this country so I wanted to think about alternatives and that is why I thought about strengthening my relationships with academics in the Middle East" (Amer, Int.7). His ties with both academics were symmetrical as he felt his value in the network due the fact that his contributions, specifically, his text-production, disciplinary, and publishing interventions were of importance to his co-authors: "I really think my knowledge is crucial to the success of my work with my Gulf colleagues" (Amer, Int.10).

In general, the ties in Amer's ANPs ranged from local to global, where one of the global ties, Rashed, was indirect, as the node was introduced by other nodes, John and James. The other two global ties were pursued by Amer, who planned to join a Gulf academic community to feel the value of his contributions: "I feel I can contribute more in the Middle East; here they do not need me or my knowledge so I prefer to start thinking about moving there as soon as I can" (Amer, Int.10).

Amer's academic network slightly increased in size and quality. However, his contribution to his nodes was not clearly evident until he decided to develop a tie with the

Gulf academics where he was able to contribute with text-production, disciplinary, and publishing interventions.

Amer's ties were rarely durable, unlike Ahmad's, as academic collaboration seemed in most cases to end when he left the context where he met the nodes. Thus, even though his ties in his new institution were coded as durable because they appeared in ANP2 and ANP3, it is not clear whether he would sustain these ties once he moves from his current institute. Moreover, his ties with the two Gulf academics were durable as he expressed an interest in sustaining these ties. Most of Amer's ties that resulted in publications were formal (with Jamie, Linda, Ihsan, James, John, and Robert). As for his informal ties, they were mainly with the indirect ties (James' PhD students and Rashed) and with some of the direct ones (e.g., Iyad, Mohannad).

The number of nodes increased in his ANPs from three to six. The nodes in ANP1 were absent from ANP2 and ANP3. Although the academics in all the ANPs supported Amer with different types of intervention, he was not interested in developing the different types of knowledge the nodes provided. One of the reasons was Amer's thinking he was unlikely to succeed in the UK academic context: "I do not think I will be able to make it in the UK. It is very competitive, and I prefer to feel my value in a place like this [Arabic country]" (Amer, Int.9). He even reported feeling "strangled" (Amer, Int.10) when he could not give back to his nodes. Unlike Ahmad, Amer's contributions to his nodes did not change significantly over time.

Amer did not report an intention to benefit from the text-production intervention available to him in his ANP1. He reported: "an academic does not have to know the language of publishing to be able to publish. We can rely on language editors and translators to do that" (Amer, Int.1). Although text-production intervention was facilitated by Linda and Jamie at the time this was reported, Amer felt their interventions could be substituted by "paid language editors and translators" (Amer, Int.4). While drawing his ANP2, Amer also reported not focusing on EAL academic literacies development in general as he was more focused on finding a way to receive a grant and he pursued that with John, James, and Rashed.

Amer's perception of the necessity of developing his EAL academic literacies changed, specifically, when he planned to collaborate with the Gulf academics. In this

collaboration, there was an expectation that as an academic living in the UK Amer would be able to contribute with text-production intervention to their project: “I feel it is important that academics living in the UK take the opportunity and develop their publishing language because it is a plus when collaborating with academics in the Middle East, for example.” (Amer, Int.7). Thus, Amer, towards the end of data collection and due to the change in his academic context, was motivated to develop his EAL academic literacies.

5.2.2 Mubarak’s ANPs

Mubarak is a Turkey-based economist who published English and Turkish-medium articles, locally and internationally, while in exile. Figure 5.2 below shows the development in Mubarak’s academic networking practices and the number of publications he had at the time of drawing each ANP. The number of nodes almost tripled from ANP1 to ANP3, and the number of publications also increased during that period.

Figure 5. 2 Overview of Mubarak's academic networking and publishing practices

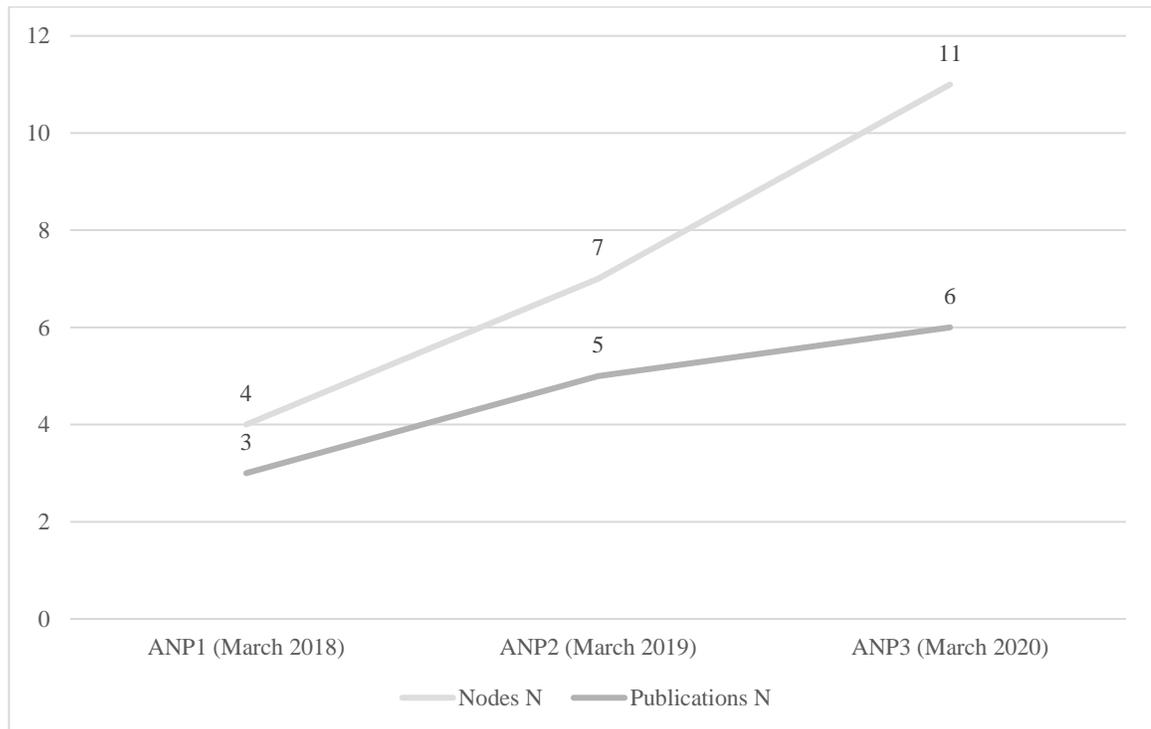


Table 5.3 below shows a closer look at the nodes and the impact each of the nodes had on Mubarak’s publishing practices. In ANP1, Mubarak’s network consisted of four

Syrian academics in a similar discipline as Mubarak's, economics. Mubarak only mentioned these four Syrian academics collectively, explaining that they were his previous colleagues in Syria. Mubarak's ties with these Syrian academics were asymmetrical as he thought that he was contributing more to the relationship than them. Mubarak published with these four Syrian academics five English-medium articles in local journals over the duration of five years and these academics appeared in his ANP2 and ANP3, so their tie was both strong and durable.

In ANP2, three more academics entered Mubarak's academic network, keeping in mind that he sustained his ties with the four Syrian academics in ANP1. These academics were from a different discipline than Mubarak's because Mubarak felt the need to extend his expertise in other disciplines to increase his chances of getting employed. Mubarak published two English-medium articles with the Turkish academics, whose contribution to the research was limited to facilitating data collection. This was essential for Mubarak, whose status as a foreigner in Turkey would not allow him to collect data there. The Turkish academics also facilitated data collection for the research published in an international journal.

The new nodes in ANP3 included two UK-based non-Syrian academics Mubarak met in several research workshops the *Syria Program* facilitated in Turkey. These UK-based academics supported Mubarak with the text-production, publishing, and disciplinary interventions required to publish in an international journal. They assisted Mubarak and the research team Mubarak belonged to, which included the four Syrian academics and the three Turkish academics, in writing a research paper that is "worthy of getting published in an international journal" (Mubarak, Int.6). Another member of the group that co-authored the internationally published paper was one of Mubarak's ex-students, Thaer, whom he taught as an undergraduate student in economics in Syria and who travelled and obtained a PhD degree from a UK university and then settled in the UK.

The last discussed node in Mubarak's ANP3 is his UK-based EAP tutor, who was introduced to him formally by CARA. This tutor was of great assistance to Mubarak during the second year of this study as he helped him revise a grant application and then revise the internationally published research article.

Table 5. 3 Mubarak's academic network: A summary

Node	Tie and node types	Node's contribution to the network	Mubarak's contribution to the network	How entered	How sustained	Resulting products/ activities
Four Syrian academics (ANP1 + ANP2 + ANP3)	Local, informal, strong, durable, asymmetrical, direct	Disciplinary Networking	Text-production Disciplinary Publishing Networking	Previous colleagues	Via online meetings	5 English-medium articles published in local journals and 1 English-medium articles published in an international journal.
Three Turkish academics (ANP2 + ANP3)	Local, formal, strong, durable, symmetrical, direct.	Disciplinary	Text-production Disciplinary Publishing Networking	University colleagues	Via meetings at work and emails	2 English-medium articles published in local journals and 1 English-medium articles published in an international journal.
Two UK-based non-Syrian academics (ANP3)	Global, formal, strong, durable, asymmetrical, direct.	Text-production Publishing	--	Via CARA	Via meetings in workshops and emails	Developing knowledge
Thaer A UK-based Syrian	Global, formal, strong, durable,	Text-production Disciplinary	Disciplinary		He was Mubarak's student in Syria	1 English-medium article published in an international

academic (ANP3)	symmetrical, direct.	Publishing Networking				journal
UK-based English language tutor (ANP3)	Global, formal, strong, durable, asymmetrical, direct.	Text-production	--	Via CARA	Via emails and online meetings	Developing text-production knowledge

Having strong and durable ties were the main consistent features of Mubarak’s academic networking journey in exile. Having durable ties was important for Mubarak who was conscious about the benefits sustainable relationships could bring:

It is a skill academics need to learn. How to keep your academic relationships. I see academics meet each other and collaborate for once and that is it. I think it is important to stay academically in touch even if you do not collaborate with each other (Mubarak, Int.7).

He thought sustaining his academic relationships with the UK academics could result in more English-medium publications regardless of the nature of their relationship; i.e., being co-authors: “my aim is to publish my research in an international journal and having UK academics could help with this even if they are not co-authors they can still give valuable advice on making the research better” (Mubarak, Int.5). Even his relationship with his previous student, Thaer, shows how he successfully maintained ties. Unlike Amer and Ahmad, Mubarak did not report the necessity of increasing the value of his contributions in the ties, possibly because he already felt the value of his academic contributions when working with the Syrian colleagues.

5.2.3 Mamoon’s ANPs

Mamoon is a Turkey-based academic who works in the discipline of biochemistry. Figure 5.3 below shows how Mamoon published only one brief research report, which was

published on an international organization's website. The number of his nodes increased considerably but this did not go in line with an increase in the number of publications.

Figure 5.3 Overview of Mamoon's academic networking and publishing practices

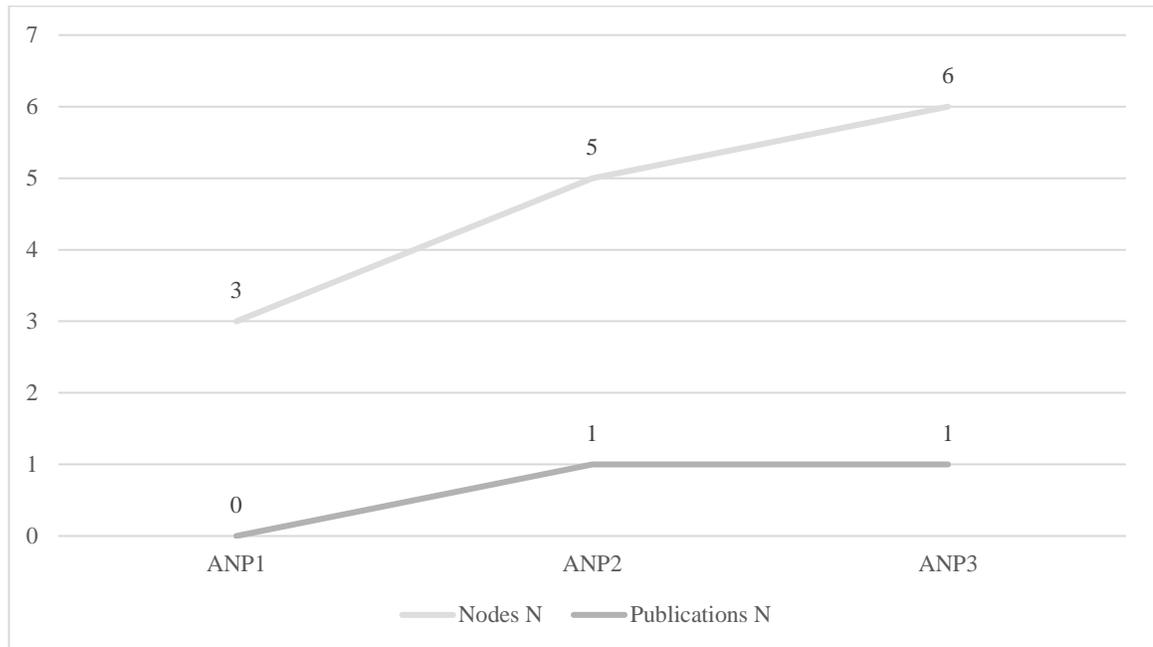


Table 5.4 below shows details about Mamoon's nodes. As can be clearly noted, Mamoon's academic networking practices did not result in research publications. One of the reasons was explicitly explained by Mamoon, who did not feel the urge to invest in publishing in EAL in international journals. His main aim was to secure a post-doctoral position at a UK university, and he believed academic networking could assist him with that, as the following excerpt shows:

I do not have time or energy to publish in international journals now. I need to focus on finding a proper job that pays my bills. Publishing is a luxury now. I need to prioritize things and focus on either finding a proper stable job or even better find a post-doctoral position in a good country (Mamoon, Int.1).

Moreover, he thought he needed to improve his text-production and disciplinary knowledge as he thought these types are essential for a post-doctoral placement. He did not

focus on publishing in EAL, which is often unpaid and time consuming and he would rather invest his time in securing a paid job.

Table 5. 4 Mamoon's academic network: A summary

Node	Tie and node types	Node's contribution to the network	Mamoon's contribution to the network	How entered	How sustained	Resulting products/ activities
Syrian colleagues inside Syria (ANP1 + ANP2 + ANP3)	Local, formal, strong, durable, symmetrical, direct	Disciplinary	Disciplinary	Colleagues in Syria	Via online communication software	Improving disciplinary and research knowledge
Syrian colleagues outside Syria (ANP1 + ANP2 + ANP3)	Local, formal, strong, durable, symmetrical, direct	Disciplinary	Disciplinary	Colleagues in Syria	Via online communication software	Improving disciplinary and research knowledge
US scientific org. (ANP1 + ANP2 + ANP3)	Global, informal, strong, durable, symmetrical, direct	Disciplinary Networking	Disciplinary	Online application (recommended by a relative in the US)	Via the organizations' website and via emails	Improving disciplinary knowledge
UK-based academics (ANP2 + ANP3)	Global, formal, weak, temporary, asymmetrical, direct	Disciplinary	--	Via CARA	Research workshops and online communication	Improving research knowledge

EAP tutor (ANP2 + ANP3)	Global, formal, weak, durable, asymmetrical, direct	Text- production	--	Via CARA	Online communication software	Improving text- production knowledge
CARA staff (ANP2 + ANP3)	Global, formal, weak, durable, asymmetrical, direct	Text- production	--	Via CARA	Online communication software	Improving text- production knowledge

Mamoon sustained his ties with Syrian colleagues he met in Syria, who were later based both inside and outside of Syria. Thus, his relationship with these Syrian colleagues was direct, formal (they were previous colleagues), strong, and durable especially that they contacted each other as frequently as once per month at least. The type of knowledge they shared was disciplinary, as their discussions included issues such as the type of research they should aim to engage in and the type of data to collect.

Furthermore, Mamoon had ties with a US scientific organization in his discipline, recommended by his US-based relative, which he joined when he was in Syria. Mamoon, throughout the years of subscribing to the organization's website, e-met colleagues in the organization and contributed to the disciplinary discussions of the group. This international organization later co-funded his short research incubation visit to the UK that lasted for two months, before he drew his ANP2. His visit resulted in a research report, that was published on the organization's website, in which he wrote about his visit. The organization helped Mamoon in academic networking and disciplinary areas via facilitating contact with the different organization members, and via disciplinary discussions with other members, in addition to securing funding for him to travel and visit important research institutions in the UK.

The UK-based academics were introduced to Mamoon via CARA. Thus, their tie was formal and direct. As their contact was restricted to workshops implemented by

CARA, the tie between Mamoon and the UK-based academics was weak. Additionally, Mamoon believed this tie would be temporary because he was not particularly interested in the contribution the UK-academics brought to the relationship. Mamoon believed an academic outside of his area of specialization “would not be helpful to my academic development” (Mamoon, Int.8).

The EAP tutor and CARA staff both contributed to Mamoon’s EAL academic literacies development in their asymmetrical ties with him, which was facilitated by CARA, making the tie both formal and direct. Similar to his tie with the UK-based academics, Mamoon’s ties with his EAP tutor and CARA staff were weak and temporary because he thought “this is just a phase till I manage to get a post-doctoral placement. I prefer to get someone to help with my language from my discipline. This would be better” (Mamoon, Int.8). This contradicted Mamoon’s beliefs in the third interview: “it would be useful to have an EAP tutor. I am hoping they can help me with my proposal by editing the language used” (Mamoon, Int.3) and in his fifth interview: “I really found my [EAP] tutor’s comments very helpful. They really improved the research funding proposal” (Mamoon, Int.5). However, Mamoon did not get the funding and he thought his EAP tutor’s feedback was “superficially helpful” (Mamoon, Int.8) and that he could have benefited more from feedback by an academic in his discipline.

It can be noted that Mamoon did not invest in his academic networking for the sake of publishing; he was rather focused on obtaining funding to do research or to secure a post-doctoral placement. His ties with the various nodes were all formal and mostly durable. His ties were only symmetrical and strong with the US scientific organization and with his Syrian colleagues. In general, Mamoon’s case shows the importance of understanding the aim academics seek out of academic networking.

5.2.4 Summary of the three scholars’ ANPs

Academic networking practices discussed in this section covered three ANPs of three academics, Amer, Mubarak, and Mamoon. It was notable that each academic had different aims for academic networking, and this was the main drive for their practices. Academics might choose the type of tie with their nodes according to their future aspirations and imagined communities (Norton, 2000).

Amer needed to feel the value of his contributions in the academic network; he sought this in his ties with the Gulf academics he met in a conference. Thus, it was important for Amer to invest his knowledge in a different context from that of the UK academic community, where he felt he was more needed. As for Mubarak, durability and strength were key characteristics for making international EAL publication possible. Mubarak's imagined future, in which he imagined having publications in international journals, was paved via sustainable global ties. Mamoon, on the other hand, wanted to focus his efforts on receiving a post-doctoral placement and he did not perceive having publications in international journals as essential for his development as an academic. He focused on establishing ties that would help him develop different types of knowledge, text-production and disciplinary, instead.

5.3 The three scholars' EAL academic literacies development through co-authorship practices

In this section, I report how the three scholars, Amer, Mubarak, and Mamoon, practiced co-authorship and how this impacted on their EAL academic literacies development. It should be noted here that co-authorship is common in Amer and Mamoon's disciplines (biology and biochemistry, respectively), while it is less common in the social sciences, where Mubarak's discipline belongs (economics).

5.3.1 Amer's co-authorship practices

Since leaving Syria in 2016 and settling in the UK, Amer published three texts in exile: two English-medium research articles in international journals with UK-based academics, in 2017 and 2019, and one English-medium systematic review in a local Middle Eastern journal with academics based in the Gulf, in 2020. When writing with the UK-based academics, Amer wrote the first article draft and received comments that covered all three types of intervention: text-production, publishing, and disciplinary.

Table 5. 5 Levels, types, and areas of intervention in Amer's TH1 (Three EXCs; No=61)

Intervention types		Area of intervention		Intervention levels	
Type	No	Area	No	Level	No
Text-production intervention	37	Missing information	20	IL1	12
				IL5	5
				IL4	3
		Appropriacy of expression	8	IL3	4
				IL1	4
		Coherence and cohesion	6	IL3	3
				IL1	3
		Organization	3	IL1	2
IL3	1				
Disciplinary intervention	19	Disciplinary terminology	7	IL1	4
				IL5	2
				IL4	1
		Disciplinary arguments	12	IL1	8
				IL5	2
				IL3	2
Publishing intervention	5	disciplinary publishing expectations	5	IL3	3
				IL1	2

NB. IL= Intervention Level. IL1= intervener over-writes a text and IL5= intervener points out there is textual issue.

Amer's first published article in exile, which was written when he was a post-doctoral researcher, received comments from two advisors, Jamie and Linda. Both co-authors made text-production, disciplinary, and publishing interventions, as can be seen in Table 5.5 above. The largest number of interventions by Linda and Jamie was dedicated to text-production conventions focusing on missing information, organization, appropriacy of expression, and coherence and cohesion. For example, Linda asked Amer to re-organize the

introduction and she explained that the flow of information should be from “the most general and then add more details” (Linda’s intervention, TH1D2), making her intervention at IL3. Amer revised the introduction and started it with

Iron is an important component ... (Amer’s TH1D3)

And then he provided details on how iron is important in general for health. Linda deleted the changes and wrote the following:

Although iron is an abundant metal, it has low bioavailability, and iron deficiency represents xx (Linda’s intervention, TH1D5)

Then wrote about anemia and how iron is used to treat it, which is the main issue in the article. For his TH2, Amer did not analyse the changes made by Linda and wrote the introduction following the same steps he did in the first draft: Writing information that is not strongly and directly related to the paper topic. However, for his TH3, he analysed Linda’s changes and wrote an introduction that follows her implicit steps as the following excerpt from the introduction shows:

xx is the most common chronic disease in children. The clinical presentation of childhood xx is highly heterogeneous. (Amer’s TH3D1, TH3PT).

Jamie and Linda’s 19 disciplinary interventions focused on both areas: disciplinary arguments and disciplinary terminology. For example, Linda asked Amer to develop the argument by adding: “1-2 lines explaining what you did and justifying your approach” (Linda’s intervention, TH1D2), at the beginning of the results section, making the intervention at IL3. Remarkably, Amer’s responses to his co-authors’ comments did not seem to be adequate as shown by his co-authors’ rejection of his interventions and the fact that they replaced them with interventions at IL1, where they overwrote the text. As a response to Linda’s comment, Amer added the following to the beginning of the results section:

We grew yeast cells to study iron accumulation and concentration.” (Amer’s TH1D3).

Jamie deleted that and wrote the following which appeared in the published text:

Yeast cells were grown at different xx of iron in xx in order to study the effect of iron concentration in xx on the yield of cells, iron accumulation in cells and one of mail baking properties of the produced cells (leavening ability). (Jamie’s intervention, TH1D8)

Unlike Ahmad who immediately analyzed his co-authors interventions, at all levels, with the aim to learn from them, Amer reported not benefiting from these interventions at this stage: “I do not really reread the sections my co-authors edit. They are the experts and I trust them” (Amer, Int.4). However, this view changed towards the end of data collection as Amer reported rereading all the changes his co-authors made to learn from them which enabled him to write with his Gulf co-authors: “I reread all the drafts [my UK-based co-authors] commented on and I tried to see what changes they made and what the best way to learn from them” (Amer, Int.10). For example, Amer’s rereading of Jamie’s changes above resulted in giving further details at the start of the results section in the article he wrote with the Gulf co-authors where he added information about the selection procedure of the articles that were systematically reviewed in the paper as the passage below shows:

The literature search identified xx articles (Figure I). Following the removal of xx duplicate articles, xx articles underwent title and abstract screening. The screening process identified xx. Of these, xx studies were xx. An additional xx screening of relevant articles xx on xx identified a further three studies. (Amer’s TH3D1, TH3PT)

As can be seen in the excerpt above, Amer did not use the same words that Jamie used above but mainly used the information that “there should be as much details at the beginning of the results section on how the data was collected and the approach to that” (Amer, Int.8).

Publishing interventions focused on disciplinary publishing expectations. An example of disciplinary publishing expectations is Jamie’s comment on the highlights

section towards the end of the article. He pointed out to Amer that this section needs to be simple and clear:

Revise – journals require this section to be very simple explanation of the significance of the work: e.g. It is possible to enrich yeast to xx mg iron with no detriment to yeast health. Feeding rats with supplemented yeast leads to... xxx etc. etc. (Jamie’s intervention, TH1D8)

As the comment included suggestions for changes, Amer reported that here he merely copied and pasted Jamie’s suggestions. When Amer wrote this section in his second article published in exile (TH2), his co-author commented on the same issue asking Amer to simplify his explanation and reporting issues that make their research important.

As for Amer’s TH2, which was co-authored with John, Robert, James, and Rashed, the article draft was commented on by John and James only. John conducted text-production, publishing, and disciplinary interventions, and James intervened in publishing and disciplinary conventions only. Table 5.6 summarizes the number of interventions from all co-authors involved during three EXCs of drafts.

Table 5. 6 Levels, types, and areas of intervention in Amer’s TH2 (Three EXCs; No= 97)

Intervention types		Area of intervention		Intervention levels	
Type	No	Area	No	Level	No
Text-production intervention	50	Missing information	25	IL1	14
				IL2	6
				IL4	5
		Appropriacy of expression	12	IL1	7
				IL4	5
		Organization	7	IL4	5
				IL2	2
				IL3	5
Coherence and cohesion	6	IL3	5		
		IL1	1		

Disciplinary intervention	44	Positioning the research	3	IL3	2
				IL1	1
		Disciplinary terminology	2	IL1	2
		Disciplinary arguments	21	IL1	17
				IL2	4
				Precision of information	19
IL3	1				
Disciplinary publishing expectations	2				
Publishing intervention	2			IL2	1

John's text-production interventions focused on the following areas: missing information, organization, appropriacy of expression, and coherence and cohesion. Concerning coherence and cohesion, John asked Amer to avoid repetitions: "you are here repeating what has been said in the earlier sentence. Avoid this here and elsewhere- it affects the flow of the text" (John's intervention, TH2D2), making the comment at IL3. As for feedback on appropriacy of expression, John made his comments at IL4 by pointing out the sections that needed to be revised and commenting: "rephrase" (John's intervention, TH2D2) at beginning of the discussion section. Amer revised the sentence to read:

Yeast cells has low *iron accumulation*. *xx* found that ... (Amer's intervention, TH2D3)

Then John edited Amer's intervention as follows:

"Possible explanations for lower *iron accumulation* in *yeast cells* at higher concentrations in the medium could be found in some previous investigations. *xx* found out that ..." (John's intervention, TH2D5- italicized words are the ones that John used from Amer's intervention).

NB. The italicised parts show how John constructed the rewrite using elements from Amer's draft.

Regarding disciplinary interventions, John also asked Amer to edit the information provided by adding precision to the information: “edit this” (John’s intervention, TH2D2), making his comment at IL5. John did not agree with the changes made by Amer, and instead deleted them and re-wrote the section without explaining his changes, moving his comments from IL5 to IL1. The following is an example of a disciplinary intervention focusing on precision of information performed by Amer, on John’s request, and followed by John’s rewriting in the introduction section of the article:

As for other organisms, iron is an essential nutrient for yeasts, too, although on the other hand, it can be potentially toxic to cells. That is why the *uptake* and utilization of iron in yeast *cells is tightly regulated*. (Amer’s TH2D1)

Despite the suitability of yeast for nutrient transfer, the uptake, storage and utilization of iron in *Saccharomyces cerevisiae cells is tightly regulated*. In particular, the metal *uptake* and assimilation processes are complex and dependent on the chemistry of metal ions, specific surface properties of the *organism*, cell physiology and the physico- chemical influence of the environment. (John’s intervention, TH2D2)

John’s rewriting, which appeared in the published text, gives more precise information. It, for example: “states how it can be toxic to cells as it depends on the issues mentioned and the use of ‘toxic’ was wrong here” (Amer, Int.2). Moreover, John replaced, in the above intervention, the more common “yeast cells” by the more scientific term “*Saccharomyces cerevisiae cells*”. Hence, John was modelling for Amer, at IL1, how to construct disciplinary appropriate discourse via focusing on disciplinary terminology. Other disciplinary interventions included: positioning the research and disciplinary arguments.

Concerning publishing interventions, the co-authors focused only on disciplinary publishing expectations. John asked Amer to read an article from the journal they aimed to publish in and to “copy the structure of the article” (John’s intervention, TH2D5). When copying the structure of the published article, Amer mainly focused on the referencing style and added an acknowledgement section before the reference list. John did not alter the changes Amer made, but made further changes to the structure, for example, he added a concluding sentence at the end of each section that summarizes that section.

Regarding TH3, Amer had a more active role in his third article published in exile, which was co-authored with two Gulf academics, Iyad and Mohannad. This English-medium article, although published in a local journal, had a great impact on Amer's perspective on publishing in general and on his self-conceptualization as an author (for further discussion on this point see Section 5.4.1). Amer's active role was evident in his text-production, disciplinary, and publishing interventions in the text written with his Gulf colleagues, who also contributed with publishing and disciplinary interventions. In the following, I only discuss the interventions performed by Amer as they played an essential role in his EAL academic literacies development; he was determined to learn from his previous co-authors' interventions in order to be able to perform the interventions in this TH. Additionally, not all the co-authors' interventions were available for analysis.

The first draft of this article was written by all three authors; each of them wrote one section and they all contributed to the introduction and conclusion. They all then read each other's sections and commented on them. Notably, Amer used his UK-based co-authors' interventions to comment on his Gulf colleagues' writing. He asked them to delete repetitions and reported copying Jamie's comment on writing the highlight section of the article. This section was subsequently deleted as it was not a requirement of the local journal where they aimed to publish. In this TH, I mainly focus on the analysis of Amer's comments on the article drafts because as can be seen later, his comments played an important role in his EAL academic literacies development. Table 5.7 below shows the number of Amer's comments on the first complete draft written by him and his co-authors.

Table 5.7 Levels, types, and areas of intervention in Amer's TH3 (Amer's interventions in one draft; No=15)

Intervention types		Area of intervention		Intervention levels	
Type	No	Area	No	Level	No
Text-production intervention	11	Appropriacy of expression	4	IL4	2
				IL1	2
		Cohesion and coherence	3	IL4	2

				IL1	1
		Missing information	4	IL1	4
Disciplinary intervention	3	Disciplinary arguments	2	IL1	2
		Disciplinary terminology	1	IL1	1
Publishing intervention	1	Disciplinary publishing expectations	1	IL1	1

Amer's text-production interventions focused on the following areas: organization, appropriacy of expression, missing information, and coherence and cohesion. Amer's text-production interventions were conducted at IL1, where he made the changes directly to the text. However, the changes Amer made were copied verbatim from other published articles and the journal editor asked him to edit the parts of the text he added to avoid plagiarism. The following example shows the phrases Amer copied from a published article: "To be clinical value, the performance of any xx needs to be reproducible in xx with comparable xx." (Amer's TH3D1). Amer deleted the whole sentence as a response to the editor's comment. Amer also asked his co-authors to add information by requesting them to explain when and why certain steps were taken in the research, copying John's comments, analysed above, when asking for clarifications.

Disciplinary interventions focused on disciplinary arguments and disciplinary terminology. When revising disciplinary terminology, Amer replaced "yeast cell" with "S.cerevisiae", which is similar to John's intervention in TH2. Publishing interventions, focusing on disciplinary publishing expectations, on the other hand, were mainly performed by Amer's co-authors, Iyad and Mohannad, who had experience in publishing locally in their target journal. Publishing interventions were related to the authors to be cited, the format of the paper, and making the aim of the paper of interest to the local community. For example, Iyad added "A lot of money can be invested to commercialize these products through either xx or xx in addition to nutrition improvement for xx especially in [name of region] where people's diet is known to lack xx" (Iyad's intervention, TH3D3).

Although Amer made several changes regarding different conventions, he committed plagiarism which all the authors involved found out about when the text was sent for review. Nevertheless, Amer was not aware of the fact that he had plagiarised. Amer reported how his Gulf co-authors expected him to act as a text-production intervener and how he was not ready to conduct that type of intervention. Consequently, Amer copied phrases from published articles and included them in the submitted article to the local journal. The journal editor emailed Amer saying that more than 40% of the text was plagiarised and that he expected Amer and his co-authors to edit that before their article would be considered for publication (as per the editor's email to Amer that Amer shared with me). Amer rephrased the parts of the text the editor referred to.

In general, it seems that when Amer felt his contributions were valuable to his co-authors, he seemed to enjoy co-authorship more: "I feel I am important to the group and I like this. I feel the real meaning of collaborative writing. What I did before was more hierarchical and I did not like it" (Amer, Int.9). Amer's EAL publishing journey illustrates a case where co-authorship might not impact EAL academic literacies development immediately but it might have an impact in the long run. This was clear when Amer re-read his previous co-authors' interventions with the aim to write a publishable text. Paying closer attention to the interventions he received previously was related to his writerly intentions and his motivation to publish in EAL.

5.3.2 Mubarak's co-authorship practices

Mubarak is an established academic who described himself as being "experienced in publishing before going into exile" (Mubarak, Int.1). Prior to exile, Mubarak published three English-medium co-authored articles in Syrian local journals. As was discussed in the Methodology chapter (Section 3.2.1), while in exile, Mubarak published four co-authored articles, two English-medium and two Turkish-medium articles. One of articles was published in an English-medium international journal, while the other articles were published locally, in Arab English-medium journals and in Turkish-medium ones in Turkey. Mubarak reported how "although there is no official rating for local journals in general, some of them are more local than others- meaning they are rated less than others" (Mubarak, Int.2). For example, the Syrian journals he published in prior to exile are rated less than the ones he published in while in exile. Regardless of journal rating, Mubarak

reported using his experience in publishing in different outlets to reach a stage where he was able to publish in an international journal. He had Syrian and Turkish co-authors and UK-based literacy brokers (for a distinction between co-authors and literacy brokers see Section 2.3.1.3). Mubarak reported the importance of his Turkish-medium published articles and considered them as being important for his EAL academic literacies development. Mubarak connected both types of academic literacies, Turkish and English, via the fact that he used the same strategy to develop both, which was mainly reading articles in the target academic language. Moreover, Mubarak's learning of a new academic language enabled him to better understand other learnt academic languages:

Comparing academic languages help you notice the little differences which matter, like how to cite. For example, in English there are less quotations than Turkish and also in English you need to be more careful with the strength of your statement. (Mubarak, Int.9).

Nonetheless, in the following, I discuss only the two English-medium articles Mubarak wrote in exile. Mubarak's Turkish-medium articles were not analysed for two reasons, first, this thesis focuses only on EAL academic literacies development, thus, it is out of the scope of this research to look into Turkish academic literacies development, and secondly, my personal lack of knowledge of Turkish language stood as a barrier to conducting textual analysis.

Moving to the discussion on the English-medium THs, as an economist who was educated in Syria, Mubarak believed that his chances of working in his own discipline would be limited in Turkey. He was advised by a previous colleague to get involved in interdisciplinary work because this would give him a greater chance of being employed in his new academic context. Consequently, Mubarak branched into the discipline of tourism: "This is not my specialization but I think if I develop my knowledge in this discipline I can get better in it I will be able to get a job in Turkish universities." (Mubarak, Int.2). As a starting point in Mubarak's interdisciplinary work, he collaborated with two Turkish academics from the discipline of tourism and the research team Mubarak belonged to was able to publish their co-authored article in a local Middle Eastern journal on the economic aspects of tourism. For this article, Mubarak gathered data from a publicly available dataset

and conducted statistical analysis. He wrote the methodology and results sections and the co-authors wrote the remaining sections. The Turkish co-authors conducted disciplinary interventions in the sections Mubarak wrote. Table 5.8 below shows the aspects the co-authors commented on in the only draft Mubarak could share with me.

Table 5. 8 Levels, types, and areas of intervention in Mubarak's TH1 (One EXC; No=10)

Intervention types		Area of intervention		Intervention level	
Type	No	Area	No	Level	No
Disciplinary intervention	10	Reader-awareness	10	IL4	10

Mubarak, as the only economist in the group, was asked to add information that readers in tourism need to understand the interdisciplinary text. These comments included asking him to “explain in a separate section the modelling approach” and to “provide information on why those specific economic theories are usually used in tourism” (The Turkish co-authors’ intervention, TH1D2). Thus, the comments asked Mubarak to elaborate on the parts related to economics, which Mubarak’s co-authors were unable to solve on their own, making the interventions at IL4. Mubarak found no difficulty responding to these comments: “they are just asking questions about my discipline and I know how to answer these. However, the tricky part is to answer them in a way that tourism people would understand” (Mubarak, Int.3). For example, Mubarak reported how when applying the modelling approach, he had to explain “all the parts of the equation” for readers in tourism studies: “If I were to write this in my field, I would not have explained all the parts of the equation” (Mubarak, Int.5). The following is part of his explanation: “According to xx economic theory demand (A) is xx for xx (Y) and Prices (P): $A = f(Y, P)$. And the same applies to tourism demand with adding xx” (Mubarak’s intervention, TH1D3), which was followed by further details on each part of the equation.

In TH2, Mubarak’s methodological views changed after he was introduced to qualitative research by the two UK-based academics in the workshops CARA facilitated in

Turkey. Mubarak realised there were different approaches to social science research and that “they are all valid” (Mubarak, Int.9); this opposes his initial views that “there is only one way to do social science which is measuring reactions, benefits, etc. and when a social scientist masters that, he can move between fields” (Mubarak, Int.3). The topic of Mubarak’s TH2 discussed here is refugees’ economic situation. This English-medium article used mixed methods approach, via questionnaires and focus groups. The use of the focus groups, which was new to Mubarak, was introduced by the UK-based academics who acted as disciplinary and publishing interveners, and who Mubarak met via CARA (see Section 5.2.2 for Mubarak’s academic networking practices). Mubarak’s co-authored article that was published in an international journal received text-production interventions from his language tutor as well as publishing and text-production interventions from the UK-based literacy brokers. However, since their relationship was not classified as co-authorship, their textual interventions were not analysed or discussed here since brokerage is out of the scope of this thesis (see Section 2.3.2 on the difference between brokerage and intervention). Given that co-authorship practices are the focus of this section, the only types of intervention that are discussed are the ones conducted by the Turkish co-authors, which are disciplinary and publishing interventions. Mubarak reported that one of his co-authors conducted the data collection and analysis of focus groups and that the discussions revolving around that enabled him to “gain knowledge and appreciation of this method” (Mubarak, Int.10).

Table 5.9 below shows an overview of the number of interventions made by the Turkish co-authors on one draft of the text written by Mubarak.

Table 5. 9 Levels, types, and areas of intervention in Mubarak’s TH3 (one EXC; No=9)

Intervention types		Area of intervention		Intervention level	
Type	No	Area	No	Level	No
Publishing intervention	5	Disciplinary publishing expectations	5	IL4	5

Disciplinary intervention	4	Disciplinary arguments	4	IL4	4
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As for the publishing interventions, Mubarak was asked “as a Syrian academic, can you add recommendations to help Syrian refugees. The journal asks for recommendations to be included” (The Turkish co-authors’ intervention, TH2D2) towards the end of the article. Mubarak added the following: “... we recommend that refugees should not stay in camps for xx. After that. All interested parties should xx. We further recommend that the period of the temporary stay in a camp should ...” (Mubarak’s intervention, TH2D3). The Turkish co-authors conducted disciplinary interventions focusing on disciplinary arguments. The co-authors wondered about the economic aspect of an argument on how institutions impact on refugees’ lives and asked Mubarak: “can you add something on the economic structure to make the argument more balanced” (The Turkish co-authors’ intervention, TH2D2). Mubarak subsequently added: “As economic structures and xx can be considered xx in institutions, xx. Economics within each camp reflects xx.” (Mubarak’s intervention, TH2D3).

In general, Mubarak showed dynamism in his co-authorship practices, where he conducted interdisciplinary, academically multi-literate, mixed methods research: He conducted research in a new area, tourism, wrote an article in Turkish, a language he started learning post exile, and conducted qualitative research, which he had never done before exile, respectively. It is also notable that co-authorship opened new horizons of research to him. Thus, co-authorship seemed to develop different aspects of Mubarak’s EAL academic literacies, i.e., text-production, publishing, and disciplinary conventions. Additionally, co-authorship widened the possibilities of research, in terms of languages, methods, and areas of research. His awareness of disciplinary publishing expectations was developed via the UK-based academics and EAL academic literacies via his language tutors, which shows the complexity of the different actors involved in writing for research publication.

5.3.3 Mamoon’s co-authorship practices

Mamoon moved to Turkey in 2014 and stayed there until the end of this study’s data collection. As a biologist, Mamoon was used to being involved in co-authorship practices

prior to exile, which can be noticed in his four co-authored papers that he published in local journals while in Syria. Mamoon wrote one research visit report only while in exile and he reported not being involved in co-authorship practices while in exile (2014-2020). Mamoon's views on priorities differed from the other participants: "surviving in exile does not mean publishing" (Mamoon, Int.1). English-medium publishing was not a priority to Mamoon, as was also reported in the networking section above (Section 5.2.3). Hence, in this section, I report Mamoon's beliefs on the importance of co-authorship in relation to the different types of intervention identified in this thesis. It should be noted here that the following discussion is a report of Mamoon's beliefs only and not of his practices, which were elicited in the multiple interviews conducted with him, his questionnaire response, and the texts he wrote to his EAP tutor.

Mamoon was involved in co-authorship prior to exile. He discussed his beliefs on the importance of co-authorship and how it would "save researchers time by not having to master the different aspects of research" (Mamoon, Int.2). In this excerpt, Mamoon was referring to the importance of co-authorship in his discipline, biochemistry, where conducting an experiment requires "co-authors from different areas, such as biochemistry and bio-statistics" (Mamoon, Int.2), thus, referring to the crucial role of disciplinary interventions of co-authors.

Mamoon mentioned the importance of text-production intervention and other types of intervention offered to his texts prior to exile mainly by relatives: "my sister, who studied English literature as an undergraduate, used to revise and edit my articles or any writing I did in English. I have a relative in England who used to help with the language editing sometimes" (Mamoon, Int.1). While in exile, Mamoon's experience with language editing differed as it came from EL1 language specialists. For Mamoon, when language editing comes from an EL1 language intervener, the "benefit is doubled as they improve the text and you can trust the changes made enough to learn from them" (Mamoon, Int.3). Here, Mamoon was referring to texts on general topics he wrote for his EAP tutor, who provided him with feedback that he carefully analysed and learned from. For example, the EAP tutor commented on a text Mamoon wrote on *women and marriage* "I still struggle to understand your basic message. I don't understand your connection between the men evading family responsibilities and women not needing to get married. It is clearly

important to you but I don't understand what you mean" (EAP tutor's comment on a first draft of an assignment he asked Mamoon to do). Mamoon learnt from this comment that he needs to have a "more logical flow of information and that is when I started writing my ideas in an outline to see whether they are connected and then I elaborate on them in the body of the text" (Mamoon, Int.3). The improvement in Mamoon's writing coherence and cohesion was clear in his EAP tutor comment on a text he wrote three months after this:

Your structure is improving, well done. You have an introduction which moves from the general to the specific and leads to a thesis statement. You then provide an argument in the main body of the essay before concluding and making some suggestions. (EAP tutor's comment on a first draft of an assignment he asked Mamoon to do)

As can be seen, Mamoon's EAP tutor focused on text-production conventions and the fact that he was an EL1 assured Mamoon that an EL1 co-author could bring more benefit to his text-production knowledge. Mamoon did not stress the importance of publishing interventions as he believed disciplinary publishing expectations "could be easily learnt by copying a published text in the journal where one wish to publish" (Mamoon, Int.4). His beliefs are linked to his previous practices in publishing in Syria: "this is how I learnt how to publish in Syria. Actually, everyone did the same. We just read an article published in the journal and copied the format" (Mamoon, Int.4).

In general, Mamoon believed that co-authorship could have a major impact on his ability to publish, specifically, concerning text-production and disciplinary conventions. However, his lack of involvement in co-authorship, and even authorship, was due to prioritizing having a paid job in the present rather than planning for the future.

5.3.4 Summary of the three scholars' co-authorship practices

The three scholars in this section differed widely in their co-authorship experiences. One difference was their expectations in terms of the benefits of co-authorship, where for Amer it was at first improvement of the written product, later this changed as he was interested in learning from his previous co-authors in order to be able to write with his Gulf-based ones. The aim of co-authorship for Mubarak was to save time and create a publishable text. Additionally, co-authorship opened new interdisciplinary, academically multi-literate, and methodological doors for Mubarak. Mamoon, who believed co-

authorship is crucial to acquire the different knowledge types required for EAL publication, did not seem keen on getting involved in it as he was prioritizing finding a paid job. Although Mamoon believed he might divert from academia for some time, he thought he needed eventually to go back to academia. He did not perceive publications as an important element of being able to obtain an academic job or even a post-doctoral placement. Mamoon believed he would have academic opportunities by developing his disciplinary and text-production knowledges and also by expanding his academic network. Thus, investing in co-authorship can be strongly related to authors' academic aim which implies that collaboration contributes to their overall aim in terms of their academic career.

Another important remark in this section is how the level of power relationship in co-authorships can guide the level of intervention. For example, IL1 was conducted when the co-authors perceive themselves equal, such as in the case of Amer's TH2, in contrast to his co-authorship relationship with his post-doctoral advisors who intervened on different levels attempting to teach Amer about EAL publication. Similarly, Mubarak's co-authors, when requiring more information, intervened at IL4.

5.4 Authorial voice development of the three scholars

The model used to investigate authorial voice in this thesis focuses on both authorial voice conceptualization and authorial voice textual representation, with the latter being investigated in relation to two groups of categories: *a priori* categories (meta-discourse features) and categories that have emerged from the data *a posteriori* (e.g., textual positioning, textual ownership ... etc.). Due to the fact that the *a posteriori* categories are writer-specific and different issues emerge in each case presenting an obstacle to identifying them for a group of writers taken together, I examined to what extent and in what ways the most prominent issue identified in Ahmad's case, i.e., textual positioning, forms part of authorial voice development of the two academics, Amer and Mubarak. Textual positioning was chosen because it received the most attention from co-authors by looking at the frequency of comments.

It should be noted here that while authorial voice conceptualization was investigated for all three scholars, Amer, Mubarak, and Mamoon, authorial voice textual representation was investigated for Amer and Mubarak only since Mamoon did not write for publication while in exile.

5.4.1 The three scholars' authorial voice conceptualization

This section explores changes in the three scholars' positioning towards academic writing and research development, joint academic collaboration, and the wider academic communities.

5.4.1.1 The three scholars' conceptualization of their own writing and research development

Amer, Mubarak, and Mamoon's conceptualization of the importance of academic writing in their development as academics changed during the course of this study. For example, at the beginning, Amer did not believe in the importance of developing one's academic writing. He believed that researchers could rely on language editors as literacy brokers for developing academic texts. It is worth reminding the reader here that Amer did not use language editors in his research as his co-authors in TH1 and TH2, who are EL1 academics, conducted text-production interventions for their co-authored papers. His belief was due to his previous experiences in Syria in asking a professional language editor to revise his text as he was satisfied with the results. Amer reported: "you do not need to develop your writing, just get proper funding and you can pay a language editor to help you with publishing" (Amer, Int.1). However, this view changed after collaborating with the Gulf academics in TH3. This was due to Amer's beliefs about the Gulf co-authors' expectations of the types of contribution Amer could provide to their co-authored text, mainly by providing text-production interventions since he is a UK-based academic:

I need to develop my knowledge in academic English. I plagiarised in the text I submitted [with my Gulf colleagues] because I did not have the right expressions and they were counting on me in this issue. I am sure this [collaborating with Gulf academics who would have expectations related to my academic language level] will happen again and I need to get ready for that. (Amer, Int.10)

Thus, Amer's beliefs about the importance of developing one's writing changed as a result of entering a different academic context which triggered a change in his views of his role as an academic based in the UK, specifically, in relation to being more experienced in terms of publishing research, passing on the expertise to colleagues less experienced in publishing in English.

Similarly, from the start Mubarak believed in the importance of writing and of literacy brokers which might be due to his good experience with literacy brokers prior to exile: “there is always something you do not know. It might be in the disciplinary writing or the language you are writing in” (Mubarak, Int.4). Mubarak here was referring to the importance of having two types of brokers in relation to academic writing: disciplinary as well as text-production. Contrary to Amer, Mubarak did not change his views on the importance of developing one’s academic writing during the time of the study. Although he did not believe it is vital to the development of academic authors, like Ahmad did, Mubarak still believed in the importance of learning the academic language needed to publish. This was clear in his learning of Turkish academic language because of his beliefs that the academic brings certain

spirit to the research which a translator can never do. That is why I had to learn academic Turkish rather than using the service of a translator. One can use a language editor or use the help of his co-authors with the language because those will not affect the spirit of the text (Mubarak, Int.5).

This excerpt shows Mubarak’s rejection of the use of translators but his consent to the use of literacy brokers as the changes should be “on surface level and not use new words- just editing what is there” (Mubarak, Int.6).

In contrast to the other participants, Mamoon did not perceive himself as an academic author and did not prioritize learning academic language for publication as his main concern was applying for jobs and finding a way to move to a more developed country. Consequently, he was more focused on learning skills required for the IELTS test, which is required to be granted a UK visa. As can be seen, Amer’s conceptualization of the importance of developing EAL academic literacies changed during the course of this study, contrary to Mubarak and Mamoon’s.

5.4.1.2 The three scholars’ conceptualization of their position in joint collaborations

Although only two scholars, Mubarak and Amer, out of the three were involved in joint collaborations during exile, all three scholars expressed conceptualizations of their position in collaborative writing. At the start of data collection, Amer believed that his

contributions were not valuable in his relationship with his UK-based co-authors. His negative positioning in collaborative writing seemed to have an impact on his disciplinary authority: “I do not think what I say and write matters. I can easily be substituted in this team” (Amer, Int.2). However, this view changed when he started collaborating with the Gulf academics. It seems that Amer acquired more authority when he started collaborating with the Gulf academics, where he felt his contribution was valuable, as he perceived himself as an expert writer: “I feel I am important to the group. My co-authors cannot do and write the research without me” (Amer, Int.10).

Mubarak, whose contribution to his Turkish and Syrian research teams were major, viewed his contribution to joint work in a positive light. Even in interdisciplinary work, Mubarak still felt his authority as he was able to use his area of expertise in the collaboration: “I used my knowledge in statistical analysis here which is my main strength and the other authors do not know much about it” (Mubarak, Int.6).

Mamoon, although was not involved in collaboration while in exile, had certain opinions about his potential co-authorship practices in exile drawing on his experience of collaborative interdisciplinary work in Syria. For example, he believed that if he were to get involved in a similar type of project in exile, his contributions to joint work would be valuable. This belief could be supported by the way he positioned himself in his relationship with his EAP tutor, which, although cannot be an example of collaborative academic work, can still give a hint of his perceptions about his positioning of himself in his academic network. Mamoon seemed to position himself equally to his EAP tutor: “my tutor is teaching me language but at the same time I am telling him stories about the history of Syria, which he is interested in. We are both benefiting from this relationship” (Mamoon, Int.3).

In general, Amer’s positioning of himself as a writer in joint collaborations changed when the context he worked in changed. Mubarak and Mamoon did not express change in this type of positioning, which might be due to the fact that they did not change collaborative work context during the time of the study. I am referring here to the fact that Mubarak collaborated with the same academics in TH1 and TH2 and Mamoon was not involved in joint collaborations during this study.

5.4.1.3 The three scholars' conceptualization of their position in the wider academic communities

The three scholars discussed in this chapter belonged and aspired to belong to different academic communities. At the same time, they did not perceive a necessity to be part of other academic communities. For example, Amer did not see a benefit of belonging to an academic community that does not need his knowledge. Additionally, Amer did not believe in the concept of an international academic community:

There is a rich academic community like here in the UK and then the one that is poorer, like in Arabic countries, but each country has its own concerns and topics. Because the money is in the UK, they develop better methods that we try to copy but we cannot be in the same loop of research (Amer, Int.9).

Thus, Amer believed that there are rather local academic communities. For example, Amer thought that English speaking countries have their own academic community and similarly the Arabic countries have their local academic community. Unlike the other participants, Amer did not have the image of an *international academic community*, and this is related to his positioning of himself as a Middle Eastern academic rather than an international one.

Mubarak felt he was becoming a member of the international academic community and that he was moving gradually towards *full participation* (Lave & Wenger, 1991) in this community. Mubarak reported in the first interview conducted with him how his aim was to publish in an international journal where he would be able to get involved in discussions with specialists who have “the standard knowledge required in the international academic community” (Mubarak, Int.1). Mubarak here was referring to reviewers of international journals. He also believed that human beings live in a world that is strongly connected and researchers should conduct research that can be applied around the world.

Mubarak was open to joining the available academic communities and this was clear by conducting interdisciplinary work and by aiming to be academically multi-literate, as he published in Arabic, English, and Turkish. Mubarak's learning of Turkish academic language and his involvement in interdisciplinary work show his “academic flexibility and how dynamic he is” as his EAP tutor described him in an informal conversation with me.

Mamoon believed he was a part of an international academic community which could assist him in having a better future. His belief was confirmed when he received the funding from the US organization he was a member of prior to exile. Mamoon felt that entering the international community does not only occur through publications, but also through sharing different types of knowledge via online virtual communities and academic social websites (e.g., ResearchGate).

In sum, the three academics joined multiple online and face-to-face academic communities and used different strategies to enter these communities. For example, Amer used his EAL academic literacies knowledge to claim authority in the Gulf academic community, and Mubarak was open to learning a new language and entering a new discipline. Mamoon, on the other hand, focused on joining online academic communities.

5.4.2 Amer and Mubarak's authorial voice textual representation

In this section, I look into two *a priori* categories of authorial voice textual representation, where I discuss both interactional and interactive metadiscourse features and one *a posteriori* category, textual positioning, identified in Ahmad's case (Section 4.4.2.2.2). As was discussed earlier, since Mamoon did not write for publication while in exile, there was no data to discuss his authorial voice textual representation. Thus, this section focuses only on Amer and Mubarak.

5.4.2.1 Amer and Mubarak's authorial voice textual representation: *A priori* categories

I discuss here first Amer's metadiscourse use in his three written English-medium texts (Section 5.3.1) and then Mubarak's two THs discussed earlier (Section 5.3.2). The following discussion is supported by comparing the first draft the Syrian academics wrote, which was not edited by the co-authors, to the published text (see Appendix L for full analysis of the metadiscourse features). In cases where the Syrian academics did not write a full first draft, I compare the sections they wrote to the same sections that appear in the published text.

5.4.2.1.1 Amer's authorial voice textual representation: *A priori* categories

Amer's use of metadiscourse features differed across drafts and across different THs. It should be noted here that Amer wrote the first full draft in TH1 and TH2 and both drafts were compared with the published text. On the other hand, Amer wrote one section in

TH3, which is a systematic review, and only this section was compared across the first draft and the published text. Table 5.10 below shows the difference between the first draft and the published text in the use of interactive features. When looking at the total number of the used metadiscourse features, it can be noted that Amer increased his usage of interactive features in the published text in relation to all the investigated features.

Table 5. 10 Interactive metadiscourse categories in Amer’s TH1, TH2, and TH3 per 1,000 words

Interactive features	TH1		TH2		TH3	
	First draft	Published text	First draft	Published text	First draft	Published text
Transitions	14	7.3	10.5	8.1	9.3	10.2
Frame markers	3.4	10.3	7.5	11.3	8.9	8.9
Endophoric markers	0	1.2	1.3	1.3	1.2	1.2
Evidentials	5.7	6.5	4.3	5.4	3.4	3.6
Code glosses	0	4.5	8.9	5.6	0	0
Total number	23.1	29.8	32.5	31.7	22.8	23.9

There was a noticeable drop in Amer’s use of transitions in TH1. Amer overused transitions in the first draft of TH1. He inserted a transition phrase between most of the sentences. These transitions included *and* 40 times. Jamie, the UK-based co-author commented: “avoid the overuse of ‘and’” (Jamie’s intervention, TH1D2). *Moreover* and *additionally* also appeared more frequently (23 and 21 times, respectively) than other transitions, such as *thus* and *however*, which appeared 3 and 2 times, respectively. In the

sections, Amer wrote in TH3, he used slightly fewer transitions in the first draft than in the published text. The added transitions were *and* and they were added by his co-authors.

Frame markers were used notably less in the first draft of TH1. Amer did not use frame markers in his published texts prior to exile: “I never used ‘to summarize’ and write these things. I immediately just summarized. I do not see the point of telling the reader what you are about to do, just do it” (Amer, Int.2). However, Amer changed his practices and later his attitude towards the use of frame markers and this was obvious in their usage in the second published text. However, he was not conscious about the fact that he used them: “Yes, you are right I used them a lot more here apparently but that was subconsciously. I think my mind just stored them and liked to use them” (Amer, Int.7). Amer continued to use them in his TH3, however, he showed more awareness of their use this time: “I am now paying attention to these features and I try to use them at least once per section because this ” (Amer, Int.11).

In TH1, Amer did not use any endophoric markers in the first draft. Once his co-author, Linda, clarified that he needs to make in-text references to the figures and tables in the text. This information was useful for Amer as in the next two THs (TH2 and TH3), there was no difference in the usage of endophoric markers between the first draft and the published text.

Code glosses were also not used in the first draft of TH1. Amer first believed that including information between brackets is considered “informal and not really academic” (Amer, Int.2). However, after his UK-based co-authors included information between brackets, Amer started using brackets to include code glosses. This can be noted in the number of usages in the first draft of TH2. However, one of his co-authors commented: “do not include important information between brackets” (John’s interventions, TH2D5). The following is part of Amer’s first exchange of TH2: “Prediction xx (which distinguish future xx from a group xx)” (Amer’s TH2D1), which the co-author edited into: “Prediction xx which can distinguish true future xx from a group xx” (John’s intervention, TH2D2). Amer was able to use code glosses correctly in some parts of the text, for example, when he referred to the age of when asthma will disappear in girls: “often disappearing by school-age (6-13 years)” (Amer’s TH2D1, TH2PT). However, Amer reported not being confident

in using information between brackets again; code glosses did not appear in TH3, in which Amer was the main literacy and publishing intervener.

Table 5.11 Interactional metadiscourse categories in Amer's TH1, TH2, and TH3 per 1,000 words

Interactional features	TH1		TH2		TH3	
	First draft	Published text	First draft	Published text	First draft	Published text
Hedges	3.2	7.6	4.5	8.7	7.8	7.8
Boosters	0	9.9	0	8.9	0	0
Attitude markers	0	0	0	0	0	0
Self-mentions	0	0	0	0	0	0
Engagement markers	0	0	0	0	0	0
Total number	3.2	17.5	4.5	17.6	7.8	7.8

Table 5.11 above shows the frequencies of using interactional features in TH1, TH2, and TH3. The features that have been used in the drafts and published texts are only hedges and boosters, with self-mentions, engagement markers, and attitude markers not appearing in any of Amer's texts. As for the use of hedges, Amer used them only to a low extent in the first draft in both TH1 and TH2. In TH1, Jamie added hedges to the sentences but without discussing the changes with Amer, and this happened also in TH2. However, after I discussed this issue with Amer, he started paying attention to this metadiscourse features that he is "comfortable using, unlike the other one, [boosting], which is something I would not use on my own. It needs a higher level of expertise to use the other feature we discussed

[i.e., boosting]” (Amer, Int.8). From this excerpt, it is noticeable that Amer was not comfortable using boosters in his writing and this is clear in his lack of use of boosters in the published text with his Gulf co-authors.

5.4.2.1.2 Mubarak’s authorial voice textual representation: A priori categories

Mubarak’s use of metadiscourse features increased slightly in TH1 while the most notable increase was in TH2. It should be noted here that Mubarak wrote two sections in TH1, the methodology and the results sections, and only these sections were compared across the first draft and the published text. On the other hand, Mubarak wrote the first full draft in TH2 which was compared to the published text. Also, the reader should be reminded here that TH1 was published in a local journal, while TH2 was published in an international journal, with the assistance of UK-based academics. The increase in the use of metadiscourse features in TH2 was after Mubarak was introduced to CARA’s workshops on academic writing, which included sessions where the Syrian academics analyzed textual features in published articles.

Table 5. 12 Interactive metadiscourse categories in Mubarak’s TH1 and TH2 per 1,000 words

Interactive features	TH1		TH2	
	First draft	Published text	First draft	Published text
Transitions	12.3	13.1	10.2	13.2
Frame markers	0	0	4.3	9.8
Endophoric markers	1.4	1.4	0	0
Evidentials	5.6	5.7	5.4	7.2
Code glosses	1.1	1.1	2.1	5.1

Total number	20.4	21.3	22	35.3
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The main interactive features that had a noteworthy increase in TH2PT are frame markers and code glosses, as Table 5.12 above shows. Frame markers, which were not used in TH1, were used 4.3 times per 1,000 words in the first draft and 9.8 times per 1,000 words in the published text. Mubarak added frame markers to provide an outline for the text after he read an article published in the same journal he aimed to, and later indeed managed to, publish in. For example, he added: “Following the introduction ...” (Mubarak’s intervention, TH2D3). Other frame markers were also added after they were highlighted in a workshop on EAL writing for publication, which was facilitated by CARA in Turkey.

The other interactive feature that came to the fore is code glosses, which were used more in TH3PT. Code glosses were used in TH1 with no change in the frequency of their usage between the first draft and the published text. In TH2, the frequency of Mubarak’s use of code glosses more than doubled. Mubarak was instructed by the UK-based academics, who were literacy brokers rather than co-authors, to use code glosses in the published text. For example, code glosses were used 35 times in the published text, and this use included elaboration of information that is not clear to the international academic community. For example, Mubarak added information on the type of refugees his study discusses: “refugees (forced migrants)” (Mubarak’s intervention, TH2D3) after a UK-based academic commented “what type of refugees?”. Mubarak also added information on the type of network the refugees had: “(both among other refugees and with the host population)” (Mubarak’s intervention, TH2D3). Mubarak commented on the increased usage of code glosses: “you cannot know what is clear and what is not until an outsider researcher read your draft and then you explain things better” (Mubarak, Int.10).

Table 5. 13 Interactional metadiscourse categories in Mubarak's TH1 and TH2 per 1,000 words

Interactional features	TH1		TH2	
	First draft	Published text	First draft	Published text
Hedges	7.9	8.1	9.8	10.3
Boosters	2.3	2.3	1.4	4.3
Attitude markers	0	0	0	2.3
Self-mentions	0	0	0	3.6
Engagement markers	0	0	0	3.2
Total number	10.2	10.4	11.2	25.9

Table 5.13 above shows the difference in the use of interactional metadiscourse features in the first draft and the published text in Mubarak's TH1 and TH2. There is a notable increase in the total number of interactional features, which more than doubled in the published text. The features that were new to Mubarak and which he started to use in the text published internationally were: attitude markers, self-mentions, and engagement markers.

Attitude markers were used 16 times in TH2PT, as verbs (e.g., *emphasized*) and adverbs (e.g., *remarkably*), and were not used in texts written earlier to TH2PT. Attitude markers were mainly used in the discussion section, for example, "xx are *inescapably* xx" (Mubarak's TH2PT). Mubarak commented how he was "triggered to use strong expressions in the discussions to make my point clear as the subject of the research needs that" (Mubarak, Int.10). As TH2 is about refugee camps, attitude markers were used to express Mubarak's clear attitude towards the findings, these markers included: *surprisingly*,

important, no doubt. This is similar to his use of engagement markers, where he felt the reader would be “more intrigued and engaged with the important message of the text when you address him [the reader] directly” (Mubarak, Int.10). For example, the engagement markers *it should be noted* and *the reader should note* appeared five and four times respectively in the published text.

Mubarak was encouraged to use self-mentions by the editor of the journal in TH2, who wrote: “I agree with the reviewers that the personal pronoun ‘we’ should be used more often in the text” (Editor’s comment, TH2ST). Mubarak discussed this issue with the UK-based academics, and he was convinced that using *we* would make “the argument stronger as it connects the authors with the data and the writing” (Mubarak, Int.10). As can be seen, Amer and Mubarak’s use of metadiscourse features changed during the time of this study to be more disciplinary appropriate. In the next section, I investigate how Amer and Mubarak approached textual positioning in their texts.

5.4.2.2 Amer and Mubarak’s authorial voice textual representation: Textual positioning

Authorial voice textual representation was investigated in relation to textual positioning via mainly focusing on citation practices in Amer and Mubarak’s writing. Textual positioning is related to how the academics positioned their argument vis-à-vis previous works in their disciplines. In Ahmad’s case, textual positioning was traced via analysing his citation practices, which revealed how he textually positioned himself in the academic disciplinary community. Here, I examine how this issue was apparent in Amer and Mubarak’s EAL academic writing. For example, Amer reported the method used for source text selection was determined by the reviewers in the journal where the research team he belonged to aimed to publish. Amer reported that in their discipline they can nominate potential reviewers for their submitted article, and they usually cite the potential reviewers and the work these reviewers cited in their published work. Amer pointed out that this is typical of publishing in international journals: “it is really like a game. If the article is rejected, then we need to change the citations we have” (Amer, Int.3). In fact, this was evident in Amer’s first published text, where the article was rejected and then resubmitted to a different journal after changing the citations:

In this article [TH1] we changed those citations [(xx, 2014; x, 2015)] and we used different references because we had to submit to a different journal, and we asked for different reviewers so we needed to change a few citations. As you notice, we did not change the ideas just the citations, so we still can cite authors who agree with our ideas but just different ones from the ones in the text submitted the first time (Amer, Int.3).

Thus, Amer perceived following certain citation practices as being part of the “publishing game” (Amer, Int.1), a view that did not change during the course of this study. Another citation practice that reflected Amer’s authorial voice development via textual positioning was the citation practices in relation to *integral* citations (Swales, 1990) in the text, i.e., using authors’ names as a grammatical constituent of the sentence. For example, while the first draft included “[James] (2010) studied iron localization and ...” (Amer’s TH1D1), Amer’s co-authors changed this in the second draft to read: “iron localization and xx have been widely studied ([James], 2010)” (Linda’s intervention, TH1D2). In the final draft, the referencing system used was changed to adhere to the journal’s guidelines where the authors used a numeric referencing system, i.e., using numbers for in-text citations. Amer commented on this saying: “I did not know at first why my co-authors at first made the changes to the references and used numbers instead but I asked them about this and they said they are following the journal’s guidelines” (Amer, Int.5). It should be noted here that although Amer was the first author of the article, he was not the corresponding author who was responsible for formatting the article according to the journal’s requirements.

Another aspect of the textual positioning is the language of the cited articles Amer used, which was strictly English when publishing in international journals: “I only use articles that are published in English of course, preferably the ones that are published in high ranking journals” (Amer, Int.2). However, Amer changed this view when writing with his Gulf co-authors, who cited two studies published in Arabic. When they discussed this issue together, Amer seemed to understand that it was important to position the research in relation to the context where they aim to publish by citing studies from the same academic context: “I agree that we need to cite studies that are conducted in the same country we are publishing in” (Amer, Int.8). Even later Amer started questioning the previous citation practices which were not “flexible” as his co-authors “were not open to citing good relevant work but work that has the image of being good and relevant” (Amer, Int.10) and this

reminded Amer of his “publishing game” metaphor where he stressed this idea again in our final interview.

Thus, Amer’s authorial voice development was reflected in increasing awareness of where to position his arguments textually, i.e., via citing specific authors (in his case potential reviewers and writers from the same context where the study is published), and how to perform citations, using a proper referencing system, and avoiding integral citations.

Textual positioning for Mubarak was also reflected in his citation practices, specifically in relation to where to position himself as an author and how to conduct textual positioning. Mubarak cited work published in Arabic, English, and Turkish in his articles published in the local journals, however, he cited work that is only published in English in the article he published internationally. Mubarak reported that the “cited work should be published in English just in case the readers would like to check it” (Mubarak, Int.10). Out of the 35 references he used in the international journal, 10 were published in local journals and five were websites giving information about refugees. Although Mubarak reported citing work that is not published internationally, he reported being “extra careful in the way I report those studies” (Mubarak, Int.10). For example, using reporting verbs such as: “[James] (2013) *attempted to* identify coping xx of xx refugees in xx” (Mubarak’s TH2PT). This contradicts the way he cited his own study where he wrote “Our study xx *asserts* the importance of xx coping xx of xx refugees” (Mubarak’s TH2PT) although he cited one of his studies that was published in a local journal as well. Mubarak commented on this incident saying: “I feel I know my study and how good and careful the data collection and analysis were although it was published locally but I cannot say the same about other locally published research” (Mubarak, Int.9). Mubarak used hedging, *attempts*, when presenting the work’s achievements, thus, questioning the quality of the work in comparison to the use of *asserts* which shows a more authoritative stance.

Moreover, Mubarak used both integral and non-integral citations, as typical of citation practices in the social sciences (Hyland, 1999) and this was conducted in the articles he published internationally and locally. For the integral citations, he used reporting verbs such as: *argue, emphasize, studies, agree partially*. He reported the importance of including researchers’ names in the article and focusing on them enables the authors to position the text in a way that reflects the authors’ own political agenda towards refugees.

For example, aligning the research with researchers that focus on the positive impact of refugees on the host community supports Mubarak's point of view and make it stronger. Thus, he showed an awareness of the rhetorical power of citations.

Additionally, Mubarak, during the first interview, believed that publishing practices should not be related to any agenda: "I cited those authors because I like their work and I think their work is well done" (Mubarak, Int.1). Nevertheless, Mubarak changed this view after he worked with the UK-based academics on his article that was later published in an international journal: "I cited those authors because [a UK-based academic] told me it would be good if I could add citations to studies published in the journal where I wanted to submit the article" (Mubarak, Int. 8).

As demonstrated, textual positioning reflected how the writers, Amer and Mubarak, perceived their authority in their disciplines and how understanding the "publishing game" involves being aware of who to cite and how to conduct that and this is part of having authority in the discipline.

5.4.3 Summary of findings related to the three scholars' authorial voice development

To summarize, authorial voice was studied in relation to authorial voice conceptualization, specifically, in relation to writers' positioning of their writing and of themselves in the different academic communities where they belonged. Authorial voice development was also investigated textually in relation to metadiscourse features and textual positioning. As for the use of metadiscourse features, Amer used interactive features the highest in TH1. It was notable that his use of these features did not really differ between drafts in TH2 and TH3. The difference was that in TH2 he used the metadiscourse features without really understanding the rationale behind using them. In TH3, Amer reported deeper understanding of the features use. Thus, Amer's beliefs change followed the change in his practices. However, the same did not happen for interactional features. For example, Amer found difficulty in adhering to the disciplinary norms concerning the use of boosters; he reported not having the "courage" (Amer, Int.9) to use them. The text published in a local journal did not include as many interactional features as the ones published in international journals. This might show how his beliefs and practices did not really change concerning the use of interactional features. Amer only used hedging and boosting and

while he was comfortable with using hedging the same way he used when publishing in the international journals, he was not as comfortable with using boosting in the article published in the local journal.

Mubarak's publishing journey was the opposite of that of Amer's. Mubarak published at first in a local journal and then in an international one. Mubarak's use of interactive features increased in total in TH2 and his practices change was accompanied by a change in his beliefs. He learnt from CARA's workshops and the UK-based academics, as well as his own analysis of articles, the rationale behind using these features and that is when he changed his practices. The same happened with the use of the interactional features. For example, when Mubarak was directed to use self-mentions, he discussed that with his UK-based literacy brokers and was convinced that he would need to use them. Unlike Amer and Ahmad, Mubarak did not accept suggestions just because of power imbalance but rather discussed them and changed his belief first.

Textual positioning was investigated for Amer, who showed, over the course of two years, more awareness of the fact that as an academic writer he is expected to position himself by citing his expected reviewers, for example, and by citing them in a specific way that goes in line with the journal's expectations. Similarly, Mubarak also developed this perception that he would need to cite specific authors and adhere to the "publishing game" towards the end of this study.

5.5 Overview of the main findings of the three scholars

In tracking the three scholars' EAL academic literacies development, I first showed how academic networking practices was related to EAL academic literacies development of Amer, Mubarak, and Mamoon. Amer's three THs and Mubarak's two THs were analysed to provide a deeper understanding of how co-authorship, a form of academic networking, was related to these writers' EAL academic literacies development. As for Mamoon, his beliefs about co-authorship, which he was not involved in during exile, was also investigated via interviews. Specific features, metadiscourse categories and textual positioning, were part of the understanding of EAL academic literacies development and they were investigated in both Amer and Mubarak's texts.

The three scholars in this chapter witnessed a growth in their academic networks, however, this was not related to the increase in textual production, i.e., published work. For

example, Mamoon did not publish any article while in exile but had a growth in his academic network. In relation to authorial voice, Amer sought, and found, more authority in the Gulf academic context. Mubarak, on the other hand, did not report on how and whether the contextual shift impacted on his sense of authority. Investigation of authorial voice textual representation showed that both academics, Amer and Mubarak, had a change in beliefs and practices by showing more alignment with textual requirements and expectations of the academic context where they are writing.

6. Discussion

In this chapter, I discuss the research findings related to each of the following RQs:

- RQ1. How is EAL academic literacies development of exiled Syrian academics related to their academic networking?
- RQ2. How is EAL academic literacies development of exiled Syrian academics related to their investment in co-authorship practices?
- RQ3. How is EAL academic literacies development of exiled Syrian academics related to their authorial voice?

While the first three sections answer the RQs, the fourth section reexplores the Academic Literacies framework.

6.1 RQ1. How is EAL academic literacies development of exiled Syrian academics related to their academic networking?

The following academic networking dimensions were investigated in this study: strong/weak, formal/informal, symmetrical/asymmetrical, durable/temporary, direct/indirect, local/global ties, and the relevant properties of nodes by focusing on the types of intervention they provided the Syrian academics. These are discussed here in relation to EAL academic literacies development.

The question of symmetry seems to stand out in the cases examined in this thesis, especially, for Ahmad and Amer. Ahmad was keen on developing his EAL academic literacies in a way that would enable him not to rely heavily on his co-authors' interventions, at least concerning some aspects of intervention. Ahmad was later able to establish symmetrical relations. Although Amer eventually had symmetrical relations with his co-authors, his strategy was different from that of Ahmad's; he sought symmetry in a different context by joining a Gulf academic community. Mamoon felt that all his ties were symmetrical, even with his EAP tutor who benefited from Mamoon's knowledge of Syria. Being in a multi-directional relation is similar to what Duff (2010) referred to when discussing how academic socialization adds to the knowledge of both established and novice members of the community. However, it should be highlighted here that in this case the participants were established in Syria, i.e., they were not complete novices in the new academic community. Moreover, academics might not always aim for symmetry in their

relationships as in the case of Mubarak whose ties with the UK-based academics remained asymmetrical. Mubarak did not express concern about this asymmetry in the same way Ahmad and Amer felt about their asymmetrical ties. This might be due to the fact that the UK-based literacy brokers were not Mubarak's co-authors, unlike the case of Ahmad and Amer who worked mainly with co-authors, where the asymmetrical power relation is expected in literacy brokerage ties (Lillis & Curry, 2010). In another vein, some ties might be unwilling to provide any type of intervention (Leki, 2001; Morita, 2009), like the case of Julia at the beginning of her relationship with Ahmad when she refused to give him thorough feedback. On the other hand, some asymmetrical ties might provide *unconditional* intervention as a part of the *Invisible College* (Wagner, 2008), where the aim is to help other members of the community, such as the help provided by the UK-based academics in Mubarak's case.

Moving from the importance of symmetry, the second main theme related to academic networking is the change in the quality of individual ties as well as academic networks as a whole over time. The type of intervention the Syrian academics contributed with changed over time, specifically in the case of Ahmad. Ahmad began to act as an intervener in many respects, including a network intervener by introducing colleagues to each other (e.g., Julia and Emily). Similarly, Amer started as a recipient of intervention only since he did not contribute with any type of intervention in his ANP1; he moved to perform two types of intervention with James' PhD students in ANP2 by being a publishing and a disciplinary intervener. I can draw here on Yim's (2011) study which found that the different roles students played in their community of practice, by being active in their networks, enabled them to grow and develop their academic literacies. In the current study, being active in the network meant being able to provide various types of intervention which was related to the academics' EAL academic literacies development. This shows the importance of being active in the network.

Another important emerging issue in this study was related to the way academics enter an academic community. Despite CARA's active role in introducing the academics to different academic communities, the participants' role in joining academic communities was key. Novices might resort to several techniques to facilitate their academic socialization process. For instance, Mubarak had to learn Turkish to facilitate his entrance

to the Turkish academic community. Ahmad, for example, insisted on Julia helping him enter the academic community by providing thorough feedback to his texts. Amer sought academic socialization at conferences and used his area of expertise to enter the local Gulf academic community. Mamoon, on the other hand, used the online US organization to become a member of the international academic community.

Curry and Lillis (2010) show the importance of strong, local, durable networks for EAL research publications. This study shows that all types of ties are essential for EAL academic literacies development. For example, weak ties can be important as in the case of Girma who only collaborated on a single paper with Ahmad and, nonetheless, helped Ahmad grow in various areas. Likewise, Amer benefited from the feedback given to him via weak and temporary ties (his UK-based co-authors) in later publications. Mubarak stressed the idea that his relationships need to be strong and durable, but it seems that even weak and temporary ties are also essential and can provide important types of knowledge to the academics. Furthermore, a finding that goes in line with that of Lillis and Curry's (2010) is the importance of transnational relations for publications in international high-status English journals. This was specifically evident in Mubarak's case where the UK-based academics were essential for a successful publication in a high-rated journal.

Property of nodes is another important dimension identified in this study. Previous literature rarely looked into this issue. The closest study related to this is Zappa-Hollman and Duff's (2015) which found that the type of relationship individuals had with their nodes (being friends as well as classmates) determines how fast their academic socialization process would be. My findings suggest that the type of expertise and properties nodes have can be strongly related to the academics' EAL academic literacies development especially in relation to the type of intervention the node can provide. For example, Ahmad's nodes were able to provide different types of intervention (disciplinary, text-production, and publishing) to enable publishing in international journals. Mubarak, on the other hand, resorted to the UK-based academics in ANP3 to provide text-production interventions that enabled him to publish in an international journal. Also, the disciplinary properties of Ahmad's African and Syrian nodes enabled him to stand out from the rest of the academics. Ahmad sustained his ties with his African and Syrian colleagues for this reason. Another issue arose here which is the Syrian academics' perspective of the nodes' properties. In

other words, what the academics think about the level of helpfulness their co-authors can provide is related to how much the academics are ready to invest in the ties. For example, Amer believed that his co-authors' text-production interventions can be made by a paid translator or a language editor; this led him to not try to benefit from instances of feedback on text-production issues. The perspective on properties of nodes is not fixed and might change under the influence of personal experiences. For example, Mamoon believed at first that EAP tutors' text-production interventions were not helpful. He changed his perspective after using an EAP tutor's text-production intervention in a grant application where he seemed satisfied with the interventions and, consequently, had a positive perspective on EAP tutors' interventions. However, he changed his perspective again when his application was not successful.

Durability is an important tie characteristic specifically in relation to the amount of work to be produced: like in Ahmad's case, his durable relationship with Julia assisted him to have a high number of publications. Regarding Amer, he rarely had durable ties with the nodes, and the amount of publications he had with each of the nodes was minimum (one article with each). Amer speculated his ties with the Gulf colleagues would be durable and that this could result in more publications. As for Mubarak, his durable ties meant more publications; this can be seen in how he included most of his nodes as co-authors in his publications. The importance of durability manifested itself when the academics changed institutions. Ahmad kept in touch with his ex-colleagues, while Amer did not. Ahmad's durable relationships resulted in more publications, thus, more productivity. Having durable ties can be a deliberate process, such as in the case of Mubarak who explicitly criticized academics who do not sustain their relationships. Conscious decisions in academic networking were evident in all the cases; all the academics expressed having a clear aim to their academic networking. Academics might have explicit aims such as looking for a job or for a post-doctorate, like Mamoon. This aim is different from Mubarak's. Mubarak made it clear that his aim was to ensure assistance in publishing in an international journal, whereas Amer's aim was to achieve esteem in an academic network; to pursue this, he had to build a network with the Gulf academics.

Another tie characteristic that had a major impact on one of the participants' academic journeys was informality. Informal ties were productive for Amer and created

hope for him to eventually turn those ties with the same individuals into formal ones, i.e., to work with the Gulf co-authors in an institute. Formal ties were important for other participants such as Ahmad who was introduced to several academics via CARA. This is similar to Mubarak and his institutional relations. Another characteristic that seemed to be related to EAL academic literacies development and being academically productive in relation to publication is network size. The increase in the number of nodes did not necessarily mean more publications; taking Mamoon as an example, the increase in the size of his network did not lead to more publications. This contrasts with Ahmad whose growing network size provided more publications as he co-authored articles with most of his nodes.

The last point in relation to academic networking is the impact of ties in the long run, particularly in relation to *learning transfer* (James, 2010). This was the case for Ahmad and Amer. Learning transfer is evident in Ahmad's later use of Girma's feedback to comment on his supervisees' drafts and Amer's use of his UK-based co-authors' interventions when writing with his Gulf co-authors. In general, it seems that there was a strong relationship between academic networking and EAL academic literacies development; this relationship is bound by many features, such as durability, nodes' relevant properties, formality, and asymmetry/symmetry of ties.

6.2 RQ2. How is EAL academic literacies development of exiled Syrian academics related to their investment in co-authorship practices?

Exiled academics' investment in co-authorship practices seemed to be related to three issues: their motivation to invest in publishing in the first place, the obstacles they face, and the coping strategies they can draw on. Thus, first those three aspects are discussed and then I move to discuss how feedback received from the co-authors impacted their EAL academic literacies development.

Although previous studies found that researchers' motivation to publish is related to their advancement in their academic career and to getting access to economic resources (Hyland, 2016a), exiled academics might have a different motivation to publish in prestigious journals. For example, for Ahmad, it was a matter of survival, i.e., obtaining employment and legal status to enable him to settle down with his family in his host community. Amer perceived publication as a way to feel valued; even though he published

in prestigious journals with his UK-based colleagues, he did not feel valued which made him seek publication opportunities elsewhere. Mubarak, on the other hand, perceived publishing as a way to enter an academic community, consequently, he sought publishing in Turkey and started conducting interdisciplinary research to blend in the new academic community. The only participant that showed demotivation to publish was Mamoon who was the only academic with no stable paid job among all the participating academics.

The four scholars differed widely in their co-authorship experiences. One difference was their expectations in terms of the benefits of co-authorship. For Amer, it was at first improvement of the written product. Later, this changed as he was interested in learning from his previous co-authors in order to be able to write with his Gulf-based ones. Ahmad, on the other hand, perceived co-authorship as a way to enter the international academic community and he invested in learning from his co-authors during all the stages of the study. The aim of co-authorship for Mubarak was to save time and to create a publishable text. Additionally, co-authorship opened new interdisciplinary, multi-literate, and methodological doors for Mubarak. Mamoon, who believed co-authorship was crucial to acquire the different knowledge types required for EAL publication, did not seem keen on getting involved in it as he was prioritizing finding a paid job. Although Mamoon believed he might divert from academia for some time, he thought he would eventually return to it. He, to a certain extent, did not perceive publications as an important element of being able to obtain an academic job or even a post-doctorate. Mamoon believed he would have academic opportunities by developing his disciplinary and text-production knowledges and also by expanding his academic network. Thus, investing in co-authorship can be strongly related to authors' academic aim, i.e., their perception of how collaboration contributes to their overall aim in terms of their academic career.

There were several discursive obstacles faced by the Syrian academics in this study. When looking at the main issues that the co-authors commented on for all three cases, Ahmad, Amer, and Mubarak, it can be noticed that argumentation and missing information came to the fore. Those findings go in line with previous research (Martín, 2008; Swales & Feak, 2004). Additionally, this study goes in line with Heron et al.'s (2020) findings that co-authors focus on disciplinary conventions first, while they focus more on text-production issues in the final stages of writing a research paper. However, contrary to Heron et al.

(2020), which used a qualitative approach to analysing feedback, this research used a quantitative approach to measuring the frequency of feedback. It should be highlighted here that the number of interventions can be a deceptive measure because different issues require different amounts of feedback. For instance, organisation issues may require one global comment for the whole text, while stylistic or language comments may be numerous because the issues are sentence- or word-level. Similarly, the frequency of comments is not directly related to the level of perceived difficulty. There are textual areas that were problematic although they were not dedicated a high number of comments by the co-authors. For example, Ahmad reported difficulty at first criticising previous research, especially research written by Middle Eastern researchers because he could not find the appropriate way to be critical, which is similar to Harwood and Hadley's (2004) and Moreno's (2010) findings of novice writers facing difficulties in criticizing previous research. Amer seemed to struggle with using boosters, an area often found to be problematic for EAL writers (Englander, 2014; Flowerdew, 1999), and all the academics showed lack of reader awareness, which is also evident in literature (Gosden, 1995; Yakhontova, 2002). Moreover, the issue of *parochialism* (Flowerdew, 2012), or positioning the research in a way that is relevant to the international academic community, was evident specifically for Ahmad. Amer had to deal with the issue of positioning the research for the relevant audience differently when he published locally with his Gulf colleagues as it was important to make the topic related to the local readers.

The study also revealed that feedback did not always have a positive impact and sometimes was rather demotivating for the academics. For example, feedback had a negative impact on Ahmad when Julia commented on the parochialism issue in his draft and also on Amer who did not receive an explanation on why the changes he made were rejected. While Ahmad had an opportunity to clarify the misunderstanding in Julia's intervention, Amer eventually left the academic community and joined another one where he could understand the requirements and feel as a valued member. This is similar to Bronson's (2004) and Séror's (2008) studies where the participants felt marginalized by the feedback given to them. The misunderstanding in Ahmad's story is reminiscent of Collin in Fujioka (2014) whose supervisee viewed the feedback negatively. However, even when feedback was frustrating for Ahmad, for example, and when he did not receive feedback

from Julia at all, he insisted on receiving it, similar to the participants in Séror (2014) and Fujioka (2014). Likewise, Amer showed this type of resilience by checking feedback given to him previously. Mubarak's resilience was manifested in learning a new academic language and entering a new academic discipline. Moreover, feedback has a potentially lasting positive impact even if delayed in some cases. For example, learning transfer (James, 2010) might occur intentionally as in Amer's case when he started analysing even IL1 interventions which were changes made directly to the text. Amer benefited from the interventions given in TH1 in his TH3. Similarly, Ahmad copied Girma's feedback when commenting on his supervisees' work.

When it comes to the level of intervention, co-authors differed in the extent to which they took into account the ZPD of the Syrian academics, some being more considerate than others. For example, Girma moved his comment from IL4 to IL3 when Ahmad did not understand his IL4 intervention. Moreover, Julia changed her approach to feedback because of Ahmad's deletion of her interventions when he was supposed to include and respond to them. Julia started making comments that included more details for Ahmad to be able to understand the feedback. This case supports Storch's (2018) suggestion that no level of intervention is better than the other as feedback should be used within the learners' ZPD. Thus, when feedback was actually "viewed as two ends of a continuum of scaffolded feedback" (Storch, 2018, pp. 265-266), it had a successful effect on the Syrian academics' EAL academic literacies development as feedback was both graduated and contingent (Storch, 2018). This was not true for Amer whose co-authors were more text-oriented than writer-oriented. However, as Lantolf and Aljaafreh (1995, p.480) suggest: "all types of feedback are potentially relevant for learning". This is true for Amer who later started analysing the comments after joining a different co-authoring team. It could be that later the comments he received in his TH1 and TH2 became indeed part of his ZPD and he was, therefore, able to make use of them. It is noteworthy that Amer's co-authors attempted to approach him with feedback that focuses on writer development in the first feedback cycle but chose to focus on text development in the second feedback cycle. Literature on this point does not provide insights into the actual number of cycles that needs to be conducted in order to assist writers in their EAL academic literacies development. Moreover, the focus on text development can be a result of various reasons. For example,

Mao and Crosthwaite (2019) found that for reasons such as time restrictions, feedback givers can engage in practices that do not necessarily align with their beliefs, such as focusing on form rather than content. This case was not true for Julia, for example, whose practices matched her beliefs.

It should be pointed out here that the level of intervention was also related to the level of power relationships in co-authorship. For example, IL1 was conducted when the co-authors perceived the Syrian academic as an equal, such as in the case of Amer's TH2, in contrast to his co-authorship relation with his post-doctoral advisors who intervened at different levels attempting to teach Amer about research publication. Similarly, Mubarak's co-authors, when requiring more information, intervened at IL4. This question of asymmetrical power relations exists when the level of disciplinary expertise differs, such as the case of Ahmad and Julia. However, this did not seem to apply to interdisciplinary work, such as in the case of Mubarak and his writing with the Turkish academics. Even for Ahmad the power relationships were balanced later when he gained more expertise in publishing in international journals. Concerning Amer, power relationships were balanced when he started working with the Gulf academics. It is important to note here that the Syrian academics changed not only their roles in the relationships but also their co-authors' roles. For example, Ahmad changed the nature of a negative experience in authorship with the "gift co-authors" by asking them to provide data and later involving them in the whole publishing process.

6.3 RQ3. How is EAL academic literacies development of exiled Syrian academics related to their authorial voice?

Authorial voice was investigated in relation to authorial conceptualization and authorial textual representation, where *a priori* and *a posteriori* categories were examined.

Regarding authorial conceptualization, it was examined in relation to one's own writing development, one's position in joint collaborations, and one's position in the wider academic communities. I used Bourdieu's (1986) conceptualization of the different forms of capital, specifically, in relation to cultural capital, which is transformed into symbolic capital (Bazerman, 2002). What academics think about themselves as authors is important in relation to their investment in developing their EAL academic literacies. There were similarities between Ahmad, Mubarak, and Mamoon in the sense that they perceived being

an author as an essential part of being an academic which goes in line with previous research (MacSherry, 2000; Taylor, 2001). Ahmad even aimed to invest more in developing his EAL academic literacies to try to write a single-authored paper. Amer, on the other hand, perceived no relationship between developing one's EAL academic literacies and being a successful academic at first. However, and similar to Bartholomae's view that "many students will not feel the pleasure or power of authorship unless we make that role available" (1995, p.69), Amer felt the "pleasure" of being an author when he was handed the power of authorship while writing with the Gulf colleagues.

Regarding positioning one's self in joint collaboration and in the wider academic community, I drew on the *relational turn* (Edwards, 2010) in understanding authorial positioning in collaborative work. The fact that Ahmad, Mubarak, and Mamoon drew on their strengths in joint work highlights the importance of taking *relational expertise* (Edwards, 2010) into consideration in academic collaborations. Relational expertise highlights how each team member can be an expert in a certain area of the research: their acceptance of each other's expertise and acknowledgment of their own expertise are essential for their authorial voice development. For example, Ahmad was knowledgeable in statistics and he used this knowledge in his collaborations to become an active member of the research team. Mubarak learnt Turkish academic language and used his knowledge in Economics to contribute to an interdisciplinary work. Although Mamoon was not involved in co-authorship in exile, he used his knowledge of the history of Syria to get involved in discussions with his EAP tutor to feel valued in this network. Amer, on the other hand, did not feel as a valued member in his collaboration with the UK-based academics where his cultural capital, i.e., expertise, was not valued in the new academic community; this is what Bourdieu calls *hysteresis effect* (see Section 2.4.1). Furthermore, there was a *negative internalization* (Kirova, 2012) of the new academic community leading Amer to opt to join a different community. In general, similar to Gourlay's (2009) findings on gaining authority while progressing in the academic journey, academics in this study went through a transition stage while joining a new academic community ranging from feeling lack of power and authority to gaining more authority. And even when authority was not felt in Amer's case, he looked for it in a different academic context.

Concerning authorial textual representation, it was investigated in relation to *a posteriori* and *a priori* categories. The *a priori* categories were investigated in relation to interactive and interactional metadiscourse features. Previous research (e.g., Abdollahzadeh, 2011; Hyland & Tse, 2004; Mansourizadeh & Ahmad, 2011) showed that more expert writers tend to use all metadiscourse features more than less expert ones. This finding is true for Ahmad, who used more metadiscourse features the more he published. The increase in the metadiscourse features came as a result of his co-authors' feedback. It was noticeable that while Ahmad negotiated other types of feedback as has been seen earlier, he did not do the same for comments and changes related to metadiscourse features as he immediately accepted them. Thus, he accepted the authority of his more experienced co-authors in this area. The qualitative investigation of metadiscourse features showed how the main issue Ahmad struggled with was understanding why he needed to include the added metadiscourse features. When Girma explained to him that he was supposed to be addressing a reader in his text and how the metadiscourse markers help with that, he was able to include these markers himself in his TH3 after learning about their purpose. The act of explaining the aim of metadiscourse features seemed important for writers to internalize their use. Amer and Mubarak faced the same issue specifically in relation to the use of code glosses. Concerning Mubarak, his UK-based literacy brokers were able to guide him and explain how readers in different contexts need more explanation of the issue of refugees. Amer, who did not receive the same explanation, did not use code glosses in his text published with the Gulf co-authors. On a different note, Amer's case contrasts with previous research findings that metadiscourse features increase with the level of expertise. For example, Amer used fewer transitions in the final draft of his TH1 because he was overusing the transition *and* in EXC1 and his co-author asked him to reduce its use. This can reflect a deceptive measure in discourse research which is that the mere counting of metadiscourse features can sometimes be problematic on its own. For example, in this case the high number of metadiscourse features was due to the overuse of *and* which did not mean a higher level of expertise in the use of transitions. Thus, adding the qualitative insights assisted in revealing details about the metadiscourse features.

Another interesting finding in relation to metadiscourse use is the hesitation to use boosters which is similar to Abdollahzadeh's (2011) findings that periphery-based, Iranian,

authors used fewer boosters than centre-based ones. The qualitative investigation showed that the participants, specifically, Ahmad and Amer, did not feel confident enough to use this metadiscourse feature. Another metadiscourse issue is disciplinary variations in their use which seemed to be apparent particularly in relation to the use of self-mentions. Mubarak used them after the journal editor pointed that out, Amer did not use them at all, while for Ahmad, it was the nature of the paper that dictated the use of self-mentions.

The three *a posteriori* categories selected for close analysis in this study were: disciplinary discourse conventions, textual positioning, and textual ownership. Disciplinary discourse conventions were investigated in Ahmad's case particularly in relation to the use of disciplinary terminology and abbreviations. The use of disciplinary terminology forms an important part of writers' authorial voice (Ivanič, 1998; Ivanič & Camps, 2001; Tardy, 2005). Similar to Tardy's (2005) participants, whose increase in disciplinary knowledge resulted in an increased usage of disciplinary terminology, Ahmad reported using more discipline-appropriate terminology when he gained more academic expertise. The difference between the participants in this study and the ones in Tardy's (2005) is that the participants in this research were established in their previous academic community and thus Ahmad's use of disciplinary terminology did not increase noticeably but rather changed qualitatively; he started using disciplinary terminology that is more up-to-date and appropriate in the new context. The use of discipline-specific acronyms helps create *disciplinary proximity* where outsider readers get alienated (Barnett & Doubleday, 2020). This disciplinary knowledge of acronyms is associated with writers' authorial voice, as Ahmad's case showed. Ahmad's use of disciplinary acronyms, although starting as a mere application of his co-authors' suggestions, changed later as he started to notice the necessity of learning disciplinary acronyms when communicating with academics from his discipline. This reflects how his practice changed first and then his habitus.

Textual positioning was investigated in relation to source selection and since this issue was prominent for Amer and Mubarak, it was investigated for them as well. Similar to Petrić's (2007) finding that more expert writers use citation for more than just attribution, this study showed that Mubarak, for example, used citation to show allegiance with specific political agenda by citing researchers that agree with his political views. An interesting citation practice is related to the three academics' (Ahmad, Amer, and Mubarak) attitudes

towards citing periphery-based academics, studies published locally and in languages other than English. Citing studies that are published in a language other than English can be frowned upon when submitting articles to international journals (Lillis & Curry, 2010). However, Ahmad and Mubarak reported they felt it was important for them to cite studies published in local journals, nonetheless, they needed to cite them with caution by using specific reporting verbs such as “attempted (to identify)”. Amer also reported it was important for him to feel “free to cite” (Amer, Int.7) non-English-medium resources when he started collaborating with the Gulf academics to write for a local journal.

Citing specific studies to publish in international journals was used to avoid *parochialism* (Flowerdew, 2001). Ahmad was guided by the journal editor to position his research in a wider context by using references to a wider topic area, making his research of interest to a wider academic community. Moreover, Mubarak and Amer reported having to cite specific references in order to fit their publications into specific journals. Amer stated being expected to cite potential reviewers, and Mubarak reported being expected to cite articles from the target journal. While Amer was socialized into this practice at the beginning of his academic journey in exile and he seemed to internalize and accept the practice, Mubarak seemed more resistant to it at the beginning. Mubarak was later convinced of the benefits of this practice by his UK-based literacy brokers towards the end of this study. Moreover, Amer and Mubarak had two different approaches to integral and non-integral citations, each following his disciplinary practices. As customary in Amer’s hard science, he predominantly used non-integral citations, while Mubarak used integral citations, as customary in his soft science (Hyland, 1999).

Regarding plagiarism, both Amer and Ahmad committed it. As has been discussed in the Literature Review chapter (Section 2.4.2.2), this issue is rarely talked about in academics’ writing. While previous research showed student-writers might plagiarize intentionally or unintentionally (Pecorari, 2003), both authors, Amer and Ahmad, reported conducting plagiarism unintentionally. Additionally, their reasons for plagiarism were the lack of having a linguistic repertoire to enable them to rephrase what they had read. In general, there was a strong relationship between authorial voice and EAL academic literacies development in the context of established exiled academics.

6.4 The Academic Literacies model reexplored

The use of the AcLits model, with its understanding of how context and identity are related to academic writing, was vital in looking into exiled academics experiences in EAL publishing, keeping in mind that those academics were established in their home country and have lost their different types of capital in exile. This radical change in their context and their position in academia called for a careful contextual investigation. Below, I give a few examples on how using AcLits helped in understanding the academics' EAL academic literacies development more thoroughly.

The AcLits framework, which does not look at writers as “unmotivated” (Blommaert, Street, & Turner, 2015, p.141), was of great importance to this study where participants had different directions of motivations. Writers had different motivations that matched their own imagined communities (Kanno & Norton, 2003) which led them to invest differently in their EAL academic literacies development. For example, Mamoon did not aspire to develop his EAL academic literacies relevant to academic publishing as he was more concerned with finding a paid job, in contrast to Ahmad who insisted on Julia to give him a thorough feedback so that he could publish his research in an international journal. With regard to Amer, he did not use his co-authors' feedback to develop his EAL academic literacies until he moved to a new academic context and felt there was an expectation for him to have developed EAL academic literacies. Amer's case shows that motivations are not static, and that context is key to developing literacies. However, in Amer's case, it is not just the mere change of context, it is also the change in imagined communities that comes with the change of context which affect the EAL academic literacies development. The broad lens of the AcLits framework allowed for these interconnections to be explored.

Moreover, the fact that the AcLits model calls not to impose EAL academic literacies on writers, but rather to understand it, allowed for capturing negotiations that happened around feedback. For example, rejections of feedback by Ahmad, while part of those rejections was due to his disagreement with the co-authors which happened at a later stage of the study, other rejections were due to his lack of understanding of how to take action. Amer was mainly accepting his co-authors' feedback and there was less negotiations because he was not keen on developing his EAL academic literacies or on investing in co-

authorship. Feedback rejection has long been connected with resistance (e.g., Kim & Duff, 2012; Waterstone, 2008). However, this study revealed that rejection can be due to a lack of understanding; a superficial account of this act would not have unveiled the complexity of the range of reasons behind rejections. This is also related to authority and confidence, in that writers hid the fact that they did not understand the feedback and did not know how to take it up as an act of face-saving. Capturing those issues was vital to understanding how exiled academics engage and learn from feedback.

The AcLits framework's stress on the plural form of literacy was also important as it entailed that writers, when writing for different journals, in different disciplines, or in different writing genres (e.g., review article, research article), need different skills. This was notable in the case of Amer, who needed publishing interventions when disseminating his research in a local journal in the Middle East as the requirements were different from publishing in international journals. Similarly, Ahmad, who was involved in writing two genres, review and research articles, reported finding the latter easier and more straightforward because writing a review article would require from him a richer linguistic repertoire.

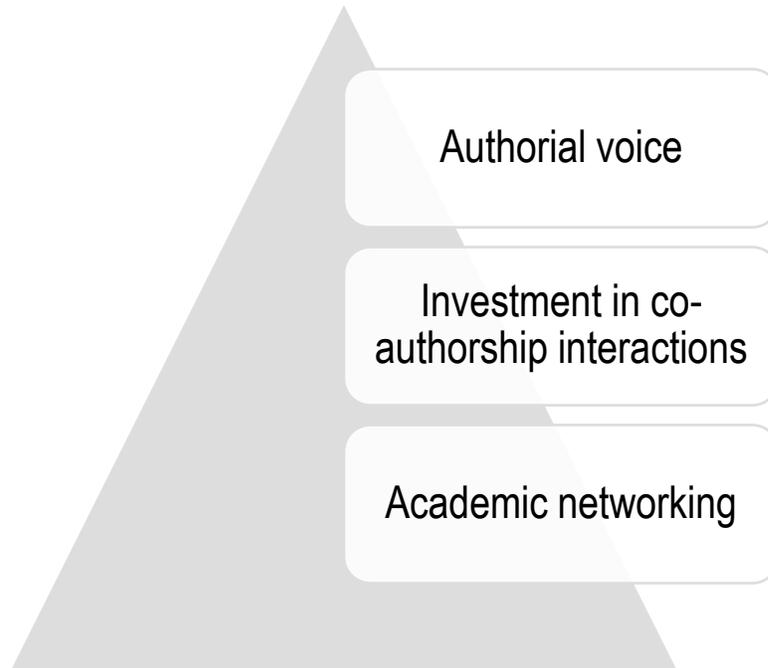
Moreover, the use of INoP (Zappa-Hollman & Duff, 2015), investment and Imagined Communities (Kanno & Norton, 2003), in addition to the AcLits framework (Lea & Street, 2006) gave further insights into the study of exiled academics EAL academic literacies development. The combination of these theoretical frameworks provided a holistic and deep understanding of the RQs. The following is an overview of how the combination was helpful in understanding RQ1 in Ahmad's case. Ahmad's academic network in Syria, prior to entering a new research community in Africa, played an important role in securing him a research placement in Africa. This holistic view of Ahmad's network contributed to the understanding of his academic network in exile in the light of not only his past networking experiences but also his imagined future networking practices. Ahmad, who planned to continue his career in academia, when realizing his network did not satisfactorily improve over eight months, expressed disappointment and uneasiness regarding this because he believed this could affect his job hunting. Moreover, his imagined academic future necessitated sustaining his relationship with the Syrian and African academics since he believed these international relationships would assist in

piquing the interest of potential employers. Additionally, the use of INoP (instead of CoP) allowed the investigation of Ahmad's networking practices to draw on his relationship with the academics outside of his disciplinary community as his immediate community of practice. For example, Ahmad referred to Shady who, although outside his community of practice, contributed to his research. Using INoP, rather than CoP, similarly helped explain the development of Ahmad's EAL academic literacies as a result of working with Girma, an economist, who did not belong to Ahmad's community of practice either.

Similarly, with the other participants, the combined frameworks enabled looking into the reason behind Amer joining a Gulf academic network and the reason Mubarak developed ties outside of his community of practice, particularly with the Turkish academics and in a different discipline. Mamoon, on the other hand, developed ties with his community of practice mainly but also with an EAP tutor, an outsider to his community of practice. Those points support Haneda's (2006) criticism of CoP, and by extension INoP, that this framework considers all newcomers to have the same goal, which is not true as can be seen in this example. This is similar to Song's (2012) study of the two South Korean families whose vision of the future directed their approach to their children's language education. Likewise, Amer imagined his community to be in the Middle East and he invested in ways to help him move there. Academics might choose the type of tie with their nodes according to their future aspirations and imagined communities (Kanno & Norton, 2003). Thus, combining AcLits, INoP, investment, and Imagined Communities provided a more insightful analytical lens.

In general, the use of AcLits in addition to the different other theoretical frameworks gave a deeper understanding of the participants' academic journeys. Moreover, the investigation of EAL academic literacies development in the context of exiled academics extended the AcLits framework in a new domain where the following model (Figure 6.1) was developed (this model was presented earlier in Section 4.5).

Figure 6. 1 Model for investigating EAL academic literacies development



The figure shows the main starting point, or base, of investigation to be academic networking. Academic networking in this study was found to have an important relation to EAL academic literacies development. However, the growing size and quality of academic networking was not strongly connected to EAL academic literacies development as much as the relevant properties the nodes in the networks were, in addition to the willingness of those nodes to share those relevant properties. This issue of willingness to share properties points out the importance of the second layer of investigation, investment in co-authorship interactions. This layer suggests that the readiness of both parties in collaborative work matter for EAL academic literacies development. The Syrian academics' readiness to invest in learning from their co-authors' interventions is essential for their EAL academic literacies development. This was strongly evident in Amer's case, who did not learn instantly from his co-authors' feedback and went back to analyse it and learn from it when he moved to a new context that expected him to have his EAL academic literacies more developed. Additionally, co-authors' willingness to invest in co-authorship practices is also essential to the success of the relationship, and this could be seen in the example of Julia

who changed her approach to feedback to suit Ahmad's ZPD. The final layer of investigation is authorial voice which is intertwined with the previous layers as it investigates how the academic network and co-authors' feedback impact the novice academics' textual and conceptual authorial voice development. It was found that the relationship between EAL academic literacies development and authorial voice goes both ways. As writers develop their EAL academic literacies, they become part of the academic community they aim to enter. Belonging to a specific academic community means developing not only writers' authorial voice textual representation but also how they position themselves in their new academic communities.

The suggested model of EAL academic literacies development provides analytical and theoretical insights into the study of academic literacies as it captures the holistic view of academic literacies journeys in addition to the in-depth view of the different factors that are related to academic literacies development. This model contributes to the existing literature on EAL publishing and can be applied not only to exiled academics' EAL academic literacies development but also to the study of academics' writing in general.

6.5 Summary

This chapter discussed the results of the three RQs in relation to the existing literature. The first section discussed the relationship between academic networking and EAL academic literacies development, whereas the second section looked into how one form of academic networking, co-authorship, is related to writers' EAL academic literacies development. The third section dealt with writers' authorial voice development to build up an understanding of its relationship with EAL academic literacies development. The fourth section reexplored the AcLits framework.

7. Conclusion

In this chapter, I first provide an overview of this study and its main findings, then I discuss the theoretical, methodological, and pedagogical implications. I conclude by pointing out the research limitations of this thesis and provide a brief discussion of possible future research.

7.1 Overview of this study

This study investigated how four Syrian exiled academics developed their EAL academic literacies, specifically, in relation to their academic networking and investment in co-authorship practices, and their authorial voice conceptualization and textual representation. Ethnography was used as a method via talk-around-text interviews; as a methodology, via questionnaires; semi-structured interviews; writing logs; network logs; and Text Histories. Ethnography was also employed as *deep theorizing* via conducting analysis of both conceptual as well as textual authorial voice.

In relation to academic networking, the findings suggested that all types of ties are important for the development of EAL academic literacies. Symmetry seemed a characteristic that academics seek in their ties, specifically, with their co-authors. However, this characteristic was not sought in the ties with literacy brokers. Also, the Syrian academics' role in their networks changed over time; being more active in their networks as well as their increased knowledge meant more production. Although durability led to more production, temporary ties were also of importance. The relevant properties the nodes possessed, such as publishing, disciplinary, and text-production knowledge, made the publication process faster and smoother; however, the academics' dynamicity can lead them to seek specific properties, such as knowledge of text-production, in other nodes. Thus, the question of investment seemed key in academic networking success.

The participants seemed to have different levels of motivation to invest in co-authorship practices and this was related mostly to the expected benefits of co-authorship, such as text development and developing one's own EAL academic literacies. Moreover, the type and level of support the Syrian academics received from their co-authors played a role in their readiness to invest more effort in co-authorship practices, specifically, in relation to the feedback received. Thus, co-authorship is a two-way interactive relation

where EAL academic literacies development occurs as a result of a mutual investment by both sides.

Authorial voice conceptualization and authorial voice textual representation were investigated in relation to EAL academic literacies development. The relationship between authorial voice conceptualization and EAL academic literacies development was found to be a two-way relation where EAL academic literacies were developed to create a more valuable perception of the self as an author. Moreover, perceiving oneself as an author was a drive for some academics to work more on developing their EAL academic literacies. As for the authorial voice textual representation, it was investigated in relation to *a priori* categories (metadiscourse features) and *a posteriori* categories. Metadiscourse features were used more in general as the level of expertise increased. The three *a posteriori* categories identified in this study were: disciplinary discourse conventions, textual positioning, and textual ownership. Writers used disciplinary discourse conventions more appropriately as they progressed in their academic journeys. As for textual positioning, writers seemed to develop their own beliefs about whom to cite depending on their political agenda, their target journal, and their expected readers. Textual ownership was investigated in relation to plagiarism which was found to have been conducted in established academics' writing unintentionally. The next section provides insights into the implications of this study's findings.

7.2 Implications

In this section, I provide the methodological, theoretical, and pedagogical implications of this study.

7.2.1 Methodological implications

This study provides a deep systematic analysis of EAL academic literacies development of exiled academics. The analysis targeted both textual and conceptual aspects of EAL academic literacies development using concise analytical frameworks to understand the relationship between academic networking practices, levels, areas, and types of intervention, authorial voice conceptualization, and authorial voice textual representation. The longitudinal nature of this study assisted in pointing out the importance of looking into those aspects in combination over a period of time to understand how development occurs.

The frameworks are useful for further studies on EAL academic writing for publication for both academics and novice writers such as PhD students.

Compared to previous longitudinal studies of EAL academic literacies development (Duff, 2008; Lillis & Curry, 2010; Zappa-Hollman, 2007), this study provides a *thick description* of the participants' journeys and shows the developmental aspect through the lens of the main participants and their co-authors (via feedback and interviews). Thus, the thick description captured multiple perspectives rather than being focused on individuals in isolation. Additionally, this thick description of each participant's journey, especially, for the main case, enabled the creation of a model to investigate EAL academic literacies development in the context of writing for publication.

Studies on academic networking (e.g., Curry & Lillis, 2010; Zappa-Hollman, 2007) focused on participants' academic networking practices at one point in the longitudinal studies. This study gives a holistic view of the participants' academic network practices by providing accounts of their academic networking practices at three points. Furthermore, the framework to study academic networking was expanded from that used in Curry and Lillis (2010) to include more characteristics that appeared to have a strong connection with EAL academic literacies development, such as tie symmetry and the relevant properties of nodes.

When it comes to literature on feedback, it focused mainly on students' writing (e.g., Bitchener & Knoch, 2010; Kim, 2018; Leki, 1991) and rarely on feedback coming from co-authors. This study provided a systematic textual analysis of co-authors' interventions using the framework on levels, areas, and types of intervention. The intervention framework was important in investigating how much help academics need at each stage of the writing process.

This study was one of the first to draw a comprehensive picture of authorial voice development. Previous studies looked into authorial voice conceptualization (Petrić, 2010), and authorial voice textual representation in relation to *a priori* categories (Aull & Lancaster, 2014; Fu & Hyland, 2014) and *a posteriori* categories (Dressen-Hammouda, 2014). This study combines all those types of analysis to provide a deeper understanding of authorial voice and further adds to the understanding of the existing literature. For example, while authorial voice conceptualization was investigated in relation to how writers *see*

themselves as authors, this study shows that writers' positioning in the different academic communities they belong to also plays an important part of their authorial voice conceptualization. Moreover, the combination of qualitative and quantitative analysis of authorial voice textual representation, which was rarely conducted in previous research that have been heavily quantitative (e.g., Aull & Lancaster, 2014; Fu & Hyland, 2014), revealed valuable information on the reasons behind using specific textual features. Additionally, the longitudinal dimension of this study enabled unveiling the developmental aspect of both dimensions of authorial voice. In general, although this study used methodological tools that are well-established in the literature, the main contribution is in using a combination of these tools over a long period of time, the analytical procedures used, and the triangulation of the different methods and informants.

7.2.2. Theoretical implications

Although this study used AcLits as an overarching theoretical framework, it drew on other theoretical frameworks that enriched the understanding of exiled academics' academic journeys. The theoretical frameworks and concepts were INoP (Zappa-Hollman & Duff, 2015), investment and Imagined Communities (Kanno & Norton, 2003), capital (Bourdieu, 1986), Invisible College (Crane, 1972; Wagner, 2008), and the writerly self (Ivanič, 1998). The combination of these theoretical frameworks was crucial in developing a theoretical model (see Section 6.4) that expands AcLits model in a new domain; namely, the study of EAL academic writing for publications where power relations are not static, as opposed to when academic socialization happens in student writing and supervisor-supervisee relations.

Moreover, as there has not been enough attention paid to exiled academics, this study examined AcLits in a new domain and context. The fact that the academics were established in their L1 and novice in their EAL made their position in the new academic community as neither totally established nor novice. The AcLits framework has not been investigated in this domain. Moreover, positioning the study in the context of exiled academics also extended the application of the AcLits model and highlighted some of its limitations and remedied them via drawing on additional theoretical frameworks.

7.2.3. Pedagogical implications

Despite similarities in their circumstances, exiled academics differ considerably in their concerns, aspirations, motivations, and perceived challenges. Gaining a holistic understanding of their perceptions and needs is essential when developing writing support programmes. Looking more into writers' imagined communities and understanding them can help policy makers to better support the academics as their motivations might not go in line with the type of support being made available for them.

There is a need to develop an awareness of the publishing process and of the role of publications in academic job search which may help academics set appropriate short-term and long-term goals and plan on reaching them. This could be done via visits or webinars hosting successful exiled academics who once faced similar difficulties. This may help address issues of low self-confidence and lack of motivation and help academics develop a positive *imagined academic community*.

Moreover, the methods used in this study also have pedagogical implications. For example, it was interesting to note how Ahmad, when drawing his ANP3, recognized how his academic network did not develop which led him to make plans to increase his academic network. This method can be applied in the classroom by asking the target audience (e.g., students, academics) to draw their academic networks during their course of study and to reflect on them.

Additionally, the analytic intervention frameworks provided can assist those working or collaborating with less experienced academics, in general and exiled academics specifically, by reflecting on the levels and areas of intervention at each stage of the learning and writing process. This can result in authentic EAL academic literacies teaching (Khuder & Petrić, 2020).

7.3 Limitations of this study and future research

The study aimed for depth rather than breadth; therefore, it is not clear to what extent the participants' experiences and trajectories are typical or idiosyncratic. This study looked into EAL academic literacies development of four Syrian exiled academics from the disciplines of biology, chemistry, animal nutrition, and economics. The fact that this study focused on only these disciplines might make the findings of limited relevance when academics from other disciplinary backgrounds are concerned. Further research could look

into how exiled academics in other disciplines develop their EAL academic literacies. Moreover, the fact that all the participants were males does not allow for cross-gender comparison. Future research could look at specific features in the model provided in this study and investigate it for a larger number of participants, where possibly males and females are included.

Moreover, as Lillis and Curry (2010) suggested, no TH is complete. The participants in this study did not provide all drafts of their THs. For Mubarak, I had access to two of his published articles only, whereas the aim in this study was to analyse three articles for each participant. Although this study was in progress while the participants were working on their last published article, I was still unable to obtain all the drafts because writers were not comfortable sharing some drafts, which can be related to face-saving. Moreover, the analysis only included the co-authors' comments. Future research could focus on literacy brokers' comments as well and possibly compare their level and areas of intervention to those of the co-authors' to understand how exiled academics learn from them and how and whether learning transfer occurs.

The fact that this research was specifically focused on aspects of EAL academic literacies development related to the RQs meant that some other potential avenues of research were neglected. For example, cycles of feedback have not been investigated. Literature on this point does not provide insights into the actual number of cycles that needs to be conducted in order to assist writers in their EAL academic literacies development; this could be an interesting future research project.

Moreover, the participants spent different times in exile when I first contacted them. Thus, it was out of the scope of this study to explore the extent to which duration of exile affected their lives and academic journeys. Future research could focus on this area. Another fruitful area that future research could investigate is the case of novice researchers in exile as the findings of this study may be transferrable only to cases of established academics.

7.4 Summary

To conclude, the present study has contributed to the investigation of EAL academic literacies development in a new context. The findings and implications drawn from this

study can be a useful stepping-stone to expand knowledge in the realm of EAL academic literacies development in writing research for publication purposes.

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Appendices

Appendix A: Participants consent form

Department of Applied Linguistics and Communication
 BIRKBECK
 University of London
 Malet Street,
 London WC1E 7HX
 020 7631 6000

Title of Study: Working their way up in exile: Academic literacies development of established Syrian academics

Name of researcher: Baraa Khuder

The study is being done as part of my PhD degree in the Department of Applied Linguistics and Communication, Birkbeck, University of London. The study has received ethical approval.

This study wants to explore established Syrian academics academic literacies development while being in Turkey and attempting to publish in international journals by taking part in the *Syria Program* run by CARA in Turkey.

If you agree to participate you will agree a convenient time and place for me to interview you repeatedly during the research writing process, you will share drafts of the research you are working on, your previous published papers, and their drafts if possible.

You are free to withdraw from the study at any time.

Your data will kept be anonymous by the researcher and will be stored in the researcher's laptop, which she will be the only one having access to its password.

The analysis of your participation in this study will be written up in a report of the study for my degree. You will not be identifiable in the write up or any publication which might ensue.

The study is supervised by Dr. Bojana Petrić who may be contacted at the above address and telephone number.

Title of Study: Working their way up in exile: Academic literacies development of established Syrian academics

Name of researcher Baraa Khuder

I have been informed about the nature of this study and willingly consent to take part in it.

I understand that the content of the interview will be kept confidential.

I understand that I may withdraw from the study at any time.

I am over 16 years of age.

Name

Signed

Date

There should be two signed copies, one for participant, one for researcher.

Appendix B: Questionnaire on the publication experiences in scientific journals in English and Arabic (English and Arabic versions)

I would like to ask you to help me by answering the following questions concerning your publishing experiences in Arabic and English and your English language experience for a PhD study in the Applied Linguistics and Communication Department at Birkbeck, University of London. There are no "right" or "wrong" answers and you don't have to write your name on the questionnaire. I am interested in your personal opinion. It will take about 20 minutes to complete this questionnaire.

Your responses are voluntary and will be confidential. Responses will not be identified by individual. All responses will be compiled together and analysed as a group.

Please give your answers sincerely as only this will guarantee the success of the investigation.

Thank you very much for your help!

A- Personal information: (8 items)

- 1- Gender: _____
- 2- Age: _____
- 3- What is your research field? _____
- 4- Where did you receive your doctoral degree? _____
- 5- Year in which you completed your PhD: _____
- 6- In which language did you write your PhD thesis? _____
- 7- Current academic position (if applicable): _____
- 8- Previous academic position in *Syria* (if applicable): _____

B- Competence in the use of English?

Please use the following scale:

1 = very low; 2 = low; 3 = medium; 4 = high; 5 = very high

What is your level of competence in the use of *English for academic purposes*?

Listening. <i>E.g.: Understanding lectures</i>					

Speaking. <i>E.g.: Giving papers at conferences.</i>					
Spoken interaction. <i>E.g.: Asking and responding to questions at a conference.</i>					
Reading. <i>E.g.: Reading articles about my research field.</i>					
Writing. <i>E.g.: Writing research articles and book chapters.</i>					

C. Writing research articles in Arabic and English:

1- Please indicate how many scientific articles you have published in each language

	Name of Journal	Co- authored?	Year of Publication
Arabic			
English			
Other languages: (Please specify) _____.			

2- Did you receive any help during the writing of your research article(s) (e.g. from colleagues, language specialists ... etc.)? Could you specify how they helped?

D. Development of academic writing:

1- To what extent do you consider the following options appropriate ways to develop your academic writing?

*Please use the following scale:
1 = very low; 2 = low; 3 = medium; 4 = high; 5 = very high*

Guidebooks with practical exercises on various aspects of research article writing.					
On-line teaching of academic writing (one-on-one interaction with a writing teacher)					
Theoretically-oriented courses on research article writing.					
Practically-oriented workshops on research article writing.					
Translation and authors' editing services.					
Theoretically-oriented books on research article writing.					
Others: (Please specify) _____.					
(Please specify) _____.					
(Please specify) _____.					

2- How helpful do you think the following types of professionals are for your academic writing development:

Researcher with an experience in fields related to mine.					

Researcher with an extensive publishing experience in scientific journals but not in my area of research.					
Researcher specialized in academic writing.					
Researcher who worked as an editor of research articles.					
Translator of research articles.					
Others: Please specify) _____. (Please specify) _____. (Please specify) _____.					

E. What difficulties did you face while publishing in Arabic and/or English? How did you overcome them?

F. What impact did publishing have on your academic position/ you as an academic?

G. What are your future academic plans (e.g. publishing, teaching, ...etc.)?

H. Would you like to add any information on your experience in publishing?

Thank you very much for completing the questionnaire. If you would like to participate in the larger study aiming to uncover how Syrian academics develop their academic literacies and what are the best ways to help them during this development while publishing in English, *Please, write your email here so I can contact you.* _____

Thanks for your participation!

استبيان عن تجارب النشر في مجلات علمية باللغتين العربية والانجليزية

أمل مساعدتك بالإجابة عن الأسئلة المبينة أدناه حول تجاربك في النشر باللغتين الإنجليزية والعربية وخبرتك باللغة الإنجليزية. هذا الاستبيان سيستخدم كجزء من بحث الدكتوراه في قسم اللسانيات التطبيقية في بيركبيك, جامعة لندن (Birkbeck, University of London). لا يوجد إجابات صحيحة أو خاطئة كما لا يتعين عليك كتابة الاسم على ورقة الاستبيان. أنا مهتمة برأيك الشخصي. يستغرق ملء الاستبيان عشرون دقيقة. سيتم الحفاظ على سرية إجاباتك الطوعية ولن يتم التعامل مع الإجابات بشكل فردي، ستجمع الإجابات وتحلل كمجموعة.

الرجاء الإجابة بشفافية على اعتبارها شرط هام لنجاح الدراسة.

شكراً جزيلاً للمساعدة

1. معلومات شخصية:

- 1.1 الجنس:
- 1.2 العمر:
- 1.3 الاختصاص:
- 1.4 الجامعة المانحة لشهادة الدكتوراه:
- 1.5 سنة الحصول على درجة الدكتوراه:
- 1.6 اللغة التي كتبت فيها أطروحة الدكتوراه:
- 1.7 المنصب الأكاديمي في تركيا (إن وُجد):
- 1.8 المنصب الأكاديمي السابق في سوريا:

2. الكفاءة في استعمال اللغة الإنجليزية؟

ما هو مستوى كفاءتك في استعمال اللغة الإنجليزية لغايات أكاديمية؟

الرجاء استخدام المعيار التالي

1- ضعيف جداً 2- ضعيف 3- متوسط 4- جيد 5- جيد جداً

					الاستماع. مثال: مدى قدرتك على فهم المحاضرات باللغة

					الإنجليزية
					التحدث. مثال: مدى قدرتك على إلقاء الأبحاث باللغة الإنجليزية في المؤتمرات
					التفاعل الكلامي مثال: مدى قدرتك على توجيه الأسئلة والإجابة عنها باللغة الإنجليزية في مؤتمر
					القراءة. مثال: مدى قدرتك على قراءة مقالات متعلقة باختصاصك الأكاديمي باللغة الإنجليزية
					الكتابة. مثال: مدى قدرتك على كتابة مقالات بحثية باللغة الإنجليزية

3. كتابة المقالات البحثية باللغتين العربية والإنجليزية:
3.1 الرجاء ملء الجدول التالي بالإشارة إلى تجربتك في النشر في كل من اللغتين:

سنة النشر	عدد المقالات التي تشاركت كتابتها مع آخرين	اسم المجلة	عدد المقالات	
				عربي
				إنجليزي
				لغات أخرى الرجاء تحديد اللغة:

3.2 هل تلقيت أي مساعدة خلال كتابتك للمقال/ات (مثال: من زملاء أو اختصاصيين في اللغة....الخ)؟ هل بإمكانك شرح كيف ساعدوك؟

4. تطوير الكتابة الأكاديمية:
4.1. إلى أي درجة تعتبر أن الخيارات التالية هي طرق مناسبة لتطوير لغتك الأكاديمية؟

الرجاء استخدام المعيار التالي

1- ضعيف جداً 2- ضعيف 3- متوسط 4- جيد 5- جيد جداً

					كتب إرشاد مع تمارين تطبيقية عن الجوانب المتعددة لكتابة المقالات البحثية
					التعليم الافتراضي للكتابة الأكاديمية (تفاعل مباشر مع معلم على الانترنت)
					دورات لتعليم كتابة المقالات البحثية
					ورشات عمل تطبيقية لكتابة المقالات البحثية
					الترجمة وخدمات التنقيح للكتابة الأكاديمية
					كتب نظرية حول كتابة المقالات البحثية
					خيارات أخرى: (يرجى التحديد) -----*
					-----*
					-----*

4.2. إلى أي مدى تعتبر أن الاختصاصيين أدناه مساعدون في تطوير كتابتك الأكاديمية؟
الرجاء استخدام المعيار التالي

1- ضعيف جداً 2- ضعيف 3- متوسط 4- جيد 5- جيد جداً

					باحث ذو خبرة في مجالات متعلقة باختصاصي
					باحث ذو خبرة طويلة في النشر في مجالات علمية ولكن ليس في مجال اختصاصي

					اختصاصي بالكتابة الأكاديمية
					اختصاصي بتنقيح المقالات البحثية
					مترجم ذو خبرة في ترجمة المقالات البحثية
					آخرون: (يرجى التحديد) -----*
					-----*
					-----*

5. ما هي الصعوبات التي تواجهها عند النشر باللغة العربية و/أو الإنجليزية؟ كيف تغلبت عليها؟
6. ما التأثير الذي أحدثه النشر على منصبك الأكاديمي أو/ و عليك كأكاديمي؟

شكراً جزيلاً على إكمال الاستبيان. إذا كنت ترغب بالمشاركة في دراسة أشمل تهدف إلى كشف كيفية تطوير الأكاديميين السوريين لمهاراتهم الأكاديمية وتحديد أفضل الطرق لمساعدتهم في التطور أثناء النشر باللغة الانجليزية في البرنامج السوري الممول من قبل كارا الرجاء كتابة البريد الالكتروني لينتني لي التواصل معك -----

شكراً للمشاركة

هذا الاستبيان مأخوذ بتصرف عن:

Moreno, A. I., Burgess, S., Sachdev, I., López-Navarro, I., & Rey-Rocha, J. (2013). The ENEIDA

استبيان: تجارب النشر في مجلات علمية باللغة الانجليزية والاسبانية, متوفر على الرابط التالي:

<http://eneida.unileon.es/eneidaquestionnaire.php>

Appendix C: Interview invitation email (Arabic and English versions)

Dear Dr. xx

Thanks for completing the questionnaire on the Syrian academics' publishing experiences, and many thanks for providing your email at the end of it. I would like to invite you for a short interview where we can talk in more details about your previous publishing experiences and your future plans, if that is possible? In case this is OK with you, could you please let me know when and how you would like to be interviewed (Skype, phone, WhatsApp)?

Many thanks for your collaboration in my research (which I believe will help in improving Syrian academics' publishing experiences).

Best regards,
Baraa Khuder

عزيزي الدكتور:
شكراً لإتمامك الاستبيان المتعلق بتجارب الأكاديميين السوريين في النشر باللغتين العربية والإنجليزية. شكراً جزيلاً أيضاً على تزويدي بعنوان بريدك الإلكتروني.
أود إجراء مقابلة معك، إن كنت لا تمانع، لنتحدث عن تجاربك السابقة في النشر بتفصيل أكبر وعن خططك المستقبلية، إن أمكن؟
إن لم يكن لديك مانع، الرجاء إخباري عن الوقت والطريقة المناسبة للتواصل معك؟ (عبر الهاتف، سكايب، واتساب؟)
هل بإمكانك أيضاً إرسال مقالك المنشور سنة (2017) قبل المقابلة؟ سيفيدني ذلك بالاطلاع على المقالات المنشورة في اختصاصك وسيساعدني على فهم طريقتك الخاصة في كتابة الأبحاث.
شكراً جزيلاً لتعاونك معي في بحثي الذي سيساهم في تحسين تجربة الأكاديميين السوريين في النشر.

تحياتي
براءة خضر

Appendix D The first interview schedual

Theme	
AcLits	<ol style="list-style-type: none"> 1- How did you learn how to do and write research? 2- Has your writing changed since your first publication (s)/ over the course of your career? What changed in your writing (in reference to their texts)? 3- Can you tell me about previous publishing experiences (in relation to your choices of languages used, journals, choice of methodology, co-authoring, use of resources)? 4- You did (not) you publish in English? 5- Do you think the value gained in publishing in English is different from that in Arabic? 6- Do you think what counts as an appropriate way of writing for academic purposes in Arabic is different from that in English? 7- <u>Turkey-based academics</u>: How was your experience in the CARA's EAP program you participated in? To what extent did you benefit from it? How?
Academic networking	<ol style="list-style-type: none"> 1- Do you prefer to write alone or with other colleagues? 2- Did you consult anyone at any stage? Did you ask for help in writing specifically? Were there any parts that were particularly challenging to write? How did you overcome these difficulties? 3- Did anyone comment on your work before getting published? How did you receive their comments? On what do they comment? 4- Do reviewers' comments have any impact on your writing? 5- Have you had any experience of being a peer-

	<p>reviewer/supervising postgraduate students? What kind of areas do you comment on?</p> <p>6- Have you had any paper rejected before? How did you cope with that? Did you try to revise it and submit it again to a different journal?</p> <p>7- Have you collaborated with academics from other countries before (on co-authoring papers or participating in joint projects)? To what extent did co-authorship affect your writing?</p> <p>8- Can you talk about your academic links with other institutions, departments, individual scholars, disciplines ... in Syria or outside it?</p> <p>9- Can you name five people/institutions who influenced and keep influencing your academic life?</p>
<p>Authorial voice</p>	<p>1- Do you consider yourself an established academics?</p> <p>2- Did your view of yourself as an academic change after leaving Syria?</p> <p>3- What are your strengths and weaknesses as an academic?</p> <p>4- Has any of your affiliation, status, disciplinary orientation changed since you left Syria, how, how do you imagine their future?</p> <p>5- Some theorists talk about how academic writers have a voice. What do you think of this saying?</p> <p>6- Do you feel that your voice is present in your writing? If not, why?</p> <p>7- If yes, where do you think it is present? Do you think the reader can identify it?</p>
<p>Conclusion</p>	<p>What are your future plans? Are you working currently on any project?</p>

Appendix E: Syrian academics interviews coding scheme

N	Code	Sub-code	Sub-sub-code	Example
1	Evaluation of one's writing	Achievements	Satisfaction	- I am very proud of the first article I published. The topic is very important and the way I managed to do it, I think, is impressive.
2			Dissatisfaction	I left Syria four years ago and could not publish anything; living with this fact hurts me.
3		Academic writing	weaknesses	Till now I still read my previous articles to be able to write a new one. I still need to check how I organized things. I think that is a weakness.
4			strengths	I have good knowledge of my field so when I write I know my aim and purpose.
5		development	language in general	Now, I can feel the language. I know more about its grammar and I can read an article in English.
6			writing practices	In Syria, my writing was more literary than academic. It was not systematic. Not as academically systematic as it is now.
7			publishing practices	It took me two years to publish my first article but now it takes me around two months to do so.
8	Beliefs about academic community	Comparison between the Middle-East and the West	value of publishing in Arabic and English	When you publish in English, you will be widely recognized as a researcher, but I think it is more important to publish in Arabic to

				help the people in my country, otherwise my research means nothing to me.
9			Academic community: practices of academics	In Sweden academics are more professional and they actually read articles which is different from Syria.
13			Academic community: research system	If you suggest this solution in the UK people will laugh at you. It is considered really old here and people do not use it anymore.
14			Academic community: rhetoric	What is published in Arabic could be published in English after translation because it is two different writing styles.
15			Academic community: value of research in society	In Syria research is not connected with industry and, therefore, people publish and no one reads anything.
16		Evaluation of academic system	Middle Eastern: negatively	Evaluation in Syria is not good or accurate
17			Middle Eastern: positively	We have, in Syria, academics who are really good and they tried to make a change.
18			Western: negatively	It is all about the reputation here but they do not really know much, especially the 'London' people. I think a regular academic can do better than them but they are in a reputed place and that is it.

19			Western: positively	Everything is available here, new programs, new resources, and even if not, they will bring it to you.
20	Beliefs about research	Image of researchers		The researcher is like a painter. He should be creative and think outside the box.
21		What is at-stake in research		If you want to do research, you need funding. If you have money, all will follow.
22		awareness of specificities of research		When you have results, you cannot manipulate them. This is called research integrity. You need to do the experiment again to check whether you will have the same results again.
23	awareness of specificities of academic writing.	Conventions		Academic writing differs from any other type of writing. It has rules and limitations.
24		Readers		I always include an introduction to my abstract because it will help the reader better understand my research
25	One's EAL development	Previous EAL experiences	Positive impact	I did my PhD in the UK so my English is really good and I am familiar with the writing system here.
26			Negative impact	I spent in Syria 12 years before coming here and I did not use a word of English during that time so this impacted badly on my English

				language level.
27		Motivation	Intrinsic: Aspirations	I need to build a good reputation so people will employ me and maybe ask me to collaborate with them.
28			Intrinsic: survival	I publish because I love life and this gives me hope for the future. I want to survive and this is like Noah's ship. It can take you places.
29			Extrinsic: making the best of the new context	I have access here to many things I will never have access to again, like talking to professionals and having all these resources and I need to make use of these resources by trying to publish as much as possible.
30			Extrinsic: expectations of the new context	I am in this prestigious university that has a world wide reputation. My work should match the reputation of my institution.
31		Strategies for development	Self-developed	I read a lot of articles to learn how to write.
32			EAP Courses: Practical impact	I learnt how to write and what to include in my writing in these courses. How to organize an introduction and other parts of the article.
33			EAP Courses: EAP Courses	It is a safe environment where I do not feel judged when making a mistake.
34	Feedback	Changes	Perceptions	I used to think one should write difficult complicated words to sound genius. But once I was writing on my computer and a colleague read

				what I was writing and told me this is not acceptable and I need to write in a simple way.
35			Practices in a specific paper	His feedback was detailed that when we submitted the paper to the journal, they immediately accepted it.
36			Practices in general	I made a good progress because of his feedback. I now focus on 'How, what, and why' in all my writings and even my students used to do that as well.
37	Publishing practices	Dealing with rejection of previous work/criticism	action taken after receiving	I submitted to a journal with a lower rating after they rejected our article.
38			mentioning reasons	They said it is old work so they cannot publish it.
39			reaction/feelings and thoughts	I was so disappointed with the editor. I think he only rejected the paper because I am Syrian.
41		Awareness of the reviewing process		We can choose our reviewers here, so we try to choose the ones who align with our ideas.
42		Value of publishing in English		It improves your chances of getting a job.
43		feelings towards the publishing process		I feel that I exist when I publish. Very tiresome and sometimes disappointing process, but still, it is refreshing and an assurance that I am alive!

44	Difficulties faced by exiled academics	general	Mobility: moving between locations	We had funding to do a project in Morocco. I could not get the visa so I am not sure about my position in the project now- I was supposed to do the data collection from Morocco.
45			Mobility: Instability in current location	I am on a visa in Turkey and it ends soon so no one will hire me because of this. I will have to move soon and not sure where to.
46			finding a job: Having qualifications	I am not doing certificate equalization in Turkey but they require many documents I do not have and not sure how I will find a job with it.
47			finding a job: age/other	There is age limit to get a job in Turkey but we are established academics with loads of experience and this should matter more than age.
48			finding a job: learning a language	I have to learn English and Turkish here and there is no time for this.
49		Academic	Fear of stereotyping	People would look at me and think, he is from the middle east, he does not know anything.
50			Lack of awareness of what to do	I think learning how to write grant applications is more important than writing articles because if you get the grant, you will get a visa! I wish I knew this when I first arrived here.
51			Finding a collaborator	My advisor did not have time to co-author a paper with me. He was so

				busy.
52			Finding and making use of resources: References	I do have access to some journals but not sure how to use them and how to find appropriate literature.
53			Finding and making use of resources: Research equipment	We do have a machine that could help me but I do not know how to use it and it is in a different department so I cannot get help.
54			Change in research routes: Field	I had to study a new subject related to economics of tourism because it is required here and so I started publishing in this domain.
55			Change in research routes: Methodology	The research methods I am familiar with are not enough, like questionnaires. I need to learn new methods like interviews because they are more desirable in the international community.
56	Co-authorship	Beliefs and practices	Middle East	In Syria, the advisor and head of the department should always be listed as co-authors.
57			West	In my field, the data owner is the first author.
58		Contribution	Of other co-authors	Turkish academics were only included to get access to data because the government would allow them to do so.
59			Of one's self	I wrote the whole thing but did not focus on the style and language.
60		Reasons for (not) doing it		I wrote that mini review on my own because it was to be published in a

				journal with low rating so it is difficult to find someone to accept to write for such a journal, especially in my prestigious university.
61		disadvantages		It can delay your work because you will have to wait for others to respond.
62		Advantages		You can produce work of higher quality with co-authors.
63	Networking	how it happened		I met this American academic in a conference.
64		strength		We contact each other on weekly basis. So the relation is strong, although we are not working in the same field.
65		Beliefs		If you have a network, then you get the job. It is not about your abilities but rather your connections.
66		One's value in a network		I feel I am only included in the project as a charity. I have no value. They just feel sorry for me.
67		ability and willingness to network		I am eager to know more people but I do not know how to approach them
68		Comparing networking practices in Syria and the UK		In Syria academics in the hard sciences are isolated. They are not encouraged to work with each other. We are encouraged to work with our students only so it is different from here.
69		Impact of pre-exile		When I was in Syria I used to contact American research societies

		networking practices		and they were very helpful. One of them even helped in my funding to do the short incubation period in the UK.
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Appendix F: Interview transcript

- نحننا السوريين نحننا السوريين عنا مشكلتين رئيسيات شو هنن؟
- المشكلة الأولى .. أنو الكتابة....ها يعني شايفة. يعني الكتابة العلمية يعني ما بنعرف نكتب مقالات لما درسوننا بالمجستير وبالكتوراه ما في مادة اسمها كتابة علمية، أبدأ. والخبرة من ناحية النشر صفر . يعني أنا أصدقائي طلاب دكتوراه بسوريا ويعني يا أما ناشرين بمجلات يعني محدودة جداً داخلية للجامعة بتعرفي بالواسطة وكذا بي بينشروها ..
- باينة شو الجواب أهه..
- يا أما يعني انو المجلة متساهلة شايفة.. المجلات السورية كانت هي متساهلة وإذا نشرها للمقالة ب مجلة دولية يعني بينشروها بمجلة كتيبيير ضعيفة بحيث .. بيشتغلو بمركز بحوث عنا أصدقائي نشرو مقالة بمجلة تخيلي أنو العنوان في خطأ.. في خطأ بالانكليزي العنوان ايش أشو هالمجلة هي اللي بتقبل تنشر مقالة آآآ يعني فيها خطأ بالعنوان عموم.. مجلة كتير يعني ما إلها قيمة . هلق نحننا عنا طريقة ال.... عبرو يعني كيف الواحد يكتب مقالة إضافة للغة الصعوبة الأكبر هي طريقة الكتابة .. أك..... ستايل.. ساينتفك راينتغ .. يعني حتى إذا جيتي إنت الشب اللل.. قبل ما يكون مشكلة باللغة إذا جيتي شب سوري وقتيلو اكتبلي مقالة بالعربي بلغتك الأصلية ما رح يحسن يكتبها .. من الص.... درجة أولى هي طريقة السنايل طريقة الكتابة العلمية، بالدرجة الثانية.. اللغة .. يمكن يعني هاي أنا بعطيك يعني مشاهدتي يعني شايفة أنا هاد اللي شفتو مع أصدقائي.. أنا لاحظتو نفسي.. أنا كويس بالكتابة بالكتابة العلمية ... أح.. بالعربي كويس لذلك إحم لذلك لما صرت أكتب مقالات باللغة الإنكليزية يعني كانت سهلة علي، مي مي صعبة لأنني الأساس الكورس تبع الساينتفك راينتغ أنا قاري من نفسي يعني من زمان يعني عندي كتب قرينها يعني كيف الكتابة العلمية .. فما بعرف إذا إنت هاي الشغلة يعني حاسبة حسابها أو لأ.. لازم أنو لازم تسألني الشخص أنو أخذ هوي كورس بالساينتفك راينتغ ولا لأ.. كتير كتير مهمة لأن الكتابة العلمية مختلفة بتعرفي إنت عما تدرسي، الكتابة العلمية مختلفة عن أي كتابة.. إلها قواعد والمقدمة وفي محددات مثل عنا نحننا أنا.. مثلاً.. محدد ملخص 300 كلمة إذا بتساوي 300 ونقطة ما بيقبلها الإيدتر.. أبدأ برجع المقالة وبقول الأبستركت في 311 حرف لازم يكون في 300- 310 مثلاً... ها يعني لهيك خطر عبالى قلت أنو بخاف تكون معلومة مهمة إلك قلت أنا بقلك ياها قبل ما تبدأي إنت أسألتك.. يعني بجوز تسألني إنت تروحي تنسيني فحط....
- إنت سبقت علي قبل كلشي.. لا شكراً بالحقيقة أول سؤال هوي بكون أنو إنت كيف تعلمت تكتب الكتابة الأكاديمية .. هلق في عندك إنت كتابات بالعربي؟ بال2008 في مقالين.. وبعدين بقا بالكتابة بالانكليزي يمكن بلشت بال2015.
- أيوا.. نح.. أنا بلشت من قبل يعني.. يعني بلشت 2014 يعني عملنا آآ بوستر بس بوسترمو كتير مهم يعني.. بس هوي كويس هوي وأحياناً في ناس بيبعتبرو يعني حسب الشخص .. في ناس بلاقو أنو ال البوستر أصعب من اللل أصعب من المقالة وفي ناس بحسو العكس بحسو المقالة أصعب .. على كلٍ يعني أنا المقالة اللي نشرتا بي بسوريا بمجلة البحوث بجامعة حلب يعني ما بحسن قل.. يعني إس.. المستوى السوري عرفتي.. يعني مو هالإنووو

هالتدقيق الزايد مثلاً أو أنو كذا يعني مقبول يعني أنا نفس المقالة إذا فكرت إنو انشرا في مجلة أجنبية احتمال أنو ما تنقبل يعني عرفتي.. وفي وحدة آآآ مثل عرض تقديمي بتحسني تقولي يعني بمؤتمر قدمناه بسوريا كتبتو بالعربي. بس مثل ما قلناك يعني ما بعرف يعني المستو بالسور... منخفض جداً.

• ليش يرايك هيدي المقالة ممكن ما تنتشر بي آآ خارجياً؟

• أولاً آآآ عندك آآ لسبيين الأول أنو يعني .. نقص البيانات، بياناتنا مي كافية عرفتي.. مثلاً يعني نحنا بعرف أنو و حتى تنتشر المقالة لازم تعطي تجاوب على سؤال يعني تحط سؤال والنتائج تجاوب عليه. وهي هي أول ش... شيء من الناحية العلمية يعني.. ما فيها كل المكونات هي أول شغلة. الشغلة الثانية آآ إذا ترجمناها مثل ما هي ونشرناها ال... مي مكتوبة علمياً بطريقة مناسبة يعني في شغلات ناقصة الكونكلوجن مو مكتوبة منيح آآآ الإنترنت وكشن مو كثير واضحة يعني.. يعني أسباب تقنية أكثر مما هي لغوية.

• أهه إنترستنج.. طيب. ال بال 2015 كان أول مقال إلك بالإنكليزي.. كيف تعلمت كيف تكتبو؟ قلناك

عن طريق هيد لك.. عن طريق كتب؟

• هلق الل.. لكتاب عندي يعني شي ثلاث أربع كتب بس كليانعا نسخ عن بعضها يعني شايقة .. مع شوية تحوير، وفي قسم منها يعني كتب مجانية ما فيها كوبي رايت ولا شي يعني في مثلاً مركز والله نسيت اس.. شو هوي .. المركز يعني العلماء فيه عملو ألفو كتاب وحطوه مثل الفاو يعني مثل موقع الفاو مثلاً هلق موقع الفاو أوين أكسس وكلشي فيه أوبن أكسس .. مفتوح. فهذاك الكتاب ساعدني شوي بس قبلو أنا يعني اكتسبت المهارة من أنو من القرائي .. يعني أنا بروح على مجلات قوية يعني أنا أستاذتي اللي درستني يعني اللي كانت مشرفة عليي.. حددتلي مجلات أنو هي مجلات قوية بالاختصاص شايقة.. باختصاصنا قوية جداً.. يعني التوب، الأقوى شي. فقلناك أنو هاي إنت نزل منها المقالات وقراها هي على نصيحتها .. قلناك هي أحسن طريقة لتعلم الكتابة.. مدو أنو تقرا.. قراء كيف المقالات مكتوبة فأنا أخذت بنصيحتها ويعني قرأتلي شي ميتين ثلاثميت مقالة .. يعني خلال أول سنة بس يعني أول عشرين مقالة ثلاثين مقالة بصير الواحد بس عندو ملكة.. ببصير يحسن يكتب بسرعة بدون ما يحس.. فا بعدين يعني أنا كان عندي مشكلة بالوقت يعني كان لازم انشر بسرعة .. بدأت أنا هيك بعدين بعد ما كتبت أوللل.. بعد ما كتبت أول مقالة ما نشرنا يعني بعد ما كتبت أول وحدة صارت جاهزة بعثنا للمجلة صرت إقرا بالكتب شايقة .. بس مو يعني الكتب كويسة بس يعني.. على حسب رأيي أنو مع الكتب لازم الواحد يقرا مقالات منشورة بس يعني بيج... ممتاز .. يعني توب. أحسن أحسن مجلة بالاختصاص إذا قريب منها الواحد كئيبيير بتساعد يعني أحياناً يعن الواحد ببحسن يستعير جمل شايقة .. يشوف كيف كاتبين المقدمة بيعمل مقدمتو عنفس النسق.. ببستعير جمل آآآآ ببستعير تراكيب أحياناً القواعد بتنفيذ يعني أحياناً أنا كنت يعني بعض الشغلات القواعد ما أعرف أنو مثلاً كلمة سترو مثلاً أنو هي جمع ولا مفرد هي معدود ولا غير معدود.. أنا برجع للمقالات يعني مقالات اختصاصي وبشوف مثلاً..... منها سينغولر دغري يعمل تصحيح حتى بتوفر عليي وقت أنو أرجع للقواميس بس هاي بتقوي الواحد بالكتابة بالاختصاص يعني أنا اختصاصي تغذية حيوان ببصير قوي جداً بكتابة مقالات علمية بتغذية الحيوان. بس إذا طلبتي مني أكتب آآآ قصة مثلاً أو شي احتمال كثير أنو ما تكون فعالة.

• طيب.. الآآآآ هذول المقالات اللي إنت كتبتون كانو .. تنين منن كانو كو أوثر.. مع السوبرفايزر؟

- هلق المقالات نشرت أنا اسمي يعني اسمي رقم واحد كان في واحد... تنتين... ثلاثة.. ثلاث مقالات كان اسمي يعني أنا اللل مشارك الرئيسي وفي كو أوثر بس أنا كنت فرست أوثر شايفة يعني أستاذ ب بيانات يعني المنظمة وهي خارج الدكتوراه تبعيتي فأنا مالي حق حط أنو صير فيرست أوثر بس فعلياً أنا الفرست أوثر يعني بقية المقالات أنا الفرست أوثر بتشوفي..
- كيف يعني .. شو هوي الفرست أوثرشو بيشتغل؟
- كل الليستا .. الليستا اللي عندك هلق الكاتب الأول هوي بيشتغل كل شيء .. يعني بحلل البيانات وبيكتب المقالة وبيز... بيكتب المسودة الأولى .. كل الشغل على كتافو شايفة ... ال الللل ال..مي طلب مساعدة قوية يعني الوقت اللي بحطو على العمل أقل. يعني مثلاً لي أستاذتي مثلاً أنا اشتغلت على المقال أسبوع هي اشتغلت عليها يوم واحد عطيتها ال ال المسودة الأولى وهي عملتلا إيديت كذا وبعدين يعني شافت في ثغرات وحطت ملاحظاتها ورجعتلي ياهأ أنا رجعت صلحتا فأنا فعلياً كل هي المقالات فعلياً كاتباً أنا الكاتب الرئيسي فيها أو المؤلف الرئيسي بس عملياً .. عملياً ما بجوز أنا إسمي يكون رقم واحد .. عرفتي.
- ليه؟
- ما بجوز لأنو هيك ال ال يعن..أنا ما بمتلك البيانات أنا بمتلك بيانات رسالتي بس مثل إنت هلق إذا إستاذك عرض عليك قلك أنو شو رأيك تحطي اسمك معايي كأوثر بس إنتي تعمليي كذا .. مثلاً بيعطيك المقالة بتعطي منها ريفيو وبتصلحيلو ياهأ بترجعيلو ياهأ بتعملي كونتربيوشن مشاركة.. بصير اسمك رقم تنتين بس مشاركة يعني مي رئيسية بس هوي بيمتلك البيانات هوي بيمتلك البيانات.. هلق إنت رسالة الدكتوراه عندك ما بصير تكوني المؤلف رقم تنتين مثل ما المؤلف رقم واحد.. يعني كل الشغل على راسك .. وإنت بتمتلكي البيانات .. أنا لأنو ما كنت إمتلك البيانات كنت صير يعني كو أوثر ل.. بس هي كانت تقلي مشان العدل يعني أنو إنت لازم تكون رقم تنتين يعني مو رقم ثلاثة.. رقم تنتين ورقم واحد .. رقم واحد أكيد يعني أنو يعني يعني إلا .. تقييم يعني شايفة تقييم يعني يكون المؤلف الرئيسي التقييم يكون يعني .. تقييم مختلف تاخذي النقاط أكثر بس فعلياً يعني أنا فعلياً اشتغلت كل المقالات هاي.
- طيب. هلق شو تعليقا كان لمشرفتك على مقالاتك.. لما هي عم تقلي عم تكتبك تعليقات ..تعليقاتا عشو كانوا مثلاً؟
- هلق التعليقات آآآ نوعين آآآ يعني آآآ حسب آآآ أنا حسب ما أنا متذكر غالبية تعليقاتا هي عن عن اللوجك فلو على التسلسل المنطقي التسلس المنطقي للأفكار ترتيب ترتيب الأفكار يعني .. الجملة هاي لازم تكون قبل بعد.. عرفتي .. بزل .. التعليق الثاني هوي القواعد.. هي بتقلي ... إنت عندك مشكلة بالأرتكلز.. ليش بتحط اذاذا اذا اذا على طول يعني؟.. طيب مرت لجاية بس كتبت مقال لا تحط ولا ذا..
- أهاهاها هاهاها هاهاها أه هوي هاد السوربين عندن هالمشكلة هاد الحل الوحيد لحتى..
- نحن.. هي هي.. قالتلي ... إنت ... علمتني كيف اتخلص من هالمشكلة قالتلي إذا شغلة سببسيفسك حط ذا ماي سببسيفسك لا تحط يعني صعبة عليك؟ أنا قتلها نحن بالعربي عنا بالعكس .. عنا بالعكس يعني بنحط ال منظر أنو ال تساوي ذا عرفتي .. هيك درسونا بالمدرسة غلط اهههه.. مو دائماً يعني بتساويا بس أنا كان مشكلتي

بالأرتكلز بشكل رئيسي و اللوجك فلو يعني التسلسل المنطقي يعني قالتلي هي قالتلي هي الكتب العلمية مي صعبة بسبب اللغة ..قالتلي هي تسلسل الأفكار يعني لازم تكون مكتوبة بتسلسل منطقي من الأعم للأخص مثلاً أو من الأقدم زمنياً للأحدث زمنياً أو بالعكس عرفتي كيف يعني.. فهي .. يعني أنا ال.. أنا أقدر أنو ملاحظاتا كانت نافعة جداً من ناحية التسلسل المنطقي للأف.. أفكار .. بنية المقالة أكثر مما هي لغوية.. لأنو لغوية أنا ممكن روح عالغوغل شايفة أو روح على قاموس وأكتب الكلمة هاي سنغولر ولا بلورل.. هي بدها أيدنتيفكيشن ولا أيدنتيفكيشن أيدنتيفايير ولا .. يعني ممكن أنو الحل يلتقى بس اللوجك فلو هيدي ما بلاقي أنا بالويب ما بلاقيه غير عند أستاذتي.

- طيب. بتحس اللوجك فلو اللي عم تحكي عنو هوي بالعربي غير بالإنكليزي؟
- آآ آكيد.. مختلف تماماً مثلاً بالعربي بنحتاج لأدوات ربط .. شايفة .. ما بنحسن نط جملت.. جملة بعدين نقطة بعدين جملة ثانية من دون أداة ربط.. واو أو عندما حيثما ولذلك صعب جداً أنو أصلاً من غي...عربي.. شايفة بينما بالإنكليزي العكس .. الإنكليزي بس ممكن تحط يعني بدون ربط ما في مشكلة.. في كثير من الأحيان أنا بكتب جمل بدون رابط بدون كونجكشن إلا إذا كان ضروري جداً بس نحنا لأنو أول ما بلشت أكتب يعني كنت حس أنو غلط شايفة.. كنت فكر أنو لازم نط أداة ربط. بس هي طلع أنو لأ مي مثل اللغة العربية اللغة العربية لازم يكون في أداة ربط بس بالإنكليزي موم و ضروري إلا في حالات محددة يعني.. هي وحدة من هو ووو ال كمان..... يعني الأزمنة الأزمنة مختلفة كثير يعني الأزمنة بيبيي مثلاً مثلاً بالعربي بنحسن نحنا نط القواعد ماو ب..... شايفة. بينما بالإنكليزي لأ إذا بلشت مثلاً جملة كانت بالماضي لازم مكوناتنا ال ... ال كو أوردنت للجملة الرئيسية السبب أوردنت بال لازم يكون نفس الزمن إذا كان هون معو لازم يكون كلو معو فهي كمان يعني كنا يع لما نكتبها كنا نحس أنو الإنكليزي أنا حسها أنو غلط شايفة ما يكون عندي ثقة كاملة مية بالمية أنو أكت صح بس بعدين على الخبرة يعني على التكرار خلص يعني صرت أنا بلاقي هلق كتبة الانكليزي أسهل من العربي.. لأنو ما في أدوات ربط العربي.. لازم نط أداة ربط شغلة صعبة كثير..يعني صرت الأقي استخدام العربي أصعب من الإنكليزي.

- هلق آآآ اللي عم آآآ.. لفتلي نظري مشالله تسع بيليكيشن عندك ؟
- أيوا يعني ممكن صارو عشرة ما بعرف.. يعني إذا المقالة مقبولة يعني.
- شو ممكن؟ يا أما صارو عشرة يا أما ما صارو.. آآ هلق في عندك مقالة عم تساويلا سبمشن.
- إي.. لا لا.. في سبمشن في أندر ريفيو في كثير.. في تننين من رسالة الدكتوراه عندي في عنا وحدة من خارج الدكتوراه اللي معي هي أستاذتي وفي وحدة يعني إجتنا إجتنا موافقة مع تعديلات يعني مودبول... موديفيكيشنز.. في يعني في .. يعني أنا لما كنت.. لما كنت ... مو بس عملت دكتورا يعني كنت كمان أعمل أستاذ بمشروع كان عنا مشروع ثاني يعني أنا رسالة الدكتوراه تبقي كملت تحت المشروع رقم تنين كانت تحت المشروع رقم واحد..بس أنا يعني مشان جمع خبرة وهيكي يعني قلت لأ هي مشروع عندل منك أنا بساعدك فيه بالتحليل الإحصائي بالكتابة وهيكي..

- كم سنة ضليت؟
- ضلينا ثلاث سنين ونص تقريباً.

- آآ ضليت سنة ونص وهالإنتاج الكثير.. مان وشي طبيعي ما؟
- قول... قولي الله مصلي عالني...
- شو عم تستخدم؟ شو عم تتعاطى؟ ههههه.
- قولي الله ما صلي عالني...
- دق دق... تمام؟ دقينا عالخشب هههه أه أه أه...
- شقد إنت بتشتعلي باليوم؟ كم كم ساعة؟
- تمن ساعات هيك شي.
- أنا أول سنة.. أعطيكي الجدول الزمني أول سنة كنت اشتغل طلطعش ساعة.. متواصل.. كنت بس نام .. روح اشتغل بالمكتب بعدين إجي عالبيت معاي اللابتوب كفي بعدين .. بالسنة الثانية نزلتون للإدعش بعدن منها إدعش ساعة بشتغل لليوم .
- إنترستنج. شو كان الدافع؟
- الدافع.... هلق الدافع هوي حب البقاء.. هوي الدافع هوي أنو أنا بالنسبة إلي يعني هذا الدافع شايفة.. يعني ما عندي خيار ثاني ب.. بابلش أور بيريش.... يا بنشر يا بنموت مافي. وبعدين أنا كنت يعني أول شي قلت أنو هي الفرصة ما بتكرر لازم قوي حالي أكاديمياً لأنو أنا شفت هناك صرت شوف المنافسة شايفة. صرت شوف يعني ناس أحسن منا بالانكليزي كيف أنا بدي هدول نافسها.. لازم يكون عندي القدرة عالكتابة العلمية بجوز أنا ما كون كويس بال بال بال محادثة مثلاً.. خمسين في المية بس بالأوساط العلمية منشورات.. عندك منشورات خلص إنت الملكة ما في منشورات انشاءالله يكون إنت شكسيير ما بيمشي ما حد بيقدر يساعدك. إذا كان عندو مثلاً.. هبي أساذتي ... الله يجزيها الخير بتستحق يعني الشكر.. قالتلي أنو متى ما صار عندك أكثر من عشرة ببليكيشن إنت بأمان بصير الناس تطلبك بتفلك تعال اشتغل معنا.. شايفة فأنا قلت لازم بالسنة الأولى يعني مقالة وحدة أنشر على الأقل أنا بلشت بال2014 أول سنة ما نشرت شي ثاني سنة ما نشرت شي نشرت بال2015 متأخر وكان في عنا مشاكل يعني ..حاسس موضوع الرسالة موثابت وهيك بس أول ما صار عندي بيانات بلشت نشر..ومنو أنو يعني مثلاً شايفة لما إنت ... أنا كنت أشتغل بمركز دولي كان أكبر مركز دولي للزراعة بالعالم.. شفتي العالم كلو.. اكبر مركز دولي أسمو ... المركز الدولي للبحوث الزراعية في المناطق الجافة يعني هاد أكبر مركز دولي بالعالم ف لازم كون بالمستوى يعني بحيث أنو يشوفوني يشوفوني أنو أنا عندي شغل وهيك إذا بتكون في فرصة مثلاً أنو يشغلوني معن بتكون فرصة كويسة عرفتي.. ممكن لاقى شغل. هلق لو أنو أنا .. لو أنو ... ما في عندن مشاكل بالتمويل يعني من سنتين كان في عندها مشاكل فكانو وظفوني معا يعني كانت إساذتي بدا توظفني معا قبل ما أنو أتخرج. فكان هاد دافع كبير إلي أنا اشتغل منشان هالشي. للأسف يعني ما حسنو يلا.. هوي البوست تبعي اللي أنا أنا عم اشتغلو كان المفروض أنو أعملو مشترك ... وبإنكلتره يعني متمسكين فيي جماعة ... يعني أساذتي متمسكة فيي كثير بعدين قالتلي ما بحسن أنا ... أعملك هوستينج أبدأ عنا، ما حسنًا يعني بح.. يعني التكاليف.... فقلنا أنو خلص أنت الجامعة هون بإنكلتره بتعطيك هوستنج بس بنعمل شغل مشترك.. أنا هلق شغلي مشترك مع.. مع مقالاتنا وشغلنا.. أنا مشرف عطالين دكتوراه...

• وين؟ ... ؟

• هدولي واحد.. يع يعني تقريباً بلش يشتغل يعني يجمع البيانات، الثاني لسا يعني.. طلبت منو بيعتلي السبي في وهيكي ..فا.. لسا ما قررنا يعني مية بالمية ... عليه أو لأ.. هوي أنا و... يعني لازم نشرف عليه.....أول طالب يعني ماشي الحال سجل بالجامعة وأمور ماشية .. يعني..ب.. مثلما قلتك الدافع الرئيسي هوي أنو.. يعني هوي طوق النجاة ..شايقة.. هي طوق النجاة.. فأنا قلت خلص أنا لازم إمشي يعني.. لازم إذا ما كنت يعني متألق يعني مثل ميسّي.. ما حدا بياخذني .. فأنا حاولت قدر استطاعتي حاولت أنو يعني مثلاً إني جيب هالمقالات .. نشرت ثلاثة فأنا فكرت أنو عدد قليل واللهي ما عم أمزح معك أنا فكرت أنو قليل يعني إي بس يعني بالأخير أخذت أنا أعلى درجة بالجامعة بالدكتوراه اللي بسموها.. بسموها.. فيري غريت دستنكشن ... أعلى درجة بكل تاريخ الجامعة ما حدا أخذها.. ولا حدا .. رح يخلولي صورتي هناك يمكن و... هبي بعد ما خلصت يعني قالتلي ... إنت اشتغلت يعني شغل.. يعني ما إجا علينا طالب يعني نشر ثلاث مقالات وهيكي يعني أبدأ من أول أنا ما درّست لهلق.. يعني نحنا شغلنا بمجلات صعبة مو مجلات تبع.... يعني مجلات هولندية أقسم بالله بيلحقوكي.. لك لك تصليح مسافتين ورا بعض مسافتين جملة كلمة في مسافة ومسافة مسافتين يعني بالخطأ ما بصلحوك ياها بقلولك صلحا.. يرجعوك المقالة وقلولك صلحا.. لمسافة وحدة .. فيعني.. فبالأخير حسيت حالي يعني فعلاً يعني مشتغل شغل كبير وبعدين منها بعد ما أنا تخرّجت بال2017 يعني بالشهر السابع بتحسني تقولي بلش الإنتاج بيبن شايقة.. يعني نشرت يعني ريفيو قديم أنا كنت عم اشتغلو بسوريا نشرت يع.. إجت المواف .. بلّشت الموافقات تجي لذلك بلش المن منوج بيبن، هوي بالأساس يعني منوج متراكم. بس ما بين إلا بعد التخرج.. هلق لو أنو أنا المقالتين الثانيات منشورات عندي قبل التخرّج .. يعني هوي ما أنا ر.. ما في درجة أعلى من هيك بس يع.. بت بتعطي انطباع أقوى.

- انترستنج... هلق إنت بأنو جامعة عفواً؟
- أنا في جامعة اسمها
- طيب اللللالل الشبي اللي عم تشتغل هلق عليه نفس الدومين اللي كنت فيه ... ؟
- إنت قصدك الموضوع؟
- ما ضروري المو... ضوع!! قديش بعدو عن موضوعك.. عن موضوع الدكتوراه؟
- هلق أنا اللي عم يشتغلو هون هوي جزئين عندي بيانات قدي... يعني بياناتي اللي عندي من الدكتوراه، إذا حللناها بطريقة مختلفة بنحصل نتائج غير يعني شايقة يعني البيانات موجودة بس ممكن إكتب منها مقالات .. يعني أنا ممكن أكتب من رسالتي ثلاث مقالات إضافية فيها هاي جزء من رسالتي جزء من شغلي هون.. لازم أنشر هون اربع مقالات .. جه جهازنا وحدة .. وحدة صارت جاهزة يعني بعثنا للأساتذة هون مشان يقرولي ياها ومشان نعملا سابميشن آآآ في عنا ريسرتش جزء هوي كتابة يعني جزء اربع مقالات لازم اكتبنا وفي ريسرتش يعني البحث هذي أنا اتفقت مع مع ... لأنو كنت ب... قبل إج... لأنو قلتك... كان لازم أعمل البحث مشترك ست شهور هون وست شهور ب... فنحننا قررنا أنو نعمل شغل مشترك هوي عملوه الشغل هاد مشان أنا ما ضل بعيد.. مشان.. مشان ضل مربوط مع ... نهنن.. هنن بدن هيك لأنو يعني المجال اللي أنا اشتغلنو مو أي واحد بيحسن يشتغلو رسالة كانت يعني ممي... مو مميزة بس ضمن مشروع كبير.. شايقة. يعني ما عندن واحد عنود خبرة مثل خبرتي عرفتي

كيف .. دكتوراتي كانت بهاي الموضوع شايقة. فحين يخلوني مربوط مشان المستقبل مربوط مع.. بالتالي البوست دوك هوي جزء من ... يعني أنا لما صممنا البوست دوك كان يناسب ... ويناسب الجامعة هون. مشترك يعني.. لسا في إرتباط قوي يعني وعنا هاد الطالب اللي عم بشرف أنا عليه هوي نوع من الارتباط مع مع ... ومع الجامعة اللي أنا تخرّجت منها. بتحسني تقولي يعني الاتجاه العام تقريباً نفسو فش يعني.. من رسالة الدكتورا في يعني بين أنو في عنا ثغرات بدها ثغرات لازم أنو الواحد يكملها .. فنحن بنينا بحثنا على هالمبدأ، جزء منو أنو نخلي البيانات قليلة وجزء أنو نحاول نملئ ثغرة ما حسناً يعني نملأها خلال فترة الدكتوراه. فهوي موضوع مفيد للجامعة مفيد للمركز اللي أنا دخلت بالدكتوراه.....

• فهمت عليك.. طيب من هدول المقالات اللي نشرتن كم وحدة... إنت ذكرت أنو تنين ممن كانو كوي أوتر؟ أيا بتفضل تكتب لحالك أو تكتب مع حدا؟

• آآآآ أكيد الواحد لازم يكتب مع حدا لأنو المثل بقول يعني عينتين أحسن من عين و... ووحدة من استنتاجات الدكتوراه تبعيتي أنو يعني في ناس عندها ملكات أنا ما عندي يها .. مثلاً أنا عندي ملكات بالتحليل الإحصائي وكذا بالكتابة بس أنو أعمل أبروتش مثلاً مية في المية يطلع صحيح ما بيطلع معي... فأنا و... أنا ويها صرنا فريق بنصير فريق ممتاز هوي صفر بالإحصاء .. الرياضيات ما بتحب الرياضيات بس يعني مثلاً ممتازة بتعمل.. بتحسن تعمل.. يعني الكونستنتشوال فريم وورك.. يعني قوية جداً فيه. فأنا حبيت أتعلم منها يعني وتعلمت شوي بس يعني .. أنا أفضل أنو أنشر معها مثلاً.. مثلاً هون السوبرفايزر مشرفة علي هون اسمها اينلي يعني أنا بحب أنشر معا طبعاً لأنو بعد عدة اجتماعات معها يعني لاحظت أنو هوي كمان كويسة بال.. يعني.. يعني أنو كونستنتشوال بتحسن.. بتحسن تعمل يعني ترسم مشروع كبير فهوي يعني أنا بحاول طور الملكة هاي.. بس هوي ما رح تصير عندي مية في المية لأنو الواحد بيشتغل بالرياضيات بيصير يروح عالتفاصيل أكثر من الصورة العامة .. مثلاً لحتى اعمل صورة عامة لازم يكون عندي طالب وخليه هوي يعمل تفاصيل وأنا ركز على الل ركز على الفكرة العامة. فا مو أنو.... يعني الأفضل أنو يكون في واحد أو اثنين معي يعني يكون عدد المؤلفين تنين أو ثلاثة إذا صار أكثر بصير مو عدل لأنوب يصير واحد ما يشتغل وتصير يعني.. نخسر وقت.. الاحترام يعني أنا قد أبعث مقالة لفلان يقرأها بروح بجوز يكون مو فاضي أو كذا يروح يقعد ست شهور لحتى يردي هذي وبالآخر بجوز يرد يعني معلومات تافهة أو شي .. فأظن أنو لحد الثلاثة كويس .. بس لحالو لحالي يعني... أنا شخصياً حالياً صعب بس بجوز بالمستقبل.. إذا طورت الملكة تبعيتي يعني الواحد أنو .. يعني طريقتو يعني يطلع على الصورة.. صورة كاملة.. إذا طورت الملكة هي ممكن إنني صير أكتب لحالي.

• بتطمح لهيدا الشني؟ بتحسو أفضل إذا كتبت إنت لحالك؟ بتحسو رح يعطيك كريدت أكبر؟

• آآآآآآ بسوريا بيعطي.. يعني إذا بترجي عسوريا لأنو بقسمو حسب نظام التقييم اسمو النقاط على اللل على المشاركين بيعطو المشارك الأول خمسة والتال... اثنين اثنين مثلاً... بس بي بالمراكز الثانية آآآ آآآ خلص الكو أوتر وو بتكون أي إس أي مجلة بتكون أي إس أي بتكون يعني موجودة بموقع تومس أند رويترز. هدول المعيارين هنن المعيارين الرئيسيات. فأنا ما بمانع أنو يكون في كثير مؤلفين بس يكون أقل من ثلاثة. أكثر من ثلاثة يعني ما بحب يكون في أكثر من ثلاث مؤلفين لأنوب تصفي أنو .. ما بصفي في سرعة.. وإذا كنت أنا لحالي ممكن أنشر يعني بوقت

أسرع ولو أنو كان يعني على حساب النوعية بجوز ترجع المقالة لعندي مشان التصليح أكثر بس أحياناً كثيرة يعني .. أحياناً كثيرة ب بتوفر وقت.

- طيب هلق هلق انا ببحثي مهتمة بتلات محاور .. هيدا المفروض كنت حكيك ياه بالمقدمة بس سبقت علي بالحكي .. الشي.. الكتابة الأكاديمية كيف عم تطور عندك؟ الأكاديميك نتوركنغ، علاقاتك الأكاديمية وهويتك الأكاديمية اللي هلق بسالك أسئلة محددة بتفهم فيا أكثر ش وهي الهوية الأكاديمية... بس علاقاتك الأكاديمية هلق ذكرت أنا الل... إنت هلق صرلك باليوكي شهرين؟
- يعني تقريباً.

- طيب.. هلق تحكيلي عن علاقاتك الأكاديمية اللي لهلق كونتا باليوكي.
- العلاقات يعني هون أكاديمية.. يعني هوي القسم تبغنا يعني هوي قسم زغير ماو قسم كبير يعني في في تلاتة في تلات دكاترة موجودين مدرسين معن دكتوراه والبقية فقط فريق تقني.. فريق مو.....يعني.. بيعملو التجربة يعني بقيسو كذا بقيسو كذا مو فريق أكاديمي.. الفريق الأكاديمي هون يعني ل يعني الفريق تعليمي أكثر مما هوي فريق بحثي.. لسا أنا ما تعرفت عليهم مزبوط يعني أنا بعرف إيميلي يعني بنجتمع معها عالقيلة بالأسبوع مرة يعني.. إي بس البقية أها. يعني بعرف أنا ..هما تلاتة بعرف إيميلي وبعرف صبية ثانية إسمها بو.... والله نسيت شو إسمها المهم بس لس.. إس يعني لسا ما صار في احتكاك ما صار في احتكاك قوي خاصة أنو نحنا اختصاصنا شوي مختلف.. يعني هون نحن..... الدواجن الكلاب حيوانات محددة شايقة. دجاج مثلاً تركيزا على الحيوانات الأكبر المجترّات الحيوانات الزراعية أخف.. أنا دراستي كلا عالحيوانات الزراعية عالغنم والماعز والأبقار بنسبيا مجترّات .. هنيكي التركيز دائماً عالخنازير عالكلاب على القطط على هاد النوع من الحيوانات يعني فهذي ممكن يكون أنو شوي أنو بيعمل حاجز شايقة.. ما ما يكون في شو بقلولو يعني آآآآ مجال مشترك حقل مشترك.. حقل مشترك هوي أكيد في أعلاف وتغذية بس بصفي أضيق.. لأنن بيقعدو هنن ببحكو عن أبحاث يعني أحياناً أنا ما بفهم عليهم.. أنو ما مي مارقة معاي.

- معناتا كيف التعاون عم بيصير كيف عم بيصير الإشراف؟
- هلق الإشراف بيصير هون في عندي أنا الموض.. الموضوع اللي عم بشتغل عليه أنا هوي على تقرير طريقة بسيطة لتقييم الأعلاف شايقة.. تقييم الأعلاف بطريقة بسيطة بغض النظر عن الحيوانات المستخدمة فهوني شغلي الرئيسي هوي مع إيميلي أكثر من غيرها .. هلق إيميلي بدها تساعدني مثلاً بدنا نجتمع بيانات بدنا نطلع ضمن بريطانيا نجتمع عينات ... بعدين نجيب جهاز زغير نعملو معايرة بشكل مبسط وبدنا نشوف هالجهاز شغال ولا لأ... يعني ممكن نعتمد عليه منشان تقييم الأعلاف وهوي جهاز زغير مخترع حديثاً يعني.. وهذي رح يكون عنا شغل يعني بموقعين واحد ببريطانيا وواحد بالمغرب .. لكن لأنو مع ... هوي شغل مشترك مع ... مع مركز ثالث مركز دولي ثالث أسمو المركز الدولي لبحوث الحيوانات الزراعية نحنا رح نعمل شغل مشترك مع التلاتة.. شغلي هوي يعني تحت اهتمام تلات مراكز جامعة أسمو ...و..... نشاطاً.. يعني مثلاً أنا بجمع عينات شعير .. نشاطاً ... بيزرعو شعير فأنا يعني رح اشتغل هيك وهالشغل هاد يعني مو إنو مخصص لحيوان معين شايقة. الكل بيّفهم

عليه يعني.. يعني أي واحد عندو خلفية بتغذية الحيوان يعني ببينسب بالموضوع ما أنو بلاقي في مشكلة أو صعوبة يعني ..

• طيب إذا قلنا إنك تسمى خمس أشخاص أو أآآآ إنستيتوشنز إلك علاقة معن أكاديمية.. وكيف

علاقتك معن.

• أآآآ ل المراكز يعني قصدك جامعات أو شي ماهيك....

• أو أشخاص.

• هلق في عنا.. عندي أنا أصدقائي بسوريا..

• لسا في تواصل أكاديمي معن؟

• إي طبعاً... بس بقا يعني حالياً ... أنا قلناك أنا .. ما حكيتك أنو أنا كنت مسجل بالشام وبعدين صار

في مش... لذلك قلناك أنو خليني اعطيك مقدمة.. مشان تفهمي القصة أكثر وأنا كنت... .. مركزها بحلب بعيدة عن

حلب ثلاثين كيلو متر باتجاه الشام فهناك في عندن مركز ضخم جداً هيد كوارتر موجود في سوريا كان والفروع

موجودة بكل دول العالم..... في ما عدا أوروبا فأنا الدكتوراه تبعيتي أنا كنت أنا بشتغل... الزراعية.. مساعد باحث

كنت... فأنا عملت الدكتوراه تبعيتي على أساس أنو بالتعاون مع... شايقة.. فياس.. المفروض أنا إعملها بسوريا فأنا

سجلت بالشام سجلت الخ..... تبعيتي بالشام، ولما صارت المشاكل بي بسوريا أول مكان صار في مشاكل حلب يعني

وريفا و... يعني مقر... نفسو صار في مشاكل ناس إجو المقاتلين وسيطرو عليا مسلحين من جبهة النصرة فهربو

طلعو من سوريا وراحو على... الفريق اللي بيشغل بالحيوانات الزراعية راح على... فأنا تواصلت مع استاذتي و

قالتلي... إنت معك يعني معك منحة من كذا كذا... من الصندوق العربي ما بعرف إيش.. إيش ما.. شوف إيش رأيك

تكفي.. قلنا والله يعني أنا بكفي قالتلي يا بلبنان يا ب... وين بتحب قلنا لأ ب... مطرح أنا بدي روح عالمان اللي

هيي موجودة فيه.. فرحت لهنالك.. الرسالة كانت بدها تكون بالتعاون بين جامعة دمشق بالشام مع المركز.. مع

البحوث مع... أنا عندي طريق الاشراف لازم يكون من ثلاثة من ثلاث مراكز. من الشام في عندي أستاذ الله يذكر

بالخير لساتو عايش بس تواصل معو يعني خف.. وفي من البحوث دكتور هناك يعني كان رئيس قسمنا كان هوي

استاذي المشرف يعني من جهة البحوث لليوم تواصل مستمر معو بحاول شجعو يعني إذا عندو طالب كذا إذا بيحسن

يجمع بيانات بنحلا يعني يكون بيناتنا..... علمي مشترك أي ويعني..... وضعو صعب شوي يعني متجه باتجاه

يعني العمل ال.. عمل يعني بزنس أكثر من البحوث يعني. وبالشام تواصل معو قليل جداً يعني التواصل

الأكاديمي خفيف.. مع السوريين بس تواصل يعني اجتماعي يعني مثل أبوي يعني.. استاذي مثل أبوي يعني بنظمن

عليه وكذا. أآآ الاتصال الأكاديمي القوي مثل اتصالي مع مشرفتي بي... في عندي المشرفة ورئيسة القسم في عندي

مشرفين يعني.. مشرفين بنات رئيسة القسم يعني كانت مجهولة جداً و... كانت هي المشرف الرئيسي... وفي عندي

مشرف من الجامعة.. يعني العلاقة الأكاديمية أقوى شي هيي مع... مع... وإيميلي هون بحكم إنها مشرفة عليي.. أآآ

غير مراكز يعني مثلاً يع... إلي معارف أنا.. يعني مثلاً في عالم بالمركز هاد اللي قلناك عليه إيري.. أساس نعمل

يعني البحث ثلاثي مشترك بس علاقتي فيه مي قوية بيعرف يعني دكتور ثاني أميركي على أساس يعني كنا نطلب دائماً

استفسارات وكذا كان يجاوبني بسرعة.. فهاد ممكن يشتغل معانا يعني ممكن أنا أدخلو بي مع يصير يعني إلنا علاقة

- أكاديمية معو تكون أقوى... يعني إنت قصدك يعني.. انا السؤال ما فهمتو مزبوط لأنو إنت سألتني مثل سؤال عام ..
تعريف العلاقة الأكاديمية شوي شانك.....نشر مقالات مشتركة هيبي.
- يعني العلاقات الأكاديمية ممكن تضمن أيا شي.. ممكن تتضمن حدا بس يقرالك مقالك يعطيك عليه فيديباك عام ما ضروري يكون كو أوثر.
 - أسطيب.. آآآآ مثل هيك يعني يعني علاقتي معو مع ... بشكل رئيسي
 - مين ...؟ عفواً قَطَش الصوت تماماً ما وصلني شي.
 - هبي المشرف رقم ثلاثة. يعني إشرافا يعني آآآآ يعني مقبول بس يعن... صار عندها منصب إداري شافية .. فهبي كانت تسهلي شغلي من الناحية الإدارية أكثر من الناحية العلمية بس يعني كانت تراجعلي المقالات قديماً.. كانت تراجعلي المقالات قديماً... في يعني بتحسني تقولي من ... حل شخص ساعدنا عملنا بحث مثل بحثك يعني إحصاء اقتصادي واجتماعي يعني رحنا لعند مزارعين وسألناهن وكذا فا.. انا م ماكنت أعرف حلل البيانات هون مزبوط ففي دكتور كمان هناك اسمو غيرمو كمان يساعدنني يعني.. عطاني محاضرة قال إشو قال يا ... إنت عبقرى لذلك بنعطيك بعشر دقائق محاضرة وخلص خلص عشر دقائق وماشي الحال. ولا بقا ترجع لعندي .. قتلو خلص إن تعطيني عشر دقائق .. إشو هوي الموديل المناسب أنا عطيتكو ثلاث موديلات قلي هاد الموديل المناسب خلص ما إلك علاقة ما بقا مر لعندك خلص .. فهذي قرمة بس مو كثير يعني ... أكثر شي رقم واحد ... رقم تنين وغيرمو رقم ثلاثة هذول من أستاذي البجامة آآآآ يعني في في إنو منشورات على الطريق في مقالتين على الطريق يعني يعني هوي شارك فيهن بالكتابة بس يعني الاستمرارية مانا يعني ماني متأكد منها.
 - هوي من سوريا ولا مين استاذك اللي بالجامعة؟
 - استاذنا بالجامعة أثيوبي يعني .. في لأنو بحثي أنا كان مشترك بين مركز البحوث والجامعة.
 - طيب. التعاون الأكاديمي لما بصير كيف ببصير؟
 - التعاون الأكاديمي الجامعة بتعطي الشهادة وتعمل إشراف علمي .. مركز البحوث بيعمل إشراف علمي رقم تنين يعني مو أنو إشراف رئيسي.. وبمول البحث بمول ال.....
 - أنا قصدي التعاون الأكاديمي بينك وبين هيدا الأستاذ.
 - التعاون بيني وبينو يعني استشارة مثلاً.. يعني رقم تنين يعني كتابة كتبنا مقالات سوا كتبنا أنا ويا.. كتبنا أنا وياه.. ثلاث.. مقالتين.. ثلاث مقالات مشتركة.. بس مو أنا سجلت بالجامعة متأخر اسمو ما نزل بكل المقالات اسمو نزل بالمقالات الأخيرة بس فاسمو نزل بمقالي بس في مقالتين تحت المراجعة يعني.. فهوي اسمو موجود فيها بس بالمستقبل يعني ممكن اتعاون معو.. إذا هوي عرض يعني إنو عندي طالب بدي ياك تشرف عليه أو تنش.. تنشر بحث مشترك يعني أو حللو بيانات .. ممكن .. بس يعني للمستقبل يعني ... أكثر شي ... أكثر شي.. من ... من إنكلتره من هون يعني في إسم في إيميلي في واحد كمان سوشو إيكونومست موجود هون عأساس أنا إني اجتمع معو كمان هذي عأساس أنو .. يعني . يعني آآآآ طالب طالبي ب... بدو يعمل سورفي..... فنحنا بيلزنا إيكونومست يكون معنا بس ما أنو يكون مشرف بس أنو يساعدا بنشر التشابتر تشابتر واحد فأنا رح اجتمع معو كرمال هالموضوع هاد فهذي ممكن يكون يعني بوتنشال .. علاقة مستقبلية.

• علاقتك الأكاديمية سهل تبنيها؟

• واللهيبيبي يعني هبي نوع من العلاقات الأكاديمية يعني بتعتم.. يعني هبي مثل تسلسلية يعني إنت بتعرفي شخص واحد كبير.. يعني لحسن الحظ أنو أنا كنت بمرکز كبير كثير بإئي... مرکز... فالمرکز هذي هوي ... هبي اللي تخليني اتعرف على ناس ثانيين شايفة... أنا كشخص أنو ما عندي مشروع مثلاً ما عندي تمويل .. أنا طالب مثلاً بحكم الطالب حالياً ماني طالب مية فالمية بس بحكم الطالب .. آآآ بدي خدا إنو هو هوي يدعيني أنو أنا إشتغل معو شايفة.. في بع.. أنا اللي نفعني هوي ... أنو عن طريق ... أما بدون ... ما.... الفرصة شبه معدومة.. أيوال أنو بقولي إشو.. إشو بدك تقدمنا يعني بس هبي لأنوب تعرفني بتعرف إنو أنا قوي هون وقوي هون وقوي هون فهبي يعني هبي مثلاً.... هبي قاتلي إنو في عندي طالب دكتوراه ... بدك تشرف عليه معايي إنو أنا ما عندي وقت قتلنا بشرف عليه يعني شايفة كيف، عن طريقها. مثلاً هون إيميلي مثلاً إيميلي شغلة كبيرة هون هبي مثل رئيسة قسم رئيسة..... يعني إذا عندها طالب وحبت ... عليه ب... عليه مشان.. بص.. يصير في علاقة أكاديمية مع الطالب أو مع شخص ثاني. فهبي علاقة من واحد لواحد يعني علاقة مع شخص رئيسي.. مثلاً بوست دوك أنا علاقتي معا هبي بقا بكرة بتعرفني على ناس، أنا كان علاقتي مع ...، ... عرفنتي على بعدين على غيرمو بعدين على ناس ثانيين .. آآآ المركز نفسو كنت أنا أحضر هناك يعني آآآ حلقات بحث في حلقات .. مو حلقات.. اجتماعات هنك اجتماعات مفتوحة شايفة أي شخص بفوت عالاجتماع ما في اجت ما في اجتماع مغلق.. فأنا كنت روح لهنك وشارك وشوف هادي قلو إن تعطيني إيميلك أنا بجوز..... تعرفت على واحد يعني بروفيسور بروفيسور بيشتغل بجامعة أيوا .. أنا وجدت إنو هاد ممكن بالمستقبل يساعدي بالبوست دوك فأخذت أنا عنوانو ووووو يعني بعنلو أسئلة يعني أنا شو حبيت إنو شوف ردة فعلو هوي مهتم مثلاً ولا لأ. قاتلو في عنا جهازين أي جهاز بتنصحنا فيه وكذا ..رد بسرعة وحابب نحنا بنعطيه مثل كعكة بنقلو ممكن نحنا نطلبك إن تكو أوثر بس إنت بدك تساعدا يعني فهوي بينبسط بسماوا هيدي فري بيبر يعني نزل إسمو ببلاش..بس خبرة عن طريق خبرتو يعني فهذي هي هذي الأسلوب يعني أنا بكون عندي المنة قاعدة أو عم بشتغل بمكان أنا بحسن جيب الناس .. تخيلي أنو أنا مثلاً طالب شايفة .. ما بحسن اتعرف على حدا كيف بدي هذا العالم إنو يشتغل معي على أي أساس؟ يعني ما في ما في سبب.

• حلوو.. طيب. بدي إنتقل هلق لموضوع الهوية الأكاديمية آآآ هويتك كأكاديمي بتحسن حالك كأكاديمي

مخضرم؟

• إي بحس حالي، خاصة لما إجيت لهون.

• آآآ.. حكيلي.

• من قبل.. من قبل كنا نتقاتل أنا و... وهيك كثير فهبي يعني مثل أبوي يعني أبوي بزماناتو كنت

أخذت الأول بالجامعة ثلاث سنين وما يعني معتبرا شغلة تافهة وليش إنت وليش .. عشرين طالب .. إيش هالأولى هي!! إي بس هلق غير يعني ... يعني أنا محترم بس أنو أنا قلت هيك منشان ما ينزل مستواك.... تطلع لفوق

كان من نفس الموقع شايفة.. عطول ثقلي بعنلي إيميل بعنلي إيميل ثقلي المقالة واللهي بدون أي

ملاحظة رجاع كتبا مو كويسة رابيش.. أنا قريت أول أبستراكت مي كويسة رجاع اكتبا مرة ثانية ... والله أنا

كنت حس أنو يعني بلش يشتغل أكثر شايفة..... بس لما خلصنا يعني بس خلصت دكتوراه..

يعني أنا ضليبت قاعد ب... سنة أنا معي إقامة .. إضافية يعني فوق الدكتوراه كان معي إقامة.. إقامتي كانت بتخلص بعد سنة من التخرج ... فأنا قعدت هناك .. أنا قلت ل... مستعد اشتغل معك ببلاش مجاناً بس منشان ننشر مقالات مشتركة وهيك .. فهبي قالتلي واللهيأذا بحسن إعطيك راتب أنا ما بقصر مبسوطه بالشغل معك بس يعني أأأأأأ ما بحسن أو عدك قتلنا أنا ما في مشكلة. خلص انا موفر شوية فلوس وأنا مثل خبرة يعني.. اشتغلت معا حوالي أو ست شهور أو كذا أأأأ يعني هيك براتب خفيف، مو راتببتروح عالقول واحد سبعة عشرة دولار شايفة. تساعدني بل بالحياة أأأأأأ بالأخير يعني قالتلي إنت .. قالتلي ... يعني إنت بالأخير .. قالتلي إنت لا تنزل لا تنزل من مستواك إنت أصلاً بكرة إنت بتلاقي شغل بناءً على السمعة لأنك اشتغلت إنت مع مركز دولي كبير لا تفكر حالك سهل.. هبي قالتلي إنت بتفكر إنو أنا بشرف عاي طالب يعني مثلاً.. إنت عندك خبرة بسوريا وخبرة بإفريقيا فلا تستهين بنفسك بعدين إنت عندكمقالات يعني قالتلي إنو إنت ناشر ب.....الأوسط وبإفريقيا مهم.. يعني إنت مخضرم ها ها هوي معني مخضرم ... اشتغلت.....بمركز بعدينسوري بعدين إجيت لهون واشتغلت بمركز دولي يعني ب.....قالتلي أنو أنا لو إنو معي فند ما بتركك بس ما .. ما في معنا مصاري قالت قالتلي نحنا دربنك يعني نحنا دربنك خلال هالفتره هاي ما بدنا نخسرك .. وأنا باعتبار.....اتجاهات مختلفة بعدين أنا يعني نشرنا مقالة علوم إحصائية واجتماعية يعدين نشرنا مقالة علم حيوان يعني.. ونشرنا مقالة يعني شوي بعيدة عن.. هبي إحصاء ورياضيات ومعادلات يعني هي اللي انقيلت قبل بأسبوع .. يعني اتجاهات مختلفة شايفة فإذا الخضرمه معناتا هيك الاتجاهات المختلفة فأنا ناشر باتجاهات مختلفة بفهم بالاحصاء الاقتصادي والاجتماعي ماني عبقرى فيه بس بفهم عال يعني بيحكو بالموديلات وكذا بفهم عليهن.. لما بيحكو بتغذية الحيوان هاد اختصاصي يعني بيحكو... في...يتيكس شوي لما بيحكو بالاحصاء والتصميم والتجارب وكذا أنا قارئ شاطر فيه أنا عندي أك.... عندي معرفة بأكثر من اتجاه وأكثر من مكان يعني أكثر من قارة أكثر من معهد.

- هلق قتلتي عندك لحتى حسيت حالك إي مخضرم.. شو اللي خلاك تحس إنك مخضرم؟
- أولاً شفت غيري شفت طلاب دكتوراه ما بيعرفو شي يعني كانت ... كان في طالب دكتوراه أنا لما كنت طالب كنت مشرف عليه بس يعني مو إشراف رسمي... آآ ... تقلو ماني فاضية روح لعند ... هوي بهلك كل مشاكلك كان يجي لعندي .. كنتطلاب ماجستير يعني ... كانت كاتبلي ورقة فيها إنو ... ساعدن في ثلاث طلاب ماجستير و..... دكتوراه يعني ثقيلة هاد موضوع مهم. فكنت يعني مشرف عليهن وبعدين أنا لما كنت ب... بالجامعة شفت طلاب الدكتوراه يعني شفت اللي قبلي وشفت اللي درسو معي وواحد من أصدقائي صار طالبي .. معناتا أنا متفوق.. وهون لما جيت لهون أنا شفت يعني بريزنتيشن كيف بيعرضو وهيكى وجدت إنو أنا عندي خبرة أكثر منهن يعني بكل بساطة يعني واضح جداً يعني في كثير شغلات ما بيعرفوها يعني ما بيعرفوها بالمره بعدين خبرتي دولية خبرة دولية وهون.....مثل الدجاج يعني مثل الحاجة بتحطيتها بالموقع ما بتعرف شي برا مفكرين إنو كل الدنيا مثل بلدها شايفة ... هاذي غلط يعني إنت لما بتعرفي خصوصية كل دولة هي شغلة عظيمة جداً مو مين ما كان بي يفهمها يعني مثلاً إنت كعالمة لغويات تخيلي حالك إنو يكونك يكون الدكتوراه تبعيتك ثلاث لغات وحدة أفريقية ووحدة آسيوية ووحدة أوروبية إنت صرتي بتفهمي عتلات أممإنت أحسن من اللي بيعمل دكتوراه على اللغة الصينية لحالا شايفة.. غنت عندك تفكير دولي تعاملتي مع بشر كثير وهيكىالأكثر إنو متفوق

علينا لما جيت لهون هون طلاب بيتخرجوا بدون مقالات ما حد ناشر شي .. علي صديقي عراقي بدو يتخرج بعد شهرين شفت رسالتو قتلو والله أنا لو إني محل إيميلي بشيلا برميا بسلة الزبالة تحمد الله إن هبي قبلتلك ياها يعني .. تقالتت أنا وياه.. في صبية إسما سابا كمان قالتلي..... شغلك مو صحيح... حيث أنا فعلاً هيك يعني بينشرو مقالات شايفة... من متطلبات الجامعة للتخرج ما في مثلاً نشر مقالتين أنا الجامعة اللي درست منها صحي هبي درويشة جامعة درويشة قبل ما تنشر مقالتين.. أبدأ انشالله تضل مية سنة .. بتنشر مقالتين بتتخرج ما بتنشر مقالتين ما بتتخرج.... يعني باعتبار متفوقة على غير جامعات يعني من هالناحية هاي.

• في شرط إنو هودول المقالتين يكونو بإنترناشنل جورنال أو لأ؟

• آآآ هوي ما في مجلة مي انترنشنل كل المجلات إنترناشنل بس ما في شرط محدد

هلق كان عندها نشاط إنو كثير ما قاتلك إسمها المجلات إسمها ... موجودة ضمن ويب أوف ساينس، بتعرفي ويب أوف ساينس؟ تبع توكس أند رويترز رويترز للأبناء.. وكالة رويترز للأبناء في موقع في شي إسمو ماستر ليست أوف جورنالز.. هاي مجلات معتمدة ضمن تومز أند رويترز إليها الإمباكت فاكتر تبعاً لتومز أند رويترز هي المجلات المراكز والجامعات القوية .. ما بتقبل ما بتقبل أي مقالة إلا إذا تكون المجلة إلا تكون المقالة منشورة ضمن مجلة من هالليستا هي. ... ما بيقبلو إذا ناشرة إنت بمجلة مانا أي إس أي خلص ما مقبول هي الأي إس أي مجلات صعبة يعني بينشرو فيها علماء كبيرين يعني.. يعني مثلاً المؤسس علم التغذية الحيوان إسمو فان سوست بينشر بمجلة إسما أنيمل فيد ساينس اند تكنولوجي أنا ناشر فيها مقالتين..... بجرب إنشر بمجلة أحسن من مجلتو لازم إنشر بمجلة أحسن من مجلتو يعني ... هبي اللي كانت حادتي بنوعية المقالات المنشورة.. الجامعة ما كنا ما كان في عندا مشكلة..

• شي مرة انرفض مقال إلك؟

• هلق آآآ يعني .. في نوعين من الرفض في رفض لسبب إسمو أوت أوف سكوب.. يعني بنبعث

المقالة لمجلة بقلولنا أنو واللهمي ما عنا اهتمام مجرد يقررو الأبيستركت يعني ويقولو موضوعك يعني نفضل أنو نحنا ننشر مقال في.....تقييم أعلاف.. شايفة.

• عفواً دكتور بتقدر تظفي الفيديو .. الصوت لأنو كثير عم بقطش بتقدر نظفي الفيديو؟

• ولا بهمك... كأنك إنت بالأماكن النائبة تبع بريطانيا.

• شو بدك تساوي.

• مثل عنا نحنا بنقول عند الشوايا كأنك إنت عند الشوايا.. يعني ما في مشكلة آآآ يعني إجتنا نحنا

يعني لسبب الكفاءة العلمية يعني .. يعني بسبب سوء الكتابة ما إجتنا ولا مرة مقالة مرفوضة.. بسبب سوء الكتابة بس إجتنا أوت أوف سكوب إي إجتنا يعني كثير مرّات.

• وكيف تعاملتو مع الموضوع بيبيبي بطريقة عادية وبس .. ساويتي ريسبمشن لمجلة تانية ولا كيف؟

• هلق أول الشي ردة الفعل يعني مثلاً كانت مقبولة يعني لغالبية المقالات بس في مقالة يعني حسينا

إننا مظلومين فيها لأن المجلة بتنشر هيك موضوع وليش ما نشرتلنا بالعلم إنها كويسة قالو أوت أوف سكوب فنحن

انزعجنا بس عملنا يعني إعادة ترتيب وبعثناها لمجلة ثانية.. من أصل التسعة لللي نشرناها أنا و... في مجلة

وحدة بس يعني عملنا ريسبمشن البقية الموجودين حالياً في عملنا ريسبمشن لمجموعة مقالات يعني لهي المقالات اللي ماشية على الطريق يعني فعملنا... بتصير يعني هذي شغلة طبيعية لازم ناخذها بروح رياضية.

- بدي إسالك صوتك كأكاديمي واضح بكتابتك بتحسو؟
- كيف؟..... بسطي السؤال بسطيه..
- إبيي أمممم إذا حدا لنقول في عندك أسلوب محدد إنت بالكتابة؟ في عندك شكل دائماً تستخدمو في طريق إنو إنت الللل إذا حدا مثلاً بيقرالك كذا مقال بيعرف إنو هدول إلك؟
- أآآآآآه.. يعني في هيك إشي مثلاً.. مثلاً بالأبستركت أنا الأبستركت أنا بحط فيه مقدمة ..بينما غيري ما بحط مقدمة بالأبستركت .. ببلشو بالمواد والطرائق والنتائج وكذا ..وهي شغلة أنا بحبا إنو دائماً كل مقالاتي إنو أنا أص اصر مع ... إنو لازم إكتب إمبورتنس أوف ستادي جملة وحدة أو جملتين.. مثلاً ملخص عن المقدمة وفي شي ثاني الموجود يعني ضمن ال ضمن ال المقالة نفسا لمن بنجي عالمناقشة في عنا جزء نحنا بالم... يعني مقالاتنا هيىي المكونة من أربع أجزاء مقدمة ومواد وطرائق والنتائج .. مناقشة وكونكلوجن خمسة ... فعنا المناقشة جزء مستقل عن النتائج فأنا لما بنكتب بال بالنتائج نحنا أنا بعمل إعادة كتابة للنتيجة بعدين بحط التعليق مناقشة عرفتي .. هلق في مجلات بتناقش دغري .. باحثين بيكتبو دغري المناقشة انا ما برتاح لهالطريقة هاي أنا بلاقي إنو أول شي لازم نذكر القارئ بالنتيجة المهمة بعدين نناقشا.. فأنا هاي الأسلوب يعني م ما حسنت إتخلى عنو لليوم .. وكل مقالاتي موجود فيها هالطريقة هاي.. تذكر يعني لازم نذكر القارئ فيها وبالكونكلوجن في عنا طريقة محددة لازم نرجع نذكر البا .. القارئ بأهمية البحث وبعدين النتيجة الكي ريزلت بعدين الإمليكيشن أنا هي ... بقية المؤلفين بيكتبو بس الإمليكيشن ... أنا ما برتاح للطريقة يعني أنا برتاح إنو نعمل تذكر يعني يعني نذكر القارئ بكل جزء من أجزاء البحث يعني.
- في كلمات بتستخدمن محددين مثلاً ممكن تستخدم أي روت أو وي روت بلا بلا أو لا؟
- لا لا لأ أبداً .. نحنا بنحط يعني بصيغة المبني للمجهول دائماً ما بنكتب أنا قمت بكذا أو نحن قمننا بكذا مامنكتب.. كلو مبني للمجهول.

- ليش؟ ليه ما بتخطوا؟ في شي؟
- ما منحطها لأنو يعني بالعلم.. يعني نحنا في عنا مثل شعبي بقول -مداح حالو كذاب- هي ينطبق هاذ المثل بالكتابة العلمية.. لما أنا بقول انا غلوريفاي ممكن غلوريفاي يور سيلف .. يعني مم خطأ قاتل طبعاً أنو واحد يكتب أي ديد .. إنت ما عملت شي إنت يعني جزء من مشروع يعني في ثلاث مؤلفين معك كيف بتقول أي أو وي... ما.. يعني هيىي بالأصل عنّا ممنوع ممنوع الكتابة هيك ..ممنوع ما في إنو خيار ما في خيار أنو أنا أفضل أو لا أفضل.

- طيب . شو هيىي نقاط قوتك كأكاديمي؟
- نقاط القوة عندي إني أنا بحب الرياضيات كثير، يعني هي أول شغلة .. الإحصاء إحصاء الإحصاء التجريبي إسمو وأنا كثير كويس وبحب ال بحب الإحصاء التجريبي وبقرا فيه وبعيد ال .. بقرا الكتاب مرتين ثلاثة نفسو عدة مرات ما بمل شايفة نفس الكتاب برجع بقراه مشان اتذكرو . هي أول شغلة الشغلة الثانية أنا عندي خيال عندي الخيال وبتخطر عبالى أفكار مجنوني وبحولها لبحث .. عملنا مقالة .. يعني نحنا انتقدنا بأخر مقالة كتبناها انتقدنا

يعني إنت بتعرفي أرسسكوير؟ التحليل الإحصائي .. نحنا انتقدنا أرسسكوير .. فكرة مجنونة انتقدنا قلنا أرسسكوير مو كويس.. معيار مو صحيح لازم..... أرسسكوير معايير ثانية يأخر مقالة كتبناها شايفة.. كوب ديستنس وكذا أفكار مجنونة ما حدا بفكر ينتقد أرسسكوير بس هيك أنا قلت ل... .. نحنا يعني كنا نشغل المقالة على التنبؤ وزن الحيوان من طريق من حيث الصدر .. أنا قتلها لا لا لأ أنا ماو مو بس نحنا رح نكتب هيكش هي ما ما ما بيصير فيها شي اسمو نورمال رحنا عملنا أنو يعني طريقة جديدة تحليل البيانات وعملنا مثلاً أرسسكوير عملنا هيك حيلة معينة وأثبتنا من خلالها أنو أرسسكوير ما بكفي لحالو كوب ديستنس معيار غير صحيح مطلقاً.. لا يمكن الاعتماد عليه. فهبي أفكار مجنونة شايفة . . هيك تخيلت هيك صرت اتخيل.. عندي عم بتخيل أنا فنان برسم.. حاولت أنو أكتب يعني أدبياً .. بكتب شعر يعني هيك شوي خفيف.. بس يعني بس ما أنو يعني كتبت كتب لمرتي بكتب إلها شغلات وقت كنا مخطوبين بس وقت جبتهما على عش الزوجية وأمنت عليها بطلت.. بس بحكيلها نكت .. مبسوطه بالنكت أكثر.

- شو نقاط ضعفك؟ كأكاديمي.

- نقاط ضعفي أولاً هبي مثل ما قلتك اللوجك فلو .. يعني أنا ما أنو باللوجك فلو صفر.. يعني حسب تقديرات ... خمسين بالمئة، حسب تقديراتي .. هبي قالتلي خمساوستين أنا خمسين فهيا عندي ها.. نقطة الضعف.. نقطة الضعف الثانية أحياناً بطئ بالكتابة .. ما منكتب بالسرعة الكافية يعني شايفة.. لأنو يعني ب آآ كيف السبب يعني نقلك ياه.....

- السبب مشكلة بالكتابة نفسا أو بالأفكار أو كيف؟
- بإيجاد الكلمات الصحيحة.... هوي يعني هوي بتفاده نحنا مثل ما قلتك لازم نحط أنا لل.. المقالة اللي عم ننشرا لازم أطبع ثلاث مقالات من الموضوع نفس نفس الاتجاه .. إذا طبعته ووضعته جانب بايدي اليسار واللايتوب بجانب إيدي اليمين ..بحسن اكتب بسرعة أكثر. بس أحياناً أنا بشوف حالي بقول لحالي لا لأ أنو أنا صرت كويس فما في داعي أنو أقرأ من المقالات القديمة هذي خطأ مني أنا أنو لازم أتجاوزو أنا إنني لازم اتواضع ولا لأ.. بس أنا ما كملت الملكة هي ما حصلنا.. لازم إرجع خلي المقالات الثانية جمبي واكتب عشكلها....
- مقالاتك إنت القديمة؟

- هيدي ما حكيتلي عن القصة من قبل .. هيدي إنو إنت بتستفيد بتتعلم من حالك.
- بتعلم من حالي هلق بنحط المقالات اللي أنا كتبتا بتعلم منها بس أكثر شي من المقالات القوية يعني .. أنا بعرف مثلاً مؤلفين قويين مايكل غلومي مثلاً مؤلف قوي فأنا بطبعو مقالتين ثلاثة بحطن جمبي وبتعلم منو .. مثلاً إذا في جملة ما عرفت اكتبها بقرا بعرف أنو هوي هوي كتب نفس المضمون بس بجودة افضل أجمل جملة أجمل مرتبة بشكل افضل فبست.. بستفيد منو بالترتيب المنطقي هوي يعني بلومل يعني عالم يعني أبونا يعني هوي أبو .. واحد من العلماء اللي أسسو علم تغذية الحيوان عنذو تغذية الحيوان نشأ مبكراً وهوي غساتو عايش..... أتمنى أن من كل قلبي إنو يعني هوي عرض علينا عليي إنو نعمل بوست دوك مشترك فآ... عا.. عأساس هوي لازم يشارك معنا .. أظن.. أحب إنو هوي يكون عنذو وقت ويراجعلي مقالاتي ويحط إسمو مع إسمي يعني.
- هوي بأيو جامعة؟ هوي بأميركا؟

Appendix G: Overview of the collected data from the four participants

Overview of data collected from Ahmad

Interviews	Writing logs	Text Histories	Network plots	Miscellaneous resources	Literacy brokers' interviews	Duration of data Collection
1.Feb 18 (110 min)	1.Feb 18 (145 w)	2014: TH1 first three drafts	1. Mar 18	- Email exchanges	1 interview with	February 2018-
2. Mar 18 (90 min)	2.Mar 18 (214 w)	2014 (Aug): TH1 EXC1	2.Mar 19	with Ahmad's co-	Julia (Advisor in	December 2019
3. Jun 18 (54 min)	3.Jun 18 (190 w)	2015 (Jan): TH1 EXC2	3.Aug 19	authors	Africa) 94 min.	
4. Sep 18 (38 min)	4. Sep 18 (254 w)	2015 (Jun): TH1 EXC3		- Skype messages		
5. Nov 18 (211 min)	5. Nov 18 (113 w)	2016 (Feb): TH2 EXC1		between Ahmad and		
6. Feb 19(95 min)	6. Feb 19 (150 w)	2016 (Apr): TH2 EXC2		his co-authors		
7. Apr 19 (94 min)	7. Apr 19 (112 w)	2016 (Jun): TH2 EXC3		- Observation notes		
8. Jul 19 (34 min)	8. Jul 19 (90 w)	2016 (Nov): TH2 published article		taken when meeting		
9. Aug 19 (65min)	9. Aug 19 (160 w)	2017 (Nov): TH1 Published article		Ahmad face-to-face		
10. Sep 19 (38 min)	10. Sep 19 (354 w)	2018 (May): TH3 EXC1				
11. Nov 19 (43 min)	11. Nov 19 (98 w)	2018 (Jun): TH3 EXC2				
12. Dec 19 (39 min)	12. Dec 19 (100 w)	2019 (May): TH3 Published article				

Overview of data collected from Amer

Interviews	Writing logs	Text Histories	Network plots	Miscellaneous resources	Duration of data Collection
1.Mar 18 (58 mins)	1.Mar 18 (100w)	2016 (Oct): TH1 EXC1	1. Mar 18	- Email exchanges	Mar 2018- Mar
2.May 18 (120mins)	2.May 18 (134w)	2017 (Jan): TH1 EXC2	2.Mar 19	with journal editors	2020
3.Jul 18 (87 mins)	3.Jul 18 (80w)	2017 (Apr): TH1 EXC3	3.Mar 20	- Observation notes	
4.Oct 18 (94 mins)	4.Oct 18 (95w)	2017 (Oct): TH1 published article		taken when meeting	
5.Mar 19 (76 mins)	5.Mar 19 (120w)	2019 (Feb): TH2 EXC1		Amer face-to-face	
6.Jun 19 (96 mins)	6.Jun 19 (60w)	2019 (Apr): TH2 EXC2			
7.Sep 19 (90 mins)	7.Sep 19 (250w)	2019 (Jun): TH2 EXC3			
8. Dec 19 (134mins)	8. Dec 19 (93w)	2019 (Dec): TH2 published article			
9.Feb 20 (56 mins)	9.Feb 20 (40w)	2019 (August): TH3 EXC1			
10.Mar 20 (87mins)	10.Mar 20 (150)	2019 (Nov): TH3 EXC2			
		2020 (Jan): TH3 EXC3			
		2020 (Apr): TH3 Published article			

Overview of data collected from Mubarak

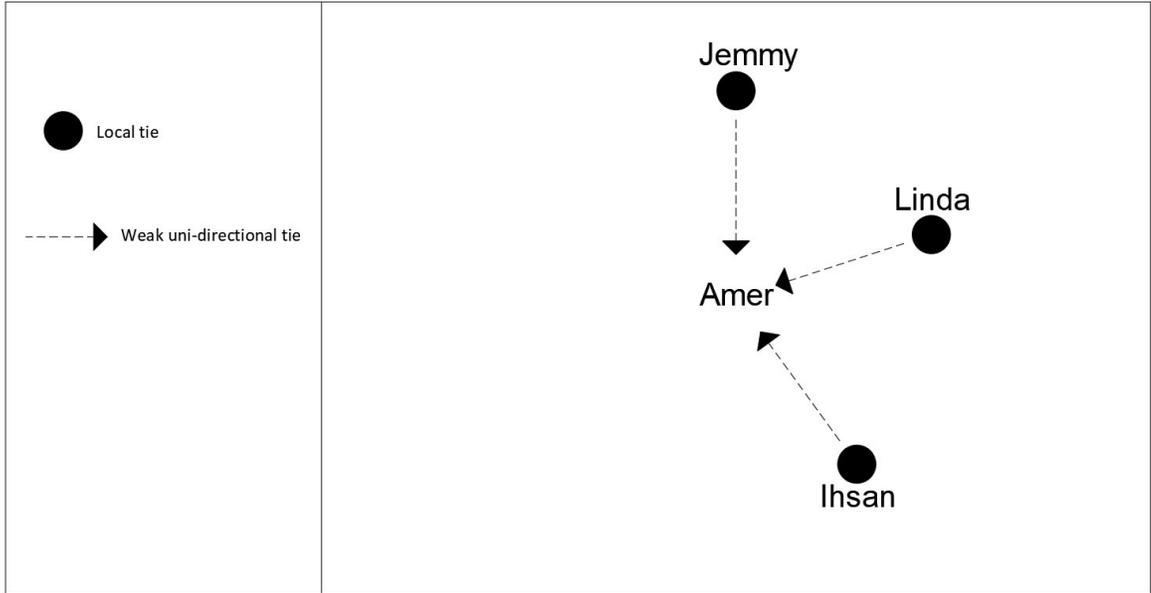
Interviews	Writing logs	Text Histories	Network plot	Interviews with other actors	Duration of data Collection
1.Mar 18 (78 mins)	1.Mar 18 (125w)	2015: TH1 EXC1	1. Mar 18	1 informal	March 2018- April 2020
2.May 18 (120mins)	2.May 18 (90w)	2016: TH1 published text	2.Mar 19	conversation with	
3.Jul 18 (40 mins)	3.Jul 18 (30w)	2019: TH2 EXC1	3.Mar 20	his EAP tutor.	
4.Oct 18 (95 mins)	4.Oct 18 (20w)	2020: TH2 published text			
5.Mar 19 (98 mins)	5.Mar 19 (60w)				
6.Jun 19 (67 mins)	6.Jun 19 (80w)				
7.Sep 19 (124 mins)	7.Sep 19 (10w)				
8. Dec 19 (59mins)	8. Dec 19 (60w)				
9.Feb 20 (95 mins)	9.Feb 20 (70w)				
10.Mar 20 (111mins)	10.Mar 20 (150w)				

Overview of data collected from Mamoon

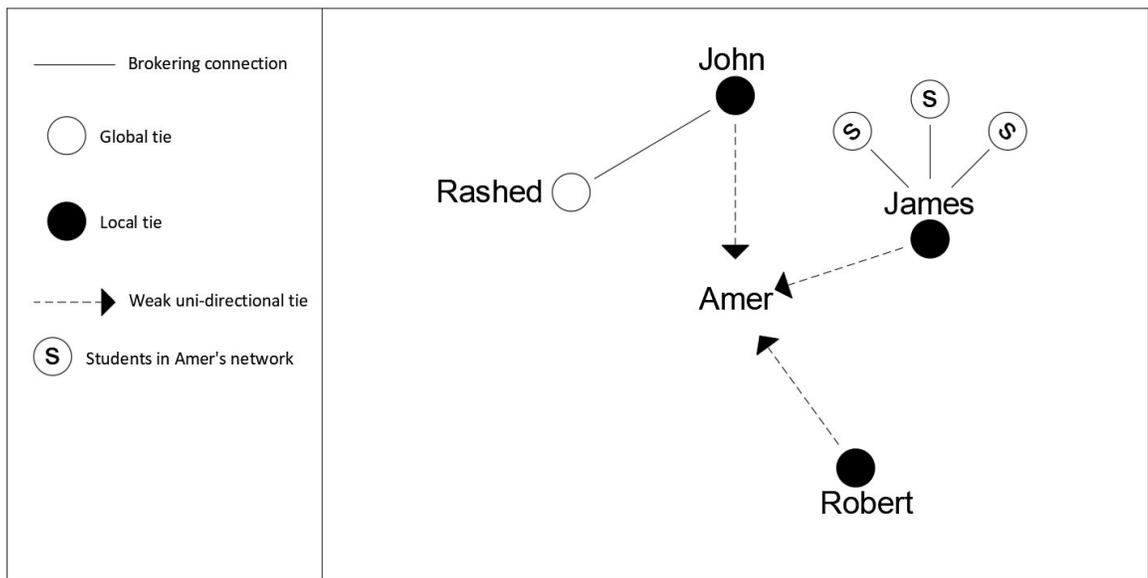
Interviews	Writing logs	Text Histories	Network plot	Miscellaneous resources	Duration of data Collection
1.Mar 18 (120 mins)	1.Mar 18 (60w)	2018: a text written as an assignment to the EAP tutor	1. Mar 18	- Email exchanges with EAP tutor and Mamoon - Observation notes taken when meeting Ahmad face-to-face	March 2018- March 2020
2.May 18 (70mins)	2.May 18 (40w)		2.Mar 19		
3.Jul 18 (38mins)	3.Jul 18 (80w)	2019: a text written as an assignment to the EAP tutor	3.Mar 20		
4.Oct 18 (40 mins)	4.Oct 18 (70w)				
5.Mar 19 (86 mins)	5.Mar 19 (43w)				
6.Jun 19 (120mins)	6.Jun 19 (56w)				
7.Sep 19 (70 mins)	7.Sep 19 (79w)				
8. Mar 20 (40mins)					

Appendix K: Amer, Mubarak, and Mamoon's ANPs

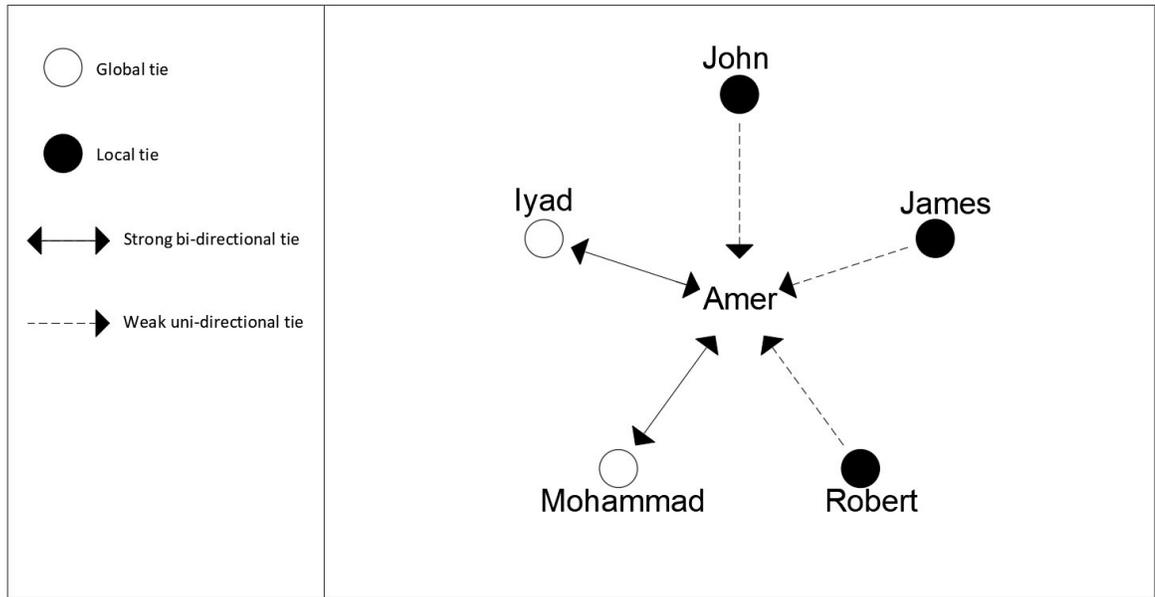
Amer's ANP1 (March, 2018)



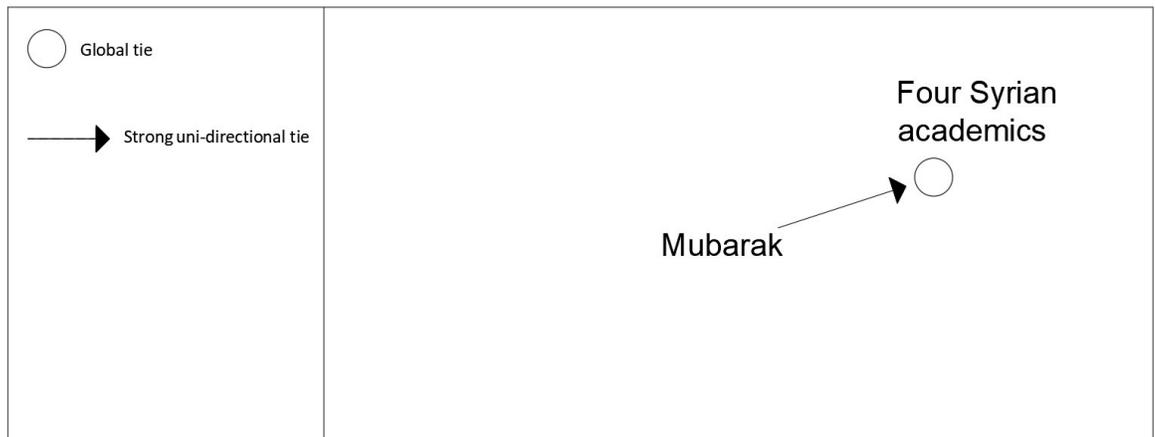
Amer's ANP 2 (March, 2019)



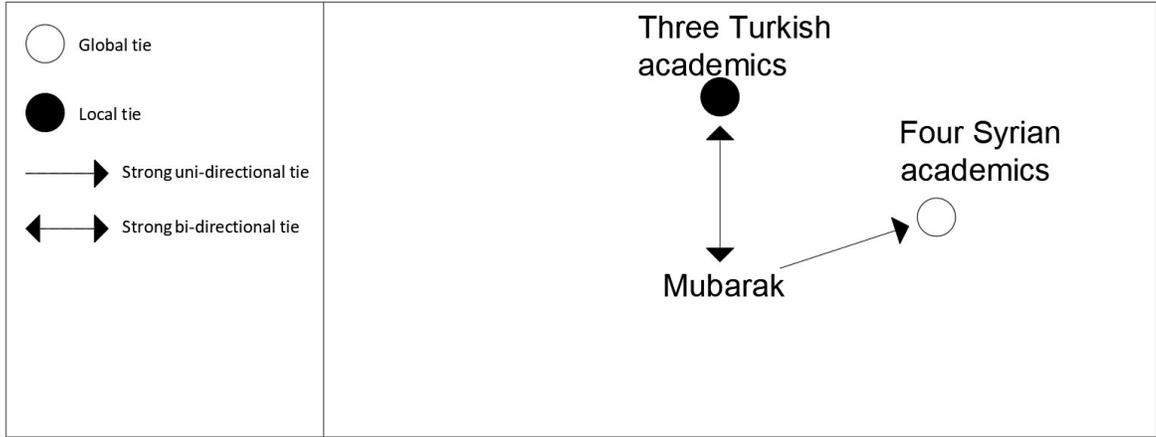
Amer's ANP3 (March, 2020)



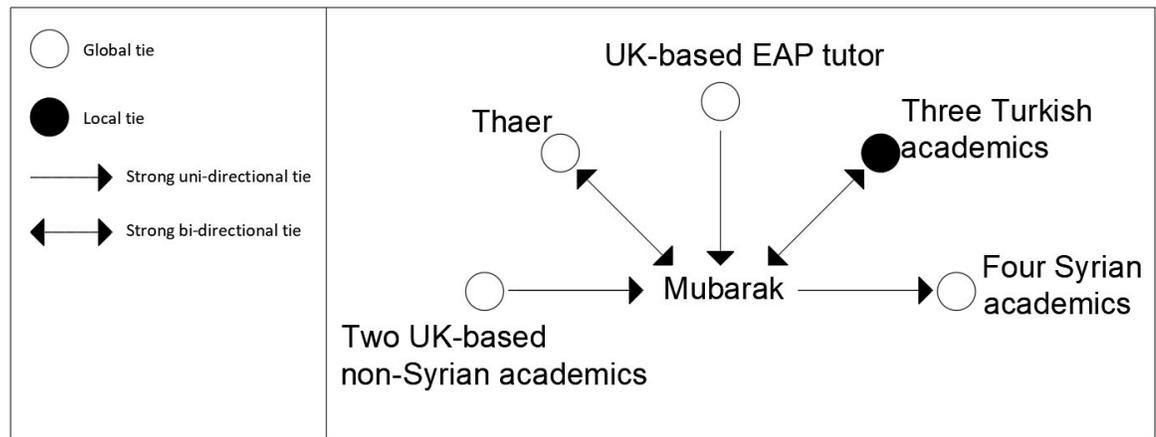
Mubarak's ANP1 (March, 2018)



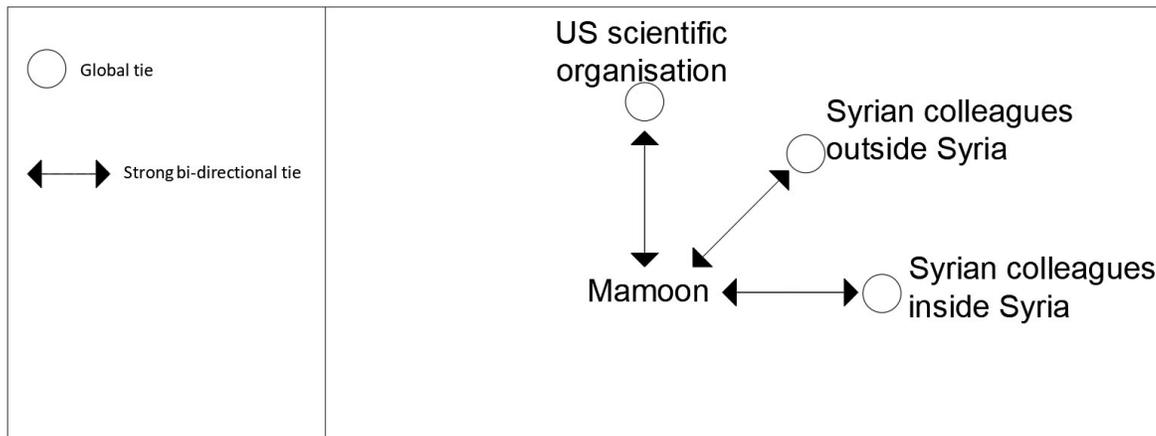
Mubarak's ANP2 (March, 2019)



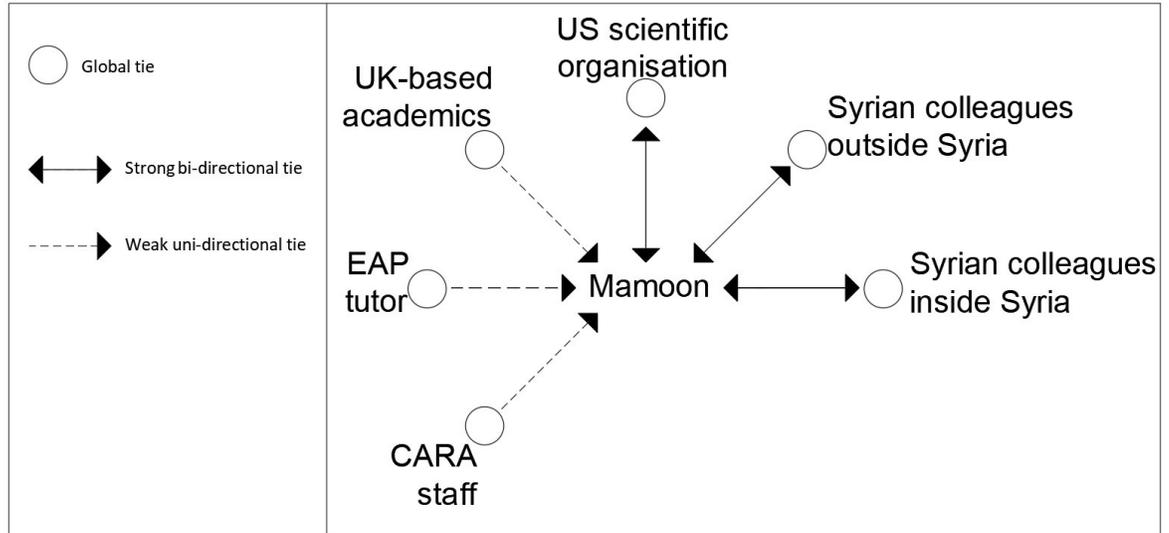
Mubarak's ANP3 (March, 2020)



Mamoon's ANP1 (March, 2018)



Mamoon's ANP 2 and ANP3



Appendix L: Metadiscourse features use over time

Metadiscourse features in Ahmad's texts (TH1, TH2, TH3)

List of transitions					
TH1D1 (29)	TH1PT (40)	TH2D1 (21)	TH2PT (28)	TH3D1 (29)	TH3PT (30)
However (6) Thereby (2) Therefore (6) Accordingly (3) As (3) But (7) Generally (2) Nevertheless (1) Thus (2) Since (3) Further (4) Furthermore (1) While (1)	However (6) Thereby (2) Therefore (6) Accordingly (3) As (3) But (7) Generally (2) Nevertheless (1) Thus (2) Since (3) Further (4) Furthermore (1) While (1)	Therefore (7) Moreover (3) Likewise (4) Accordingly (3) Thereby (2) Further (1) Whereas (1)	Therefore (7) Moreover (3) Likewise (4) Accordingly (3) Thereby (2) Further (2) Whereas (1) Thus (4) Currently (1) Generally (2)	However (2) Despite (3) Therefore (3) Thereby (2) Accordingly (3) Further (2) Furthermore (2) As (2) Whereas (2) Moreover (2) Thus (2) Likewise (1) Nonetheless (2) Though (1)	However (2) Despite (3) Therefore (3) Thereby (2) Accordingly (3) (3) Further (2) Furthermore (2) (2) As (2) Whereas (2) Moreover (3) Thus (2) Likewise (1) Nonetheless (2) Though (1)
List of frame markers					
TH1D1 (4)	TH1PT (3)	TH2D1 (14)	TH2PT (40)	TH3D1 (40)	TH3PT (37)
The following studies (1) To conclude (1) In this	To conclude (1) In this section (1)	Firstly (2) This section (5) Then (6) Subsequently (1)	One reason (3) Firstly (2) This section (6) Then (6) Subsequently	This section (5) Then (6) Subsequently (4) Aim (3)	This section (3) Then (5) Subsequently (4)

section (1)			(3) Briefly (3) In sum (2) Objective (2) In regard to (3) Regarding (4) So (6)	In regard to (3) Regarding (3) Overall (2) Next (3) Last (2) In sum (2) Firstly (2) Another reason (2) So (3)	Aim (3) In regard to (3) Regarding (3) Overall (2) Next (3) Last (2) In sum (2) Firstly (2) Another reason (2) So (3)
List of endophoric markers					
TH1D1 (1)	TH1PT (4)	TH2D1 (3)	TH2PT (3)	TH3D1 (3)	TH3PT (4)
Table x	Table x Figure x (3)	Table x Figure x (3)	Table x Figure x (3)	Figure x (3)	Figure x (4)
List of evidentials					
TH1D1 (23)	TH1PT (31)	TH2D1 (18)	TH2PT (18)	TH3D1 (14)	TH3PT (20)
(Name, date) (20) According to x (date) (3)	(Name, date) (27) According to x (date) (5)	(Name, date) (18)	(Name, date) (18)	(Name, date) (14)	(Name, date) (20)
List of code glosses					
TH1D1 (7)	TH1PT (16)	TH2D1 (8)	TH2PT (23)	TH3D1 (18)	TH3PT (19)
Namely (2) Such as (2) For example	Namely (2) Such as (2) For example (3)	Such as (4) For example (4)	Such as (4) For example (4) In other words (5)	As a matter of fact (1) I.e. (4) E.g. (3)	As a matter of fact (1) I.e. (4) E.g. (4)

(3)	(From date to date) (9)		Specifically (3) I.e. (3) As a matter of fact (2) Vis (1) This is equivalent to (1)	For example (3) In other words (2) Such as (3) Vis (1) Specifically (1)	For example (3) In other words (2) Such as (3) Vis (1) Specifically (1)
List of hedges					
TH1D1 (22)	TH1PT (40)	TH2D1 (29)	TH2PT (32)	TH3D1 (24)	TH3PT (26)
Maybe (10) Can (12)	Maybe (5) Can (6) Tend to (4) Suggested (5) Mainly (3) Would (4) Appear (3) Claim (2) Indicate (2) Estimated (4) Generally (2)	Estimated (2) Argue (4) Indicated (3) Approximately (6) Often (2) Seem (4) Roughly (2) Could (2) Recommend (2) Mainly (1)	Estimated (2) Argue (4) Indicated (3) Approximately (6) Often (2) Seem (4) Roughly (2) Could (2) Recommend (2) Mainly (1) Suggested (2) Suggest (1)	About (1) Almost (2) Argue (2) Assume (1) Broadly (1) Certain level (2) Roughly (2) Could (2) Mainly (2) Suggested (2) Often (2) Approximately (2) Indicated (1) Seem (1) Recommend (1)	Expected (2) About (1) Almost (2) Argue (2) Assume (1) Broadly (1) Certain level (2) Roughly (2) Could (2) Mainly (2) Suggested (2) Mainly (2) Suggested (2) Often (2) Approximately (2) Indicated (1) Seem (1) Recommend (1)
List of boosters					

TH1D1 (8)	TH1PT (30)	TH2D1 (19)	TH2PT (36)	TH3D1 (37)	TH3PT (25)
Found (6) In fact (2)	Found (6) In fact (2) Evident (5) Showed (4) Realized (3) Obviously (2) Clearly (2) Without doubt (2) Actually (3) Necessitates (1)	Evident (4) Clear (5) Clearly (3) Actually (3) Necessitates (2) Must (1) Shows (1)	Actually (3) Always (4) Clear (7) Obviously (3) Entirely (4) Indeed (2) Undisputed (1) Realised (2) True (3) Of course (2) Shows (5)	Definitely (3) Clearly (4) Clear (2) Obviously (4) Indeed (2) Realised (3) Always (2) Shows (4) Demonstrate (3) Found (2) Never (2) Thought (3) Really (3)	Definitely (1) Clearly (2) Clear (2) Obviously (2) Indeed (2) Realised (3) Always (1) Shows (4) Demonstrate (3) Found (2) Thought (3)
List of attitude markers					
TH1D1 (1)	TH1PT (2)	TH2D1 (0)	TH2PT (0)	TH3D1 (0)	TH3PT (0)
Important (1)	Important (1) Interestingly (1)	-	-	-	-
List of self-mentions					
TH1D1 (0)	TH1PT (0)	TH2D1 (2)	TH2PT (24)	TH3D1 (25)	TH3PT (0)
-	-	-	We (14) Our (5) Us (5)	We (14) Our (6) Us (5)	-
List of engagement markers					
TH1D1 (1)	TH1PT (0)	TH2D1 (0)	TH2PT (0)	TH3D1 (0)	TH3PT (0)
By the way	-	-	-	-	-

(1)					
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Metadiscourse features in Amer's texts (TH1, TH2, TH3)

List of transitions					
TH1D1 (63)	TH1PT (23)	TH2D1 (50)	TH2PT (28)	TH3D1 (22)	TH3PT (16)
And (37) Moreover (10) Additionally (11) Thus (3) However (2)	And (8) Moreover (3) Additionally (2) Thus (3) However (2) In contrast (4) Nevertheless (1)	And (13) Moreover (6) Additionally (5) Thus (8) However (4) In contrast (7) Nevertheless (7)	And (5) Moreover (2) Additionally (3) Thus (3) However (4) In contrast (2) Nevertheless (2) Again (2) The result is (1) Although (2) Alternatively (1)	And (14) Moreover (2) Additionally (4) Thus (4) In contrast (2) Nevertheless (2) Again (1) Although (2) Whereas (2) On the other hand (1) Thereby (2) Yet (3)	And (4) Moreover (2) Additionally (4) Thus (4) However (5) In contrast (2) Nevertheless (2) Again (1) Although (2) Whereas (2) On the other hand (1) Thereby (2) Yet (2)
List of frame markers					
TH1D1 (16)	TH1PT (33)	TH2D1 (36)	TH2PT (38)	TH3D1 (42)	TH3PT (30)

This section (6) So (5) Goal (3) Purpose (2)	On the whole (1)	This section (7)	Nonetheless (2)	Nonetheless (2)	Nonetheless (2)
	This section (3)	So (8)	Similarly (2)	Similarly (3)	Similarly (3)
	So (4)	Goal (4)	Rather (2)	Rather (2)	Rather (2)
	Goal (1)	Purpose (3)	Though (3)	Though (5)	Though (2)
	Purpose (2)	Subsequently (6)	This section (3)	This section (6)	This section (6)
	Overall (3)	Overall (3)	So (3)	So (6)	So (3)
	At this stage (2)	At this stage (2)	Goal (4)	Goal (2)	Goal (2)
	At this point (1)	To summarize (3)	Purpose (3)	Purpose (3)	Purpose (1)
	To start with (1)		Subsequently (3)	Subsequently (3)	Subsequently (2)
	Subsequently (3)		Overall (3)	Overall (1)	Overall (1)
	To summarize (1)		At this stage (2)	At this stage (2)	At this stage (2)
			To summarize (3)	To summarize (3)	To summarize (1)
			Firstly (1)	Firstly (1)	(1)
			In summary (1)	In summary (1)	In summary (1)
			By far (1)	(1)	(1)
			Thus far (1)	By far (1)	By far (1)
			In conclusion (1)	In conclusion (1)	In conclusion (1)
List of endophoric markers					
TH1D1 (0)	TH1PT (4)	TH2D1 (7)	TH2PT (5)	TH3D1 (7)	TH3PT (4)
-	Figure x (4)	Figure x (4) Table x (3)	Figure x (4) Table x (1)	Figure x (4) Table x (3)	Table x (4)
List of evidentials					

TH1D1(26)	TH1PT (18)	TH2D1 (20)	TH2PT (19)	TH3D1 (16)	TH3PT (12)
(Name, date) (26)	(Name, date) (18)	(Name, date) (20)	(Name, date) (19)	(Name, date) (16)	(Name, date) (12)
List of code glosses					
TH1D1 (0)	TH1PT (15)	TH2D1 (43)	TH2PT (20)	TH3D1 (0)	TH3PT (0)
	() (10) - (2) For example (3)	() (20) - (7) For example (10) e.g. (6)	() (10) - (5) For example (5)	-	-
List of hedges					
TH1D1 (15)	TH1PT (25)	TH2D1 (22)	TH2PT (30)	TH3D1 (37)	TH3PT (37)
Almost (5) In general (4) Assume (4) Estimate (2)	Almost (4) Indicated (3) In most cases (1) From this perspective (2) Assume (2) Estimate (4) Approximately (2) Appear (2) Might (2) Possibly (1) Roughly (1)	Almost (4) In general (3) Assume (2) Estimate (2) Approximately (3) Roughly (2) Seem (3) Might (3)	Almost (2) In general (3) Assume (2) Estimate (2) Approximately (3) Roughly (2) Seem (3) Might (3) In most instances (2) Fairly (2) Couldn't (3) Certain level	Almost (5) In general (4) Assume (5) Estimate (5) Roughly (3) Could (3) Might (3) May (3) Couldn't (2) Broadly (2) Seem (2)	Almost (5) In general (4) Assume (5) Estimate (5) Roughly (3) Could (3) Might (3) May (3) Couldn't (2) Broadly (2) Seem (2)

	Seem (1)		(2) Broadly (1)		
List of boosters					
TH1D1 (0)	TH1PT (32)	TH2D1 (0)	TH2PT (31)	TH3D1 (0)	TH3PT (0)
-	Clear (4) Clearly (5) Demonstrated (2) Entirely (2) Has shown (3) Held (2) Know (2) Knows (1) Must (4) Obvious (1) Obviously (2) Of course (1) Shown (1) Shows (2)	-	Surely (2) Think (2) Thought (2) Simply (2) Demonstrated (4) Has shown (3) Showed (3) Held (2) Must (3) Obvious (1) Obviously (2) Of course (1) Shown (1) Shows (2) Simply (1)	-	-
List of attitude markers					
TH1D1 (0)	TH1PT (0)	TH2D1 (0)	TH2PT (0)	TH3D1 (0)	TH3PT (0)
-	-	-	-	-	-
List of self-mentions					
TH1D1 (0)	TH1PT (0)	TH2D1 (0)	TH2PT (0)	TH3D1 (0)	TH3PT (0)
-	-	-	-	-	-

List of engagement markers					
TH1D1 (0)	TH1PT (0)	TH2D1 (0)	TH2PT (0)	TH3D1 (0)	TH3PT (0)
-	-	-	-	-	-

Metadiscourse features in Mubarak's texts (TH1 and TH2)

List of transitions			
TH1D1 (22)	TH1PT (25)	TH2D1 (37)	TH2PT (42)
Also (4) While (4) For (2) So (2) And (4) Regarding (1) Furthermore (1) As a result (1) Equally (1) At the same time (1) Consequently (1)	Also (4) While (4) For (2) So (2) And (4) Regarding (1) Furthermore (1) As a result (1) Equally (1) At the same time (1) Consequently (1) By the same token (1) Conversely (1) However (1)	However (6) Furthermore (3) Since (5) In order to (4) After (3) In addition (5) Further (2) Conversely (1) Regarding (3) And (5)	However (7) But (3) Furthermore (3) Since (5) In order to (4) After (3) In addition (5) Further (2) Conversely (1) Regarding (3) And (5) To remedy this (1)
List of frame markers			
TH1D1 (0)	TH1PT (0)	TH2D1 (16)	TH2PT (31)
-	-	In this paper (4) In this section (7) The following	Following the introduction (1) In this paper (4) In this section (7) The following

		section (5)	section (6) For our purpose (3) To summarize (2) In general (3) To return to (2) Resuming (1) On the whole (2) To look more closely (1) Moving on (2)
List of endophoric markers			
TH1D1 (5)	TH1PT (6)	TH2D1 (0)	TH2PT (0)
Figure x (5)	Figure x (6)	-	-
List of evidentials			
TH1D1 (10)	TH1PT (11)	TH2D1 (20)	TH2PT (23)
According to xx (5) (Name, date) (5)	According to xx (5) (Name, date) (6)	According to xx (12) (Name, date) (8)	According to xx (12) (Name, date) (11)
List of code glosses			
TH1D1 (2)	TH1PT (3)	TH2D1 (8)	TH2PT (16)
For example (1) i.e. (1)	For example (1) i.e. (1) e.g. (1)	For example (4) i.e. (2) e.g. (2)	For example (2) i.e. (2) () (7) - (3)

			In other words (1) Meaning (1)
List of hedges			
TH1D1 (15)	TH1PT (16)	TH2D1 (37)	TH2PT (33)
Estimated (1) Indicated (2) Indicate (2) Expect (2) Consider (1) Almost (2) Fairly (2) Apparently (1) Most cases (2)	Estimated (2) Indicated (2) Indicate (2) Expect (2) Consider (1) Almost (2) Fairly (2) Apparently (1) Most cases (2)	Considerably (5) Tend to (6) Indicate (4) Can (5) Could (3) Expect (4) May (4) Suggest (2) Should (2) Almost (2)	Considerably (5) Tend to (4) Indicate (4) Can (4) Could (3) Expect (4) May (3) Suggest (2) Should (2) Almost (2)
List of boosters			
TH1D1 (5)	TH1PT (5)	TH2D1 (6)	TH2PT (14)
Demonstrated (1) Demonstrates (1) Decidedly (1) Evidently (1) Found (1)	Demonstrated (1) Demonstrates (1) Decidedly (1) Evidently (1) Found (1)	Demonstrated (1) Demonstrates (1) Decidedly (2) Evidently (2) Evident (1) In fact (1) Evident (1) In fact (1)	Demonstrated (1) Demonstrates (1) Decidedly (2) Evidently (2) Evident (1) In fact (1) Know (2) Found (1) Find (1) Truly (2)

List of attitude markers			
TH1D1 (0)	TH1PT (0)	TH2D1 (0)	TH2PT (8)
-	-	-	Appropriate (1) Appropriately (1) Agreed (1) Expectedly (1) Important (2) Interestingly (1) Unfortunately (1)
List of self-mentions			
TH1D1 (0)	TH1PT (0)	TH2D1 (0)	TH2PT (12)
-	-	-	Our (2) We (10)
List of engagement markers			
TH1D1 (0)	TH1PT (0)	TH2D1 (0)	TH2PT (11)
-	-	-	One cannot (1) Take x as an example (1) See (2) Ensure (2) Measure (2) The reader (3)