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Remotely Sensed Land Surface Temperature Can Be Used to Estimate Ecosystem Respiration in Intact and Disturbed Northern Peatlands

Burdun, Iuliia

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Polycentric peer reviewing: Navigating authority and expertise

Maria Kuteeva, Stockholm University

maria.kuteeva@english.su.se

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Introduction

Academic genres have evolved to reflect the rhetorical norms of research communities and can be viewed as representing highly regulated language uses and writing conventions through standard, "unitary language" (Bakhtin 1981, p. 270) *par excellence*. Yet, behind the façade of these seemingly normative genres is a process involving dialogue and negotiation whose primary purpose is to advance knowledge in a research field. Journal reviewers and editors play a key role in this dialogic process, and their comments reflect disciplinary, socio-economic, socio-cultural, and socio-political contexts in which they operate.

In this chapter, I critically reflect on my own trajectory as a reviewer and editor in somewhat different but related sub-fields of applied linguistics: English for Academic/Specific/Research Publication Purposes (EAP/ESP/ERPP), English-medium instruction (EMI), and language planning and policy (LPP). This reflection contemplates my professional experience of working with colleagues based in different parts of the world. I attempt to examine my discursive strategies as a reviewer from a broader perspective, which departs from but also goes beyond the analysis of generic and lexicogrammatical features of peer review. In order to bring some new perspectives into the scholarly debate surrounding writing for publication and English for Research Publication Purposes, my chapter draws on sociolinguistic concepts inspired by the work of Bakhtin (e.g. 1981, 1986) and his view of language as inherently dialogic. More specifically, I employ Blommaert's (2007) notions of orders of indexicalities and polycentricity and Du Bois's (2007) stance triangle in connection to peer-reviewing practices of specific research communities. I examine 50 of my own peer reviews written over the last decade in response to manuscripts submitted to 15 academic journals in order to trace register features used in stance acts involving the reviewer, the author, the journal editor, and the journal readership more broadly. I show how variation in such register features is associated with different reviewer roles, and how this variation shapes an order of indexicality surrounding the journal as a real and perceived centre of authority and expertise. I also argue that the dichotomy juxtaposing the anglophone centre versus the non-anglophone (semi)periphery does not reflect the complexity of knowledge production in applied linguistics. The main implication of my study is that peer reviewers have a key role to play in not only maintaining but also challenging the authority of academic journals as centres of knowledge production.

Study background: Writing and reviewing for publication

In the spirit of researcher reflexivity, a few remarks are in order about my positioning as a transnational academic. My professional trajectory has undoubtedly influenced both my linguistic repertoire (e.g. Busch, 2017) and my editorial and reviewing practices in various ways. As my focus in this chapter is on the recent decade, I am writing here largely from the perspective of a tenured senior academic based in an English department of a well-resourced, international university in the global North. Admittedly, this is a comfortable and privileged position to be in. At the same time, although English has been my dominant language for nearly 30 years, it was not the first language I learned as a child. The period of my undergraduate university studies coincided with major geopolitical changes, which made it possible for me to study English language and linguistics through the medium of English and to undertake my postgraduate studies at one of the top universities in the UK. Being part of a vibrant research community shaped my experience of writing and reviewing for publication, e.g. through my engagement with a graduate journal. Since the completion of my PhD to this day, I have experienced working at universities in different parts of Europe, including universities based in the European South. That period was crucial for me to develop a professional and research interest in ESP/EAP and to forge many fruitful collaborations, for example, through my involvement with the European Association of Languages for Specific Purposes (AELFE). It also reminded me of the importance of the socioeconomic factors that shape our research and professional practices (e.g. Hultgren, 2020).

This experience of transnational mobility across European east and west, south and north, has helped me gain insight into the importance of professional dialogue, which I have been trying to foster through my publication activity, for example, by guest editing special issues of *Ibérica* (2011), *Nordic Journal of English Studies* (2012), and *Journal of English for Academic Purposes* (2014) on topics concerned with the use of English in multilingual university contexts, *Discourse, Context, and Media* (2018) on digital academic discourse, as well as three edited volumes. Transnational mobility and international collaboration also fostered my research interest in multilingualism and the role played by English across university settings. As a result, my research over the last decade has focused on questions related to academic uses of English in education and research, including EAP/ESP/ERPP, EMI, and LPP. These are also three main research areas in which I would locate my editorial and peer reviewing practices, as reflected in the data set I analyse in this chapter.

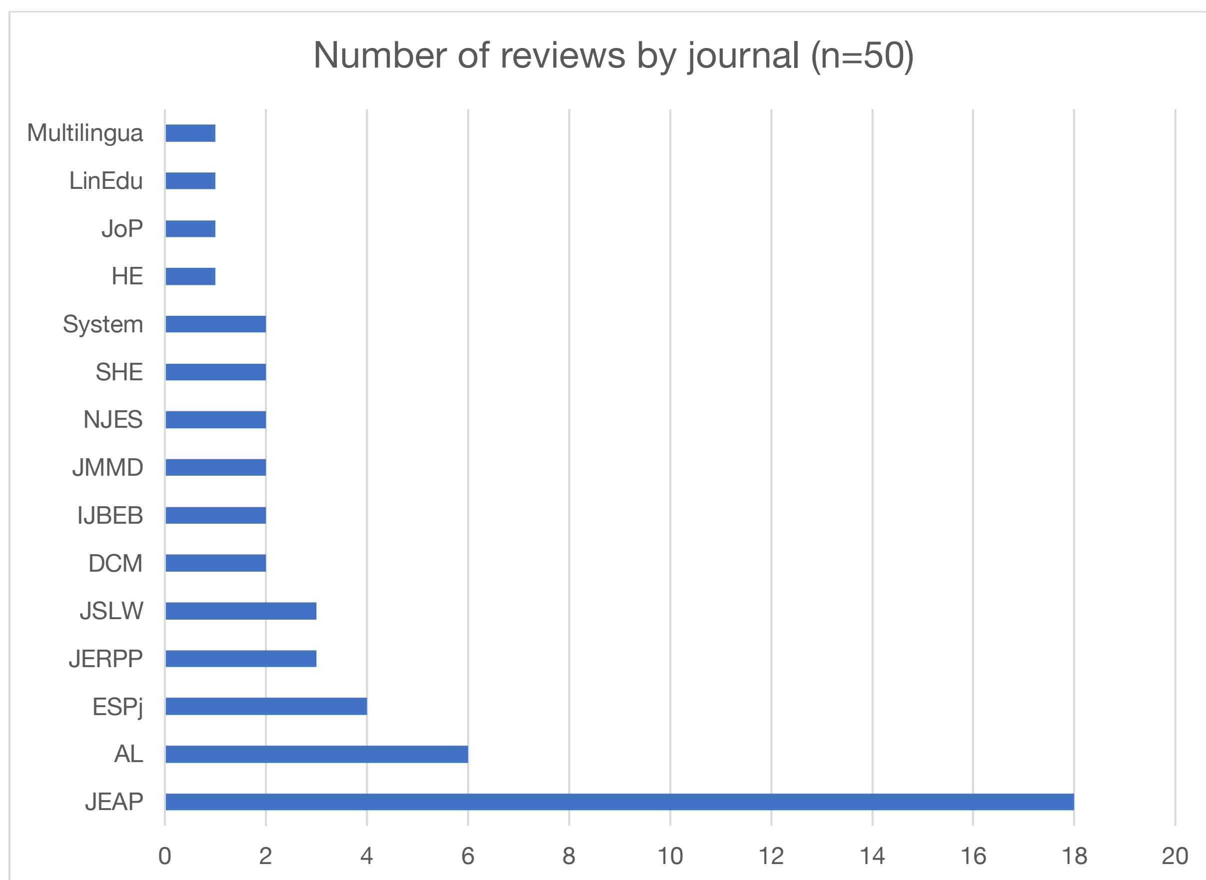

Figure 1. Peer reviews included in the present study (n=50) were submitted to the following journals: *Applied Linguistics*, *Discourse, Context and Media*, *English for Specific Purposes*, *Higher Education*, *International Journal of Bilingual Education and Bilingualism*, *Journal of English for Academic Purposes*, *Journal of English for Research Publication Purposes*, *Journal of Multilingual and Multicultural Development*, *Journal of Pragmatics*, *Journal of Second Language Writing, Linguistics and Education*, *Multilingua*, *Nordic Journal of English Studies*, *Studies in Higher Education*, *System.*

Figure 1 provides information about the number of reviews per journal in my data set. It illustrates some degree of "polycentricity" in my reviewing practices but also the prominence of peer reviewing for EAP/ESP/ERPP-related journals and *Applied Linguistics*, largely due to my affiliations with their editorial boards, which is the longest for *JEAP*. It is these affiliations that have largely impacted my acceptance of reviewer assignments over the past years, as I tend to decline invitations from other influential journals due to time constraints. The current data set omits several reviews for *Ibérica* because they were not written in free prose.

Thus, the data set for my analysis below comprises 50 reviews for 15 journals submitted over the last decade, totalling 34686 words, i.e. 694 words per review, which is similar to the data set used in Paltridge's studies (e.g. 2013, 2017). The data are different from those used in previous ERPP research (e.g. Paltridge 2017, Samraj 2021) in the sense that they include a broader range of journals in applied linguistics, despite an idiosyncratic nature of the selection. My data largely include the more detailed reviews, mainly on first-time submissions but also 2 resubmissions. Recommendations range from (mostly) major revisions or revise and resubmit, to minor revisions, and a few rejects. The proportions of these are unimportant for the kind of analysis I aim to conduct here because, unlike the above-mentioned previous studies, I do not

focus on the connection between specific register features and reviewer's recommendations. Details of the reviews (e.g. journals, dates) and recommendations are also omitted from the analysis in an attempt to ensure anonymity and not to reveal details of the journal submissions.

Indexicality, polycentricity, and dialogism in peer review

The analytical framework for this chapter is largely inspired by Blommaert's (2007) seminal article, in which he argues that discourse analysis gains from employing two sociolinguistic concepts: order of indexicality and polycentricity. Although Blommaert's main focus is on the study of sociolinguistic variation in late modern diasporic environments, I find his argument highly relevant to study the discourse of peer review, which – despite being written in fairly standard English – is by its very nature highly dialogic (Bakhtin 1981, 1986). The dialogism of peer reviewing brings together the voices of the author, the reviewer, the journal editor, as well as other members of a respective research community. During the reviewing and revision process, this dialogue can take different forms, ranging from direct address (e.g. "please provide further details of data analysis") to intertextuality, e.g. through the use of citations to the manuscript under review and to other relevant sources.

According to Blommaert (2007, pp. 116-7), indexicality is ordered in two ways: 1) on the lower level of "indexical order" and 2) on a higher plane of a stratified general repertoire, in which indexical orders relate to each other (e.g. higher/lower, better/worse) in "orders of indexicality". As shown below, both levels are applicable to the discourse of peer review. Although Blommaert's terminology to describe these two concepts is similar, the two levels of indexicality are distinct: a lower plane of "indexical order" concerns clusters and patterns in language use, whereas a higher plane involving "orders of indexicality" concerns systemic patterns of authority, control and evaluation, which can lead towards inclusion or exclusion. More specifically, "indexical order" describes how indexical meanings usually occur in patterns, as in the case of a specific "register", in which "clustered and patterned language forms (...) index specific social personae and roles" (Blommaert, 2007, p. 117). Previous research on registers used in academic discourse supports this notion of language patterning with solid empirical evidence based corpus linguistic studies (e.g. Biber, 2006). Studies in the field of ERPP have also identified various characteristics of peer review register, e.g. stance expressions, directives, and so forth (Paltridge, 2017; Samraj, 2021). Moreover, resorting to a particular register indexes belonging to a particular group with its own repertoire of voices, e.g. the reviewer as an evaluator or expert in the field. Indexical orders can have long and complex histories, as in the case of "standard language", which is usually used as a benchmark in writing for publication and has long been seen as a proficiency target in research and teaching in the field of ESP/EAP/ERPP.

Yet, indexical orders are also subject to variability and change. Over the last few years, the question of what counts as "good" and "acceptable" language has generated a great deal of debate in applied linguistics research community (e.g. Hyland, 2016; Hynninen & Kuteeva; 2017; McKinley & Rose, 2018), usually in connection with a growing number of authors and reviewers who do not have English as their L1 and a perceived need to adapt language standards to a broader international audience. This debate can be seen as an illustration that the indexical order associated with writing for publication is undergoing change as a result of external pressures (a growing number of writers who do not have English as L1, evaluation regimes encouraging publication, etc.).

Secondly, a higher plane involving orders of indexicality concerns systemic patterns of authority, control and evaluation. Thus, a specific register can have its own politics of access, and this is certainly true in writing for publication, which has developed an elaborate gate-keeping mechanism. Blommaert (2007) sees orders of indexicality as a concept that draws our attention to aspects of power and inequality of access in a specific field of semiosis. Stratified orders of indexicality may systematically work towards inclusion or exclusion. For example, according to some studies, indexicality surrounding the use of standard English is one mode of semiosis that can be perceived as indexing higher value in writing for publication (e.g. Politzer-Ahles et al., 2016). This is where the concept of polycentricity comes into play.

Blommaert (2007) suggests that authority emanates from "real and perceived 'centres'", to which we orient our utterances. In the literature on writing for publication, such "centres" have long been associated with the anglophone research community and publishing industry. In this conceptualisation, the rest of the world is perceived as "periphery" (e.g. Canagarajah, 2002) and "semiperiphery" (Bennett, 2014). Although some critical voices have been raised against this di/trichotomy (e.g. Kuteeva & Mauranen, 2014), the anglophone centre versus non-anglophone periphery metaphor still informs a great deal of research on writing for publication. My discussion below shows that the dynamics of access in writing for publication is more complex.

Blommaert's notion of "polycentricity" underscores the communicative dimension of the "centre", in line with Bakhtin's (1986) concept of "superaddresee". According to Bakhtin (1986, p. 126), each utterance is shaped according to three variables: the object of discourse, the immediate addressee, and a "superaddressee", a metaphor used to describe complexes of norms, a larger social body of authority, such as individuals (e.g. journal readers), collectives (e.g. the ESP/EAP/ERPP research community), or abstract entities and ideals (e.g. research ethics, language standards). For example, in the context of peer review, the reviewer often has the author(s) of a submitted manuscript as their immediate addressee but shapes their utterance with reference to a higher evaluating authority of a perceived "centre", i.e. the editorial team or readership of the journal. The authority of centres can manifest itself in the mastery of certain thematic domains and registers. Even within a relatively narrow context of this occluded genre, the reviewer may shift roles and communicate differently, as an expert in a specific domain, an evaluator, or a friendly peer (e.g. Englander & López-Bonilla, 2011), indexing their membership to a group through the use of specific register features. In the following section, I explore how orders of indexicality and polycentricity are manifested in the dialogue between the peer reviewer, the author(s), the journal editor(s), and a wider readership.

Polycentric peer reviewing

Indexical orders and orders of indexicality: Shifting register in stance acts

In order to gain insight into the register features used in my own peer reviews, I ran my data set through AntConc to identify some key lexicogrammatical features. Due to a very idiosyncratic nature of the data set, which only contains my own reviews, no quantitative analyses were made. However, this initial corpus-assisted register analysis made it possible for me to identify some interesting features that would be hard to detect even with a very close reading.

For example, the word list indicating frequency ranking has shown that, in addition to numerous

function words, the most commonly used content words in my peer reviews were *research* (#8), *study* (#14), *English* (#21), *author* (#23) or *authors* (#28), and the most frequent personal pronoun was *I* (#17). The prominence of *English* in the data set is little surprising considering that it is the main object of study in most submissions and also features in several journal names (see caption to Figure 1). What is particularly interesting for my analysis here is the salience of word types referring to the reviewer (*I*), the *author*(s), and *research* or *study*. Whereas the word type *research* often features in collocations that are used to refer to different aspects of the research reported in the manuscript and its contextualization in the field (e.g. *previous research*, *research questions*, *research methodology*, *EAP research*, *research field*, *research article*, *research community*, etc), the word type *study* is used overwhelmingly to refer to specific studies reported in journal submissions.

Next, I looked at the most frequent lexical bundles in my peer review data set. I was particularly interested in 4-word bundles because they are more common in academic writing than 5-word bundles and tend to have a clear range of structures and functions, which can be used as a basis to characterise a specific kind of discourse (Hyland, 2008). The top five 4-word bundles in my peer reviews concerned the journal submission under review, i.e. the study reported in the manuscript (*reported in the manuscript*, *the study reported in*, and *study reported in the*) and more specifically its current version (*as it stands the*), followed by a reviewer's stance expression *I believe that the* (Table 1). In line with my initial observations based on the word frequency list, this ranking of lexical bundles points towards the salience of the study reported in the journal submission and the reviewer's (i.e. my own) stance towards it.

Rank	Freq	Range	4-gram
1	22	16	reported in the manuscript
2	22	17	the study reported in
3	20	15	study reported in the
4	18	16	as it stands the
5	18	14	I believe that the

Table 1. Five most frequent 4-word lexical bundles in the peer review data set (n=50).

Following up on expressions of the reviewer's stance, it turned out that the bi-gram *I believe* occurs in the data set 49 times, i.e. at least once in 27 out of 50 reviews. The personal pronoun *I* occurs 231 times, mostly accompanied by stance verbs (e.g. *I agree*, *I (cannot) recommend*, *I find*, *I (don't) think*, *I suggest*, *I wonder*). These register features and the prominence of the word types and bundles referring to the reviewer in the first person pronoun, the author(s), and the study reported in the manuscript confirms the centrality of stance (e.g. Gray & Biber, 2012; Hyland, 2005) – particularly evaluative and attitudinal stance – in my data set. This finding is in line with previous studies of peer reviews in the field of ESP (e.g. Paltridge, 2017). An overwhelming use of *I believe* can be interpreted as underscoring the positionality of the reviewer in the process of evaluating the journal submission, simultaneously indicating a

personal nature of the adopted stance and exercising a hedging function in relation to the recommendation (e.g. *I believe that the article requires revisions* versus *The article requires revisions*).

The centrality of evaluative and attitudinal stance is also indicative of the specific indexical order of peer review, which is characterized by “clustered and patterned language forms” which “index specific social personae and roles” (Blommaert, 2007, p. 117). Resorting to a particular register indexes belonging to a particular group with its own repertoire of voices. The brief register analysis above indicates that the key actors involved in the stance acts in my peer reviews include the reviewer, the author(s), and their study, thereby creating a stance triangle (Du Bois 2007): the evaluator (subject 1), the object of evaluation (in this case, the study reported in the journal submission), and the audience (subject 2) (see Figure 2 below).

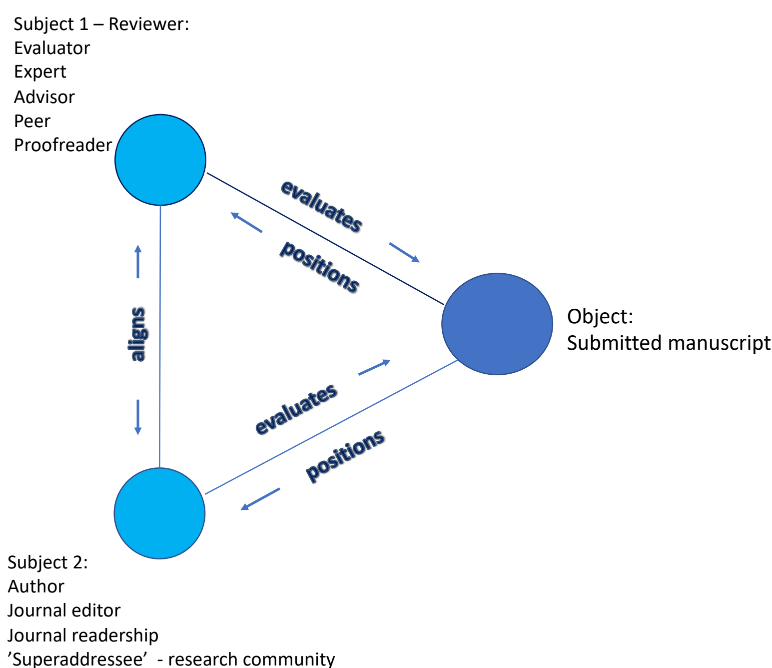

Figure 2. Reviewer roles and (dis)alignments in stance-taking towards a journal manuscript submission, inspired by the stance triangle by Du Bois (2007).

Although the object of stance-taking (a journal manuscript submission or a specific aspect thereof) remains the same in most instances found in my peer review data set, the reviewer roles change, shifting from an evaluator who issues an official recommendation to expert, advisor, peer, or (proof)reader. As the reviewer changes these hats, so does their audience: while the author of the journal submission remains, directly or indirectly, the main addressee of the reviewer’s utterance, the audience may expand to include the journal editor(s), the journal readership, or the research community more broadly, which is the dimension in which the audience approximates what Bakhtin (1986) describes as “superaddressee” and also resonates with Bell’s (1984) idea of the audience design and overhearer. The shifts between different roles and audiences are accompanied by different degrees of alignment or disalignment in the

attitude towards, or the evaluation of, the stance object, i.e. the submitted manuscript.

It must be pointed out, however, that neither Bell's (1984) audience design nor Du Bois (2007) stance triangle can be applied to peer review writing without modification because they are largely based on the analysis of online spoken interaction. Writing for publication and associated peer reviewing are asynchronous activities which take place in different spaces so there are no immediate utterances to align or disalign with. At the same time, these activities are performed in the context of a particular research field and involve intersubjectivity between the author, the reviewer, the editor, and other possible actors. Therefore, the dialogic perspective is equally relevant here as 'no stance stands alone' and each '*act* of stance is performed in the public space of dialogic interaction (...) both influencing and being influenced by the co-actions of others' (Du Bois, 2007, pp. 172-173).

What I propose here is that, in peer review, direct and indirect (dis)alignments between the reviewer (subject 1) and the audience (subject 2) are manifested through shifts in register. These (dis)alignments can be realised, for example, along the continuum of proximity between the writer and the reader (e.g. Hyland 2010) and reader engagement (Hyland 2005), as illustrated in the examples provided in Table 2 below. Thus, different indexical orders are associated with different reviewer roles (e.g. evaluator, expert, advisor, etc.) though the use of specific register features. In the case of the reviewer as evaluator, the registers used can range from a conventional "reviewer speak" aligning with the journal editor, as in (3) *I cannot recommend this article for publication*, to evaluations which indirectly indicate to the author how the manuscript can be improved, e.g. through the use of boosters (underlined), as in (2) *I found this section surprisingly short and lacking important details*. The reviewer can also engage with peers through the use of a more informal or neutral register, e.g. (4) *I agree with Reviewer 2*, or relate the submission to the aims and scope of the journal in a more formal manner, e.g. (5) *in order to be of interest to the wide readership of* [journal name].

Reviewer role	Reviewer's (dis)alignment
Evaluator	**Author** (1) I could not see much improvement compared to the previous version ... (2) I found this section surprisingly short and lacking important details concerning... **Journal (editor, reviewers)** (3) I cannot recommend this article for publication in [journal name] for several reasons (4) I agree with Reviewer 2 that part of the literature review reads like ... **Journal readership, research community** (5) I believe it requires revisions in order to be of interest to the wide readership of ...
Expert	**Author** (6) I certainly agree with the need to conduct further studies in this field **Journal (editor)** (7) I believe that the article has potential to offer new insights into ... **Journal readership, research community** (8) I believe the [journal name] readership would benefit from a debate on ...

Advisor	**Author:** (9) I suggest swapping the order of the subsections (10) I also believe that this section should contextualize the findings in relation to ... (11) I believe that the study will benefit from narrowing down the research question ... **Journal (editor, readership)** (12) I also suggest that the author presents the results in a more reader-friendly fashion (13) I recommend that the authors review some more recent literature on related topics
Peer	**Author:** (14) I believe you focus much more ... than on ... (15) I think it would be better to contextualise your work in Europe... (16) I would either elaborate or delete this part **Journal (editor):** (17) I am not sure whether the authors should be encouraged to revise the article (18) I strongly encourage the authors to revise the manuscript and hope to see it published
(Proof)reader	**Author**: (19) I wonder if there is a more elegant way of describing the multilingual researcher **Journal (editor)**: (20) I have found the manuscript lacking a clear focus and difficult to read

Table 2. Examples illustrating reviewer roles and (dis)alignments in the data set of 50 peer reviews.

The expert role involves knowing the research field and showing whether the journal submission contributes to the field with new knowledge. The reviewer can align with the author, e.g. by showing support for their study: (6) *I certainly agree with the need to conduct further studies*, or align with the journal indicating what contribution the submission can make to the research field, e.g. (7) *the article has potential to offer new insights into ...* . The reviewer can also place the study within a broader context, aligning with the journal readership or respective research community, as in (8) *the [journal name] readership would benefit from a debate...* .

In their role as advisor, the reviewer is most likely to be addressing the author and may choose to do so directly, e.g. (9) *I suggest swapping the order of the subsections*, or through alignment with the journal editor or readership by making the author(s) the subject of a dependent *that*-clause, as in examples (12) and (13). The reviewer role as peer is somewhat similar to that of the advisor but it implies more proximity, both in the case of aligning with the author(s) by directly addressing them as *you* (14) or referring to their work as *your* (15), or by putting themselves in the author(s)' shoes by using a conditional, as in (16) *I would either elaborate or delete this part*.[1] Likewise, the reviewer can align with the journal editor(s) as peers, e.g. by expressing their doubts (17) or hopes (18) in connection with the future of the journal

[1] It should be noted that I found relatively few instances of *you* and *your* in connection to stance-taking because this way of addressing the author was mainly used in my data set for providing comments on the more specific parts of manuscript submissions, e.g. *p. 5 – what do you mean by X*; *p. 8 – please clarify Y.*

submission (*I am not sure whether the authors should be encouraged to revise the article* versus *I strongly encourage the authors to revise the manuscript and hope to see it published*).

Finally, I used parentheses in the reviewer role as (proof)reader because I did not find any instances of stance expressions in connection to the actual proofreading of the journal submission (e.g. for typos or language infelicities). While I encountered a couple of proofreading recommendations (e.g. *the manuscript should be thoroughly proofread*), these did not match the stance triangle involving the reviewer, author(s), and the journal submission in the way that is of interest to my discussion here. I did, however, find instances of stance-taking in connection to the reader reception of the manuscript. The boundary between aligning with the author(s) versus the journal editor(s) is particularly blurred here, and I listed an utterance (19) as aligning with the author in order to attract attention to the need for rewriting a specific part of the text (e.g. *I wonder if there is a more elegant way of describing...*) and a more detached and formal evaluation (20) as an instance of alignment with the journal editor: *I have found the manuscript lacking a clear focus and difficult to read*.

Thus, different indexical orders can be detected in the register features used for writing peer reviews. These indexical orders are associated with different reviewer roles and are characterised by different degrees of (dis)alignment with the author and the journal editor or readership. If we relate these indexical orders to each other, they produce an order of indexicality in which comments indicating alignment with the journal editor or readership are on a higher plane, as they display more authority and are meant to sustain the gate-keeping mechanism. The indexical orders indicating alignment with the author are on a somewhat lower plane, despite the fact that the register used in such stance acts is meant to provide constructive feedback in a friendly, peer-oriented manner. This order of indexicality indicates that, oftentimes, the success of an academic publication implies that the author needs to be able to navigate through different indexical orders and to detect cues in the reviewers' comments even when they are directly addressed to the author.

Polycentricity: Navigating authority and expertise

How can we account for this order of indexicality? Unsurprisingly, authority in writing for publication resides with the journal editors who make their decisions with the help of reviewers' recommendations. In this context, in order to present a convincing recommendation, the reviewer is more likely to resort to register features that index their proximity to the perceived centre of authority than to the author as a peer. Of course, my claim here is based entirely on the analysis of the 50 reviews included in my data set and cannot be generalised; nor does this finding reflect my beliefs about what an ideal review should be like. In a vast majority of cases, my discursive strategies achieved the desired outcome, as the journal editors went against my recommendations in only two cases. At the same time, this finding indicates that the concept of "peer review" is a bit of an oxymoron: it is, in fact, a highly hierarchical and structured activity oriented towards perceived centres of authority and expertise rather than our research peers. Thus, the journal – its editors as concrete representatives and gate-keepers and its complex of norms and ideals as "superaddresee" – functions as the main centre of authority in the order of indexicality associated with peer reviewing.

At the same time, despite their strong authority and established gate-keeping mechanisms, academic journals – including those that publish research in different branches of applied linguistics – may not be without their limitations. As these journals represent both real and

perceived centres, there is a danger that their practices may become too centripetal and inward-looking. Based on the literature and my own experience as a peer reviewer and editorial board member, there are two main limitations. The first one concerns what can be broadly described as anglo-centricity. Canagarajah's (2002) work started addressing this limitation by drawing attention to the challenges faced by non-anglophone researchers in getting their research published in English-medium journals (see also e.g. Lillis and Curry, 2010). More recently, this perceived anglo-centricity has been discussed and challenged in ERPP and second language writing research in connection to the use of standard varieties of English in writing for publication (e.g. Habibie & Hyland, 2019; Hyland, 2016; McKinley & Rose, 2018). While important issues have been raised, this debate only begins to scratch the surface of the more subtle and serious biases. For example, Hultgren's research (e.g. 2019, 2020) demonstrates how the controversies surrounding the dominance of English overlook the key role played by the socioeconomic factors in shaping language uses in academic settings and in writing for publication. In 2020, *Applied Linguistics* hosted a debate about knowledge production in our research field, including questions of representation and the dominance of certain modes of enquiry through discussions about epistemological racism and the need to decolonise scholarly knowledge.

I have labelled the second perceived limitation "disciplinary navel-gazing" because it is meant to describe a lack of dialogue between different branches of applied linguistics (e.g. Kuteeva 2020) and a trend to (re)produce the same kind of knowledge (e.g. Swales 2019 on the future of EAP). Academic journals have a key role to play in maintaining this status quo, as the authors are encouraged to cite the publications that appeared in these same journals. The logic of bibliometrics also makes it easier for already highly-cited authors to have their work accepted in leading journals because it is likely to attract more citations and increase the journal impact factor. The two perceived limitations – anglo-centricity and disciplinary navel-gazing – may ultimately be intertwined, particularly in research fields that have the teaching and learning of English as their main object of study. This entanglement can be due to an historical connection with the worldwide English Language Teaching and publishing industry (e.g. Pennycook 2021) or a long tradition of favouring the native speaker as a model for language acquisition (e.g. Ortega 2019). At the same time, it is still unclear what viable alternatives exist to an established mode of scientific enquiry based on empirical evidence, and how these can be adopted in applied linguistic research.

What is the role of the peer reviewer in the context of academic knowledge production? The analysis of my data set suggests that it can be possible for a peer reviewer to challenge the authority of the perceived centre without showing disalignment with the journal. This kind of challenge involves a balancing act between, on the one hand, aligning with the journal as an established centre of authority in a given field of research while questioning aspects of research associated with the two above-mentioned limitations. One fairly simple and straightforward strategy is to alert the authors and editors of journal submissions to cutting-edge research carried out in non-anglophone contexts and to encourage them to engage with it more thoroughly. For example, I have resorted to this strategy in various reviews concerned with submissions dealing with different aspects of English-medium instruction (EMI) around the globe. Just like its object of study, this area of research originated somewhat spontaneously across Europe, Asia, and other parts of the world, but has only recently gained momentum in the anglophone research world (e.g. through the establishment of the EMI research group at the University of Oxford, thematic special journal issues and panels at major conferences, and the

launch of a specialised journal dedicated to EMI in 2020). In order to keep the dialogue open to voices from diverse research communities, it is therefore crucial for this field of research not to succumb to the centripetal trend and lose touch with its original base in the non-anglophone research communities.

Another strategy concerns questioning pedagogical recommendations which may lead to a continued reinforcement of standardised knowledge production and dissemination, e.g. through suggesting how scholars who write in English as an additional language can be taught to approximate the standards set by L1 English writers. Such recommendations sometimes appear in journal submissions dealing with writing for publication in English, despite a general agreement in the EAP/ERPP research community that good academic writing does not equal writing by L1 users of English.

Next, it is not unusual for authors working in an anglophone context to assume that their readers would share a great deal of background knowledge about their research context, whereas the same cannot be said for authors from non-anglophone contexts. As mentioned above, this kind of assumptions can be limiting. I have found examples of encouraging the authors to take a more reflective approach and discuss the limitations of the English-speaking context and their own positionings in conducting research. Along similar lines, non-anglophone authors – even those who adopt a critical stance towards the dominance of English – may believe that they are required to benchmark contextual factors in their research environments, e.g. the material factors which impact writing for publication, against those in anglophone settings. While a majority of readers in various parts of the globe might share this knowledge, this kind of benchmark appears to be questionable. Last but not least, I usually encourage the authors of journal submissions to be specific when resorting to ideological labels such as "periphery" and "semiperiphery". It is not always clear which countries or parts of the world belong to which category, and what this distinction adds to the discussion of the research findings. Overall, the main purpose of the above-listed strategies is to overcome limitations of the perceived centres and to move the research field forward.

Conclusion

Based on the analysis of my own peer review comments, this chapter has sought to provide a glimpse into the dynamics of authority and expertise in writing for publication. Combining the findings of previous research in ERPP with Blommaert's (2007) concepts of orders of indexicality and polycentricity and Du Bois's (2007) stance triangle has proven useful in this undertaking. Different indexical orders associated with reviewer roles have been detected in the register features and stance acts used in writing peer reviews for major international journals. When combined and related to each other, these indexical orders have produced an order of indexicality in which reviewer comments indicating alignment with the journal editor or readership are on a higher plane, whereas reviewer comments indicating alignment with the author are on a somewhat lower plane. Thus, perhaps unsurprisingly, the journal and the complex of norms surrounding its activities function as the main centre of authority in writing for publication. In this context, peer reviewing is a hierarchical and structured activity, geared more towards academic journals as real and perceived centres than our research peers. However, the authority of these centres also comes with its own limitations, as strong centripetal trends in the practices surrounding research production and publication can be counterproductive to moving the research field forward. By navigating authority and expertise

and mediating the dialogue between the author and the journal, peer reviewers have a key role to play in both maintaining and challenging the authority of academic journals as centres of knowledge production.

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