

ERPP in the Social Sciences: Transcultural strategies for teaching writing, research design, and resistance to epistemological erasure

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A strong theme of recent scholarly work in English for Research Publication Purposes (ERPP) has focused on the relationship between the global dominance of English for 'international' publication and the suppression of alternative knowledges (Bennett, 2014; Lillis & Curry, 2015). My own earlier work has also expressed my strong ideological position in relation to the academic violence and systematic 'epistemicide' wrought today by the global academy (Cadman, 2014). Meanwhile, however, I continue to enjoy two embedded and conflicted roles: I am an active reviewer for a range of high impact factor journals and I am a committed teacher of ERPP and its academic discourses.

In this presentation I will give a reflexive account of my work as an academy gatekeeper in editing and reviewing for international journals. In my experience, and in contrast to much recent ERPP literature, in the social sciences it is rarely a periphery scholar's variant English language that has resulted in rejection, but rather their apparent lack of understanding of the dominant criteria for methodological rigour in research design. This realisation naturally infects my teaching, and stimulates the question: Is it an ERPP teacher's responsibility to engage with a learner's research methodology? For social science research writing I believe it is. I do not have an easy answer to the related question: At what point do epistemological 'credibility', rhetorical logic and language mastery converge? As a result, I have designed a 'Research Writing Matrix' as a tool to generate critical dialogues with learners around the currently dominant criteria for assessing the reliability or trustworthiness of their social research, and how it might be written. Freire's (1970) "dialogic" and "transformative" pedagogy is engaged in this effort, to stimulate learners' critique of each assumption of the model and to interrupt and contest each step in the knowledge-making process.

References

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