

Our Multilingual, Collaborative Writing and Publishing Journey and Its Implications for Our Writing Pedagogies

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Abstract / Resumen

There is growing interest in multilingual scholars' publications in English. However, there are few studies in the area of English language teaching (ELT) in Mexico and fewer using a multiple autoethnographic methodology. Our main objective with this work was to explore the writing and publication process related to an article we co-authored as three ELT women scholars in Mexico and how these experiences informed our writing pedagogies. The main findings showed our individual and collective identity transformation during the challenging navigation of submission and review of a research article, displaying our revision strategies as well as dynamic, emergent mentoring and reverse mentoring relationships. Findings led to a discussion of the construction of dialogic spaces and networks, and translanguaging as a practice connected to identity in our multilingual writing.

Existe un interés creciente por las publicaciones académicas multilingües en inglés. Sin embargo, existen pocos estudios en Inglés como Lengua Extranjera (ILE) y menos desde una perspectiva multi etnográfica. El objetivo principal de este estudio fue explorar el proceso de escritura y publicación de un artículo del que somos coautores tres académicas del área de ILE en México y cómo esta experiencia influyó en nuestras pedagogías de escritura. Los principales hallazgos muestran nuestras reacciones diversas respecto al rechazo inicial del artículo, nuestras transformaciones identitarias individuales y colectivas durante el proceso de reescribir el artículo; así como

las relaciones dinámicas de mentoría y de mentoría inversa en la construcción de espacios dialógicos y redes, considerando el translanguüismo como un componente crucial en la identidad en contextos multilingües.

Keywords / Palabras clave: writing for publication; identity; collaboration; dialogue; mentoring / escritura; publicación; identidad; colaboración; diálogo; mentoría

This work emerges as an attempt to enrich our field's understanding of writing for publication purposes of women scholars from non-English-speaking countries. In what follows, we grapple with a variety of challenges in attempting to publish in English-medium journals in response to the pressures exerted by higher education policies. In this piece, we will focus on our process of writing and publishing a research article we wrote together that had initially been rejected by the editor, and how each one of us as co-authors dealt with the challenges and tensions of the different stages of the rewriting and resubmission process.

There is a growing academic body of research on scholars' writing in different academic communities in Latin America (Carlino, 2021; Colombo et al., 2022). In Mexico, some of these studies focus on peer collaboration "spaces" such as laboratories and others on *Cuerpos Académicos* (i.e., formal research groups recognized by the federal Department of Education) (Carrasco et al., 2012; Olmos-López et al., 2022). Scholars with varying amounts of expertise participate in these spaces and develop their publishing practices through writing and publishing. There are, however, few studies in the English language teaching (ELT) community in Latin America (Cárdenas & Rainey, 2018; Encinas et al., 2019; Trujeque-Moreno et al., 2023); therefore, there is a clear need to understand how women ELT scholars living and working in Mexico view, construct, and reconstruct their peer collaboration spaces in these complex professional development contexts.

Most scholars in ELT, like those in many other disciplines, view publishing in English-medium journals as aligning with their personal objectives as well as their research agendas (Curry & Lillis, 2014). In our case, even though we also publish in Spanish, we chose English as the language of publication for this chapter to reach a wider audience. We used both English and Spanish during our conversations; therefore, our reflections on translanguaging could provide insights about its use and the adoption of bilingual supportive scaffolding practices in our writing pedagogies (Ertugruloglu et al., 2023). As ELT professionals, despite our competence in English, we are conscious that writing and publishing in an additional language is challenging given our geographical location, gender, etc. A review of the multiple strategies used by

other multilingual scholars at different stages of their careers indicates they often engage with other members of their community who support them in these processes. Curry and Lillis (2014) define these members as “literacy brokers” and differentiate them from academic and language brokers. Academic brokers focus mainly on the content of the paper and consequently facilitate access to resources and promote current conversations in the disciplines while language brokers focus mainly on the language of the text. In this project, we consult other colleagues in the university as literacy brokers to better understand our data. Furthermore, as female multilingual scholars from a peripheral context, we are conscious that besides the language barriers, we are undoubtedly constrained by institutional policies related to funding and opportunities for research as well as gendered social traditions (Hultgren & Habibie, 2023; Lillis & Curry, 2010, 2018).

Thus, James N. Corcoran’s invitation to participate in this book was an opportunity to reflect on our writing and publishing of an article on collaboration and networking in English. The focus is on how we constructed and reconstructed our collaboration space in the process of writing an article and the related implications for our pedagogical practices. This study’s main objective was to reflect individually and collectively, as co-authors, on the rejection of an article in an international journal, the process of rewriting the research article for publication in the same journal, and its pedagogical implications for our practice.

Literature Review and Theoretical Framework

This study adopts the perspective of research writing as a collaborative, dialogic activity that is socially, historically, and culturally situated (Bazerman, 1988; Castelló, 2022). We explore the diverse challenges we experienced and our identity transformation during the process of writing and publishing. Even though identity has been studied from many perspectives (Darvin & Norton, 2015), we chose to explore our challenges using Wenger-Trayner et al. (2015) as a framework. During this journey, we came to a deeper and broader understanding that conceptualizes our identity transformation through three modes: imagination, engagement, and alignment.

Identity

According to Wenger-Trayner et al. (2015), we construct and reconstruct our identities by participating in different social and academic communities. Community participation focuses on both the social and the individual being. Identity in community is seen as a temporal and ongoing evolving

process of belonging through three mechanisms: engagement, imagination, and alignment (Wenger, 1998). Membership in multiple social and academic communities frequently generates tensions. These multiple memberships can also facilitate participants' learning in one community to be used in another.

Engagement means sharing practices, conversations, scenarios, and tasks with the group. It inevitably permeates the individual's identity and promotes interactions in the community with members with different levels of experience. However, everyone's engagement can also have trade-offs; an individual may not be able to relate to other viewpoints and conflicts may arise within the community. *Imagination* implies "a process of expanding oneself by transcending our time and space and creating new images of the world and ourselves" (Wenger, 1998, p. 176). It allows members to view themselves in different social and professional scenarios. However, it could also be ineffective if the imagination process is based on stereotypes and may even lead individuals to lose their sense of self as a social being and therefore lose (or forfeit) the ability to develop professionally in their contexts. Finally, *alignment* entails an investment of personal energy and making decisions based on individual values in relation to the community. Through alignment, community members position themselves vis-a-vis certain social practices, expectations, and demands within their contexts. However, members can be blind to such community norms, leading to confrontations affecting their sense of self and identity. Using this identity framework, our individual research identities can be analysed by looking at our personal and social interactions as engagement, imagination, and alignment. We emphasize that these phases are not necessarily linear nor chronological in this order but can be identity-informed, contested, and iterative (Burgess & Ivanič, 2010; Castelló, 2022).

Collaboration and Mentoring

Developing as a researcher requires participating in various social and academic communities. In these communities, scholars adopt diverse collaborative relationships and roles depending on their professional status and engagement. One of these relationships is mentoring, which is a dynamic and collaborative voluntary relationship between a more experienced scholar and a less experienced one (Nguyen, 2019). Within a research group, mentoring roles may vary throughout the research, writing, and revision processes, becoming a more vertical or horizontal collaboration depending on the task at hand. In some cases, the relationship may start being formal and later becoming informal. In others, the mentor and mentee may separate and redefine their relationship.

These relationships are diverse and complex and evolve over time depending on the mentor's and mentee's development. Often, mentors support mentees and vice versa in their transition to new stages of both their personal and professional development. In the ELT field, this development is often related to teacher agency (Musanti & Pence, 2010) and affiliation with "imagined" communities (Barkhuizen, 2016).

The uncertainty and competitiveness of academic evaluation systems have generated the need to restructure research dynamics in higher education. Senior scholars may not always succeed in constructing responsible research practices or solving a specific research problem. In those cases, reverse mentoring could be used temporarily, and junior researchers could adopt the mentor role as the junior may have more contemporary knowledge (Pizzolato & Dierickx, 2022). However, this may present difficulties which could be related to the self-confidence and communication competencies of the junior colleagues when becoming mentors, as well as senior researchers' resistance to acting as mentees. These challenges may cause significant teacher-researcher tensions and a combination of emotions difficult to manage (Nguyen, 2019).

Furthermore, the changing nature of higher education today and of the context in which individuals' careers develop has had direct implications for developmental networks. A development network may be constituted by individuals who know each other or not, and may work in separate institutions or organizations, and even in other cities or countries. Being able to learn by consulting with a variety of scholars about one's work and constructing a developmental network is particularly significant in the current higher education environment with its emphasis on publishing and grant-getting (Encinas & Hernández, 2015). In this study, we sought to understand mentoring practices and relationships among the three authors, including how these varied and shifted during the research writing process, as we are participants in our own developmental network.

Dialogue

Dialogue is inherent and essential to research writing, and its nature is twofold (Castelló, 2022). First, it implies responding to authors and previous studies; in other words, reading, writing, and participating in conversations about the issue(s) at hand. Second, it entails dialogue among multiple voices who author the same text and occasionally develop a dialogic space (Wegerif & Mercer, 1997), which is defined by its openness and multiplicity of voices. A dialogic space is a shared space that allows participants the possibility of

learning something relevant to their interests or tasks. Bakhtin referred to it as a shared space (“chronotope” in his language) within which participating voices enter a relationship of “inter-illumination,” in which each participant may learn more about themselves as they engage with the understanding of the other participants’ voices (Bakhtin, 1982). Dialogue thus proposes that people learn not so much by replacing ideas but by increasing or building upon existing ones with new perspectives or even deconstructing previous ones, allowing one to see further, better, or just differently. A certain dialogic space can also be expanded by bringing in a new and different perspective. When this new perspective is radically different, it generates a process of deepening since the previous assumptions are opened to allow the new “other” voice into the dialogue.

Scholars learn to participate in dialogic spaces by working in communities. Participants entering a dialogic space construct and reconstruct their identity according to their mode of belonging (Wenger-Trayner et al., 2015). Identity varies depending on the level and intensity of participation, the creation of new images of the world and of oneself, and the role each scholar wants to play, which necessarily implies commitment and values. In these dialogic spaces, there may be some who participate actively, some who listen attentively but do not feel ready to participate, and some who have not completely engaged in the group task and may abandon the conversation. The three-phase identity transformation of imagination, engagement, and alignment discussed by Wenger-Trayner et al. (2015) (see above) can also be traced in dialogue. Within dialogues, a singular voice may assume authority on some issues when other participants identify with its argument.

Methodology

This multiple autoethnographic study, also called collaborative autoethnography (Chang, 2013; Douglas & Barnwell, 2019), seeks to understand how we overcame the rejection of our article in an indexed international journal as three multilingual ELT scholars who study and work in Mexico. Autoethnography is a methodological approach focused on the exploration of the self through writing practices within a culture (Ellis, 2009; Ellis et al., 2011; Gagné et al., 2023), allowing researchers to reflect upon their own and each other’s subjectivities, practices, etc. As co-authors, we considered multiple autoethnography not only as an adequate qualitative procedure to study the self and collective, but also as a transformative process whereby we might create community, construct and reconstruct knowledge and identity, and become empowered within our social context (Chang et al., 2013). This

methodology was also key for deepening our understanding of culture and identity in our own collaborative literacy practices (Olmos-López et al., 2020).

We are three multilingual scholars from three different generations, women in our 30s, 40s and 70s, at diverse stages of our professional development. Each one of us holds an MA in ELT and are full-time professors at the Benemérita Universidad Autónoma de Puebla (BUAP), a public autonomous university in Mexico. Estefi, the youngest, teaches English to health sciences undergraduate students, Gina teaches in an undergraduate ELT program, and Fatima is the eldest who, before her retirement in 2022, taught in both the undergraduate and MA ELT programs (Figure 18.1). Despite our educational and teaching commonalities, we had different writing and publication experiences. Nonetheless, each of us in diverse ways contributed to constructing a learning space for the revision of a co-authored but rejected article that we revised during the pandemic. We all had personal events (Estefi’s family got COVID, Gina’s father and Fátima’s mother passed away) which acutely affected our personal and professional lives. Thus, to overcome these situations, we often intertwined and balanced personal talk as well as shared texts and videos in English and Spanish with the research writing task at hand.

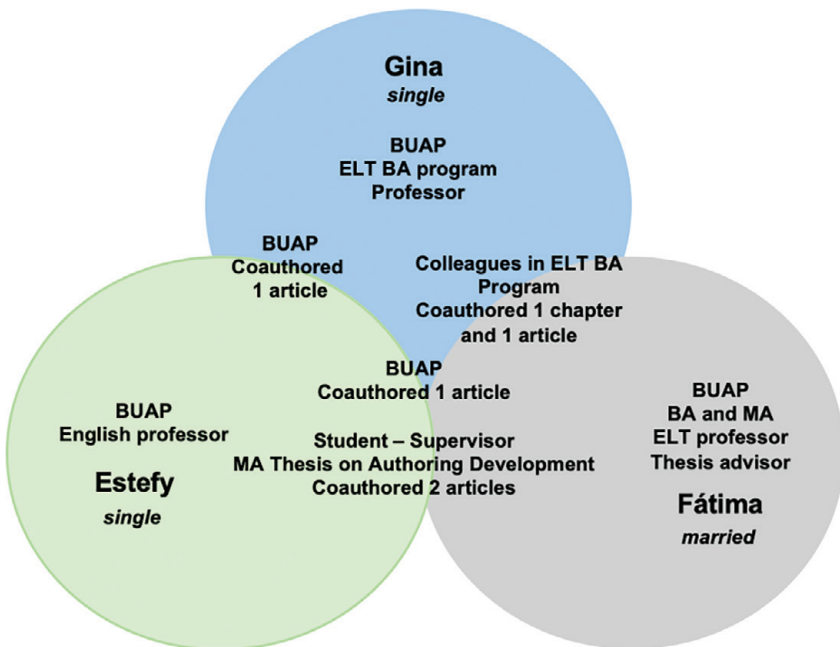


Figure 18.1. Our intersecting academic backgrounds.

In this multi-autoethnographic exploration, we gathered data from our individual reflections in English while writing a paper together. Moreover, we held three focus group discussions, one with external peers (literacy brokers), who read our reflections, and the other two after getting feedback from them. The first time we met after getting feedback we shared our perspectives on what our colleagues had perceived and brainstormed about our learning experience together. The second time we met, we decided to identify emerging categories for reflection: namely, identity modes, collaboration, dialogue, and mentoring. We also used email and WhatsApp messages when making key decisions, to determine dates about the reviewing process and resubmitting the paper, for instance. Table 18.1 shows an overview of the data collection process.

Table 18.1. Data Collection Procedure

Data Collection Instrument	Participants and Purpose
a. Individual written reflections in English	3 coauthors reflecting on their publication journey
b. 1 Focus group with coauthors and peers	3 coauthors and 2 external peers reading our written reflections
c. 2 Focus groups with coauthors	3 coauthors contrasting and validating reflections on previous focus groups

The whole process took five years (see Table 18.2) mainly due to our personal problems during the pandemic and the rejection of the article in March 2020. In this chapter, we report particularly on the period beginning March 2020 (rejection received) to January 2023 (revised paper accepted and published).

Table 18.2. Key Moments of the Research Writing and Publication Process

Date	Activity
January 2018	Exploring collaboration
March 2018	Exploring journals
November 2018	First presentation
April–September 2018	Literature review
May–December 2018	Interviews and transcripts
January–September 2019	Maps construction
June–July 2019	Second presentation

Date	Activity
June 2019	Choosing journal
November 2019	First submission
March 2020	Editor's rejection
May 2020	Respond to reviewers' feedback
October 2020	New submission to journal
December 2020	Not complying with deadline
April 2021	Penalty of a year
May 2021	Complying with deadline
April 2022	Journal's feedback
April 28th, 2022	Latest submission
January 2023	Article published

Data Analysis

Data from our three written reflections and the three video recordings of focus groups about the rejection of our article were coded using a content analysis approach (Stemler, 2015). The initial emerging categories explored were collaboration, identity (engagement, imagination, and alignment) as well as dialogue. In later discussions, we found that mentoring was also a key element during our collaboration. Therefore, we decided to add it to our thematic analysis. Data from the reflections and the focus groups related to each of these categories were discussed and reported on and are woven into our findings in the next section, in which we also weave in the existing literature and elicit further meaning from our collaborative experience.

Findings and Discussion

Mexican ELT Context

Mexican policies in higher education reflect broader worldwide trends (Pedroza Flores & Reyes Fabela, 2022). Among these, the one directly related to academia is the Program for Faculty Professional Development, Programa para el Desarrollo Profesional Docente (PRODEP) which deals with support for graduate studies as well as career support for those who graduate. This is part of the national policy to support an increasingly well-educated professorate. The second policy, the Salary Incentives Program, directly impacts professors' salaries, depending largely on professors' "production," which is

evaluated as publications in national and international journals. It is this Salary Incentives Program that motivates many academics to conduct and publish research while simultaneously supporting their desire to make contributions to their field.

Faculty of languages focus on foreign languages (predominantly English) rather than Spanish. Most ELT professors are female Spanish speakers (Ramírez et al., 2022), born and raised in Mexico, and speaking Spanish as their first language. ELT faculty, like the rest of higher education, have changed significantly since the 1980s. Therefore, the contexts and the challenges each of us has had to face in becoming full-time professors and maintaining our status have been very different. For example, the university has been increasing the requirements for professors to carry out research. Accordingly, though we are from three different generations, we face common contemporary scenarios and challenges.

Writing a Research Paper Collaboratively

As stated previously, the entire research writing and publication process, from initial collaboration to publication, took five years. Our collective engagement in this process was evident from the beginning, facilitated by the fact that Fátima had been Estefi's and Gina's instructor in their MA ELT program. Besides that, Estefi and Fátima had worked together previously. During our collaboration on the research article we are reporting on here, we became aware of our varied backgrounds, writing styles, publishing experiences and priorities. Estefi comments,

... after some consideration we chose an indexed international journal in South America in which we (Fátima and I) had published before. We thought that being familiar with its reviewing process would help the publishing process. Also, we thought we could contribute (to the ELT collaboration and networking conversation).

Overcoming our article's initial rejection in March 2020 by the journal editor was not easy. Although we all felt upset about this, each of us responded differently, probably due to our experience and expectations in the publication of articles, our position in the institution, and our personalities. Gina, for whom this was her first article submission, felt frustrated; she thought we would get it published immediately. Estefi, who had had tough reviews previously and who had already published in this journal, negotiated with the editor and got a second opportunity to submit our paper in the same journal. Fatima was less

put out by the rejection. This situation guided us to a form of reverse mentoring where Estefi, who was not the senior member of our group in either professional status or age, took the lead. Our relationship started moving from a vertical mentoring relationship, with Fatima as the senior and most experienced member, toward a more horizontal one (Pizzolato & Dierickx, 2022). Even though reverse mentoring can generate tensions between junior and senior colleagues, the fact that Fátima was retired, and thus no longer dependent upon production metrics for her status, facilitated establishing a more horizontal relationship in the group.

Writing Support from Reviewers

Our journal reviewers' feedback was meaningful as it made us rethink our theoretical framework, research methodology, and findings. Fatima recounts:

The evaluators pinpointed problems mostly with the methodology, the findings and one of the readers suggested authors for the literature review. After discussing the evaluation, we agreed with a number of the issues they suggested.

We consider our reviewers, including the journal's editor, as both literacy and language brokers, given that they helped us improve both the content and language in our article. This contributed to developing our authorial voice and growing as research writers (Burgess & Ivanič, 2010; Castelló, 2022). We engaged in a meaningful revision process by meeting weekly to discuss our response to the reviewers and how to approach it. We also worked on assigned tasks to attend to the reviewers' feedback, which was not always clear for all of us and thus gave us the opportunity for a continuous dialogue. In effect, we constructed a developmental network by comparing and analyzing the different evaluators' feedback (Bozalek et al., 2016). We capitalized, as well, on our individual competencies and supported each other, as Gina suggests, "I consider this a long and arduous process that I would not have been able to overcome without my colleagues' contributions and support."

Our Circumstances

We also experienced complex circumstances during the pandemic affecting our level of engagement to publish, which happened to many researchers worldwide (Flaherty, 2020): on one hand, a family crisis, as one team member had her parents infected with COVID-19; on the other hand, the two other members lost a parent. Due to these personal situations, our priorities

changed, and our writing pace was not the same. Individual engagement and commitment varied throughout the article revision process due to our personal circumstances.

Tensions

Individual and collective tensions were identified in this writing and publishing experience. For example, Estefi thought her personal life significantly impacted her writing process. Indeed, our personal circumstances took us away from writing engagement at different times, leading to tensions of priorities for the group over the course of this autoethnography. Gina described the tension of “imagination” in Wenger-Trayner et al. (2015) terms: “I had some tensions with myself as I had to be open to changes in the paper.” She struggled to adapt to the group dynamics as she had only worked with Fátima previously. Meanwhile, we detected that our main collective tension was time management, which could be considered “engagement” (Wenger-Trayner et al., 2015). We had trouble balancing our workloads with our publication process. Estefi reports, “Little did we know that several tensions would emerge later due to deadlines, change of reviewers, and extensions received to publish our paper.” We worked through these tensions by making individual and collective decisions. In this writing and publishing process, we created a space of dialogue promoting a relationship of “inter-illumination” (Bakhtin, 1982) that intensified our participation in our research community and “aligned” to the article, as outlined in the next sections.

A Transformative Learning Story

As a whole, our group agreed with Estefi: “I would call it [the experience] a collaboration and transformation story.” It was also a joint effort of constructing and reconstructing knowledge. We transformed our identities by collaborating, interacting, and overcoming challenges and tensions together. We transformed due to the imagination and alignment developed in our team, as reported by Fatima:

We learned more about belonging to a community and in this case belonging to a group. ... We could see ourselves engaging, imagining ... and also aligning to the values of our objective ... Somehow, we created meaning from our three individual experiences and we made it a collective experience, we were negotiating what it meant to us.

This allowed us to expand our competencies to approach future situations in new ways. We are not the same as we were when starting this experience. Gina reflects, “I do believe that from this collaborative experience, I can take away a lot of learning that I can transfer to other similar situations, especially now that I belong to a research group.”

We realized our future challenges in collaborative writing and publishing would vary depending on the context we had experienced and how we related to each other as mentors or mentees in collaborative research projects in our academic communities (Wegerif & Mercer, 1997; Wenger-Trayner et al., 2015)—but also as friends. We developed our imagined identities, as well as our affiliation to imagined communities (Barkhuizen, 2016) by collaboratively creating spaces of respect, trust, and dialogue in the (re)construction of knowledge during our writing and publishing process. Ultimately, it was a very long process which we would have certainly abandoned if we had written the article individually, and that in itself turned it into a meaningful learning experience, positively impacting our professional and personal lives.

A Dialogic Space

Writing collaboratively for an academic audience was a challenging, long-term process. A three-authored text resulted from multiple, lengthy conversations, some of which became a dialogic space where meaning was constructed (Castelló, 2022). There, we had the opportunity to “enter a relationship of inter-illumination” (Bakhtin, 1986, p. 65) from which we learned about ourselves and each other to participate in our community as researchers and writers (Wegerif & Mercer, 1997; Wenger, 1998), as Gina reported in her written reflection:

Sometimes we discussed key concepts and the theory that were the basis for our research paper and at other times. . . . We even commented about our life experiences to exemplify theory.

We also gained a more in-depth understanding of the connections among dialogue, learning, and identity during our focus group discussions. Fátima, for instance, highlighted that learning together through dialogue created a bond that kept us together in this process. Consequently, as we dialogued in every session, something else emerged from our dialogic space: knowledge construction (Castelló, 2022). Fátima reflects:

For example, if I say exactly what you were expecting me to say, or if there’s nothing that comes out of this conversation, or

if we don't learn anything from it ... there isn't dialogue, then it is just conversation, but if something gets constructed in the conversation, then that is dialogue.

This process involved the deconstruction and reconstruction of a variety of texts and stories, which enhanced the construction of new ideas that contributed to our own learning. This authorial collaborative journey was a *social joint effort* (Wenger, 1998; Wenger-Trayner et al., 2015), which was observed by one of our colleagues, Vero, whom we asked to comment on our reflections:

It is definitely a social joint effort, I mean, otherwise, there is no transformation. One becomes an author with that confidence and something to contribute. It is through that effort that transforms us into authors, writers, researchers, and gives us that identity.

For the three of us, it was an identity construction and reconstruction process, and a transformational space. We can truly say that socialization through dialogue strengthened our authorial voices.

We realized that creating and maintaining bilingual dialogic spaces enabled us to eventually publish the article. Doing so was especially important to responding effectively to the reviewers' critique of our work. We mostly used English for the reading and writing process while Spanish was used for dealing with tensions and challenges orally. We learned that dialogue requires active listening, respect, time, and discussion-related decisions (e.g., about how to discuss the insights of the background readings within an academic context). Dialogue helped us understand the reviewers' feedback more clearly. Ultimately, we have identified three kinds of dialogic interactions based on the analysis of our conversations, individual written reflections, and collegial focus groups: 1) dialogue among ourselves, 2) dialogue with the authors of our key readings, and 3) dialogue with the reviewers and future readers.

Pedagogical Implications

This multi-autoethnographic study of converting an unsuccessful publishing experience into a successful one has influenced the writing perspectives of each of us in different ways, as can be observed in Table 18.3. Our reflections and conversations have highlighted the relevance of collaboration, dialogue, the need to focus on the audience, and the construction of the argument in academic writing.

Table 18.3. Our Polyvocal Narratives

	Languages	Academic History	Teaching Experience	Types of Courses	Location
Estefi	Spanish and English	BA and MA in ELT BUAP	10 years	General English Courses	Health Science campus in Tezuitlán BUAP
Gina	Spanish and English	BA and MA in ELT BUAP Started her Ph.D. studies BUAP	20 years	BA in ELT	Facultad de Lenguas BUAP
Fátima	Spanish and English	BA in ELT BUAP MA in ELT Aston University	More than 40 years	BA and MA in ELT	Facultad de Lenguas BUAP

Gina, who teaches academic writing, identified pedagogical implications from this authorial collaborative journey, and these are endorsed by Fátima and Estefi. We highlight those implications here:

1. Raise students' awareness of writing as a social practice that implies communicative purpose, strategic organization, knowledge about a certain topic, considerations for an audience, and the adequate use of language and established conventions.
2. Raise cross-cultural and cross-linguistic awareness in students by promoting translingual practices during the reading and writing process.
3. Make students aware of the relationship between orality and writing. Dialoguing with others about what you are writing helps to reflect on what you are doing and how you are doing it.
4. Promote reading to develop writing and help students with their critical reading.
5. Raise students' consciousness about the time, effort, and motivation that reading and writing require.
6. Promote writing as a process, so drafts and revisions become necessary to construct a final product or assignment.
7. Provide students with formative feedback so students move from superficial correction to more in-depth revisions.
8. Integrate reading and writing thoroughly in any BA program, in all subjects. This will help students develop their agency as professionals in their area.

Conclusions

In this chapter, we have reflected upon how challenging collaborative writing and publishing in English can be as women scholars in Mexico. Our collaborative journey involved failure as well as intrapersonal and interpersonal tensions, which caused each of us to feel threatened and question our competencies at some stage of the process. However, we transformed this unsuccessful experience into a meaningful, successful one due to our joint efforts to develop deep trust. We moved from a vertical to a horizontal relationship in which we capitalized on our abilities. As well, we promoted dialogic spaces to reflect, negotiate, and construct our paper. This process demanded time, commitment, and individual as well as collective work. While navigating this process of writing and publishing an article that was first rejected, we constructed and reconstructed our collective and individual identities. Translanguaging between English and Spanish during our writing and publishing experience helped us to enhance and overcome different situations, as well as deepen our dialogic spaces professionally and personally.

Ultimately, participating in this multi-autoethnography afforded us new ways of interacting among ourselves and doing research effectively and ethically. For those interested in carrying out multi-autoethnography, we highly recommend it to engage in critical self-study that results in enhanced understanding of ourselves and others in our academic communities.

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