**ABSTRACT**

This paper proposes a ‘cultural-cognition’ approach as a tool for the investigation of authorial self-representations, enabling us to look at scientific outputs as the products of the language-mind-culture triad situated in socio-culturally determined contexts. By examining a cognitive notion of a stereotype, which is produced within these contexts, I suggest an open-ended cognitive framework for more informed voice analysis, consisting of different aspects of scientific stereotype in Polish and English.

Specifically, the focus is on two aspects of this stereotype; namely, the purpose and method of communicating content in Polish and English scholarly discourse. In so doing, I consider the contents in linguistic outputs that manifest the stereotypical thinking of scientific writing in English and Polish, which, if not recognized acknowledged and attributed, can lead to the failure of EAL (English as an Additional Language) writers to communicate their ideas and participate in the international research communities. The ultimate purpose is to use this framework as an explanatory device to challenge the concept of a universal scientific language which is devoid of cultural influence in the construction and diffusion of knowledge.