



The 2022 ECSPM Symposium

Problematizing Contemporary English Discourse
for Publication: Monolingualism vs Multilingualism

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My presentation's main goal is to highlight the monolingual English discourse for publication, which has become more prestigious than other languages, such as Spanish, but is harder to attain, thus, puts at a disadvantage multilingual scholars.



I look closely at Research Articles (RA) published in English L1, and English L2 and Spanish L1 in Spain including interviews and in Latino America particularly in Chile, includes university policies and interviews.

Problematization of social and political inequalities

- Due to the dominance of English as a language of research publication in Spain and some Latin American countries including Chile, multilingual scholars publish in English to attain international visibility, which puts them at a disadvantage compared to native English-speaking academics.
- English doesn't necessarily convey accurately some local contexts, so something is 'lost in translation'.
- This inequality is noted more in the humanities and social sciences (HSS) disciplines than the hard sciences where English is more firmly established.

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- Similar to Spanish universities, Chile has had a tradition of promoting the internationalization of HSS academics for more than 50 years by sending academics for professional training at both Anglophone and non-Anglophone countries.
 - These graduates upon returning to Chile occupied key positions in tertiary institutions.

- Financial assistance has included scholarships for PhD studies overseas, particularly in Anglophone countries.
- Small competitive grants provide for the payment of translators or editors if the research article is written in English.
- It is expected that research outputs will be published in Impact Factor (IF) journals, as they are considered objective and reliable.
- Researchers need to get their research published in Impact Factor (IF) journals.

Challenges for multilingual scholars / publishing in English in higher rated journals

Researchers in Asia (Chiu, 2001; Flowerdew, 2009, Flowerdew & Li, 2009), Europe (Bocanegra-Valle, 2014; Duszak & Lewkowicz, 2008; Lillis & Curry, 2010; Mur-Dueñas, 2012; Sheldon, 2018a, 2008b), Latin America (Corcoran 2015; Englander & Uzuner-Smith 2013 & Sheldon, 2020 and Africa (El Malik & Nesi, 2008), to name a few, have reported that research outcomes in HSS have been measured by using the IF.

Impact factor

- Implies high productivity and measures research by citation in the case of the journals which are normally listed at the Institute of Scientific Information (ISI).
- The majority of the articles in these journals are in English.
- Similarly, academics in HSS from less privileged countries, such as those in Latin America, are required to publish in those journals, something that can only bring about defensiveness and anxiety (Martínez, 2011; Pablón & da Costa, 2006; Salager-Meyer, 2008; Sheldon, 2020).

- **Research Questions:**

- What national and university policies constrain (or guide) these researchers' publishing in Spanish and/or English?
- What are some of the opportunities and constraints governing the publication of these researchers' academic work in English and Spanish?
- How do multilingual scholars' research practices accommodate global demands in academia? Is their knowledge production in English L2 influenced by L1 national writing culture?
- It questions as to what extent universities, particularly in Spain and Latin American countries, are accountable for the dissemination of knowledge in English and in their national languages.

Methods: Move analysis, Appraisal theory in RA & interviews

- **Rhetorical patterns of research articles** (Swales, 2004)
Introduction and Discussion/Conclusion sections of:
 - i) Spanish L1 (18) ii) English L1 (18) iii) English L2 (18)
- **Appraisal theory** focussing on Engagement System
(Martin & White, 2005)
Introduction and Discussion/Conclusion sections of:
 - i) Spanish L1 (18) ii) English L1 (18) iii) English L2 (18)
- **Interviews:**
10 interviews in Spain and 14 in Chile, both conducted in Spanish.

Results: English as a privileged language on contemporary global academia

- Due to compelling evidence shown throughout the first seven chapters in my book "*Knowledge construction in academia: A challenge for multilingual scholars*" and research articles indicated that scholarly publication is multilayered and complex.
- This book problematizes further the inequalities and ideologies in English scholarly production and proposes alternative measurements to attain scholarly visibility.
- It questions the extent to which universities, particularly in Spain and Latin American countries, are responsible for the dissemination of knowledge in English and in their national languages.

- Results showed how English L2 texts have borrowed culture-specific linguistic patterns of their writers' L1 when writing in English, and as asserted by Hyland (2012), departures from Anglophone conventions may be one reason journals reject contributions from those researchers who lack familiarity with standard academic English.
- Linguistic barriers and lack of familiarity with the publication process, including how to respond to the reports of a journal's reviewers, may demoralize and marginalize researchers.
- Institutions in developing countries such as Latin America appear to ignore the fact that English is not part of their scholars' formal education and to expect them to publish in indexed journals without adequate support is, in my view, a pure injustice.

- For instance, one of the scholars whom I interviewed in Spain with an extensive record of publications in Spanish, felt the pressure to publish in English because international academia does not speak Spanish (see Chapter 7).
- The data of the English L2 texts in this book showed divergent intellectual styles in the textual organization of the Discussion/Conclusion sections of RAs compared to the texts of the L1 groups.
- Despite retaining part of their L1 culture-specific intellectual style, the eighteen RAs written by the English L2 group were published in Spain in the journals *Ibérica* and *RESLA*, which are listed in the Science Journal Impact Factor (SCI). However, they are categorised as “B” Journal.

- Results from English L2 writers clearly demonstrated attempts at fluidity are shown in scholarly RAs which can be taken as a sign of resistance. The variations may suggest that their writers have refused the fixed “monolingual mindset that is blind to multilingualism given support to the use only of English in academia” (Pennycook 2008b: 30.1)
- While scholars may be able to reduce the power of English in academia or lessen its potential to alter the construction of knowledge in other languages, English for Research Publication Purposes (ERPP) genre courses can be taught using a critically pragmatic approach (Mur-Dueñas & Lorés-Sanz 2009) by making it explicit to participants that Anglophone academic discourse conventions are simply characteristics of the target language and not necessarily “better” than the academic conventions of other languages.

Results 14 interviewees, Chile

Researcher #	Educational background/language	Gender	Years of experience	Publications in Spanish	Publications in English	Academic post
P1	PhD in Chile / Spanish	M	11 to 20	10	5	Associate Professor
P2	PhD in Chile / Spanish	M	20 to 30	18	0	Associate Professor
P3	PhD in USA / English	F	11 to 20	18	9	Associate Professor
P4	PhD in Chile / Spanish	F	11 to 20	7	0	Lecturer
P5	PhD in Germany / German	M	20 to 30	16	10	Full Professor
P6	PhD in Australia / English PostDoc in Australia	F	11 to 20	5	4	Lecturer
P7	PhD in Chile / Spanish	M	6 to 10	8	0	Lecturer
P8	PhD in USA / English	F	6 to 10	1	10	Lecturer
P9	PhD student in Chile / English	M	6 to 10	1	0	Lecturer
P10	PhD in Germany / German	M	11 to 20	25	2	Associate Professor
P11	PhD in Australia / English	F	6 to 10	2	2	Lecturer
P12	PhD in Argentina / Spanish	M	11 to 20	26	0	Associate Professor
P13	PhD in Chile / Spanish PostDoc in USA	F	10 to 20	19	6	Associate Professor
P14	PhD in Chile / Spanish	F	20 to 30	22	4	Associate Professor

- The university policy at this institution promotes publication in English by future researchers (PhD students), so that they are better prepared to face the supranational community of the academic world. In fact, competence in English is a requisite for students to commence a PhD in all disciplines (P₁, P₃ and P₅).
- Those who have not learnt English prior to commencing their PhD have to study it during their first two years and sit for an English exam where the minimal requirement is intermediate superior (ALTE 3), using the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).
- This university globally apply an Angli-centric evaluation system in research publication.

- This university in Chile, by giving more value to publication in indexed journals, is fostering a separation between those who can publish in English and those who cannot as well as between those who are known internationally and those who aspire to do so but are unable to achieve this goal.
- Despite the difficulties encountered by non-Anglo scholars writing in English for research publication, the interviewees in the present study see a strong association between English and research.

Interviewee responses:

- *Nuestra universidad no menciona en que idioma se debe publicar [...] pero presiona a los académicos a publicar en revistas indexadas que normalmente aceptan manuscritos en inglés.* (The policy at our university does not mention the language for publication, [...] but it pressures academics to publish in indexed journals which normally accept manuscripts in English.) (P2)
- *No es necesario que sean revistas inglés sino que sean en revistas de alto impacto revistas que tengan alto índice de citación y el punto es que la mayoría están en inglés.* (It is not necessary that we publish in English-language journals but they need to be IF journals that have a high index of citation. The point is that the majority are in English.) (P5)

- This importance of English in research was also noted by P3:
- *No van a conocer nuestras teorías latinoamericanas publicando solamente en español, [...] también es importante que otros conozcan este desarrollo, sino también quedamos encerrados.* (Our Latin-American theories would not be known if we only published in Spanish; [...] it is also important that others know about our theories and knowledge development, otherwise we will be isolated.)

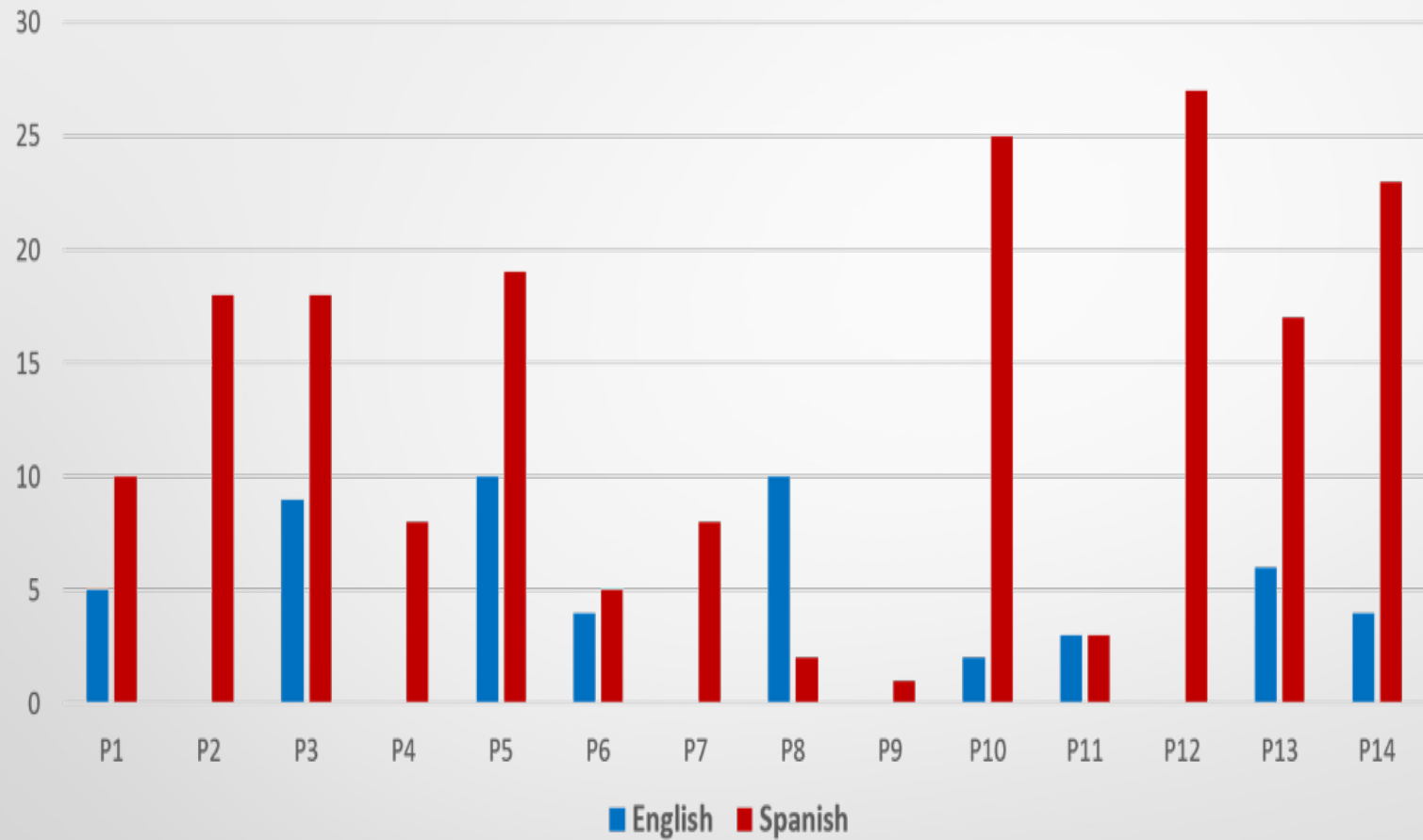


Fig. 1. Study participants' record of academic publications

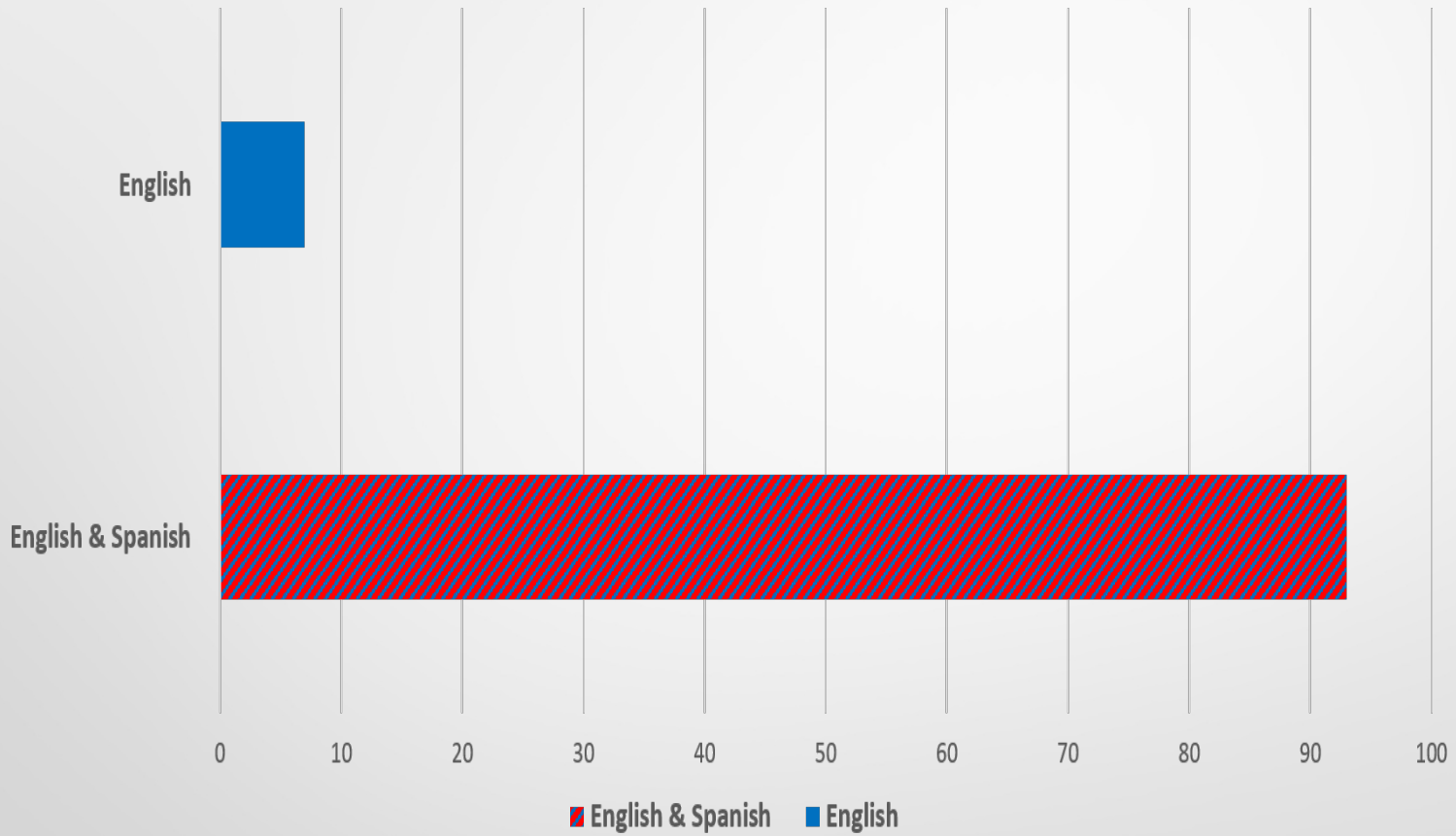
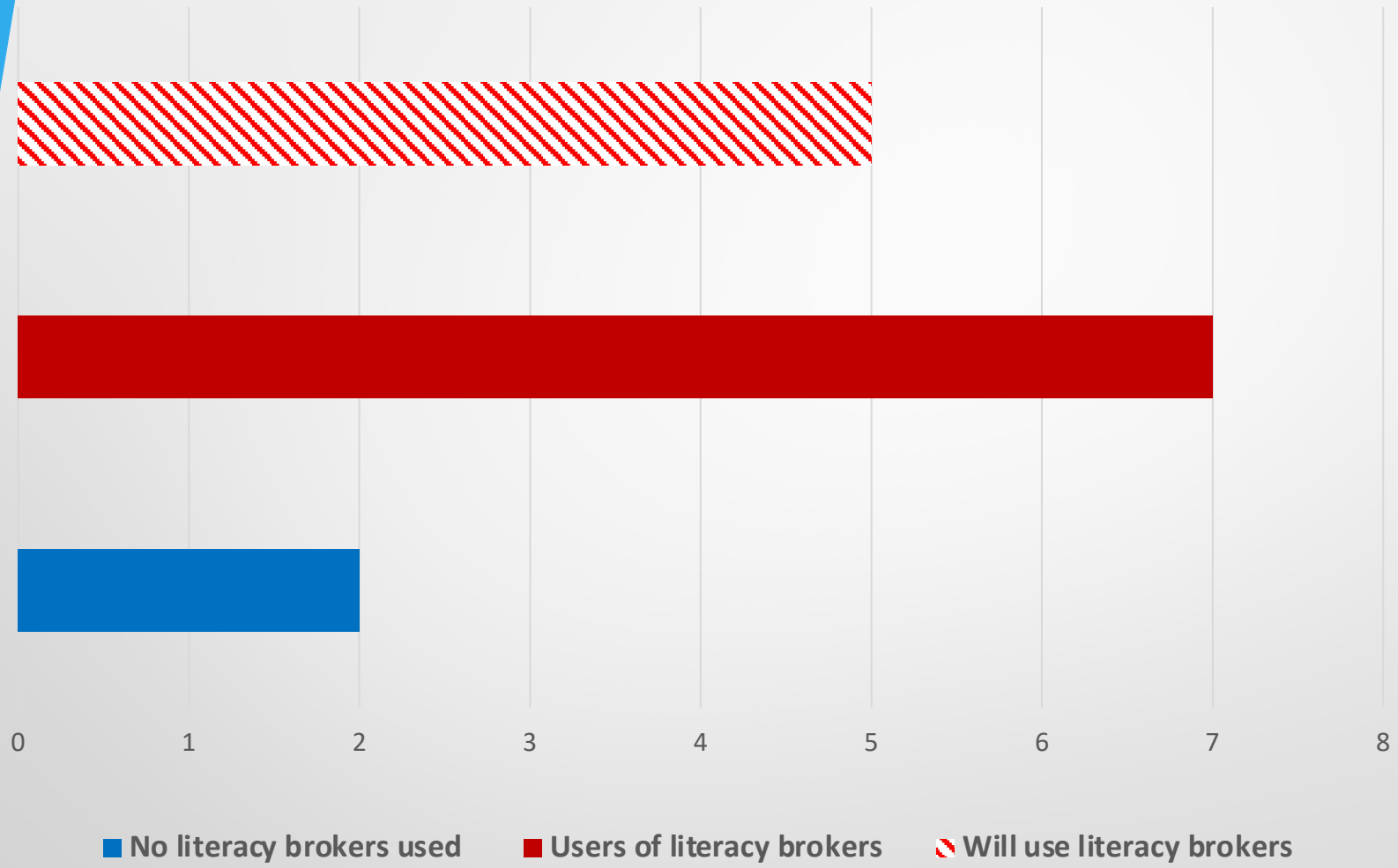


Fig. 2. Preference in language of publication by study participants

- *Aquellos que no tenemos el inglés como lengua materna [...] nos sentimos inseguros cuando se trata de exponer nuestro trabajo. En presentaciones en congresos internacionales o en la intervención me siento más tímido, no puedo expresar en totalidad mis ideas, entonces es una gran desventaja.* (Those who have English as a second language [...] feel insecure when we present our work at international conferences or intervene with questions. I feel intimidated as I can't express my ideas totally, so it is a great disadvantage.) (P1)
- *Hay una desventaja, porque el modo de hacer academia el paper gringo que es el rey tiene una estructura que no se acomoda con el modo con que mucha gente realiza la investigación en español. Es un problema de cultura académica.* (There is a disadvantage because the American paper, which is king, and its knowledge has a structure that does not accommodate how researchers put together a research paper in Spanish. This is a problem in academic culture.) (P14)

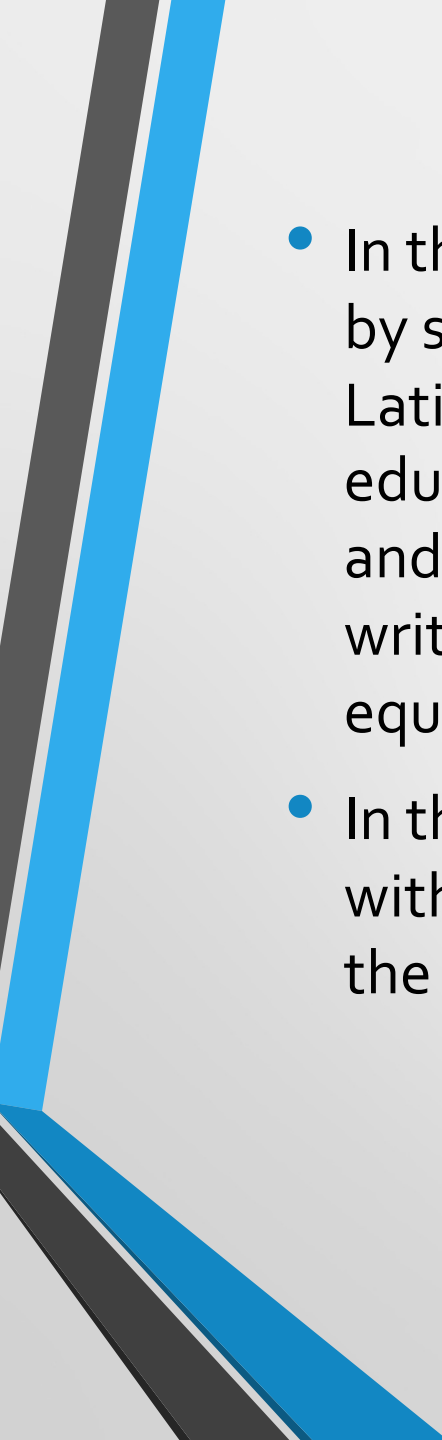


Advanced proficiency in English is an advantage

- *Para mi hubiera sido impensable conocer un grupo de investigadores en Alemania, China y Rusia con los cuales participo en una investigación sobre estudios de textos escolares de historia sino me comunicara en inglés.* (For me it would be unthinkable to meet researchers from China, Russia and Germany with whom I participate in an investigation that focuses on school texts in history if I could not communicate in English.) (P₃)
- *Si tengo el paper que le tengo fé que es la joya de la corona en término de resultados va para una revista ISI gringa de índice global.* (If I have a paper which is the cream of the crop in regard to outcomes, it goes to the ISI American journal.) (P₁₄)

Conclusion

- Considering the results from the analysis of RA particularly written by L2 scholars and the interviews in Spain and Chile, this study favours the democratization of knowledge across global academia, as it shares the view that global academia fosters inequality and monolingualism, in particular for those academics who are working outside Anglophone countries.
- Although the power and popularity of Spanish is in its number of native speakers, clearly it does not have the prestige and influence of English in the world of academia.

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- In the interests of equity and intellectual participation by scholars of Spanish, therefore, I propose that the Latin American and Spanish governments and educational institutions re-assess their employment and academic reward criteria so that publications written in Spanish and English are considered to be of equal value.
 - In this way, both Spanish and English can co-exist without threatening the scholarly cultural traditions of the Spanish scholars.

- The self-reflection on their preferred language for publication brought to the surface multilingualism in academia from the bottom-up (Kuteeva & Mauranen, 2014) as the majority wish to continue publishing in both languages or commence publishing in English, as pointed out by P5,
- *No podemos abandonar los dos mundos, tenemos que estar en los dos.* (We cannot abandon the two worlds, we have to be in both.)
- The pressure to publish in English and the complexity of this process, a joint partnership between local, national and international network activities is recommended so that “scholars can engage locally and transnationally” (Lillis & Curry 2010: 61).

Important references:

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