

English for Research Publication Purposes Pedagogy in Latin America: Mobilizing Knowledge from Diverse Institutional Initiatives

Achieving publication of research in indexed, international (i.e. English language) scholarly journals is of crucial importance to scholars around the globe (Lillis & Curry, 2010). The production of manuscripts for publication takes place ever more frequently within a high-stakes environment full of personal, institutional and national pressures (Englander & Uzuner-Smith, 2013). Further, research from across disciplines (but particularly Applied Linguistics) has highlighted the fact that multilingual scholars who use English as an additional language (EAL) often face particular discursive and non-discursive difficulties in producing manuscripts accepted for publication (Corcoran, 2015; Flowerdew, 2015). One means of addressing scholars' difficulties has been the creation of departmental and institutional initiatives that support courses and/or programs of English for research publication purposes (ERPP) (Bazerman et al., 2012; Cargill & O'Connor, 2006; Kwan, 2010). To date, however, there is little literature documenting these initiatives in varying geolinguistic regions (Flowerdew, 2015; Hyland, 2015) including Latin America.

Existing pedagogical materials and approaches to ERPP seem to sit on a spectrum from what has been labeled pragmatic to critical-pragmatic (Corcoran & Englander, in press; Englander & Corcoran, forthcoming; Flowerdew, 2007). Little is known, however, about what is actually happening in existing initiatives and there has yet to be sufficient knowledge exchange on the variety and efficacy of global interventions.

Addressing this gap, this symposium provides research that investigates the pedagogy and efficacy of ERPP interventions across Latin America including Mexico, Brazil, Colombia, [and others]. Building on recent efforts to better understand the range and scope of global ERPP interventions (e.g. Curry & Lillis, forthcoming), this symposium addresses several pertinent questions, such as i) What writing for scholarly publication or ERPP courses/workshops are offered at post-secondary institutions across Latin America? ii) What are the epistemological, theoretical, and/or methodological similarities/differences between ERPP approaches? iii) What evidence is there of the efficacy of such ERPP interventions on multilingual scholar confidence or publishing outcomes? and iv) How are ERPP interventions attending to emerging and/or established scholar needs/desires in an era of increasing homogeneity in academic/scientific knowledge production?

Potential contributors should provide a brief approximately 150-word summary (see example below) outlining their contribution. While abstracts should be provided in English, presentations may be delivered in English, Spanish, or Portuguese depending on the preference of the presenter. Please send abstracts to Dr. James Corcoran at james.corcoran@utoronto.ca or Dr. Karen Englander at kareneng@yorku.ca by **March 1**.

Corcoran & Englander abstract (example)

The past decade has seen a proliferation of research investigating the policies, practices, and processes surrounding global scholarly writing for publication. While the majority of the research on Spanish L1 scholars' writing for publication has come out of Spain (in particular the ENEIDA group), there has also been some focus on Latin American scholars' experiences. A

small amount of this focus has been on English for research publication purposes initiatives (see Bazerman et al., 2012; Corcoran, 2015) responding to the increasing individual and institutional pressures to publish in indexed journals (i.e. in English). Corcoran and Englander have recently suggested that such interventions should include what has been described as a “critical pragmatic” (Corcoran & Englander, in press; Flowerdew, 2007) orientation that attends not only to developing the ability of semi-periphery scholars to attend to the genre-specific norms of scientific research articles but also to the complex geopolitics surrounding such centre-normative knowledge production. Guided by the researchers’ recent empirical findings and professional experiences with a Mexican ERPP course, this presentation outlines what such a critical pragmatic approach could look like while critically reflecting on the North-South exportation and delivery of such an approach.

References

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- Corcoran, J. N. (2015). *English as the international language of science: A case study of Mexican scientists' writing for publication* (Order No. 3746264). Available from Dissertations & Theses @ University of Toronto; ProQuest Dissertations & Theses Global. (1758252325). Retrieved from <http://search.proquest.com/docview/1758252325?accountid=14771>
- Corcoran, J. N. & Englander, K. (in press). An argument for a more critical English for research publication purposes. *Publications (Special Issue) Researching, Teaching, and Supporting Research Publication: Issues for Users of English as an Additional Language*.
- Flowerdew, J. (2007). The non-Anglophone scholar on the periphery of scholarly publication. *AILA Review*, 20, 14–27.