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## Problematizing Research Publication at Two Chilean Universities

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### Abstract / Resumen

Pressure on scholars in non-Anglophone countries to publish in English has become the norm, including in Chile. This chapter aims to understand the experiences with writing for scholarly publication in English versus Spanish of 24 scholars from the humanities and social sciences (HSS) at two universities in Chile. This study used in-depth, semi-structured interviews and focused on scholarly publications in English and Spanish. Results indicate that these universities evaluate faculty members using “Anglophone” criteria and value publications in local languages significantly less, offering lower financial remuneration than for publications in high-impact English medium journals. Results also suggest new academics educated in Chile tend to publish their research in Spanish because English is not taught as a regular subject at schools or university level for research purposes. These researchers appear to struggle with textual issues such as Anglophone academic discourse structures. Despite the lesser value of Spanish as an international language of science, 23 of the 24 researchers studied have published in Spanish, confirming that this language retains its power for communicating knowledge in Hispanic academia.

La presión sobre investigadores de países no anglófonos para que publiquen en inglés se ha convertido en norma, incluso en Chile. Este capítulo pretende desvelar las dificultades a las que se enfrentan veinticuatro académicos de humanidades y ciencias sociales de dos universidades chilenas. También pretende investigar las políticas nacionales y universitarias relativas a la publicación en inglés y en español. Además, se plantea si estas instituciones favorecen las publicaciones en revistas inglesas por su presunto prestigio y visibilidad internacional. El capítulo también analiza cómo el inglés se ha convertido en la lengua

dominante en el mundo académico, lo que puede empobrecer el futuro de la investigación en muchos países cuya lengua oficial no es el inglés. Este estudio ha utilizado entrevistas en profundidad, semiestructuradas y centradas en publicaciones académicas en inglés y español. Los resultados indican que estas universidades evalúan a los miembros del profesorado utilizando criterios anglófonos y no valoran las publicaciones en lenguas locales, ofreciendo una remuneración económica inferior que la de publicaciones en revistas de alto impacto en lengua inglesa. Los nuevos académicos formados en Chile tienden a publicar sus investigaciones en español porque el inglés no se enseña como asignatura regular en los colegios ni se imparte a nivel universitario con fines de investigación. Estos investigadores se enfrentan a barreras que van más allá de la competencia lingüística, ya que tienen que formular sus trabajos utilizando estructuras discursivas académicas anglófonas. A pesar del menor valor que se proporciona al español como lengua internacional en el mundo académico, en comparación con el inglés, veintitrés de los veinticuatro investigadores han publicado en español, lo que confirma que esta lengua conserva su poder para comunicar conocimientos en los países de habla hispana.

**Keywords / Palabras claves:** English for research publication purposes; globalization; humanities and social sciences / Inglés con fines de publicación de investigación; globalización; humanidades y ciencias sociales; competencia en inglés

Academics in non-Anglophone countries increasingly find it necessary to publish in English in indexed journals as part of “the global rush for university ranking” (Curry & Lillis, 2019, p. 7). The pressure to publish in English appears notable in Chile, which represents a decent share of Latin American knowledge production (Céspedes, 2021; Corcoran, 2019; Hanauer et al., 2019; Monteiro & Hirano, 2020; Sheldon, 2020). Further, although Spanish, the official language of 22 countries in Latin America, constitutes one of the most vigorous languages in the world, and has all the necessary factors to be considered of similar status as English (Sheldon, 2020), in academia it has been designated a lesser language that lacks the prestige or power of English as a lingua franca (Salager-Meyer, 2014). While none of these points are particularly novel, there has been a lack of research in Chile on the perceptions and practices of scholars dealing with increasing pressures to publish their research in indexed journals. This chapter focuses on how Latin American researchers at two different universities navigate evaluation regimes.

Recent studies have explored how national and institutional policies in Latin America often incentivize researchers to publish in international journals (Barra, 2019; Corcoran et al., 2019; Finardi et al., 2022; Hamel et al., 2016; Santelices, 2015; Silvertsen, 2016; Waigandt et al., 2019). This rush to publish in English is partly because Latin American institutional policies favour global journal citation indexes such as the Science Citation Index (SCI), Social Science Citation Index (SSCI), and Web of Science (WoS) index in the social sciences. These are English-language citation indexes, which means that researchers are ostensibly pressured to publish in English, thus potentially discriminating against non-Anglo scholarship (Beigel, 2017; Céspedes, 2021; Santos, 2011; Troncoso et al., 2022). Evaluation regimes that privilege English may adversely impact researchers as writing research articles in English is not part of the academic tradition of many universities in Latin America (Hanauer & Englander, 2011; Monteiro & Hirano, 2020; Ramos, 2021; Santelices, 2010). However, to somewhat even the playing field, courses in Latin American countries on English for Specific Purposes have been taught since the late 2000s because individual English proficiency alone doesn't ensure success in English language publishing. Writing at the level of research publication is difficult and can create anxiety for all scholars, and writing in English is likely to be even more difficult than writing in the researcher's first language (Kubota, 2023). This might especially be the case at universities in rural areas compared to metropolitan ones. The present study attempts to better understand scholars' perceptions of and challenges with scholarly writing for publication in English and Spanish at two universities in Chile, one located in a cosmopolitan area and the other in a rural area.

## Pressures of Internationalization in Research for Publication at Latin American Institutions

Latin American countries comprise a continent that is culturally and linguistically diverse. In the world systems theory, which divides countries into center and peripheral categories based on economic, social, and political criteria, Latin American countries such as Mexico and Chile are among those that fall between the two camps and are labeled semi-peripheral (Beigel & Bringel, 2023; Bennett, 2014; Santos, 2011). Latin American university language policies and national research development systems, which promote innovation and global integration and participation, have implemented strategies to facilitate research visibility by privileging publications ranked highly by indexes such as SCI, SSCI, and WoS. These indexes, which have thus increasingly become a key criterion in the evaluation of research

in Latin America, tend to privilege manuscripts in English (Barra, 2019; Beigel & Bringel, 2023; Englander & Corcoran, 2019; Hanauer et al., 2019; Martinez, 2011; Ramos, 2014; Troncoso et al., 2022). There are, however, also powerful indexing platforms in Latin America, such as Scopus, SciELO, LATINDEX, RedsALyC, and LILACS, which increase the visibility of non-English language research contributions, particularly those from countries in Latin America (Sheldon, 2020).

To provide a more in-depth description and analysis of publishing in Latin American countries, this chapter focuses on one country, Chile. In Chile, over the last three decades, the National Commission for Scientific Research and Technology (Agencia Nacional de Investigación y Desarrollo – ANID, formerly CONICYT.) has promoted and encouraged science and technology in Chile, orienting these activities to the economic and social development of the country. It has offered Ph.D. scholarships for study in Anglophone countries, which have proven popular in recent decades (Ramos, 2014, 2021). ANID funding entails a competitive, peer-reviewed application process. Such support has increased the international research exposure of Chilean scholars. Moreover, significant funding has been granted for projects that promote innovation and advance knowledge, and which increase the reputation of Chilean universities internationally. There are also small competitive grants provided for the payment of translators or editors for research articles written in English. It is expected that research output will be published in an indexed database, which will thus increase universities' international reputations as research-intensive institutions.

This chapter focuses on two universities, one located in a cosmopolitan area and the other in a rural area, and on the humanities and social sciences (HSS), since they have attracted less attention in the literature than the natural sciences. It reports on policies for publishing at two Chilean universities and the potential impact of these policies on multilingual scholars. Two main questions guided this study:

RQ1. How do national and university policies influence scholars' decisions on publishing in Spanish and/or English at two Chilean universities?

RQ2. To what degree, if at all, is writing a scientific article in English as an additional language perceived by scholars at two Chilean universities to be more difficult than writing a scientific article in Spanish?

## Methods

For this study, 24 academics from two universities were interviewed to share their perceptions and experiences of publishing in English and Spanish. The

dataset includes the profiles of 24 scholars, as well as the institutional policies of ANID, which provides research funding. I use a convenience sample (Scholtz, 2021) of academic faculty of humanities and social sciences at two universities in Chile, one in the city, Santiago de Chile, and the other in a regional area, Concepción. I contacted the department head at each university, who allowed me to approach 12 academics who, in turn, all consented to be interviewed. I interviewed the academics in Santiago de Chile first, then the second group in Concepción. The interviews were conducted in Spanish, with each lasting 45 minutes, and all were recorded. The open-ended questions created a framework for participation and addressed opportunities and constraints for the author's scholarly endeavors within the context of academic internationalization (Corcoran, 2019; Curry & Lillis, 2019; Smirnova et al., 2021) on the following topics: i) monetary incentives established by the policy of internationalization; ii) university international visibility; iii) the significance given by the university to articles published in elite journals and their criteria for promotion; iv) authors' preferences regarding publication; v) factors to consider when deciding to publish in English or Spanish; vi) challenges faced as a non-native English speaker; vii) rhetorical organization of research articles in both languages; viii) explicit training in writing for publication; ix) translation as a viable alternative; and x) equity in valuing English over Spanish.

The academics located in the city university, given the pseudonym CU, are listed sequentially from 1CU to 12CU, and those located in the regional university, given the pseudonym UCSC, are listed sequentially from 1UCSC to 12UCSC. This method facilitates the analysis of the 24 responses to each question and searching for any noticeable trends in the interviewees' academic discourse practices. The number of interview participants was considered by the researcher to be sufficient for the intended research purposes, following Schluer (2015), who interviewed 16 German scholars at a German university, focusing on the tension caused by the increased "Englishisation" in academia. The present study also likewise focuses on the publishing experiences in English of such multilingual scholars (Mur-Dueñas, 2012; Rodas & Colombo, 2018; Santilices, 2015; Sheldon, 2020; Troncoso et al., 2022).

Table 1 profiles the 12 scholars at the city university: all hold a Ph.D.; six have overseas experience, primarily in pursuing their Ph.D.; five studied in an Anglophone country or had short stays there as visiting scholars; and, two also resided as visiting scholars in Germany. Three participants did not have experience publishing in English, while eight did. Senior researchers were responsible for thesis supervision and lecturing on postgraduate subjects, while the less experienced respondents taught undergraduate subjects.

**Table 4.1. Profile of Participants at the Cosmopolitan Capital University**

	PhD / Lang	Gender	Years Experi- ence	Pubs in Spanish	Pubs in English	Social Sci- ences and Humanities (HHS)	Academic Position
1CU	Chile / Spanish	M	11	10	5	Linguistics Education & Literature	Associate Professor
2CU	Chile / Spanish	M	20	18	0	Communi- cation & Journalism	Associate Professor
3CU	USA / English	F	20	18	9	Linguistics Education & Literature	Associate Professor
4CU	Germany / German	M	30	16	10	Communi- cation & Journalism	Full Professor
5CU	Australia / English Post-Doc Australia	F	11	5	4	Linguistics, Education & Literature	Lecturer
6CU	Chile / Spanish	M	6	8	0	Linguistics Education & Literature	Lecturer
7CU	USA / English	F	8	1	10	Communi- cation & Journalism	Lecturer
8CU	Germany / German	M	20	25	2	Communi- cation & Journalism	Associate Professor
9CU	Australia / English	F	6	2	2	Linguistics, Education & Literature	Lecturer
10CU	Argentina / Spanish	M	20	26	0	Linguistics, Education & Literature	Associate Professor
11CU	Chile / Spanish; Postdoc USA	F	10	19	6	Communi- cation & Journalism	Associate Professor
12CU	Chile / Spanish	F	8	12	0	Linguistics Educa- tion & Literature	Lecturer

*\*Academics 3, 4, 5, 6, 7, 8 & 9 were recipients of FONDECYT scholarships to study in the United States, Australia, & Germany.*

In Table 4.2, of the 12 participants from the regional university, all hold a Ph.D., four have overseas experience, and eight completed their Ph.D. in Chile. Five had not published in English, while seven participants had. As with the city university, senior researchers were responsible for thesis supervision and lecturing on postgraduate subjects, while the less experienced ones taught undergraduate subjects.

**Table 4.2. Profile of Participants at the Rural University**

	<b>PhD / Lang</b>	<b>Gender</b>	<b>Years Experi- ence</b>	<b>Pubs in Spanish</b>	<b>Pubs in English</b>	<b>Social Sci- ences and Human- ities (HSS)</b>	<b>Academic Position</b>
1UCSC	USA/ English	M	20	7	2	Legal Studies/ Law	Associate/ Professor
2UCSC	Chile / Spanish Postdoc UK	M	20	11	6	Curric- ulum & Evaluation	Full Professor
3UCSU	Chile / Spanish	F	20	14	0	Differential Education	Associate/ Professor
4UCSC	USA/ English	M	7	7	4	Education/ Leadership	Associate/ Professor
5UCSC	Chile / Spanish	F	15	16	2	History/ Social Sciences	Associate/ Professor
6UCSC	Chile / Spanish	F	20	28	0	Develop- ment & Education	Associate/ Professor
7UCSC	Chile / Spanish	F	18	15	8	Lan- guage & Literature	Lecturer
8UCSC	Chile / Spanish	M	10	7	0	Pedagogy & Dif- ferential Education	Associate/ Professor
9UCSC	USA / English	M	18	7	20	Psychology/ Linguistics	Associate/ Professor
10UCSC	Chile / Spanish	F	12	13	0	Language & Commu- nication	Lecturer
11UCSC	Chile / Spanish	M	14	13	2	Human Rights/ Social development	Lecturer

	PhD / Lang	Gender	Years Experi- ence	Pubs in Spanish	Pubs in English	Social Sci- ences and Human- ities (HSS)	Academic Position
12UCSC	Chile / Spanish	F	10	7	0	Language & Commu- nication	Lecturer

*\*Academics 1, 2, & 4 were awarded FONDECYT scholarships to study in the United States or United Kingdom.*

## Findings

RQ1. How do national and university policies influence scholars' decisions on publishing in Spanish and/ or English at two Chilean universities?

The following findings reveal how national policy in higher education in Chile values publication in high-impact journals as they have more global impact and prestige than those in the national language, Spanish.

In analyzing ANID policies, funding criteria include the following point system: journal article publications in ISI or Scopus (a 15-point weighting); journal article publications listed in Scielo (7 points); and journal articles published in non-refereed journals (2 points). As can be seen, researchers receive twice as many points for an ISI or a Scopus publication, due to their “objective and unquestionable standards of quality” (Ramos, 2014, p. 707; Santilices, 2015; Troncoso et al., 2022), as for a Scielo publication. Similar assessment criteria to those for research publications at the national level are applied at the university level, stating that academic research publications in ISI journals or Scopus are given a weight of 14 points, while publications indexed in Scielo receive 7 points. Academics who publish in indexed journals every two years receive highly attractive monetary support from the National Commission for Scientific Research and Technology which “promotes the monolingual dissemination of scientific research” (Corcoran, 2019, p. 4).

### *University Policy Favoring Indexed Journals*

Research productivity and quality in terms of impact in HSS at both universities are measured in terms of publications in indexed journals, which are usually published in English. Accordingly, to move forward with their careers, attain a promotion, or gain an international reputation, researchers seemingly have to publish in English. The importance of publishing was noted by Participant CU5, from the city university: “Nuestra universidad no les exige



explícitamente que publiquen en inglés, sino solo que publiquen en revistas de alto impacto, que también están en su mayoría en inglés.” [We are not explicitly required by our university to publish in English, but only to publish in high-impact journals, which also happen to mostly be in English.] Interviewee 3UCSU from the regional university affirmed this: “Si publicas artículos en revistas de impacto, el puntaje o reconocimiento es más alto que si lo haces en español.” [If you publish articles in impact journals, the score or recognition is higher than if you do it in Spanish.] Participant 5UCSC agreed but suggested the pressure is related to the desire for international recognition: “No creo que sea una presión por parte de la universidad; es una presión del medio académico y si quieres ser leída, si quieres trabajar con otras personas, tienes que publicar en inglés.” [I don’t think so, the pressure is not from the university; the pressure is from the academic environment, if you want to be read, if you want to work with other people, you must publish in English.]

As noted in the present study, researchers appear to be indirectly pressured by the global market of knowledge exchange to produce scientific knowledge in indexed (mostly English) journals because institutions thereby gain national prestige and international reputation (Beigel & Bringel, 2023; Corcoran & Englander, 2016; Guimarães et al., 2019; Koch & Vanderstraeten, 2019; Meneghini et al., 2008). Indeed, those scholars who succeed in publishing in indexed journals will likely gain more citations than those who publish in Spanish. This situation potentially creates a problem for researchers who lack sufficient writing skills or confidence in English to publish in mainstream, indexed journals (Kubota, 2023).

### *Globalization in Higher Education*

Instead of giving priority to national objectives, focusing on national development, and solving national problems, both universities, via their evaluation regimes, appear to prioritize and incentivize publications in English to elevate their institutional standing (see also Corcoran, 2019; Kaluf, 2014; Salager-Meyer, 2014; Salager-Meyer et al., 2016; Sheldon, 2018, 2020). As noted above, ANID grants large funds for projects that promote innovation and advance knowledge and thus increase the reputation of Chilean universities at the international level. However, as these international scholarships are highly competitive, the cosmopolitan university has been more successful than the rural one for a variety of reasons, including that academics there have more often completed their Ph.D. in Anglophone countries and their main role is to publish in elite journals. Academics from the rural university thus compete for this funding at a disadvantage in terms of this complex internationalization policy. A professor from the rural university, Participant

2UCSC, pointed out, “Nuestra universidad es una adolescente comparada con otras universidades en la capital que han preparado profesionales por muchos y tienen reputación internacional.” [Our university is an adolescent compared to the city universities, which have prepared thousands of graduates and have international reputations.] The desire to publish in indexed journals and contribute to global academia thus puts these researchers at a disadvantage, highlighting inequalities for the rural university and, more broadly, in the Latin American region, as reported by several researchers (Céspedes, 2021; Ramos, 2014, 2021; Salager-Meyer et al., 2016).

The rural university has been operating for the last 50 years and recently has been accredited in the advanced category, for a period of five years from March 2021 to March 2026, by the National Accreditation Commission (CNA), in the areas of Institutional Management, Undergraduate Teaching, Linkage with the Environment, and Research. The city university has served the public for the last 135 years and is recognized as the second-best university in Chile (Sheldon, 2020). It is well-known for its excellence in teaching, research, and collaboration with international universities globally. The city university has accommodated 10,000 exchange students yearly since 1990. Ph.D. programs in the capital city require that applicants can communicate in English at Level B1, following the Common European Framework of Reference for Languages (CEFR), and must submit an article written in English before graduation; at the rural university, this is not the case.

Participant 4UCSC affirmed that he recently organized, as the head of education leadership, professional development courses for staff and research students in education and was surprised to see that many academics and students don’t speak English and joined the courses because of their lack of English proficiency. Similarly, Participant 9UCSC observed, “La universidad quiere internalizarse pero hay, creo yo, todavía una brecha entre esa intención y los medios para lograr internacionalización.” [The university wants to internationalize itself but there is, I believe, still a gap between that intention and the means to achieve internationalization.] The rural university aims to become a “world-class” university that consistently produces scientific knowledge in elite journals in English; however, this has not yet been attained as the process of academic enculturation seems to be in early development. For instance, Participant 10UCSC argued, “No publico en inglés porque no lo manejo. Además encuentro que traiciono totalmente a mi disciplina por el hecho que la estructura de escribir artículos que tenemos en nuestra universidad no es con la estructura que se sigue inglés.” [I do not publish in English because I can’t manage this process. I also find that I totally betray my discipline by the fact that the structure of writing articles in our university is not

the structure that English follows.] Participants 8UCSC and 12UCSC shared similar points of view to that of Participant 10UCSC.

The perception that Western academia embodies a separate paradigm may have contributed to some of the regional university's academics' loss of interest in publishing in elite journals (Lancho-Barrantes & Cantu-Ortiz, 2020). Along these lines, Céspedes (2021) points out, "Spanish is the predominant language in mainstream Latin American journals, especially in the social sciences and humanities" (p. 141). The researchers at the rural university in the present study tend to publish their work in Spanish-language journals, journals they perceive are more relevant to the local/regional context. By contrast, the scholars at the city university in this study seek to make their research visible to a wider audience outside Hispanic academia via publication in international, English-medium journals.

The scholars in the cosmopolitan university published 48 articles in English, compared to 43 in the rural university. It is important here to note that Participant 9UCSC from the regional university had published 20 research articles, compared to his colleagues, who published an average of four articles, thereby somewhat skewing the data. Furthermore, Participant 9UCSC has a research-active position and has to publish three articles per year, compared to his colleagues who are more focused on teaching than research. However, the academics at the cosmopolitan city university are employed with similar job descriptions as those at the rural university, and the majority are also teaching-focused and are assessed with a similar reward system to that at the regional university. The question thus arises whether the cosmopolitan university appears to have achieved internationalization more fully given that five academics in this study completed their Ph.D. or postgraduate qualifications at Anglophone institutions and can then act as mentors or editors for their colleagues who haven't had this experience in writing research articles in English. More research that compares and contrasts cosmopolitan and rural universities in Chile and other parts of Latin America is required.

**RQ2.** To what degree is writing a scientific article in English as an additional language perceived by scholars at two Chilean universities to be more difficult than writing a scientific article in Spanish?

In the following section, the findings suggest that academics devote substantial work and extra time to publishing in indexed journals and that pedagogical intervention in writing for research publications may be necessary to better prepare academics to publish in indexed journals.

### *English Barriers for Multilingual Scholars Publishing in English*

Language choice appears to be influenced by competency as well as familiarity with the construction of knowledge across scholarly disciplines such as education, Hispanic literature, history, and journalism (Hanauer & Englander, 2011; Hanauer et al., 2019). In the present study, Participants 3CU, 4CU, and 7CU pointed out that advanced proficiency in English is an advantage because English, as a lingua franca, facilitates networking with academics overseas. However, Participant 4UCSC explained, “El estrés y el desafío de publicar ... soy profesora de inglés, pero es igual, el desafío de publicar en inglés es grande.” [The stress and challenge of publishing ... I am an English teacher, but it is the same, as it is a big challenge.] Similarly, Participant 12UCSC observed, “Escribir en inglés es muy difícil” [Writing in English is difficult].

Eight of the scholars in the cosmopolitan university had published in English and four of them used editors to revise their manuscripts. In the rural university, five participants did not publish in English, while the other seven had published in English or intended to do so in the future. All participants across both universities agreed that novice writers in English and Spanish face similar difficulties writing articles, in particular with constructing the introduction and discussion/conclusion sections that are more difficult to write. Participant 11UCSC pointed out, “... porque es anglosajón el mercado osea, las lógicas son anglosajonas, las mejores revistas son anglosajonas.” [... because the market is Anglo-Saxon, the logic is Anglo-Saxon, and the best journals are Anglo-Saxon.]

The importance of publishing in English at both universities appears to be creating a division between those scholars who have successfully published in indexed journals and those novice writers who find it demanding and challenging to do so. Multilingual scholars must understand how problems can emerge from interconnecting different or diverse written styles, including difficulties with digital library access, academic conventions, genre expectations, and argumentation. Sharing a similar position, Participants 3UCSC and 10UCSC from the rural university pointed out, Una democratización que tiene que ver con el acceso, es decir el acceso libre, no pagado. [A democratization that has to do with access, that is, free, unpaid access]. Hay que exigir democratización al sistema académico. [We must demand democratization of the academic system.]

The two comments above indicate the frustration some scholars encounter at the rural university. The evaluation regimes underpinned by WoS mean that English holds a higher status for publications. Some participants from the rural university who wish to publish their contributions in English are often unable to do so. In particular, participants with no or lower proficiency in English have limited access to English for Research Publication Purposes (ERPP) support

at the faculty and university level. This suggests that the rural university is more “peripheral” in that it acts as a rural hub of knowledge dissemination, while the cosmopolitan is “semi-peripheral” because it displays mixed characteristics of the center and periphery (Beigel & Bringel, 2023; Bennett, 2014).

Expressions of frustration were also noted for Participants 5UCSC, 3CU, and 11CU, as their articles were rejected by an indexed journal because they were “considered parochial and of limited disciplinary relevance to international journals” (Hanauer et al., 2019, p. 138). As 5UCSC reported, “Mi artículo fue rechazado porque el contenido no era relevante para la revista, es decir era muy local. Esto causa decepción y por supuesto decidí no publicar en inglés.” [My article was rejected because the content was not relevant to the journal, it was very local. This causes disappointment and of course I decided not to publish in English.]

On that note, 3CU asserted that “it is important that my work is known locally,” and 11CU explained, “many phenomena are interconnected with our culture, thus the impact will be positive in my cultural world.” Moreover, these academics proudly affirm that their imagined readership is international, but that they nevertheless contribute to their national research community. The present study adds validity to claims of the restricted opportunities to contribute to the global flow of knowledge. That is, if academics cannot overcome linguistic, discursive, and access obstacles, this fundamentally reduces the diversity of epistemologies and expression that could benefit the advancement of knowledge (Englander & Corcoran, 2019; Kubota, 2023).

## Discussion

This chapter has focused on the potential impact of language policies on the experiences and language choices of scholars at two universities in Chile, one a cosmopolitan institution in the capital city and the other located in a rural area. Drawing on findings from this study, these universities appear to experience constraints on their research because national and institutional policies tend to follow Anglophone-oriented evaluation regimes that favor English-medium publishing in indexed journals (Céspedes, 2021; Corcoran, 2019; Corcoran et al., 2019; Koch & Vanderstraeten, 2018; Sheldon, 2020; Silvertsen, 2016; Smirnova, 2021; Troncoso et al., 2022). This state of affairs potentially perpetuates an unequal relation of power (Kubota, 2023) and undervalues the publishing of research in Spanish, the national language.

Concerning the impact of policies on the language choices of scholars at two Chilean universities, academics reported a grudging acceptance of the importance of English in publication as the *lingua franca* of academic

communication globally. This finding coincides with previous studies that illustrate the complexities of the use of local/national languages vs. English in Chile (Guzmán-Valenzuela & Muñoz-García, 2018; Koch & Vanderstraeten, 2018). Findings also highlight the challenges faced by academics, in this case in HSS, in Chile, and more broadly in Latin American countries where English is not an official language. Publications in prestigious databases such as WoS presuppose that academics have ample time, resources, and skills to produce articles in English and overlook the additional time required to write in English by academics from non-English speaking countries. This has significant effects at both the national and the university levels. The national policy of Chile, which privileges publications in English, potentially perpetuates inequity within Chile because researchers at metropolitan universities have access to greater resources for English translation than their rural counterparts. This suggests that not only is there a current divide between the rural and metropolitan universities, but this divide might widen should academics at metropolitan universities continue to publish in English language journals at a greater rate than academics at rural universities. Conversely, though HSS researchers at universities in this study are incentivized to publish in English, the institutions also appear to encourage academics to continue publishing in Spanish on topics connected to local and regional issues. While there is potential to build on this Spanish-language scholarly collaboration with researchers in other Hispanophone countries, the internationalization policies in Chile appear to minimize the extent of such initiatives (Guzmán-Valenzuela & Muñoz-García, 2018).

Regarding perceptions among the scholars and their challenges in writing research in Spanish versus English, the findings here suggest that scholars believe language barriers may be preventing them from publishing in English. This appears more acute at the rural university compared to the university in the city. Writing for publication in English poses a challenge and appears to result in dissatisfaction and anxiety, as expressed by six participants (notably, all of these academics completed their Ph.D.s in Chile). This finding aligns with global studies on researchers' experiences in China, Spain, and Mexico (Englander & Uzuner-Smith, 2013; Flowerdew, 2015; Mur-Dueñas, 2012).

Building on these findings, I suggest that explicit attention is needed by the Chilean government to adopt policies that support HSS researchers at universities in rural areas—and, more specifically, to decide whether to continue pursuing policies that privilege publication in English-language journals. If that decision is made, there needs to be careful planning and resourcing to assist academics in achieving this goal, including to familiarize them with the norms and conventions of writing research articles in English. Such planning and institutional support, however, should be weighed against



the previously suggested need for international scholarship to be more multi-lingual and multicultural (Sheldon, 2018). This call for epistemic and linguistic diversity in knowledge production aligns with research by other scholars (e.g., Corcoran, 2019; Curry & Lillis, 2019; Santos, 2011) who also note that models that incentivize English language publication inherently favor the hegemonic nations of the global north. Thus, urgent attention by the government to supporting scientific contributions (including in English) from Chilean universities, particularly in rural areas, is of paramount importance.

## Conclusion

This chapter has recognized the complexity underpinning the academic evaluation system globally, dominated by Anglophone countries, and how this complexity relates to academics in two Chilean universities. It provides evidence that both universities in the study follow evaluation regimes that privilege English-medium publications, while attending to the inequitable power relations of languages and groups of scholars in different ways. However, as the participants in both universities belong to the field of HSS that deals more with regional areas of enquiry, when they explore these issues, they tend to do so in Spanish. An important benefit of this is that academics in Latin American countries are informed of current phenomena. Even though publications in Spanish in this field have a substantial readership in Hispanophone countries, Spanish continues to be regarded as a local, national, and regional language of publication rather than an international one.

The cosmopolitan city university scholars attain international visibility and a wider readership, as they receive financial rewards, research grants, and promotion when publishing in indexed journals in English (Corcoran, 2019; Corcoran & Englander, 2016; Koch & Vanderstraeten, 2019; Martín-Martín & Burgess, 2021; Santos, 2011; Troncoso et al., 2022). As a result, they have been able to embrace the forces of globalization within a national market of knowledge production. The flow of English language knowledge is thus potentially greater at this university, through research papers, attendance at international conferences, and collaboration with colleagues in Anglophone countries. Although researchers at the rural university appear to understand that to progress in their careers they have to publish in visible English-medium international journals, the policy of internationalization there is less developed. For example, ERPP training is not offered regularly, and there is limited disciplinary networking and insufficient funding for research article translation. Building on these admittedly small-scale findings—as well as broader research in the field—the following two institutional

recommendations are forwarded to somewhat address the inequitable power relations faced by scholars at these Chilean universities:

- Chilean universities should offer sustainable access to participation and training for research writing in English and Spanish to a wider range of academics.
- Chilean universities should provide access to translation services to assist academics in publishing in English-language journals.

To conclude, ERPP pedagogical initiatives in the HSS at Chilean universities might facilitate a more democratic flow of knowledge for academics. These institutions would be well served to provide equal value for publications in indexed journals in both English and Spanish, with encouragement to publish in Spanish when dealing with local, regional, or national issues: this, ultimately, “may provide multilingual scholars with a stronger footing for crossing cultural borders as they produce knowledge for publication” (Sheldon, 2018, p. 189).

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