# Introduction. Plurilingual Editor Perspectives on Scholarly Writing for Publication: Subjetividades et Ontoepistemologias

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**Abstract / Résumé / Resumen / Resumo**

This polyvocalic, plurilingual introduction sets the groundwork for an exploration of scholarly writing for publication practices in "the Americas." Adopting a self-reflexive posture, and drawing upon discussions conducted between 2022 and 2025 (via Zoom, email, and shared documents), the author-editors begin by reflecting upon the adequacy of language as an entry point

for understanding the politics of global knowledge exchange, the use of particular terminology (e.g., "English for research publication purposes," "critical," "plurilingual"), and the raisons d'être or missions of this project. After considering the variety of ways in which we draw on our diverse linguistic repertoires and how this shapes how we see and negotiate ourselves in an asymmetrical world of academic knowledge production, we turn to epistemological considerations as we interrogate our ways of taking up the term plurilingual in scholarly writing (research) and teaching. We conclude with a plurilingual overview of this extensive volume, discussing how and why chapters (and languages!) were chosen, the topics covered, and the variety of ways in which this volume may be digested by an audience of researchers, pedagogues, and policy makers.

Ce chapitre polyvocalique et plurilingue pose les bases d'une exploration des pratiques d'écriture savante plurilingue pour la publication. Adoptant une posture autoréflexive et nous appuyant sur des discussions (via Zoom, e-mail et documents partagés) menées entre 2022 et 2025, nous commençons par réfléchir à l'adéquation de la langue comme point d'entrée pour comprendre la politique de l'échange mondial de connaissances, notre utilisation d'une terminologie particulière (par exemple, « anglais à des fins de publication de recherche, » « critique," » et « plurilingue »), et les raisons d'être ou les missions de ce projet. Après avoir examiné les différentes manières dont nous puisons dans nos divers répertoires linguistiques et l'impact que cela a sur comment nous nous percevons et nous négocions dans un monde asymétrique de production de connaissances universitaires, nous nous penchons sur des considérations épistémologiques en interrogeant nos façons et celles des autres d'utiliser le terme plurilingue) dans l'écriture savante (recherche) et l'enseignement. Nous concluons par un aperçu plurilingue de ce vaste volume, y compris une discussion sur comment et pourquoi les chapitres (et les langues !) ont été choisis, les sujets abordés et les diverses manières dont ce volume peut être digéré par un public de chercheurs, de pédagogues et de décideurs politiques.

Este capítulo polivocal y plurilingüe sienta las bases para una exploración de la escritura académica plurilingüe con fines de publicación. Adoptando una postura autorreflexiva y basándonos en nuestras discusiones llevadas a cabo entre 2022 y 2024 (a través de Zoom, correo electrónico y documentos compartidos), comenzamos reflexionando sobre la importancia del

lenguaje como punto de entrada para comprender las políticas de intercambio de conocimiento global, nuestros usos de cierta terminología (por ejemplo, "inglés para fines de publicación de investigación," "crítico," "plurilingüe") y la(s) razón(es) de ser o la(s) misión(es) de este proyecto. Después de considerar la variedad de formas en las que recurrimos a nuestros diversos repertorios lingüísticos y cómo esto afecta el modo en que nos vemos y negociamos nuestra identidad en un mundo asimétrico de producción de conocimiento académico, ponemos atención a diferentes epistemologías al interrogar nuestras formas, y las de otros, de adoptar el término plurilingüe en la escritura académica (de investigación) y la enseñanza. Concluimos con una panorámica plurilingüe de este amplio volumen, que incluye una discusión sobre cómo y por qué se han elegido los capítulos (¡y las lenguas!), los temas tratados y la variedad de formas en que este volumen puede ser digerido por un público de investigadores, pedagogos y creadores de políticas.

Este capítulo polifônico e plurilíngue abre caminho para explorar a escrita acadêmica plurilíngue nas práticas de publicação. Adotando uma postura autorreflexiva e baseando-se em discussões (realizadas via Zoom, e-mail e documentos compartilhados) entre 2022 e 2025, iniciamos refletindo sobre a adequação da linguagem como ponto de partida para entender as políticas de troca de conhecimento global, nosso uso de terminologias específicas (como "inglês para fins de publicação de pesquisa," "crítico," "plurilíngue") e as razões de ser ou as missões deste projeto. Ao examinar as diferentes maneiras de aproveitar nossos repertórios linguísticos diversos e como isso influencia nossa percepção e negociação de identidades em um mundo assimétrico de produção de conhecimento acadêmico, abordamos considerações epistemológicas, questionando como nós e outros adotamos o termo plurilíngue na escrita acadêmica e no ensino. Concluímos com uma visão geral plurilíngue deste extenso volume, discutindo como e por que os capítulos (e línguas!) foram selecionados, os temas abordados, e as diversas formas pelas quais este volume pode ser apreciado por um público de pesquisadores, educadores e formuladores de políticas.

repertorios / plurilinguismo; escrita acadêmica para publicação; linguagem; identidades; repertórios

> Looking at the existing literature, there is a clear imbalance privileging work on teaching English as a hegemonic language or glorifying it as a global language, at the expense of problematizing the ideologies and histories of other colonial languages such as French, Spanish, and Portuguese or the possibilities that exist in conducting critical work in languages other than English.
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> – Gounari, 2020, pp. 7–8

How global scholars respond to expectations for academic knowledge production has recently garnered much attention from researchers and practitioners in interdisciplinary fields such as applied linguistics, education, writing studies, and English for research publication purposes (ERPP) (Flowerdew & Habibie, 2021; Hyland & Jiang, 2025; Hynninen, 2025; Lillis & Curry, 2022; Neculai et al., in press; St.-Onge et al., 2021). In particular, the growing body of ERPP work, from just the past 30 years or so (e.g., Canagarajah, 2002; Lillis & Curry, 2010), has contributed much to our shared understandings of the experiences of global scholars as they attempt to publish their work in academic journals amid pressures for increased and quicker production. However, there remain noteworthy gaps in our understanding of how these scholars, who often balance multiple languages in their academic repertoires, respond to international, national, and regional incentives and disincentives to disseminate their work in what Altbach and de Wit (2024) describe as a "broken publishing ecosystem" that favours Anglophone, centre-based scholars. Now, to be clear, scholarly writing for publication can be challenging for all scholars, and there is growing awareness that language is too narrow a lens for understanding the marginalization of scholars who use English as an additional language (Hultgren, 2020; Khuder & Petrić, 2023) and/or for imagining substantial systemic impacts on social inequities (Block, 2020; Pennycook, 2021). And despite the global dominance of English, scholars around the globe continue to disseminate their work in multiple languages (Corcoran et al., 2019; Curry & Lillis, 2017; Demeter et al., 2021; Hamel, 2013; Pérez-Llantada, 2025; Salö, 2022; Sheridan, 2025; Smirnova et al., 2021; Steffen et al., 2015; Von Stecher, 2023) albeit almost exclusively in ones that may onto-epistemologically reflect and privilege knowledge and belief systems connected to dominant colonial languages and nation-states while muting or muzzling less dominant voices (see Donahue & Gannett, 2025; Kubota, 2022; Meighan, 2025; Odeniyi & Lazar, 2023; Paladino & Zapata, 2018). However, the simple fact is that much of the "visible" research on advanced scholarly

writing has occurred mainly in and about English (Englander & Corcoran, 2019; Flowerdew & Habibie, 2021; Soler & Kaufhold, 2025; Zhang & Curry, 2022). Further, and in contrast to the (some would say trivializing) view that language is a poor entry point for understanding phenomena related to scholarly writing for publication in an age of Anglophone hegemony, this volume intentionally does so in measured, plurilingual ways that consider variable, complex, and at times competing perspectives and onto-epistemologies of language, knowledge, and power.

## Plurilingualism and Scholarly Writing for Publication

Over the past decades, the field of applied linguistics has undergone a shift where theorists and practitioners alike have dismissed the antiquated notion of "balanced bilingualism," where languages are seen as completely autonomous, discrete systems, and where the objective is equal and full competence in both languages. More accepted now are theories of language that recognize hybridity and "varying degrees of competence within and between languages" (Marshall & Moore, 2018, p. 3). One theory that has emerged from enhanced, sociolinguistically informed understandings of diverse, dynamic, and interrelated repertoires of languages is plurilingualism. In essence, plurilingualism can be defined broadly as a theory of language that describes sociolinguistic phenomena where people wield multiple languages. If this sounds like multilingualism or translingualism, it is. Indeed, hybridity is central to both pluri- and translingual theories of language (see Marshall & Moore, 2018, for a more in-depth explanation of the varying -isms and their convergences and divergences). However, a clear area of divergence between multi- and pluri- is the focus on the individual language user and their practices, agency, etc. (plurilingualism) versus the focus on larger groups of language users in broader society (multilingualism). Meanwhile, despite the significant convergences between pluri- and translingual (e.g., both interested in individual agency and dynamic use of diverse linguistic repertoires or reservoirs), a small area of divergence is the historical usage of translanguaging as a descriptor of K–12 language practices (see below for further discussion of plurilingualism critiques).

More than 20 years ago, the Council of Europe adopted plurilingualism as a theory of language (and an underpinning for language policy) centered on individual agency, and plurilingual and pluricultural competence (Coste et al., 2009; Piccardo et al., 2022), where an individual can call "flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor" (Council of Europe, 2001, p. 4). Like translingualism,

the focus is on understanding individual actors' language repertoires, "where learners [and users] draw from their knowledge of languages, cultures, and semiotic resources (e.g., body, emotion) to make meaning, learn, and communicate" (Payant & Galante, 2022, p. vii). Ostensibly created as a way to enhance intercultural communication and exchange within a European Union formed in the aftermath of bloody 20th century conflicts, plurilingualism has rapidly evolved as a theory of language and orientation to (primarily) pedagogy and research. Though rarely adopted as a framework or lens when considering scholarly writing for publication, plurilingualism seems to fit well when considering the beliefs and practices of those balancing multiple languages for academic purposes.

Building upon a growing body of work that challenges monolingual research agendas and ideologies (Ávila Reyes, 2026; Navarro et al., 2022; Sousa Santos & Meneses, 2019), this volume adopts a mindful, "plurilingual gaze" (Corcoran, 2019; Curry & Lillis, 2017) that affords an examination of academic knowledge exchange between plurilingual social actors whose language practices are entangled within their local contexts. As both an instantiation of our challenge to Anglophone hegemony, as well as a model for pluralizing the landscape of scholarly knowledge production, this multimodal volume includes chapters in six different languages: Cree (I); Guadaloupean Creole (C); Portuguese (P), French (F), Spanish (S), and English (E).[1] In essence, this volume is a model for putting (plurilingual) theory into practice.

At the same time, we do not aim for simply a celebration of linguistic diversity. This volume represents what Englander and Corcoran (2019; 2025) have labeled a "critical, plurilingual" orientation (for similar ways of taking up this terminology, see also Antony-Newman, 2024; Galante & Dela Cruz, 2024). Critical plurilingualism contrasts an uncritical adoption of a unitary, unified theory of language. It makes space for broader understandings of the semiotic reservoirs we draw upon to make meaning in the world and is explicitly interested in the politics of language and knowledge. Ultimately, it is a broad umbrella orientation to research and pedagogy that allows for an interrogation of power relations and their connection to language ideologies and practices.

In adopting this orientation, we recognize plurilingual scholars as agentive, pluri-competent language users, with scholarly voices and identities linked to their diverse, hybrid linguistic repertoires (Arnbjörnsdóttir &

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1    Other examples of how we have operationalized a plurilingual approach in this volume are plurilingual editor videos, author abstracts and biographies (authors chose the languages of their chapters, abstracts, and biographical statements), and the option for authors to translanguage within their chapters in plurilingual and multimodal ways.

Ingvardsdóttir, 2017; Belcher & Yang, 2020; Langum & Sullivan, 2020). We argue that embracing such a descriptive, heteroglossic, sociolinguistically-inspired orientation (Lau & Van Viegen, 2020; Lin, 2020) may afford better understanding of the complex experiences of plurilingual scholars as they navigate a dynamic landscape of knowledge production and draw upon language repertoires that naturally shift across time, space, and context (Marshall & Moore, 2018; Waigandt, 2026). Moreover, throughout the volume we seek not only to challenge the hegemonic role of English but to highlight the sociolinguistic realities of those who draw upon diverse semiotic repertoires in their research writing, resulting in a plurilingual volume that travels between and within language(s), and includes empirical, theoretical, and pedagogical perspectives. Further, this volume—including the myriad choices we made organizationally, discursively, and methodologically—attempts to mindfully disrupt the normative (often monolingual and monomodal) conventions of academic publishing (see more about our multimodal, pluralistic approach to editing on the web).[2] We have also included videos, where editors discuss how their plurilingual repertoires are linked to their scholarly identities (that this volume serves to affirm), which are dynamic, fluid, and negotiated in the wider world of academia.[3] As the reader engages with our videos, they will note that there is not always the same overt embrace of terminologies from each editor; however, despite divergences and tensions that naturally arise in a collaborative endeavor of this magnitude, the convergences are striking in ways that display a common orientation toward language, power, and the production of knowledge.

## Plurilingual Subjectivities and Onto-epistemologies

As a way of operationalizing our orientation—and indeed as an example of "doing" critical applied linguistics—in this section we engage in critical, reflexive, and plurilingual (some may call it translingual, which we would not dispute) conversations about our lived experiences.[4] We hope these conversa-

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2    The discussion can be found at https://wacclearinghouse.org/books/international/plurilingual/.

3    View the videos at https://wacclearinghouse.org/books/international/plurilingual/.

4    Indeed, one could reasonably argue that many of the practices we espouse in this volume are best described as translanguaging. Yet despite the growing appeal of translingual theory and the use of translanguaging as a terminological descriptor in applied linguistics circles, we are most comfortable using the term plurilingual. Ultimately, due to the major convergences between plurilingual (at least the critical variety outlined here) and trans- theories, we see little meaningful distinction when considering advanced literacy practices such as scholarly writing for publication.

tions within, across, between, and beyond borders in "the Americas," alongside our plurilingual identity texts (see hyperlinks in this section), elucidate the dynamic, fluid, contested, but ultimately useful nature of the term plurilingual. Rather than engage in deep theorizing based on our reported experiences, we invite you to consider your own research writing beliefs and practices as you read this introduction—and, indeed, the entire volume—while pondering the intricate web of power relations connected to language choices, scholarly identities, and contexts of knowledge production.

## Labels, Identities, and Pluralistic Practices

From the outset, as a group we recognized the potential tensions and contradictions laid bare by our choice to, for example, write this introduction and conduct our meetings and research conversations (mostly) in English, etc. while promoting plurilingual approaches to research, pedagogy, etc. Further, as we discussed terms such as bilingual, multilingual, plurilingual, and translingual, it became clear that they are inextricably linked to our identities and ways of being, doing, and knowing. Collectively, we also recognized that despite our differences in life experiences, language repertoires, geolinguistic contexts, and preferred terminologies, we shared much in common with respect to onto-epistemologies. In the process of defining and reflecting upon plurilingualism, we considered our personal and professional trajectories and how our language (and language teaching) practices have shifted over time and space (see editors' plurilingual statements and videos at https://wacclearinghouse.org/books/international/plurilingual/).

Our conversations and videos (which some may refer to as forms of academic identity texts) demonstrate the utility of a plurilingual orientation for understanding and describing plurilingual and pluricultural competence (Galante, 2022; Piccardo et al., 2022)—or the dynamic, complex, agentive, evolving, sometimes messy meaning-making practices that take place as we draw upon our unique (and often imbalanced) linguistic repertoires (see also Section Four, this volume). Further, in response to calls for a "spatial turn" in academic writing studies, our videos and broader conversations consider our scholarly practices such that "research writing (re)production is implicated in (not just shaped or contained by) the social production of geographical scales, places, territories and networks, via its actors and their socio-spatial, material, discursive, cultural and ideological practices" (Neculai, in press). In this sense, one could argue, this volume, as the title suggests, floats within, across, and beyond borders.

## Terminology: Language Matters

Starting with the term bilingualism (for a history of how this term evolved alongside the field of multilingual/second language writing in Canada, see Heng Hartse et al., 2023), several editors explained how they initially identified with the term early in their professional trajectories. <u>Laura</u>, reflecting on her linguistic identity, explains how she once considered herself "bilingual," but today, as she draws on her language repertoire for various uses across contexts, her perceptions have evolved: "Mi definición de plurilingüismo cambia cada día para hacerse más compleja."[5] Likewise, <u>Caroline</u>, who regularly used the term "balanced bilingual" in the past, now rejects the non-critical use of this term, emphasizing its inherent epistemological shortcomings (see also Cummins, 2021): "The term bilingual often carries with it a set of assumptions about proficiency and balance, which can create a hierarchy of languages."[6] The notion of balanced bilingualism can be understood as merely a monolingual orientation to theory of language (Marshall & Moore, 2018) and is an insufficient way of understanding complex plurilingual repertoires and competence. In language policy circles, bilingualism also carries particular "baggage" in Canada, where it is part of historically exclusionary discourses surrounding the official languages of French and English (and ostensibly the "founding peoples," who speak these languages to the exclusion of all others) (see also Haque, 2012; Heller, 2007; McLaughlin, 2016). In the same vein, <u>Fiona</u> remarked, « Le terme bilinguisme pose problème, puisqu'il implique un équilibre linguistique binaire et égal, alors que cette situation est rarement la réalité sur le plan individuel. » Overall, the editors agreed that we may inadvertently marginalize certain languages and reinforce language hierarchies via the terminologies we adopt to refer to ourselves, our students, our research participants, etc.

While bilingualism is an easy target, plurilingualism has not been immune to critique, particularly from those seeking to differentiate it from translingualism (García & Otheguy, 2020). For example, plurilingualism, which like translanguaging, is a rather new term in applied linguistics, has been criticized by translingual scholars for potentially reinforcing linguistic hierarchies through its embrace of languages as discrete systems, a point we wrestled with in conceptualizing this volume and in our subsequent discussions.[7] As

5    The video is available at https://wacclearinghouse.org/docs/books/plurilingual/identity-laura.mp4.

6    The video is available at https://wacclearinghouse.org/docs/books/plurilingual/identity-caroline.mp4.

7    See our discussion of the shift at https://wacclearinghouse.org/docs/books/plurilingual/

James has argued elsewhere (e.g., Corcoran & Englander, 2025), the argument against plurilingualism as too bounded and inflexible is mitigated when one takes a more critical and dynamic orientation toward it. Further, plurilingualism has, over the past decade, been criticized on theoretical and policy levels for promoting the conditions that advance neoliberal agendas benefitting from the ideal plurilingual subject (see Flores & Rosa, 2015), a critique that has gained traction among those doing work in the new area of raciolinguistics. In James' estimation, this critique risks dismissing all language teaching and learning as tools of imperial domination, simultaneously over-focusing on individual identities while reducing individual agency (for more comprehensive rebuttals, see Cummins, 2021 and/or Marshall & Moore, 2018).[8] As a group we recognized, however, that these debates are relevant to our work. That is, though many dismissed the perceived minutiae involved with differentiating plurilingual from translingual theories and practices, for example, our discussions were fruitful in that they promoted critical reflection on language, knowledge, and power. We now believe the kind of reflective work engendered by our conversations should be required of editors when collaborating on any project in applied linguistics or writing studies.

As highlighted throughout this introduction (and indeed epitomized by how the term plurilingual is unevenly taken up by chapter authors themselves), plurilingualism is a contested theory of language that does not always resonate fully with theorists, policy makers, practitioners, etc. Ultimately, we found plurilingual to be an imperfect, yet more palatable option than, for example, multilingual or translingual, as it seems a useful tool to describe individual agency and competencies when drawing upon linguistic repertoires. Still, even during our conversations, the term plurilingualism faced criticisms. For example, James noted the perceived hegemonic and normative nature associated with it: "I would agree that plurilingualism, as construed by Council of Europe, is onto-epistemologically rooted in colonial discourses and practices of plurality that recognize and elevate certain dominant imperial languages." Caroline added, « C'est vrai que même si je pense que ce terme peut nous aider à nous libérer d'un mindset monolingue, il continue quand même à donner du poids aux langues qui ont déjà du pouvoir. Le fait que les langues européennes soient les plus couramment enseignées souligne les biais sous-jacents et implicites que nous avons en matière de langues. » Building

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behind-the-scenes-part-1-plurilingual-orientation.mp4 and https://wacclearinghouse.org/docs/books/plurilingual/behind-the-scenes-part-2-tensions.mp4.

8    This video is available at https://wacclearinghouse.org/docs/books/plurilingual/identity-james.mp4.

on this critique, and providing specific examples, <u>Mario</u> and <u>Lorena</u>,[9] who work in Mexican contexts where Indigenous languages often operate alongside Spanish and English, reminded us how colonial languages contribute to a sociolinguistic crisis of displacement: "Los idiomas se están desplazando, español o inglés se utiliza más que una lengua indígena. Si bien el cambio lingüístico es parte de la evolución de los idiomas, debemos problematizar el cambio acelerado de una lengua por otra" (Mario). Mario continues, emphasizing the multidiscursive nature of meaning making within his context: "En nuestra vida diaria, dominamos varios tipos de discursos, no dominamos todo el idioma en sí mismo." Fiona shares these sentiments, explaining, « Le terme plurilinguisme peut aussi exclure l'importance des relations entre la langue, la culture et l'identité, et ne rend pas compte des variétés et styles de langue que l'on emploie selon le contexte social ou communicatif. »

The sociolinguistic realities of our plurilingual (research writing) practices were apparent throughout our editorial conversations. <u>We all use multiple languages for publication purposes</u>, and even more so in our general academic and personal/social domains.[10] Importantly, what is missing from, for example, a list of our collective publication languages are the ways in which we draw upon our multiple semiotic resources when writing for publication even if the final product is in a named language (e.g., English), raising the potential for discussion surrounding the "disinvention" of languages as a form of decolonizing applied language studies (see Pennycook, 2021). Further, it became clear to us that our scholarly language practices have shifted over time and space. For some of us, this highlighted the paradoxical nature of access to English for many plurilingual scholars, who use it as an additional language (i.e., with increased access to English, scholars will move away from using their first language(s), leading to shifting knowledge production practices that, in turn, lead to linguicide and epistemicide, further marginalizing those using languages other than English) (see Section Four for chapters that tackle this issue). Finally, our conversations clearly demonstrated the utility of recognizing and being open to alternative ways of conceptualizing diverse, pluralistic, social semiotic, and material practices (Canagarajah, 2024; De Costa et al., 2021; Pennycook, 2021). We look forward to a time in the not-too-distant future when the norm will be to consider semiotic resources more holistically in relation to knowledge production practices; in the meantime, and for the purposes of this volume, our consensus was that plurilingual will have to do.

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9    See Mario's video at https://wacclearinghouse.org/docs/books/plurilingual/identity-mario.mp4. See Lorena's at https://wacclearinghouse.org/docs/books/plurilingual/identity-lorena.mp4.

10    See our videos at https://wacclearinghouse.org/books/international/plurilingual/.

## Terminological Consensus amid the Panoply of -Isms

Though we were unable to completely align on description or use of terminology—for example, many of us recognized the validity of critiques from translanguaging scholars that plurilingualism is a poor descriptor of a fluid sociolinguistic language practice and that it can reinforce language hierarchies—we settled on plurilingualism as a term we could live with, one that clearly connected language choice and identity, and one that allowed for conceptualizing, theorizing, and operationalizing ways of working in/on/through/between languages with respect to scholarly knowledge exchange. Nevertheless, in adopting plurilingualism as our chosen terminology, we recognize the inherent tensions in defining language(s) in a way that recognizes the complexity of human language reservoirs (and thus the silliness of boundaried languages) as well as the very real ways in which we are incentivized to define language(s) in structured ways (i.e., you must choose a language in which to publish) that potentially marginalize those who do not conform. When thinking about how languages are used and perceived in society, however, several of us discussed the need to go beyond theorizing and engage in what many referred to as "praxis," or making real and impactful practice from theory. Indeed, Simone[11] highlighted the overly superficial nature of the multi/plurilingual turn in academia and the often performative, myopic debates over terminology that at times appear to neither forward theories of language nor inspire greater understanding on how to differentially operationalize the competing approaches in classroom settings (see also Schmenk et al., 2019): "Eu tenho sido bastante crítica da área da linguística aplicada, que promove o avanço do multilinguismo/plurilinguismo, mas tem entregado pouco à comunidade além de discussões sobre o tema."

As we discussed further our misgivings around the important (but overhyped?) multi/pluri/trans turn(s) in applied linguistics, we also recognized both the importance of achieving praxis, or meaningful social impact beyond our classroom walls—a goal for critical applied linguists—and the limitations of language as a nexus for initiating meaningful change. Thus, while we advocate for the potential transformative nature of plurilingual orientations to scholarly writing for publication, we also recognize its constraints in inspiring or affording structural change. For example, instructors may adopt a plurilingual pedagogical approach that is affirming to students' linguacultural identities; however, this does not necessarily promise a shift in broader relations of power either within or beyond the classroom walls. Likewise, scholars

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11    See Simone's video at https://wacclearinghouse.org/docs/books/plurilingual/identity-simone.mp4.

may create a plurilingual edited volume on scholarly writing for publication that may be affirming to authors and editors but may not shift power relations in a market of knowledge production dominated by English. Nevertheless, in an aspirational sense, this volume is meant to inspire pluralistic ways of doing in academic publishing, pushing toward more "democratic" academic exchanges (see newer journals such as *Revista Latinoamericana de Estudios de la Escritura* (*RLEE*), which are publishing in English, Spanish, and Portuguese). We thus forward an ontological challenge to scholars—especially Anglophone ones, who, it should be noted, are not always monolingual—to embody a wider pluri-oriented stance on global knowledge production.

## Challenging the Hegemony of English?

In academia, the importance of using English for scholarly communication is rarely disputed and often celebrated as it seems to afford a common language of science (Habibie & Hyland, 2019; Mirhosseini & Jiang, 2025). However, many, including ourselves, fear for the loss of local languages and knowledge as a consequence of privileging English as a global lingua franca in this domain. Lorena, who described the reality in Mexico, where she feels monolingualism is privileged, discussed the urgent need to produce linguistic tools to ensure plurilingualism in specialized fields: "Imagino el fomento del plurilingüismo en un escenario ideal donde la gente puede utilizar de manera más cotidiana las lenguas que conoce y que poco a poco obviamente se fueran creando lenguajes especializados para ámbitos de la salud, de la justicia, ciencias, etc." Building on the idea that languages are tools of power, James, for example, advocates for greater critical reflexivity and encourages scholars (and those language and literacy brokers who support them) to scrutinize their publishing practices, which reflect underlying power dynamics. In discussing the concept of critical plurilingualism, he explains, "Tensions exist that make promoting plurilingual knowledge production challenging, problematic, power-imbued, yet exciting!" From his perspective, there is an imperative to promote the value of (encouraging) plurilingual knowledge production and merit in recognizing plurilingual scholars' needs, desires, and perceptions. There was widespread recognition among editors that these tensions exist, noting the real and perceived arbitrary advantages and elevated status associated with (standard) academic English as a global language of science (Hynninen, 2025; Kuteeva, 2022; McKinley & Rose, 2018; Pérez-Llantada, 2025). Considering the currency of English across countless academic settings, indexed publications in English are often evaluated more positively and, as highlighted by Laura, "existe una tensión entre reconocer que hay

otras formas de producir conocimiento y los estándares de evaluación, algo que será necesario seguir negociando" (see also Amano et al., 2023, as well as chapters throughout this volume that engage with issues of equity and equality in scholarly publishing).

## Wrestling with English and the Access Paradox

In considering tensions surrounding language policies and pedagogies, James raises an important question: "How can we meet the needs/desires of scholars to engage in global conversations while also adopting an ethical orientation that connects their research to solving real-world and often local problems?" This was a topic of conversation between James and Simone, who recently worked through their differing perspectives as they designed and delivered a language for publication purposes (LRPP) workshop in Brazil. James's position is that enacting pedagogies that focus on raising scholars' critical language awareness, critical genre awareness, and social writing practices are fundamental to a plurilingual approach (and should be an embedded part of the research writing workshop curriculum offered at Latin American post-secondary institutions). Interestingly, while Simone sees herself as a proponent of plurilingual practices in academic publishing, especially within the context of Brazilian scholarship, she advocates for a need to promote research publication in English, at least in disciplines such as applied linguistics, where most leading scholars publish predominantly in Portuguese. She contends that, "By advocating for the publication of research in multiple languages, particularly English, I hope to increase the visibility and accessibility of Brazilian scholarship to a wider audience" (see more about the collaborative curricular design and course delivery in Sarmento & Corcoran, in press).

James also worried (he does this a lot) about the potential specter of the plurilingual scholar paradox, wherein, as is the case for several of us on the editorial team, increased access to the dominant language (English, in this case) allows for more equitable participation, but also can lead to a shift from publishing in one's L1 to publishing (almost) exclusively in English (Lin, 2019), thus reifying the unequal relations of power between groups and languages. Despite slightly divergent positions among editors regarding the promotion of English versus other languages for research publication purposes, there was agreement that raising awareness of language choices as political was essential when advocating for equitable participation alongside the advancement of science. However, as James highlighted, adopting a more critical approach to language for publication purposes is not simply a question of pedagogy but also a question of research orientation (see Corcoran & Englander, 2025)

and policy (see sections one and three, this volume). On that note, all editors agreed in principle (as is evidenced in their research practices) that the time has passed for focusing exclusively (or even primarily) on the shortcomings of scholars with respect to English language proficiency, a potential "red herring" (Hultgren, 2020) with respect to "successful" research writing outcomes. This is not to suggest, though, that the red herring argument is a solid one; in fact, our team agreed that it does a disservice to plurilingual scholars to dismiss the importance of language and equity when considering the politics and practices of global knowledge production.

## "Decolonizing" Academic Publishing?

Raising the term decolonizing requires situating our work across time and space (see Neculai, in press). This means considering social relations not in a vacuum but rather within the broader, fluid sweep of history across "the Americas." For many of us this requires reflection on the asymmetrical, coercive social and linguistic relations of power between, for example, the United States and countries in Latin America (Grandin, 2006; Mignolo & Walsh, 2018). However, while recognizing the social construction of nation states and the inherently transnational orientation of academic knowledge production, it also requires consideration of these relations within countries such as Canada, the United States, Argentina, etc. This edited volume, though not overly focused on scholarship emanating from and about the United States, nevertheless recognizes and addresses issues also taken up by writing studies scholars living in and researching U.S. contexts, such as the marginalization of language users, translingual practices, etc. (Ayash, 2019; Guerra, 2015; Smitherman & Villanueva, 2003). Relatedly, we as a team recognize the importance of situating ourselves and our work (James, for example, is engaged in this academic work as a white, colonial subject on contested land that has been settled by various Indigenous peoples—including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples—and is now home to many diverse First Nations, Inuit, and Métis peoples) within nations built on the back of the imperial subjugation of local populations and the resulting genocide, epistemicide, and death/endangerment of countless Indigenous languages (Martin, 2026; Sterzuk & Daniels, 2025).

In reflecting on the hegemonic nature of the English language across various settings where the editors live and work, it became evident that English is not the only hegemonic one. In the Canadian province of Quebec, French occupies the dominant position, with governmental policies explicitly aimed at stemming the tide of English and, consequently, other languages, as well.

Within the Mexican landscape, the language of power, prestige, and dominance is Spanish, as Lorena points out: "En el caso de los pueblos indígenas, debido a las políticas lingüísticas que privilegian el español a pesar de contar con el reconocimiento de la diversidad, la tendencia es dejar de ser plurilingües o bilingües. Es decir, la tendencia es hablar español." English, French, and Spanish were not alone. Simone saw similarities in terms of the relationship between the dominant language in Brazil, Portuguese, and Indigenous languages: "A situação no Brasil é bastante semelhante no que diz respeito ao uso do português. Apenas recentemente é que as universidades brasileiras, especialmente os programas de pós-graduação, começaram a receber estudantes indígenas. No entanto, esses estudantes não têm o direito de escrever seus trabalhos finais em suas línguas nativas e devem fazê-lo em português." These reflections raise issues of language policy in higher education and the potential role of Indigenous languages therein (see coda and section two, this volume).

In reflecting upon their past scholarship, both James and Caroline emphasized misgivings about simplistic understandings of English as *the* language of knowledge exchange. James admitted, "This is an important consideration for many of us, particularly those who work in the global north and who are often drawn to (ok, I'm speaking for myself) simplistic narratives of English as 'Tyrannosaurus Rex' (Swales, 1996) or 'lingua frankensteinia' (Phillipson, 2008)." For her part, Lorena reiterated the importance of acknowledging complex, uncomfortable realities of the mediating role of language choice in establishing, maintaining, and/or challenging relations of power: "Es tan importante salir de nuestros propios contextos para ver que siempre hay un (des)equilibrio de poder entre las lenguas." This volume offers an excellent opportunity for its readers to critically consider their own scholarly writing practices, including the why and how of using language(s) for research purposes as well as how language choices reflect, create, and challenge scholarly identities and relations of power.

## Fostering Inclusivity

Collectively, we argue for the value of the current project, which advocates for a more democratic and inclusive approach to academic knowledge production through the dissemination of knowledge in Indigenous, creole, colonial, and non-standard varieties of languages. Our argument is not without tensions, contradictions, and challenges, though. Mario highlighted some of the limitations: "Incluir estas lenguas indígenas y criollas abre el abanico de posibilidades. Aunque todavía estamos reducidos, pues la lecto escritura alfabética dentro de las lenguas indígenas y las lenguas criollas es poco practicada. …

Entonces debemos reconocer lo poco o mucho que podemos hacer dentro de este trabajo." Mario's point is particularly poignant in an era where there is a strong push to decolonize academic writing, but there are few examples of what this looks like in practice (see also section two, this volume). Though far from perfect, many editors expressed hope that this book could act as a model for challenging unequal relations of power; however, many questions remain with respect to our roles as researchers, educators, gatekeepers, and literacy brokers in promoting (reifying) dominant, normative ways of knowing, being, and doing.

As a group, we embraced a departure from monolithic language hierarchies and practices, emphasizing the need for nuanced, contextual understandings of phenomena surrounding academic knowledge production alongside concerted efforts to promote inclusivity. This was exemplified not only in the ways in which we worked across languages, but also within them; for example, we made a point of using intelligibility (rather than lexicogrammatical accuracy) as a baseline expectation for authors, who were allowed to choose preferred modalities, spelling, etc. While language was the most prominent theme, it was interesting to observe the influence of the geographical and ideological sites on the editors' positionalities. Both Laura and Caroline mentioned the influence of their U.S.-based training on their belief systems and practices. A decade ago, Laura wrote about her partial, almost deficit orientation to academic literacies in both Spanish and English as a result of her plurilingual identity and language ideologies: "So there I was: limping between languages and epistemologies. Not one, not the other. My way of coping with this situation can be abstracted to what I have learned as the best life-lesson ever: do not exclude, combine" (Colombo, 2014, pp. 104–105). Today, she is able to see the value of her combining rule: "Over my academic career, I have been combining theoretical frameworks, countries, methods, authorships, and genres … and I'm finally able to embrace it." This type of enhanced plurilingual and pluricultural agency (see also our plurilingual identity texts) was a common trope in our discussions. Caroline reflected on her own journey and how perceptions of English language research articles may systematically exclude key players in the creation of knowledge (Navarro et al., 2022; Odeniyi & Lazar, 2023): "I was trained to always seek publications of empirical research in top-tier international journals and was quick to negatively judge [other] publications. … My goal today is to produce knowledge for teachers and learners to use. I now publish a wide array of texts, across multiple languages." The power of combining onto-epistemologies is reflected in the present volume, and we hope to inspire others to adopt ways of "doing" academia that challenge prescriptive, static, normative (often monolingual, monomodal)

ones. What transformation might come of such shifts in academic practice is an open question.

## Organization of This Book and How to Read It

Including the preface, introduction, and coda, this edited volume includes 23 plurilingual perspectives from within, across, and beyond nation states within "the Americas." We, the editors, have adjudicated and supported submissions in multiple languages, with contributions from established and emerging scholars outlining empirical work, pedagogical initiatives, position pieces, and plurilingual reflections related to scholarly writing for publication. This volume outlines a range of innovative, engaging, relevant work taking place across the Americas viewed through a plurilingual lens. Some authors choose to explicitly make plurilingualism a central theme or lens, while others refer only implicitly or tangentially to plurilingualism and related language theories and practices. Rather than read this volume straight through, we invite readers to navigate the various theme-based sections that resonate with them due to interest and language preference(s): Spanish (S); French (F); Indigenous (I); Afro-Caribbean (C); Portuguese (P); and English (E). Though our plurilingual volume inspires and validates advanced pluriliteracies we also recognize the challenges of consuming this multimodal work in additional languages; thus, readers may consider using translation software (NB: we found DeepL to be a useful tool, and it was used during our collaborative editing work). We also encourage readers to adopt a reflexive and reflective stance to consider critical questions underlying practices of publishing across sociolinguistic and geographical contexts, including but not limited to:

- How do plurilingual scholars' experiences, and those supporting their research writing, differ/overlap across regions within the Americas?
- What choices do plurilingual scholars from different disciplinary areas make when considering publishing their work?
- How do plurilingual scholars engage with their repertoire, academic resources, and networks when writing for publication?
- How do a range of gatekeepers and literacy brokers help or hinder plurilingual knowledge production?
- What are the impacts of interventions aimed at supporting plurilingual scholars' research writing?

The book is organized in five sections, covering a range of topics and genres. In Section One: Scholarly Writing for Publication: Language, Power,

and Policies, six empirical studies are presented. In Chapter 1, "Injusto, Errado, Unfair? Percepciones de Injusticia Lingüística Entre Investigadores de Argentina y Brasil," Céspedes presents the perspectives and representations of Argentinian and Brazilian researchers in STEM and the social sciences and humanities who report facing linguistic and epistemic injustices as well as the strategies they employ to overcome these challenges in the international publishing landscape. Chapter 2, "A Escolha de Língua para Produção Acadêmica de Pesquisadores Brasileiros Plurilíngues" by Hirano and Monteiro, focuses on experienced researchers' publishing practices from the field of linguistics. Drawing on focus group interviews, they show how the language of publication is linked to extrinsic and intrinsic factors. In Chapter 3, "Idioma en que Académicos Plurilingües de América Latina Publican Artículos de Investigación: Estudio Longitudinal entre 2003 y 2022," Mendoza and Oropeza Gracia offer a longitudinal perspective with respect to the language of publication emanating from five universities located in Latin American countries. They provide insights into the language of publication across fields and document changes over time with some indications that Spanish language publications have seen an increase. In Chapter 4, "Problematizing research publication at two Chilean universities," Sheldon sheds light on policies underlying publishing practices with 24 scholars from the humanities and social sciences (HSS) at two universities in Chile and confirms that while Spanish publications have less extrinsic value, many scholars continue to publish their work in Spanish. Chapter 5, "Escritores expertos y noveles de ciencia en una universidad Argentina: por qué y cómo publican en inglés" by Mirallas, turns to the motivations and practices of scholars in Argentina who decide to publish in English.

In Section Two: Indigenous & Creole Languages and Perspectives on Scholarly Knowledge Production, three contributions examine the academic spaces allocated for and used by Indigenous scholars. In Chapter 6, "Pou nou pé sa ékri adan pwop lang an nou: on egzanp a on doktowant adan lè mond akadémik," Jasor reflects on her plurilingual identity and the importance of carving out spaces in academia for the inclusion of minoritized and oral languages, thus providing a more nuanced understanding of researchers' worldviews and experiences. In Chapter 7, "Reflexiones en torno a la vitalidad de las lenguas indígenas en el ámbito académico en México," Canuto surveyed Indigenous language course offerings and contrasted these with the language of publication from the social sciences and humanities journals to show the oppressive ideologies that marginalize minority languages. In the final chapter of this section, Chapter 8, "ni-nohtī-nīhithaw-masinahikan: Writing in Indigenous languages in Canadian universities," Custer et al. report on an

Indigenous doctoral student and Indigenous graduate supervisor's reflections on regarding writing practices in Canada. They argue for the need to encourage thesis writing in Indigenous languages to create spaces for Indigenous worldviews and academic contributions on Canadian campuses.

Section Three: Language Perspectives and Practices in Academic Publishing delves further into the policies of knowledge production in minority language contexts. In Chapter 9, "Publish (in English) or Perish? Aventuras Linguísticas na Pesquisa Brasileira em Ciências Humanas," Sarmento et al. closely examine the linguistic ecosystem of Brazilian researchers from the fields of linguistics, letters, and arts as well as the human sciences. Drawing on a large corpus of CVs, they show a clear preference of scholars for using Portuguese followed by English, while also noting the presence of other European languages, namely Spanish, Italian, French, and German. Patterson and Corcoran, in Chapter 10 « La rédaction et diffusion scientifiques à un campus universitaire bilingue : des pratiques semi-périphériques dans une localité centrale », show that while English is the dominant language of publication in a French minority institution, French is quite present (but conspicuously absent in the natural sciences), and this despite not having policies or obligations to publish in this language. They conclude the piece with implications for "semi-peripheral," bilingual Canadian institutions. In Chapter 11, "O papel do Espanhol, do Português e do Inglês na Produção Acadêmica Latino-americana," Finardi et al. discuss publishing practices in three languages—Spanish, Portuguese and English—from two critical lenses: Bourdieu's theory of symbolic capital and da Sousa Santos's abyssal line. By drawing on two bibliometric studies, they illustrate the tensions and propose actions that would favor more plural and democratic linguistic and academic publishing practices. This section concludes with Chapter 12 by Maatouk, « Développer des compétences en français pour la recherche à des fins de publication ». For this study, the motivations of plurilingual scholars who recently published in French were solicited and findings show that despite self-identifying as having advanced literacy competencies in English and French, scholars often choose to publish in French to ensure linguistic vitality and diversity in their fields of research.

Section Four: Researcher Perspectives, Reflections, and Processes of Writing for Publication considers emic perspectives of various actors. In Chapter 13, "Devenir de una Académica Plurilingüe en el Sur Global: Recorridos, Mentores y Recursos," Waigandt shares autoethnographic reflections on her developing plurilingual identity, with valuable insights into the individuals and factors that contributed to this process over time. Next, in Chapter 14, "So, what (and whose) English are we supposed to write this in? A diaethnographic experience of authorship and advocacy," Mora and Chiquito-Gómez

challenge the colonial mindsets associated with English as an American/British academic product and discuss their journey as they advocate for more inclusive varieties of English local to various contexts. In Chapter 15 "De Mentorías, Lenguas y Publicaciones: Algunas Reflexiones sobre Nuestra Experiencia," Rodas and Colombo engage in collaborative autoethnography to examine and reflect upon the development of their mentoring practices over time, an experience that has been beneficial to both participants. The next chapters turn to journal editors' experiences. In Chapter 16, "From the Editor's Desk of a Bilingual Journal," Gordon & Turnbull discuss the challenges associated with smaller-scale bilingual journals in Mexico and offer insights into ways journal editors might challenge exclusionary language publishing practices. In Chapter 17, « Motivations et pratiques soutenant le développement d'une revue scientifique francophone nord-américaine : une enquête participative d'une équipe de rédaction en chef plurilingue », Zuniga et al. offer an emic perspective as editors of a French-medium journal and identify lived tensions associated with being gatekeepers while upholding "respected" rhetorical and epistemological norms of dominant scientific discourse. This section concludes with Chapter 18 by Aguilar-González et al., "Our Multilingual Collaborative Writing and Publishing Journey and Its Implications for Our Writing Pedagogies," which documents the process of writing for publication of three emerging scholars and reports on the various ways these experiences have enriched their writing pedagogies and practices.

Section Five: Scholarly Writing for Publication Pedagogical Initiatives and Perspectives reports on two studies, each offering pedagogical insights for novice and experienced scholars, as well as suggestions for those supporting writing for publication in Brazil. In Chapter 19, "Um centro de escrita no Brasil com foco em publicações: Justificativa e resultados," Martinez introduces us to a writing center that supports research writing at a Brazilian federal university, highlighting the need for centers to meet local needs and realities. Building on this work, in Chapter 20, "Translation and Academic Literacy for International Publication: The Case of a Brazilian Writing Center," Deschamps Moreira et al. discuss the same writing center in Brazil, demonstrating ways institutions can offer critical services to emerging scholars. Specifically, they present how a writing center might ethically and effectively respond to the local academic community's demands for plurilingual academic literacy development and international publication by way of offering editing and translation services.

Con base en colecciones editadas multilingües recientemente publicadas en WAC (por ej., Ávila Reyes, 2021), este volumen provee una mirada académica a las actividades altamente situadas que promocionan la producción

y diseminación de conocimiento en múltiples lenguas. Este volumen profundiza en el por qué y el cómo los académicos de diferentes disciplinas—y quienes apoyan la actividad académica—se involucran en actividades de producción del conocimiento plurilingües en un mercado global que ostensiblemente promueve investigación monolingüe (en inglés). We hope readers enjoy this exploration of scholarly writing for publication, where plurilingual practice is operationalized and linguistic/onto-epistemological diversity are exemplified!

## Acknowledgments

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