

Attitudes towards English as *the* international language of science

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The well-documented global domination of English as an international language of science (EILS) has led to what many view as an inequitable state of affairs for *semi-periphery* scholars (Curry & Lillis, 2013; Salager-Meyer, 2014). While recent research has focused on the attitudes of experienced Spanish L1 scholars towards EILS (Ferguson et al., 2011; Martin et al., 2014), little research has focused on the attitudes of *emerging* scholars in a Latin American context. This presentation highlights findings from a recent case study investigation into an ERPP course offered by a Central Mexican university between 2011 and 2014. Using the ERPP course as a window into emerging and established scholar experiences with EILS and ERPP, findings point to differing levels of acceptance and resistance towards EILS, including a widespread perception among periphery scholars of bias against them at international scientific journals. Discussion of findings highlights the asymmetrical and complex positions/positioning of these emerging scientists within an increasingly inequitable market of scientific knowledge production and exchange. This presentation concludes with a discussion of the implications of these findings for policy makers, ERPP pedagogues, and scientific journal editors.

References

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Biodata

James has worked for the past 15 years as a language teacher (educator) in Brazil, Canada, and Mexico. He is currently an EAP instructor at the University of Toronto and the editor of the Canadian Journal for New Studies in Education. James' research interests include critical language teacher education and the spread of English as a lingua franca of international communication. He recently completed his PhD in Language and Literacies Education at OISE-University of Toronto.