

## The Possibilities and Challenges of a Critical Pragmatic Approach to Teaching English for Research Publication Purposes

James CORCORAN  
OISE/University of Toronto, Canada  
[james.corcoran@utoronto.ca](mailto:james.corcoran@utoronto.ca)

Karen ENGLANDER  
York University, Canada  
[kareneng@yorku.ca](mailto:kareneng@yorku.ca)

The global domination of English as an international language of scientific communication has placed what many have termed an “inequitable” burden on multilingual scholars working in the “periphery” (Ammon, 2007; Lillis & Curry, 2010). While barriers to multilingual scientists’ academic writing for publication have been detailed in recent studies (e.g. Hanauer & Englander, 2013; Martin et al., 2014), less research has focused on the potential and limitation(s) of English for research publication purposes (ERPP) interventions at addressing these scholars’ challenges (Cargill and O’Connor, 2006; Flowerdew, 2013; Kwan, 2010). This presentation highlights findings from a recent investigation into the perceived efficacy of an intensive ERPP course offered in Canada and Mexico aimed at mitigating ERPP barriers faced by emerging and established Mexican scientists. Findings from this case study point to several main barriers to publication experienced by emerging and established scholar groups as well as the potential and limitations of an intensive ERPP course at increasing both scholar confidence and improving overall publishing outcomes. Following a detailed description of the ERPP course context, this presentation highlights important research findings and discusses the potential implications for researchers, policy makers, ERPP pedagogues, and periphery scholars aiming to improve their multilingual publishing practices. This presentation concludes with researcher suggestions for operationalizing a critical yet pragmatic approach to the teaching of ERPP in periphery contexts.

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**Biodata****James Corcoran, PhD**

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.

**Karen Englander, Ph.D.,**

Assistant professor at York University in Canada, formerly a long-time faculty member at the Universidad Autónoma de Baja California in Mexico. Her research focuses on the relationship between Spanish-speaking scientists and the international publishing community. Recent publications include the books "Writing Science in a Second Language" (with David Hanauer) and "Writing and Publishing Scientific Research Papers: A Global Perspective" (2014) as well as papers published in Journal of Educational Policy, Language Policy, Written Communication, Discourse Studies, and Journal of Applied Linguistics.