

James Corcoran, an Assistant Professor at York University, conducted a presentation highlighting the challenges faced by second-language writers within the realm of academia. One of the challenges second-language writers face is "publish in English or perish" (Corcoran, 2023). Dr. Corcoran stated that while conducting research in MU, he found a trend between the total number of scientific research conducted and the total number of articles published in journals. He found that between 2012 and 2015, 12,752 scientific research were conducted, but only 6755 were published in journals. Another challenge faced by second-language writers is the bias of Anglophone editors. As stated by Dr. Corcoran, many times, "Feedback is centred in the English language itself and not the actual research." As a result, many scholars become discouraged and end up not publishing their papers.

However, what I found surprising was when Dr. Corcoran mentioned that publishing in English is a significant way for second-language writers to advance academically, gain recognition and status. Thus, although, understandably, one can reach a wider audience when publishing in English, it was surprising to learn that despite coming from "one of the most prestigious and research-intensive universities in Latin America", publishing in English is the only way for second-language writers to reach professional fulfillment. Moreover, Dr. Corcoran also mentioned how these challenges are being tackled, particularly by offering ERPP courses. For example, as stated by Corcoran, the ERPP course offered at MU consisted of three main parts: Principles of Academic Publishing, Scientific Research Article: Style & Structure, and Academic Grammar. As noted by Corcoran, the course aims to help second language writers become better writers and researchers and enhance their English writing skills.

Overall, the information presented complemented the content offered in this course. More specifically, it complemented the topics of power imbalance, privilege, and cultural identity. Moreover, although the information presented was not particularly helpful in our work as editors in this course, it was beneficial to know the difference between pragmatic and critical plurilingual pedagogies and their impacts. Overall, the presentation reminded me how privileged I am to know English. Thus, in the future, I should keep an eye out and offer my help to coworkers whose English skills might not be as proficient as mine, particularly because research and writing make up a large part of the career I am pursuing.

Reference

Corcoran, J. N. (2023, March 24). *Critical Plurilingual Teaching & Research in a (Hegemonic) Digital Age* [PowerPoint slides]. Languages, Literature & Linguistics, York University. https://eclass.yorku.ca/pluginfile.php/4821007/mod_resource/content/1/James%20Corcorans%20PowerPont%20Presentation.pdf