



Caroline Payant
Université du Québec à Montréal

Diane D. Belcher
Georgia State University

THE TRAJECTORY OF A MULTILINGUAL ACADEMIC: STRIVING FOR ACADEMIC LITERACY AND PUBLICATION SUCCESS IN A MOTHER TONGUE

Abstract:

Publishing in English-medium journals has become an expectation in academia for native and non-native writers; however, a number of multilingual scholars remain committed to the dissemination of knowledge in additional languages. This longitudinal case study examined the trajectory of one multilingual academic, Caroline, who after succeeding in English for research publication purposes attempted to publish in French, her mother tongue. Drawing on interview data, journal reflections, and multiple drafts of a research article, we found Caroline's commitment to the development of advanced mother-tongue academic literacy to be mediated by personal and professional factors as well as her access to various literacy brokers. Findings also expose the challenges Caroline faced in reading French-medium publications and in writing in her mother tongue. Highlighted in the discussion of findings are the coping strategies employed in this first and ultimately successful mother-tongue publication attempt, strategies that others may find supportive of their own similar efforts.

Keywords: French for research publication purposes ♦ English for research publication purposes ♦ Literacy brokers ♦ Longitudinal case-study ♦ Writing for publication ♦ Dominance of English

Introduction

Hyland (2016a) maintains that being a first language (L1) English scholar is no guarantee of publication success even in an English-dominated publication world (Lillis & Curry 2010). Rather, knowledge of disciplinary discursive practices may be far more important than linguistic knowledge alone. Additionally, achieving advanced academic literacy in one language, even if it is as privileged an academic language as English, does not necessarily make establishing a publication agenda in another language an easy endeavor (Gentil & Séror 2014). Socioliteracy practices vary from one ethnolinguistic disciplinary domain to another (Casanave 1998). Despite

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such challenges, a select number of multilingual scholars remain committed to bilingual publication agendas to counter linguistic domain loss, reach different audiences, and function as transnational academics (Chanlat 2013; Duszak & Lewkowicz 2008; Gentil & Séror 2014; Imbeau & Ouimet 2012). Although bilingual publication efforts have received some attention (Shi 2003), we still know relatively little about the rationale for individuals who strive to move bilingual publication agendas forward or the challenges and coping strategies developed by those who make such a commitment. The goal of this longitudinal case study was to closely examine the trajectory of one multilingual academic who, after succeeding in English for research publication purposes (ERPP), attempted to publish in French, her mother tongue (L1).

English for Research Publication Purposes

In academia, research endeavors take place worldwide and English publication efforts have gradually increased as evidenced by the rise in the number of submissions internationally (Gingras 1984; Hyland 2016a). Although the primary motivation to publish should be the dissemination of knowledge, there is immense pressure to publish in top-tier journals for additional motives: securing positions in academia, obtaining promotion and tenure, and receiving funding (Frath 2011; Hyland 2016a; Martín et al. 2014). It has become a truism that contributions in these prestigious journals will be in English, which has become “the world’s medium of global research communication” (Swales 2004: 54). Non-native and native speakers alike must therefore develop advanced academic literacies in English in order to join a new discourse community and become a legitimate participant (Lave & Wenger 1991) in specialized local and global communities of practice. The development of the “range of academic literacy practices associated with academic study and scholarship” (Lillis & Curry 2010: 21) is shaped and influenced by geographical and geopolitical locations (Canagarajah 2001; Chanlat 2013). Casanave (2003) holds that individual “writers’ sociopolitical purposes and the sociopolitical contexts in which they write influence their strategies and processes for writing” (90). Those who have English as their L1 and develop their academic literacies in English-dominant settings tend to experience fewer obstacles compared to those from non-English-dominant contexts. Several scholars, however, whose mother tongue is not English are trained in English-medium institutions in English-dominant countries before returning to their home country (Shi 2003) and have developed advanced academic literacies in their second language (L2). For some, English has become their native scholarly language (Flowerdew 2000), and they may be unaware of the wealth of publications written in their L1 when writing for publication (Chanlat 2013). Yet, research findings indicate that many scholars who attempt to publish in their non-native language (i.e., English) perceive themselves to be at a disadvantage compared to L1-English writers, given their English proficiency and the additional time it can take to ensure a paper meets publishing standards (Duszak & Lewkowicz 2008; Flowerdew 2008; Ingvarsdóttir & Arnbjörnsdóttir 2013; Lillis & Curry 2010; Moreno et al. 2012).

Writing in English as an L1, however, offers no guarantee of publication success given that language is not the sole variable that hampers this accomplishment (Ferguson, Pérez-Llantada & Plo 2011; Lillis & Curry 2010). A body of literature reporting on editors' and reviewers' perspectives questions the claim that native / non-native status determines publication success (Belcher 2007; Flowerdew 2001). Instead, knowledge of disciplinary discursive practices may be far more important than linguistic knowledge:

Not then, “poor English.” In the end, it is not whether papers are written in a second language or not but whether they have something to say and are written in a way the target community expects things to be said. These are largely issues of research design and rhetoric rather than good grammar. These are also issues which are more to do with experience and connectivity; whether one is working in the centre, with access to resources, current literature, informed colleagues and a supportive environment, or whether one is not (Hyland 2016b: 10).

In other words, scholars, regardless of their linguistic inheritance, must present compelling and innovative ideas and draw on rigorous research designs and be able to count on the support from literacy mentors to publish their work.

Globally, scholars are feeling immense pressure to publish in English (Flowerdew 2008). Developing ERPP knowledge is a slow and anxiety-causing process, especially for novice writers (Swales 2004). Though, even experienced scholars experience frustration and disappointment throughout their careers (Belcher 2007). The process of publishing can be alleviated by having access to physical resources (i.e., journals, books) and symbolic resources (e.g., literacy brokers). Literacy brokers, an important form of capital (Bourdieu 1998) in academia, contribute significantly to novice writers in general and those being socialized to academic practices in an additional language (Casanave 2008; Duff 2010), in that their expertise helps demystify academic discourse practices that are necessary for gaining access to communities of practice. Lillis and Curry (2006; 2010) describe specific literacy brokers: academic professional brokers are colleagues from the field who offer guidance on the design and contents of a draft, and language brokers (professional and nonprofessionals) are those who provide feedback on the structure, format, and linguistic choices, who may or may not be experts within the field of inquiry. Curry and Lillis (2013) maintain that “such brokering is an important, if often invisible, aspect of successful academic text production: identifying which kinds of support or brokering might be useful at different stages of writing can help you produce a successful text” (129). For some, identifying and collaborating with literacy brokers poses a significant challenge, given their geographical and geopolitical locations (Lillis & Curry 2006).

Striving for Academic Publishing Success in Additional Languages

English is now considered to be the de facto publication language for the dissemination of empirical research. While contributing to a more global audience via English-medium journals is desirable since it can enrich knowledge by bringing new perspectives to the Anglophone world (Canagarajah 1996), Chanlat (2013) argues that “Publier en français, c’est penser parfois les problèmes de manière différente” (14). The urgency for researchers to publish in languages other than English is often discussed in non-Anglo-Saxon settings. For instance, Casanave (1998) examined four Japanese academics’ experiences who, upon completing their degree in the United States, returned to Japan. She found that mother tongue literacy was an important avenue for “contributing allegiance to groups” (187), and English served to contribute to disciplinary knowledge on an international stage. Additionally, these scholars discussed the importance of English publications for future goals: publication in international English-medium journals was an important form of currency if they chose to secure a position in the US. They also discussed the need to share information about Japan on a global platform. This participation in the global conversation is rather important to counter a skewed and imbalanced representation of knowledge that could arise if research stems predominantly from Anglophone regions of the world (Ammon 2012). In Casanave’s study, these Japanese scholars have also experienced pressure to publish in their mother tongue, arguing that too much international activity could negatively impact their national status.

In another study of returnees, Shi (2003) investigated the bicultural and bilingual identities and practices of nine Chinese scholars trained in the West who returned to China. The participants reported experiencing benefits as a result of biliterate and bicultural identities; however, they experienced greater ease in English writing. They also reported applying English conventions to academic papers in Chinese. More recently, Gentil and S ror (2014) published a self-case study, taking an in-depth look at sustaining bilingual publishing agendas in their respective Canadian institutions. Both authors reported being committed to biliteracy and, in a sense, to challenging the hegemony of English in the world of publishing. They explained that they remained “committed to the dissemination of knowledge in our first language for reasons of identity and linguistic loyalty” (26). In describing their writing practice, they both discussed physical resources that mediated their writing practices and shared their use of strategies and access to literacy brokers, which were readily available to them in their current context.

There are strong incentives for developing robust research agendas and scholars experience immense pressure to publish in top-tier journals, which are often English-medium publications (Fratth 2011). This trend appears to be even more noticeable in the hard and social sciences (Fratth 2014; Liddicoat 2016; Mart n et al. 2014). However, some strive to attain academic biliteracy and must therefore develop new knowledge of language and discourse practices. To the best of our

knowledge, few have examined how one develops advanced academic literacy skills in their native (non-academic) language after having established a publication record in English, their native academic language. The goal of this case study is to closely examine the rationale for developing advanced mother tongue literacy in French as well as exploring the various strategies that supported the development of this advanced academic literacy. The following broad questions guided the present study:

1. What encourages or discourages commitment to the development of advanced mother-tongue academic literacy?
2. What strategies enable or constrain progress toward the development of advanced mother tongue academic literacy?

Methodology: A Longitudinal Case Study

Writing for publication purposes happens over an extended period of time. To capture how Caroline’s motivation, literacy practices, and writing-related emotions fluctuate over time, we saw it fit to adopt a longitudinal approach. Also, to uncover the focal participant’s story as an emerging mother-tongue writer (also the first author of this paper) we adopted a conversational approach to uncover her experiences. During a two-year period, Caroline and Diane (the second author) discussed, during a series of in-depth interviews, Caroline’s writing trajectory, which prompted critical self-reflections on how Caroline perceived her developing academic literacies. These extended conversations sought to capture her experiences that were heavily influenced and shaped by diverse geographical and social contexts.

Focal Participant

Caroline was born in a French-speaking family in an Anglophone community in Ontario, Canada, and despite having left Ontario two decades ago, continues to identify as a Franco-Ontarian. Growing up, her parents were committed to exclusive use of French at home for communication purposes. Caroline attended French primary and secondary schools and had English courses from grade 3 until the end of high school, following the province’s curriculum. Learning English for non-academic purposes, however, was heavily influenced by participation in extracurricular activities in her bilingual community. During high school, especially, Caroline did not always feel as though being a French speaker was a valued commodity in her community, opting to regularly use English with her French-English bilingual friends. Eventually, she pursued post-secondary education at an English-medium institution in western Canada, a decision motivated mostly by a desire to leave Ontario for personal reasons.

In describing the process of learning to function academically in English, she recalls it as being: “kind of a disaster the first year”. During her undergraduate studies, Caroline never used French

for academic purposes; however, she began to develop Spanish proficiency and participated in a one-year study abroad program in Mexico. Immediately following graduation, Caroline returned to Mexico to work at a private university where her day-to-day interactions were in Spanish, thus developing advanced Spanish skills. There, she eventually completed a Master of Arts degree in Applied Linguistics. The courses, taught primarily by international scholars, were predominantly in English but students had the choice to write in Spanish. She chose English. She recalls experiencing success and gaining greater confidence as an English writer over the two-year program. Her major professor, originally from the UK, played an instrumental role in teaching her about academic writing, which was intensified during the thesis-writing process. After graduation, Caroline taught courses in linguistics, English academic writing, French as a foreign language, and Spanish as a second language.

Eventually, Caroline completed her doctoral program in the United States of America, which is when she realized that her writing and understanding of academic writing lagged compared to her peers. During the first interview, which served to paint a portrait of Caroline's literacy biography (Belcher & Connor 2001), she explained that "there was a lot of pressure, there were a lot of real native speakers, a lot of people who had studied their Master's in the US, who had knowledge of conferences". These *real* native speakers included her classmates who were native speakers of English and had knowledge of the American academic system. She felt a steep learning curve but gradually became more aware of the expectations of academic writing through formal training and support from her roommate, classmates, and faculty members. Throughout her doctoral degree, Caroline was socialized into various forms of academic activities in English: publication, conferences, grant writing. She had access to literacy brokers (peers and professors) and presented research at various international conferences. In sum, she had acquired substantial knowledge with ERPP.

In 2015, Caroline attended her first bilingual conference, the joint conference of the American Association for Applied Linguistics (AAAL) and l'Association Canadienne de linguistique appliquée / Canadian Association of Applied Linguistics (ACLA / CAAL) in Toronto, Canada, and it was then that she began thinking about developing a bilingual professional identity. One year later, after having experienced success in ERPP, she began to discuss with Diane her intention of attempting to write in French. Diane, a well-established scholar, researches the development of advanced academic literacy practices and international scholars' academic publication efforts in authors' L1 or L2 from various linguistic backgrounds. Having a shared interest in L2 writing practices and publishing practices, Diane played the role of facilitator and cheerleader throughout the entire process. Although Diane is not a French speaker herself and could not offer input on Caroline's written work, she was instrumental in helping Caroline reflect on her process of writing in French and articulate her developing strategies.

Data Collection

The interviews between the two authors were conducted over Skype. During the first interview, Caroline's early literacy development and academic writing experiences in English were discussed at length. In the subsequent interviews, Caroline and Diane discussed Caroline's reading practices, writing strategies, and developing identities as a bilingual scholar. It is important for the reader to know that during Year 1 of the data collection process, Caroline resided in the United States of America, which is where most of her French writing had taken place. In June 2017, however, she accepted a new position in a French-medium institution in Canada to teach in an ESL teacher training program, primarily in English. Her geolinguistic context, originally monolingual, became bilingual French-English during the final stages of the study. This critical moment in her professional career accelerated the perceived need to experience success in French language publication.

The first author kept a detailed writing journal over the two-year process, which included 24 entries (12,376 words). In these entries, Caroline documented any aspect of the process that was pertinent. Throughout the process, entries were shared with the second author, and these reflections informed the content of subsequent interviews (n=6), each coinciding with critical points in the writing process (see Table 1):

Table 1. Timeline of interviews

Time	Description
January 2016	Reflecting prior to reading or writing in French
December 2016	Making significant progress on the rough draft of a paper Accepting new faculty position at a French-speaking institution
January 2017	Completing first draft
February 2017	Establishing connections with new colleagues
October 2017	Submitting paper for peer review
March 2018	Obtaining detailed feedback from literacy brokers

The interviews were audio-recorded and transcribed verbatim. The qualitative coding of the data unfolded at two major points in the study. In 2017, the preliminary data were shared at an international conference and, in 2018, the complete data were shared at an international conference. In 2017, adopting a grounded theory approach, each interview was read by the first researcher and, following this preliminary exploration stage, open coding began. These preliminary codes were discussed by the two researchers over Skype meetings, and this stage was followed by axial coding (Corbin & Strauss 2014). Axial coding helped establish connections among the codes and their evolution over the entire data collection process. In 2018, axial coding continued by drawing on the original codes to explore the new sources of data. The first author was very involved in the data analysis as a result of assuming a dual role in this project and for

this reason, we believe that these codes are not definitive but are representative of the participants' perspectives at specific points in time (Casanave 1998). These are opinions that will likely evolve and change as experiences in a new local context may reshape certain points of views.

Results

The aim of the first research question was to identify factors that mediated Caroline's commitment to advanced mother tongue academic literacy development over time. The analysis of the interview transcripts and journal entries led to the identification of two themes: motivation and access.

Commitment to Development of Advanced Mother Tongue Literacy

Motivation is a construct that captures an individual's enthusiasm towards the accomplishment of a goal. Our analysis of Caroline's written and oral comments led to the identification of two broad categories of motivation, namely personal and professional.

Personal Motivation

In her family and social networks, Caroline engages daily in plurilingual interactions; however, throughout the first year of this study, professionally she interacted solely in English. Caroline considers English to be her academic native tongue: "I do really feel that, you know, English is definitely my first language when it comes to academic writing. There is no doubt about that" (January 2016). This phenomenon of attaching a mother-tongue status to an L2 is not uncommon in academia. Many international scholars have been socialized into disciplinary discourse practices via English and through this disciplinary enculturation, English has become their native scholarly language (Flowerdew 2000). After attending a conference in 2015 where presentations were delivered in English and in French, Caroline began to question her identity as a French speaker and began reflecting on her ability to write and publish in French. In 2016, Caroline expressed her desire to reconnect with her mother tongue, feeling "detached from my French" (Skype, January 2016). Caroline anticipated challenges: "I was gonna try to write in French [...] make that, literally make that effort because I don't think it will be easy" (Skype, January 2016). She remained, however, determined to demonstrate to herself her capability of developing academic discourse competencies in her home language: "I still want to prove it to myself and to them that I can write in French" (Journal, November 2017). This personal drive was apparent throughout this journey but was not the sole incentive, as we shall illustrate in the proceeding section.

Professional Motivation

Our analysis also uncovered two orientations to professional motivations: self-oriented and other-oriented motivation. The former captures perceived benefits to Caroline's professional growth and

the latter benefits to the larger community. In our first conversations, Caroline expressed her interest in returning to her home country for professional reasons. To communicate her intentionality, she had been targeting English-medium and bilingual Canadian journals to disseminate her research during the first years of her career in an English US-based institution: “My first conscious effort was to publish in Canadian journals. So I’ve been doing that. But now I was like I should be publishing in French in Canadian journals” (Skype, January 2016).

In 2016, Caroline learned of a job opening at a French institution and despite not having published in French, was successful in securing that position. In that moment, her professional motivation intensified. She thought that the act of publishing in French would open doors within her new community: “It is important for my professional integration” (Skype, December 2016) and would also contribute to defining her professional identity: “I feel like maybe this is just a way for me to quote unquote make my niche or be remembered” (Skype, December 2016). Despite not sensing an expectation from her current colleagues for French publications, she attributes value to writing in French. She reflected on this in her journal: “Increasingly, I can see the importance because I work in a French speaking university. I should be able to publish in the language of my institution” (Journal, March 2018).

In addition to this self-oriented professional motivation, we found evidence of other-oriented professional motivation, namely, perceived benefits to the larger, yet local community. Caroline perceived these publication efforts to be in alignment with her home country’s language policies: “But I think it’s related to the agenda of bilingual countries and multilingual nations in terms of making things not predominantly English all the time. And so, it’s almost as though I have a sense of obligation, moral obligation that it’s time for me to contribute back” (Skype, January 2016). However, she deemed this need for French publications to be somewhat superficial in that readers will necessarily be bilingual: “The audience the paper would reach, they should all be bilinguals. Like I can’t imagine that if they are reading in French, they can’t read in English” (Skype, January 2016). She also expressed some of her concerns regarding the readership and believed that her efforts to publish in French are not linked to visibility or impact: “I don’t know who will actually read it and cite it [...] It’s really not advantageous to be publishing in a language other than English, I think” (Skype, October 2017).

Despite these concerns, Caroline expressed a professional responsibility towards future generations. She began to see an authentic need for French for research publication purposes (FRPP) and began to discuss the benefits of her work for pre-service teachers who, in some cases, seldom read in English and have the right to develop a bilingual professional identity. She explained: “I think it will be a good piece for people to start including into their own course” (December 2016). She added: “I still think that there’s missing literature in French for our students, and so, missing perspectives, missing new ideas of pedagogy [...] so that’s why I feel like there’s

a big potential for me to contribute in French” (Skype, March 2018). Her view echoes the experiences of other scholars (Duszak & Lewkowicz 2008; Frath 2014; Gentil & Séror 2014). In sum, Caroline showed her commitment to Canada’s bilingual agenda and perhaps more importantly, developed an awareness of students’ needs in relation to the development of French academic literacy. We thus ascertain that her motivation is fluid and dynamic and was greatly influenced by her new geographical and geopolitical location (Casanave 2003; Canagarajah 2001; Lillis & Curry 2010; Gentil & Séror 2014).

Bourdieu (1998) was critical of the reproduction of power in society and discussed the various forms of capital available to sub-groups within a particular environment. In academia, linguistic capital positions certain scholars, favorably allowing them to obtain greater economic and cultural capital. Those who have inherited the linguistic capital exert greater power compared to those who must develop this knowledge. In our current market (i.e., publishing realm), developing a monolingual research agenda, in English, may in fact be more profitable than developing a bilingual agenda given that English appears to be the desirable commodity, and one that is used to evaluate scholars’ market value. However, researchers have also found that publishing in a native tongue other than English may in fact have greater value in terms of establishing a local reputation before turning to the international arena (Duszak & Lewkowicz 2008). Although Caroline appears to be motivated personally and professionally, motivation is not a stable construct and is subject to change (Gentil 2005; Gentil & Séror 2014). Drawing on the analogy of capitalism, the greater investment required to publish in her non-dominant language, French, may eventually hinder the commitment to advancing a biliterate research agenda, if the efforts fail to generate a strong return. In sum, her personal and professional motivations represent her current reality and only the future will determine if they are strong enough to sustain the pursuit of a bilingual agenda.

Access to Resources

Until this point, Caroline had never attempted to write for publication purposes in French; however, she had successfully published research in English-medium journals and edited books. Prior to any submission of manuscripts, Caroline routinely shares her work with colleagues and draws on that feedback to bring her work to meet publication standards, both in terms of content and language. However, with her French manuscript, our analysis revealed an important barrier: namely, her limited access to a community of practitioners and interactions with expert mentors (Lave & Wenger 1991). In the proceeding section, we discuss access as a site of tension and discuss the impact of her environment on helping overcome the said challenge.

Caroline felt rather insecure about her French writing abilities and needed help from language brokers. Not having access to professional language brokers, Caroline turned to her personal network. She and her mother, a retired middle school teacher of French and science, worked

collaboratively on the paper via Skype on repeated occasions. In anticipation of their first Skype meeting, Caroline worried that too much attention would be placed on surface-level issues: “I have scheduled a Skype meeting with my mom. She will work with me on the first round of revision [...]. I am not sure about how it will go with my mom since I think she will focus on the micro rather than the macro” (Journal, January 2017). In a subsequent interview, describing the process of synchronous review, Caroline revealed that this approach did not mirror her typical peer-review process: “Usually I will ask a colleague to edit, proofread [...]. But now, I'm sitting next to my mom, well, virtually, and we are doing shared screen and then, you know, we work on it together” (Skype, January 2017). Throughout the writing process, Caroline questioned her own abilities to gauge the paper’s worth: “I don't know if this is what sounds good, or sounds academic enough [...] I keep thinking my network sucks [...] I don't have anybody from the field that I feel confident enough to get that sort of interaction going, talking about my writing [...] I feel like I'm reading in a vacuum where I'm just using myself to gauge if it is the right tone” (Skype, February 2017). Caroline, while appreciative of the feedback from a non-professional language broker, felt the need for guidance from professional language brokers.

We observed her growing frustrations and insecurities as a result of not having academic professional brokers prior to submitting the paper to a professional journal. She wrote: “I still think, however, that I need a colleague to read my paper and give me content feedback but I really don't know who” (Journal, January 2017). In a follow-up interview, she expanded: “But, I am really worried about the content. Nobody knows and that is the biggest gap [...] I wish I had somebody who could say, like, “This idea doesn't make sense or did you think of that paper?” (Skype, January 2017). These concerns became even greater upon getting closer to the submission deadline: “I am over the making spelling errors as a major concern – I am more worried or baffled by the ability to have rhetorical structures or an academic voice! I know that it can develop but I need feedback from people” (Journal, September 2017). They even continued after submitting the paper:

The paper was submitted about one month ago [...]. Upon submitting the paper, I felt quite good about my accomplishment. I have not read it in a month but I felt, at the time, that the paper was well written and that if it gets rejected, it is not because of the language. However, I am since then thinking that there will be some issues about how I wrote the paper. (Journal, November 2017)

During the writing process, Caroline had transitioned into a new institution where colleagues were experienced and successful in FRPP. In theory, she now had access to academic and language professional brokers. However, Caroline explained that relationships between colleagues must first develop, especially considering that sharing one’s work is a face threatening act: “Then I approached one colleague [...] I told her to honestly, I don't feel comfortable sharing the paper just because it's my first one and I just don't want to lose face in my own department” (Skype, October

2017). Within a four-month period, Caroline developed that much needed professional relationship with a small number of colleagues and felt ready to share her work with them, even though her paper had already been submitted: “Given the fact that I believe that the paper will be rejected, I have decided to ask a colleague to read my paper. We have developed a relationship and I feel good about asking her to read and edit my paper [...]. I am not that embarrassed to share it with her but of course, I am not willing to share it with others” (Skype, February 2018). Her colleague, who gladly agreed to read her paper, felt that the paper was valuable and offered to edit her work upon hearing from the editors. Caroline’s concerns regarding the paper’s worth were partially confirmed: in May Caroline was asked to revise and resubmit her paper given certain issues with content and with language. Addressing content-related concerns on her own and accepting the help from a colleague, Caroline’s paper was accepted in June for publication. Casanave (1998) argued two decades ago that “interactions that most profoundly shape professional evolution in academic settings are local” (177). These local settings include interactions with close colleagues, departments, journals, and professional networks who share and discuss particular interests. The findings from the present study highlight the challenges faced by those who are not socialized in a local environment. We posit that without that physical immersion, Caroline would have struggled to create a network with academic brokers and, while the paper was judged acceptable in terms of content without needing much input from colleagues, the language-related issues were commented on several times by reviewers and editors throughout the revision process. Specifically, within a 6-month period, the editorial team suggested numerous linguistic modifications, totaling more than 1,100 in-text revisions and offering 251 comments. They further suggested that the paper be run through Antidote, a writing assistance tool, and that the paper be read by an expert peer. The editorial team played a major role as academic brokers having judged the content to be a valued addition to the field.

French Literacy Practices

The second research question examined Caroline’s literacy practices during the writing and revision process. We begin by exploring the role of reading in French for academic purposes and continue with a discussion of the writing strategies she employed during the process.

Reading Practices

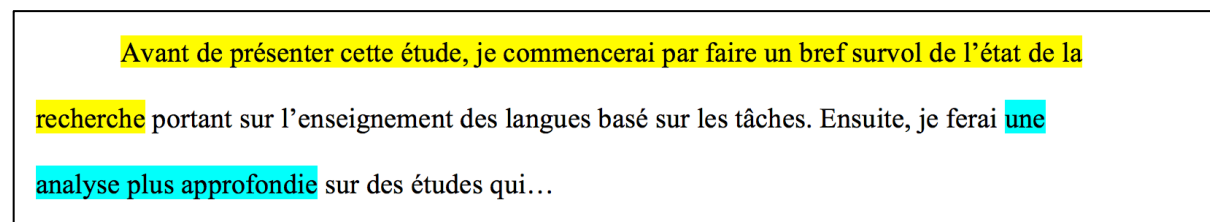
Caroline often discussed the role reading played in the development of her writing skills. Overall, she struggled to prioritize this task: “I’ve been thinking about reading in French and did not find the time to do so. Today, I have decided that it was time to make an effort” (Journal, April 2016). She admitted later, after completing a first rough draft, that reading in French did not constitute a major activity for her: “I’m not reading in French particularly. I’m not reading in French, but I’m always looking for the right way to say it, and so I have been using a lot the strategy of having

French papers around me, and then I go look for different information, at the different sections, like, different transitions, or just how to begin sentences” (Skype, January 2017). Despite now working in a French institution and being committed to her work, Caroline continued to show limited French reading activity of published research: “But in all honesty, I don’t read in French, very much [...]. There’s no need for me to necessarily be reading that much in French. And there’s not that much out there comparatively speaking” (Skype, March 2018). These excerpts show her continued preference towards her native academic language, English, and her own biases towards English publications.

Although Caroline reported struggling to identify related research in French, we also attributed her limited French for academic reading purposes (FARP) to her actual reading skills. In our conversations, Caroline questioned her FARP abilities, especially while living in an Anglophone setting: “I really, really fixate more and then I realize... [...] I don't know if I understand the paragraph. I don't understand paragraphs in English, but I don't seem to care as much, like it's like less of a worry, you know” (Skype, January 2017). In a subsequent interview, she said: “I do feel like when I read, I don't fully understand. I don't feel that confident” (Skype, February 2017).

Caroline seldom read in French for content; instead, she appeared to have developed a strategy of reading-to-write. For instance, she read and kept track of language to integrate in the final draft: “Sometimes when I see a good word, I just throw it in my draft because I’m like, ‘oh well, I’ll come back to that,’ and then sometimes I marked which journal I took it from if I feel like it’s a little too close [to the original]. Figure 1 (below) illustrates this strategy of borrowing source text (in yellow) and subsequent paraphrasing (Figure 2).

Figure 1. Taking borrowed text in first drafts



Avant de présenter cette étude, je commencerai par faire un bref survol de l'état de la recherche portant sur l'enseignement des langues basé sur les tâches. Ensuite, je ferai une analyse plus approfondie sur des études qui...

Before presenting this study, I will begin by giving a brief overview of the state of the research pertaining to task-based language teaching. Then, I will do a more detailed analysis of the studies that...

Figure 2. Revised version, paraphrasing sentence 1.

Avant de décrire l'étude en question, je débute par définir l'enseignement des langues basé sur les tâches et j'offre un survol de l'état de la recherche portant sur l'ELBT.

Before describing the study in question, I begin by defining task-based language teaching and I provide an overview of the state of the research pertaining to TBLT.

In addition to borrowing language in her text, Caroline created a language log, an idea she gleaned from reading a French publication in the early stages of writing this paper. She reported: “Reading the paper for structure – but what is interesting is that his paper, about errors, gave me the idea for keeping an excel sheet – sort of like a journal – to help me organize / learn new language. I am, so far, organizing the entries as vocabulary and structure. I need this strategy” (Journal, April 2016). This practice, however, was not sustained. In her final journal entry, she wrote: “I want to specify that I did not continue using the excel sheet. However, what I did find myself doing was to read articles in search of specific language to use. I did this in the last phases of the writing task” (Journal, March 2018).

There is substantial research that discusses the connection between reading and writing (Belcher & Hirvela 2001; Hedgcock & Ferris 2013), and recent developments in the field are concerned with issues of textual borrowing in reading-to-write tasks (Hirvela & Belcher 2016). As a teacher educator, Caroline is well aware of the research on L2 writing and plagiarism and discussed her beliefs about reading to acquire language knowledge: “I do not consider this to be academic dishonesty in the sense that it was using some structure frames. I remember doing similar things while writing for my PhD courses and examinations. I would use COCA and see how to use language frames” (Journal, March 2018). Ultimately, Caroline drew on her bilingual skills to read for content in English and read for language in French, one of the affordances of being a bilingual academic.

Writing Practices

In our conversations about the process of writing, Caroline discussed applying her knowledge of ERPP to FRPP. In our first interview, she explained: “So I want to pay attention to lexical items and then also write right away, try to map the overall organization of sections. [...] I really want to use my knowledge of the genres that I've learned through English.” In further reflecting on the paper's organization, Caroline reported not noticing major differences in how papers were organized and wondered if this was related to the context of publication, namely, Canada. She explained: “I recognize, obviously, the structures, you know, like the way it's not that different. I

don't know if it's related to the fact that we're publishing in bilingual journals, and then the editors and the readers themselves are familiar with both" (Skype, December 2016). She also experienced recurring dilemmas as she made progress with the draft. In describing her thought processes regarding the results and discussion sections for her qualitative research, she drew on a most recent experience and said: "I'm reflecting like I normally would. It's not a language-specific thing in terms of do I want to integrate my discussion with my results? The last paper I wrote, which was rejected [...] I had integrated the two sections and one of the reviewers asked for a more traditional discussion [...] I'm thinking right now how I want to organize it [...]. So, those are the normal questions" (Skype, January 2017). While common conundrums were discussed, Caroline also described the emergence of road blocks that were specific to this experience.

One of the major obstacles was finding the terminology to correctly express specialized content-related notions. She described, during the second interview, the challenges of making terminological choices: "There's the doubt that the people might not know the term or there's the doubt that the term might mean several things to different people." Identifying the best way to capture ideas originating in Anglophone academic discourse proved to be quite challenging. (To ensure transparency in lexical choices, Caroline decided to translate a term and place the English equivalent in parenthesis.) This practice was guided by her observation, as a result of reading, that other scholars adopted this strategy. The challenges in connecting the English and French discourse communities have been reported before (Gentil 2005).

A second challenge was the production of fluent writing. In addition to lacking specialized knowledge, she struggled with non-specialized lexical gaps. To reconcile these gaps, she opted for in-the-moment resolutions, thus turning constantly to online resources and interrupting her writing (e.g., Linguee, Antidote, Word). She explained: "And then in trying to find a word for that in French [...] so then I kind of went into another roadblock and so then I was just using I don't know a lot of synonym equivalents and online dictionaries and Linguee [...] I use that, like, all the time" (Skype, January 2017). During the interviews, we discussed strategies employed by other bilingual scholars (Gentil & Séror 2014), one of which is to insert English terms, temporarily, and return at later stages, in order to foster fluency over accuracy. Caroline responded as follows: "It never occurred to me as a strategy that I should strive for in any way. I have been directly concerned with writing only in French, and as soon as I don't have a word, I go look for it" (Skype, February 2017). She continued this practice throughout this French-writing project. Her writing behaviors appeared to be in opposition to her own pedagogical beliefs and more closely aligned with novice writers who worry prematurely about sentence-level issues. Caroline has examined the mediating functions of the L1 in her previous research and, drawing on the work of sociocultural theorists, encourages novice learners to scaffold their learning and output via the L1. She attributed this discrepancy between her beliefs and practices to her lack of experience with FRPP and composing in French: "It's a very novice, perhaps, strategy [...] I realize I have not been doing that, and you

know, I am always advocating the use of L1 to support interaction [...]. I think it is ironic that in my writing... because I know obviously the benefits” (Skype, February 2017).

The empirical study Caroline was writing up for publication was reporting on Spanish learners of French. As such, the interviews were all conducted in Spanish. Having the data in Spanish introduced two new problems. In a first instance, in planning her data analysis and writing process, Caroline planned to create French codes, a practice she did not follow through on. In a subsequent dialogue, Caroline revealed her frustration: “I was kind of annoyed that I wasn’t even able to generate the codes in French because I’m going to write them in French, so now I have to translate everything [...]. I’m still just all English, you know. It just comes naturally” (Skype, December 2016). While writing the results section, Caroline thus translated her codes and struggled “to find ones that capture that same idea [...] and it has made that extra step of thinking like is that even the right category because now I know the word, I mean, I have the description of what I am trying to say but am I capturing it? It’s tricky” (Skype, January 2017). In addition, to represent the students’ voices, Caroline debated whether she needed to translate the quotations from Spanish to French or include both. The latter option would restrict the number of quotations given the word count limits. These situations were new to her: “These are questions that, several months ago, I didn’t even think of thinking about. Now, I’m like, what’s the best way to represent multiple languages in the paper” (Skype, January 2017). In sum, as attested by several L2 writers, writing in a new language poses new and unique challenges and can require greater investment of valuable resources, namely time. Caroline observed that developing a bilingual agenda “needs to be a conscious effort though because the default will always be in English” (Skype, February 2017). To encourage bilingual academics to sustain this practice and challenge the dominance of English as a language of knowledge, researchers must be supported if they accept the challenge of publishing in additional languages.

Discussion and Future Directions

In academia, scholars experience immense pressure to contribute to the “knowledge economy” (Hyland 2016a: 59) via written communications, especially in English-medium journals. Nevertheless, there are researchers who highlight the value of writing in additional languages (Casanave 1998; Frath 2011; 2014; Gentil & Séror 2014; Shi 2003). The present longitudinal case study illustrates the journey of one such academic, as she engaged in the process of writing a complex, yet familiar genre, the research article, in a new academic language. Caroline became interested in developing academic literacy in an additional language after attending a bilingual conference and after having experienced some success in ERPP. These previous experiences equipped Caroline with knowledge of the world of publishing, considered to be more important than linguistic knowledge (Moreno et al. 2012; Swales 2004). Motivated by personal and professional goals, Caroline was well-positioned to succeed. Through our analysis of interview

and journaling data reporting on the various stages of her writing process, however, we identified recurring challenges: Caroline lacked access to a community of practitioners and did not engage actively in French for academic reading purposes.

Professional academic and language brokers play an instrumental role in supporting the practices of scholars (Curry & Lillis 2013; Lillis & Curry 2010, 2006). It is especially important for emerging writers to be supported at various stages of the process (Benfield & Feak 2006; Ferguson, Pérez-Llantada & Plo 2011) and to receive explicit support for the more challenging sections of the research article (e.g., discussion, conclusion, theoretical framework, Moreno et al. 2012). Caroline relied primarily on non-professional language brokers and often communicated her desire to have professional academic brokers evaluate her work, especially for the identification of gaps in the content. Facing a submission deadline and an aspiration to see the task to completion, Caroline submitted her paper without that critical perspective. Feedback on the manuscript from two anonymous reviewers, who recommended that she revise and resubmit the manuscript, confirmed the importance of expert feedback. In addition to requesting revisions at the language level given the numerous erroneous forms and syntactic issues (comments provided by the reviewers), both reviewers made valuable recommendations pertaining to the content and the operationalization of core constructs (e.g., expanding literature review, defining pedagogical tasks). Eventually, the paper was accepted for publication but required additional support from linguistic brokers, a process that was supported by several specialists from the field (i.e., colleague and editorial team). Benfield and Feak (2006) illustrate the importance of guidance from academic brokers and professional language brokers, in that order, given that each type of broker creates unique learning opportunities. While limited access to brokers can persist throughout one's career, Caroline can begin to benefit from the affordances of her new geographical and geopolitical locations (Canagarajah 2001; Casanave 2003; Lillis & Curry 2010). This advantage is not always a reality for many international scholars.

We echo the argument made by Hyland (2016a) and Swales (2004) that success is not mediated by linguistic proficiency (alone); but rather knowledge of the discourse practices. We further wish to highlight that lack of cultural capital can significantly hinder development. In fact, researchers who have reported success in the development of bilingual academic literacies have discussed access to an extended network in both languages (Gentil & Séror 2014; Shi 2003). That said, for many, developing advanced academic literacy in a non-dominant language must be achieved without the support of literacy brokers, and emerging writers must rely on reading publications to support the development of English for academic purposes (Lillis & Curry 2016; Swales and Feak 2004). Although numerous non-native scholars claim to be positioned on the periphery and struggle in gaining access to activities that would facilitate the process of becoming a full participant (Lave & Wenger 1991) given their linguistic profile (Casanave 1998; Corcoran 2015;

Ferguson, Pérez-Llantada & Plo 2011; Ingvarsdóttir & Arnbjörnsdóttir 2013), we believe that the issue is much more complex and the notion of community of practice is central.

The habit of reading in the target language of publication is well supported for the development of writing abilities (Hirvela & Belcher 2016). Caroline, however, revealed that she was not engaging regularly in this practice and developed very selective reading strategies. The effectiveness of this practice remains dubious, especially in light of the recent feedback she received from the editors who found English undertones in rhetorical structures throughout the paper. In addition, Caroline noted several times that research published in French in her field of interest is limited. As a result, it requires that she read on tangential topics to develop her academic discourse. This observation also led us to wonder how scholars, with limited English reading skills, who attempt to write in English as an L2 fare especially if they must rely on limited publications in their L1 for content. Unless we are accepting the hegemony of English, it seems that, collectively, researchers and journal editors should allocate more resources and encourage researchers to attempt to publish in multiple languages and to reference research written in multiple languages (Liddicoat 2016), considering that, internationally, a majority of researchers are in fact multilingual scholars. This could create more opportunities for researchers to read in their fields of expertise. Another is to publish translations (Gingras & Mosbah-Natanson 2010) or bilingual versions of original work, made available through the publishers (see, for e.g., this journal). While the topic of publishing in additional languages is not new (Gingras 1984), the increased interest in plurilingual practices and supporting bilingual identities provides an opportune time to explore the potential for bilingual publications.

The project of publishing in her mother tongue is a long process. We have illustrated Caroline's motivation and her struggles with gaining access to important forms of capital. Importantly, Caroline's identity as a bilingual scholar is being shaped and transformed each day as she continues to work with English and, to a lesser degree, French texts. Identities are unstable and interactions and contexts shape identity construction: "The 'kind of person' one is recognized as 'being,' at a given time and place, can change from moment to moment in the interaction, can change from context to context, and, of course, can be ambiguous or unstable" (Gee 2000: 99). The current context in which Caroline finds herself continues to contribute positively to the development of her literacy practices in two languages; however, to sustain a bilingual publication agenda and contribute actively to the dissemination of work in French will require, from Caroline, an explicit investment (e.g., reading and citing publications in languages other than English) and support from her immediate context, considering the time it can take to develop these new skills. It is our hope that documenting this process has brought and will bring to light strategies that may be of value to others who wish to embark on similar advanced academic literacy and publication journeys.

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