The role of english in academic and scientific publishing: theoretical reflections and the case of brazilian online writing courses[1]

Ângela Francine FUZA[*]

Abstract

This article aims to highlight, from a theoretical reflection and analysis of Brazilian online writing courses, the role English plays in the academic setting of publishing and circulation of knowledge. The theoretical and methodological construct of the study are the theories of New Literacy Studies, with respect to literacy models and the research on the English language use in the Academy. The results show that the work with writing lies along the lines of autonomous literacy, the skills model and the academic socialization model and the predominant language in the courses is English.

Keywords: English language, writing courses, academic publishing, movement of knowledge.

1. Introduction

In the academic-scientific domain, the researcher has as main objective its area of study, contributing with new knowledge; To do so, their work needs the acceptance of the scientific community. According to Pitrez (2009), in the XXI century, it is not enough to publish, it is necessary to publish, to be read and to be quoted. Science is international and should be shared by all, which has led to a regionalization of knowledge that has lost a lot of force in recent decades, giving space to electronic scientific journals that promote a diffusion of knowledge produced anywhere on the planet.

*   Doctor in Applied Linguistics by the Universidade Estadual de Campinas (Unicamp). Campinas. São Paulo. Brasil. Associate Professor at Universidade Federal do Tocantins (UFT). Porto Nacional. Tocantins. Brazil. E-mail: angelafuza@uft.edu.br.

This text[2] aims to highlight, through theoretical reflection and through the analysis of Brazilian on-line writing courses, the role English plays in the academic scenario for publication and dissemination of knowledge. In order to do so, this qualitative-interpretative study focuses on two writing courses widely disseminated in social networks and e-mail: Writing space, Universidade de Campinas (Unicamp), and Scientific Writing, University of São Paulo (USP).

In academia, in general, subjects are submerged in spheres of scientific production and write to be seen as belonging, insiders (GEE, 1996), from that larger context that surrounds them. Academic genres, as well as their production in the English language, allow the insertion of the individual in his scientific community, being necessary that he dominates the form of production and circulation of science, being inserted in this form of dominant literacy, to effectively become a Literate subject within this scientific universe.

Therefore, two questions guide the development of this text: (1) what are the consequences of the influence of English on academic-scientific publication? - answered mainly by means of the theoretical reflection presented in the first part of the text; (2) how does English interfere with the way writing is understood in the context of the production of academic genres? – answered through the description and analysis of the online courses.

For theoretical support, the research is based on the theories of the New Literacy Studies[3] (STREET, 1984; LILLIS; CURRY, 2010, among others), in relation to the models of literacy, as well as on the research developed in Brazil and in the world about the employment of English in Academia (LILLIS; CURRY, 2013; SWALES, 1997; GONZALES; NÚÑEZ, 2014; FUZA, 2015, among others).

With that in mind, as a theoretical and methodological aspect, this study assumes the assumptions of Lea and Street (1998, 2014) that highlight three models that govern the written practices of university students and, here, the research subjects who seek to publish: the model of skills, the model of academic socialization and the model of academic literacy, explained in the following sections.

This text, linked to the research project: "Práticas de letramento acadêmico-científicas: a constituição dos discursos escritos" (UFT),

first deals with the issue of academic-scientific publication, deepening the discussion through a more reflexive bias And politicized on the use of the language in non-Anglophone context. Following, the models of literacy are approached. Subsequently, there is the methodological section, followed by the analysis of online academic writing courses. Finally, there are the final considerations.

2. Some implications of english in academic-scientific publications

According to Lillis and Curry (2013), scientific publications, such as articles in journals, are the key to the production of knowledge and are a fundamental piece of knowledge. Mur-Dueñas (2012) also shares the same opinion of the authors, stating that "English has become the predominant language for the dissemination of new academic knowledge" (MUR-DUEÑAS, 2012, p. 403). Given the role played by the English language in the publication and circulation of knowledge, Swales (1997) describes English as a "Tyrannosaurus Rex", calling it "a powerful carnivore gobbling up the other denizens of the academic linguistic grazing grounds" (SWALES, 1997, p. 374).

If on the one hand there was the dissemination of knowledge, on the other, a barrier arises for many researchers: the language. In the current scientific panorama, the English language is the most widely used, especially in the biological and health sciences (PITREZ, 2009), expanding to the Engineering, as verified by Fuza (2015). Lillis and Curry (2013) argue that English has often been interpreted by academic institutions as a *lingua franca*, facilitating transnational exchanges of foreground, which in turn help sustain growth and economic development. They further affirm that "English is not just the 'language' of science, but is rather the language of the richer countries at the heart of scientific production, the language of the most prestigious journals and the language of evaluation and reward system" (LILLIS; CURRY, 2013, p. 230).

Therefore, the writing of articles in foreign languages, especially in English, is highlighted, since, in many institutions, English publication has higher status and constitutes a greater promotion criterion (CURRY; LILLIS, 2004). Reflects on the idea that the use of English publication

becomes a quality mark that offers the agents involved in the production of science the sense of creating uniform production patterns (CURRY; LILLIS, 2007). It is perhaps for this reason that this study found a certain standardization of the scientific writing models exposed by Brazilian online academic writing courses analyzed in a subsequent section of this article, given the researchers' attempt to publish and make possible the internationalization of their researches.

In the Brazilian context of publication of journals, Qualis is the set of procedures used by Capes to classify the vehicles for disseminating the intellectual production of graduate programs and the dissemination of results on the Capes website. *Qualis Periódicos* is divided into eight strata: A1, A2, B1, B2, B3, B4, B5, and C. The criteria for classification of the journal in the A1 stratum are what is expected from a scientific publication, as requested by the academic communities that teach the publication of science, show the importance assigned to the international aspect of production:

> Publication widely recognized by the field [...] editorial board and body of peers formed by national and *international* researchers from different institutions […] Guaranteeing the significant presence of papers from researchers linked to *recognized foreign institutions*. Being indexed in, at least, 6 databases, with, *at least 3 international ones*. (Available at: <http://www.anped.org.br/docs_CAPES/definicao_estratos_290908.pdf>. Acesso em: 03 jul. 2015. Emphasis added).

Although the use of the English language is not mentioned in the excerpt, internationalization is approached by requesting, for example, that the journal be indexed in three international databases. This presupposes the use of a foreign language, so periodicals included in the database, such as the *Science Citations Index* (SCI), are published in English. When indexed, journals acquire the right to belong to the official memory of science, functioning as an electronic memory that scientists turn to in search of references for their productions.

Certainly there are more positive than negative reasons when it comes to the influence of English on scientific production, such as the greater exposure of knowledge outside the national context. However, Hyland (2006) has negative consequences for English language proficiency. The first is the loss of linguistic diversity, which is followed

by the fact that academics around the world are forced to publish less and less in their mother tongue.

The discussion about the pressure to produce and disseminate the work through the English language comes from a broader context, involving the production of science, universities and internationalization. In the current context of higher education, thinking about research and postgraduate programs, excellence is sought, with a regime of "ranking of universities" (GONZALES; NÚÑEZ, 2014, p. 3). One of the criteria to evaluate the production of the research in the university programs according to this ranking is the indicator of periodicals indexed in English language, not focusing on local research (ISHIKAWA, 2014). Therefore, universities request the publication in indexed journals that are often produced in English (or not), so that the articles have more impact and circulation, being evaluated universally.

Faced with the need of the university, with a focus on graduate programs, excellence and position in the ranking, for governmental support and receipt of financial resources (POST, 2014), institutions end up rewarding scholars and departments that publish In highly rated journals with a higher impact factor. In Brazil, some researchers may be awarded prizes for their work. An example is the Professor Rubens Murillo Marques Award[4], an initiative of the Carlos Chagas Foundation (hereafter FCC), which seeks the valuation and dissemination of educational experiences, highlighting proposals made by researchers of undergraduate courses for basic education. The selected researcher is awarded twenty thousand reais, diploma, trophy, publication in the FCC texts collection and publication and dissemination on the FCC website.

At the Federal University of Tocantins, where the researcher of this text is inserted, there is the "Hilton Japiassu Award for Research Excellence", which aims to recognize researchers with merit in scientific research. In this case, the prize is restricted to the certificate and the trophy. Researchers who present a high level of publication of scientific papers and are linked to the university's Postgraduate Programs, consequently help in the configuration of the program, since the evaluation criteria used by Capes include the publication of articles as item Which allows the elevation of the course grade. Thus, the higher the grade, the higher the budget and the number of scholarships.

Another element that is being addressed by Graduate Programs is internationalization. According to Capes' Area Documents, specifically Linguistics, Letters and Arts[5], because it is the area in which this text is situated, it is interesting that the Programs have their sites in English and Spanish; Value magazines with English publication etc. Thus, the researcher is faced with a reality in which the prestige in the publication falls on the scientific articles that are published abroad and in foreign language, in this case, English[6].

The most critical view, proposed by authors such as Curry and Lillis (2014), Gonzales and Núñez (2014), regarding the "obligation" for publication in international journals, rightly questions the role of the evaluation of the work produced by the researchers , Since they are evaluated quantitatively, due to the need for numbers to rank the universities in rankings of excellence. In a way, it is argued that everything local, which is produced in the vernacular, which is specific to each area of knowledge, is not considered, since the major focus is on the political objectives, on globalization and not on exposing culture of the university.

In light of the reflection on the role that the English language has played in the world academic scenario of publication and circulation of knowledge, it is verified that the texts produced in English allow the insertion of the individual in his scientific community, being necessary that he dominate the form of production and circulation of science, being inserted in this form of dominant literacy. In view of the studies on online academic writing courses, the following are general aspects about the literacy models that will support the analysis.

3. Literacy models

Kleiman (1995, p. 18) defines literacy as "the set of social practices that use writing as a symbolic system and as technology in specific contexts for specific purposes." The term did not arise to replace literacy, acquisition of reading and writing, but to account for the social aspects involved in the use of writing in a society. In later text, the author exposes literacy "as the practices and events related to the use, function and social impact of writing." (KLEIMAN, 1998, p. 181)

In this sense, Soares (2002) seeks to delimit the definition of literacy, conceiving it not as the practices of reading and writing, but

as "*the state* or *condition* of individuals or social groups of literate societies who effectively exercise the social practices of reading and writing, participate competently in literacy events" (SOARES, 2002, p. 145, emphasis added). Fischer (2007, p. 25) explains that "state or condition presupposes the relations that individuals or social groups maintain with others", there being still "the forms of interaction, types of attitudes and discursive competences" that contribute to the insertion of the subject in the learned universe.

From the definitions for literacy, the discussion with the study of Street (1984), which establishes two models of literacy, called the autonomous model and ideological model, is broadened. In the autonomous model, the written production is conceived as autonomous and neutral. Already the ways of working with reading and writing are considered universal, not mentioning the social conditions of production of the utterances, unifying a model of literacy for cultures.

Lillis (1999) highlights the difficulty in producing academic genres, since many consider writing conventions to be the same as all writers, regardless of area. The homogenous view of writing in the academic genre is found in many courses offered to those who wish to write academically. Examples of this can be found in the course programs offered by universities, which are analyzed in the next section, generally focused on the study of the structure of the parts of the scientific text (title, abstract, introduction, method, results, discussion, conclusions) and the style and language of the scientific text.

For Street (1984), autonomous literacy conceals the complexity of the factors involved in literacy, and thus, the author proposes the ideological model of literacy, according to the conception he defends: "literacy... is a socially constructed form [Its constitution] depends on political and ideological formations, which are also responsible for their consequences."" (STREET, 1984, p. 65, tradução minha).

The literacy turned to the academy, for Fischer (2008), deals with specific forms of thinking, being, reading and writing that are peculiar to this context. Scholars such as Lea and Street (1998, 2014) and Jones, Turner and Street (1999) turn to so-called academic literacies. They seek to make explicit that writing practices in the academic context are variable according to the context and genre of discourse "and this requires that the subject-researcher assumes the academic-scientific

Signótica, Goiânia, v. 29, n. 2, p. 329-353, jul./dez. 2017

Fuza, Â. F. The role of english in academic and scientific publishing:...

335

identity to better insert, participate and interact within the discourse academic" (OLIVEIRA, 2010, p. 65).

Lea and Street (1998, 2014) highlight three models that govern the practices written in the university and, here, the research subjects who seek to publish: skills model, model of academic socialization and model of academic literacy.

According to Lea and Street (2014), the set of individual and cognitive skills that subjects must learn and develop is called the skills model. Writing is seen as a closed product and ready, disregarding the contextual issues, centralizing the entire writing process in the individual's abilities and abilities (LEA; STREET, 2014).

The model of academic socialization predicts that academics and, here, researchers, should seek the uses of writing that are valued at the university, assimilating the ways of speaking. In this model, it is believed that since the student "learned the conventions that regulate the discourse genres considered as academic, he will be enabled to engage in all the literate practices that permeate this instance" (OLIVEIRA, 2010, p. 66).

The approach of academic literacy is shared by scholars of the New Letters Studies (NLS), who are involved in academic literacy research specifically. In this perspective, literacies are understood as social practices that vary according to the context and the academic communities of which they are part. Lea and Street (2014), in the approach to academic literacy, consider the particular writing, the singularity of the producing subject, being influenced by the discourses that surround it, not having the simple transmission of ideas to the text, as the other models postulate. Fiad (2011, p. 363), regarding the writing of academic genres, postulates that "it is not enough to explain how the academic genre is organized linguistically... the reasons why some practices are privileged in the academic domain need to be clear".

The exposed models present points of divergence, but they are dependent, since the producer of a text needs conventions to regulate the literacy practices of the scientific community. The fact is that it does not become feasible to join only to a writing model, since writing academically is not a "skill" learned only through "socialization, but also as an expression of cultural values and beliefs and of epistemological positions" (OLIVEIRA, 2010, p. 69).

Although there are restricted visions in the academy regarding writing, this study is based on the ideological literacy model and the perspective of academic literacy, because in both the literacy is conceived as a social practice that considers the university and the practices of academic writing pervaded By "tensions and dialogues / conflicts entangled in the relations between the subject and the written production" (PASQUOTTE-VIEIRA, 2014, p. 72-73).

4. Study methodologies

The discussions, involving the production and circulation of science through the use of the English language, make it possible to approach the academic writing practices that surround the production of the texts in the Brazilian context, contemplating online writing courses (which illustrate this Tendency of scientific writing focused on the use of English).

Numerous courses in academic writing are made available every day for scientific writing. For the accomplishment of this qualitative-interpretative research, two of them were selected, in order to delimit what they portray as scientific writing and the role that the English language plays in this production, namely: Writing space, Unicamp project, Which offers free services of translation, revision, and public advisory services of Unicamp with the aim of stimulating the publication and presentation of academic papers in renowned scientific journals or international congresses; And the Scientific Writing, of USP, designed for the dissemination of knowledge.

During the doctoral period, the author of this text received numerous e-mails about courses of academic writing, offered by the institution itself, as Scientific Writing: reading and writing, most of which were offered by the Writing Space. your choice. The Espaço da Escrita course was widely disseminated in social networks, arousing the researcher's interest in her materials and work methodology.

Initially, the courses were selected and their websites visited in order to understand how academic writing was contemplated by these spaces. For the analysis of the courses, the study chose to be guided theoretically and methodologically by the three models that govern the written practices of the university students and, here, the

research subjects that seek to publish: the skills model, the model of academic socialization and the model Of academic literacy (LEA; STREET, 1998, 2014). According to the authors, they "are useful for researchers who seek better to understand writing and other literacy practices in academic contexts" (Lea, Street, 2014, p. 480). At the same time that they present theoretical character, these models can guide methodologically actions. Lea and Street (2014) highlight, for example, how "the model of academic literacy can help to enable a project for curriculum development and formal education" in academic contexts (LEA; STREET, 2014, p. 481). For this reason, at the time of the analysis, characteristics of the courses are highlighted together with the discussion on the models that constitute these practices.

In this sequence, the main features of the courses directed to the teaching of academic writing are highlighted, as well as aspects that allow the visualization of the influence of the English language for the constitution of written discourses in academia.

5. Online academic writing courses: focus on english for the production of texts

In the Espacio de la Escritura (Unicamp) project, there are initiatives to enable the academic writing to be improved through courses, as well as highlighting, on the first page of the site, the Code of Good Scientific Practices (2012), the Foundation Of Research Support of the State of São Paulo (FAPESP). It was established based on international experience in addressing the ethical integrity of research. This Code establishes ethical guidelines for the scientific activities of researchers belonging to FAPESP, and also applies "to institutions and organizations of any nature, public or private, that present themselves to FAPESP as the headquarters of scientific activities and to scientific journals supported by Fapesp" (FAPESP, 2012, p. 9).

This highlights a dialogue between what is expected in writing in a more institutional context, when one thinks of the State of São Paulo and its agency, and in a more particular context, thinking about the access to the site that the academics of Unicamp itself can do of the Manual.

In a preliminary analysis, we verify the following courses involving academic writing, in the link "Eventos":

UNICAMP'S TARGET AUDIENCE	COURSES
Graduate students, researchers, and teachers	*International Scientific Publications*
Teachers, researchers, and graduate students	*Logical method for scientific writing for researchers*
Teachers, researchers, and graduate students	*Scientific writing in English to facilitate international publication*
Graduate students, teachers, and researchers from STEM fields	*Scientific Writing in English for STEM*
Graduate students from different areas	*Writing scientific texts in Portuguese*
Teachers, researchers, and graduate students	*Writing scientific papers in English*
Teachers and researchers	*How to Write for and get Published in Scientific Journals*
Teachers and researchers from biological, exact, and technological sciences.	*Techniques for scientific publication*

Source: adapted from Fuza (2015, p. 111).

Among the courses mentioned, only two deal with scientific writing in the Portuguese language Writing of Scientific Texts in Portuguese and Techniques for scientific publications. There is a focus on writing for publication in a foreign language, as the number of publications in international journals increases every day and also because of the fact that many Brazilian journals already make it possible to publish their articles in English.

The target audience of the courses are subjects belonging to the academic community of Unicamp, and in some cases, the areas that will be more elaborated, such as "different areas", "biological, exact and technological areas" will be specified. The fact of specifying the area of comprehension of the course makes one think of the heterogeneity

that makes up the universe of academic writing, pointing out that each area or community presents its forms of writing and that it cannot be standardized and unified.

When analyzing the activities present on the site, the Program Contents of two courses are available, which can contribute to a more detailed view of what is studied about writing:

TABLE2–SOME COURSES OFFERED AND THEIR PROGRAM

COURSES	PROGRAM
Scientific Writing in English for STEM	1. The scientific paper as a product; 2. Components of a paper; 3. Strategies for learning the scientific discourse; 4. Using corpus linguistics for learning; 5. The Literary Genre of Scientific writing; 6. Style and language of the scientific text; 7. Recurring English problems in scientific writing; 8. Important aspects on submission, editoring, and publication of papers.
Writing scientific papers in English	1. The academic genre 1.1. The notion of a textual genre, with emphasis on the scientific genre; 1.2. Communicative competence in a specific genre; 1.3. Challenges faced by non-English natives: main difficulties for Brazilians; 2. Language: 2.1. Conventions, characteristics, and style 2.2. Differences between areas of research 3. The Standard Scientific Paper: 3.1. General: organizations and structure 3.2. Title 3.3. Order of authors 3.4. Keywords 3.5. Sections of a Standard Scientific Paper: main characteristics. Analysis of the main characteristics of each section of a standard scientific paper, in what refers to: objectives, textual organization and linguistic structures (lexical and grammatical): i. Abstract; ii. Introduction; iii. Literature Review; iv. Materials/Data; v. Methodology; vi. Results and Discussion; vii. Conclusion.

SOURCE: ADAPTED FROM FUZA (2015, P. 113).

In the case of the course of Writing Scientific Papers in English, firstly, the definition of academic genre is studied, followed by language, including thinking in the different areas of knowledge and, finally, part of the general view of the composition of the article. In this last part, the course slides are available on the site and present the general structure of a scientific article in English, although all the presentation material of the course is in Portuguese: *Abstract; introduction; data and methodology; results and discussion; conclusion* (Available at: <http://www.cgu.unicamp.br/espaco_da_escrita/docs/Reda%E7%E3o-de-Artigos-Cient%EDficos-em%20Ingl%EAs-slides.pdf>).

From this, each part that composes the article (abstract, introduction, data and methodology, results and discussion, conclusion) is explained by the teacher responsible for the course, based mainly on the assumptions by Swales and Feak (2000).

Regarding the structuring of academic texts, Feltrim (2007) states that the scientist, after the discovery made, must communicate his results, through academic writing and its publication. According to Huckin and Olsen (1991) and Swales (1990), the studies do not discuss the schematic structure of the texts in Portuguese, with a greater focus on the English language. Looking for support in these authors, Feltrim (2007) argues that, although there are differences in the organization of the components of the schematic structure of the text, due to the differences between nationalities, cultures, etc., academic works share the same textual organization, Of the courses offered, the Programmatic Content always falls on the organization of the articles, regardless of the language, according to some courses highlighted in the sequence.

Feltrim (2007) deals with the Global Schematic Structure, based on Eco (2000), Tachizawa & Mendes (2000) and Swales (1990) etc., who agree on the schematic structure that an academic text should follow. This structure can be enunciated as Introduction, Development and Conclusion, and Development can be deployed in the Materials, Methods and Results sections, or, Materials, Methods, Results and Discussion. This form of structuring aims to present the text from the context in which it is inserted.

There is a standard plan for schematic structuring of academic texts, containing the following components: Summary, Introduction, Materials and Methods, Results, Discussion and Conclusion. There

seems to be a much greater focus on explaining what should be in each section, not considering the discursive issue of each area of knowledge, since often one area may privilege one aspect of writing rather than another.

The courses offered in the site *Escrita Científica*, from the Universidade Estadual de São Paulo (USP), as well as from Unicamp, deal with the most fixed schematic structure of writing. The site was:

> [...] developed for the dissemination of knowlege and *training* in the area of Scientific Writing [...] The courses approach *topics in Structure and Language, in a modular way*, and were developed to *qualify scientists, researchers and graduate students for the processing and production of High Impact Scientific Papers* (<http://www.escritacientífica.com>. Accessed on: 20 nov. 2014, emphasis added).

There is an attempt at training writing, thinking about "topics in Structure and Language", focusing on the internationalization of the production of articles for magazines. The idea of training the individual refers to a notion of literacy more focused on the study of skills (LEA; STREET, 2014), in which literacy is understood as a set of individual and cognitive skills that individuals have to learn and develop, Demarcating a posture of writing as something consolidated and ready. Conceiving literacy from this perspective alone is to disregard contextual issues.

On the site, mini courses and materials are made available to visitors. The handouts are divided in the following areas: (1) Exact, Biomedical and Engineering; (2) Humanities, Social and Law and (3) Administration, Economics and Accounting, with eight modules in each of them, each with a downloadable material focused on scientific writing.
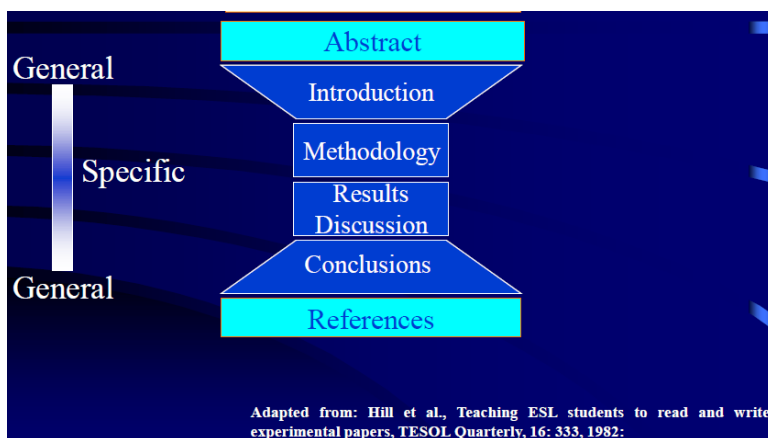
When consulting the textbooks present on the site, we analyzed what differed from the writing taught for the area (1) of that proposal in areas (2) and (3), observing if there was the concern in specifying what each area of knowledge proposed or if, despite the division, the teaching was centered on standardization.

The textbooks of Modules 1 and 2 of the areas presents a script of the entire course to be offered, basically presenting the following information:

Module 1: The Literary Genre – Sections of a Scientific Paper
Module 2: Structure 1: *Abstract*
Module 3: Structure 2: *Introduction*
Module 4: Structure 3: *Results and Discussion, Conclusion*
Module 5: Style – Language 1: Specificity, Complexity and Ambiguity.
Module 6: Language 2: Redundancies, Action in the Verb, Fluidity of Text, Writing Rythmn
Module 7: Language 3: *Plain English*, **Writing in English, Prepositions**
Module 8: Language 4: *Topic Sentences, Cover Letters, Final Remarks*
(Available at: <http://www.escritacientifica.com/pt-BR/?option=com_content&view=article&id=5&Itemid=110>[8]. Accessed on: 10 oct. 2016, emphasis added).

Initially, regardless of the area of knowledge, the course offered brings the same script for the study of scientific writing. In the sequence, it deals with what is to publish and of the reasons to publish, emphasizing that all the text is presented in English. The Sections of a Regular Paper section is highlighted in the sequence:

FIGURE 1 – SECTIONS OF A SCIENTIFIC PAPER

Adapted from: Hill et al., Teaching ESL students to read and write experimental papers, TESOL Quarterly, 16: 333, 1982:

SOURCE: AVAILABLE AT:<HTTP://WWW.ESCRITACIENTIFICA.COM/IMAGES/MINICURSOS/ WORKSHOP%20CAPACITA%202013%20H%20ZUCOLOTTO%20MDULO%201.PDF>, P. 23.

The figure includes the general elements of writing. What is usually done, in front of this, is the explanation of the particularities of each of the components, a fact that will be highlighted in the sequence, thinking about the focus given to the areas of knowledge.

When analyzing the material offered for the learning of academic writing, it is verified that, in general, the materials are identical for both the Exact, Biomedical and Engineering areas, as well as those of Humanities, Social and Law and Administration, Economics And Accounting. The work with writing, which is offered in the modules of each area, basically follows the structure present in Figure 1. Module 1 begins with the discussion about Title, author and afilliatons, with examples of building titles and the idea that Should be written in a concise and clear way, crossing the question of authorship until beginning the explanation about the elements that make up an article. Still in the first module, we define Abstract, highlighting the elements that compose it, having as reference the studies of Aluísio (1995, page 228): contextualization, purpose, methodology, results, conclusions. To illustrate the application of this ordering, it highlights an Abstract as an example – the same text is used as an example in both areas.

After this explanation, we turn to Introduction, showing that the movement of its construction should start from the general to the specific, having contextualization, summarization of previous research and purpose. Regarding the methodology of the article, in the case of the Exact, Biomedical and Engineering areas, some elements that compose it were exposed, such as: materials methods, equipment, data analyses. When it comes to the areas of Administration, Economics and Accounting, the item equipment is excluded, since, generally, equipment is used in the areas of health, exact and engineering. In the sequence, it is approached Conclusion, mentioning that the researcher must start from the specific movement to the general one. At the end of Module 1, we highlight references, questions of translation and plagiarism. This is approached according to the Code of Good Scientific Practices (2012), a manual provided by FAPESP with a great focus on ethical issues for the development of research.

There is, in general, in the materials analyzed, the care in explaining the parts that compose the writing of the article. In some moments of Modules 2, 3, 4, 5, the style is approached, that is, the style of language used, for example, in the abstract (past tense, active

voice, concise), at the time of Results (use of the past, 3rd person, use whenever possible of the active voice). In Modules 6 and 7, there is a greater focus on cases of redundancy, in the strong nouns, that is, on the idea that non-native English speakers tend to substantiate verbs in cases of rhythm and coherence (use of adverbs, connectors, etc.). .), Words and structures that should be avoided or used with caution, such as work, this fact etc. Module 8 appears as a way of taking back what was seen and finalizing even the revision of the article. The netizen is taught to send a letter to the editor of a foreign magazine, presenting his work, and also to review the text (skimming a paper).

Given this brief description of the material, it is verified that, despite the division in areas of knowledge, the way in which academic writing is conceived is not influenced, that is, it is seen as training, really thinking about the skills, seeking the assimilation of modes of writing. Despite this, there is a certain care in dealing with issues such as translation and plagiarism, issues discussed in the current context of academic writing, and that, in a certain way, enables the student to come across themes related to the current academic context.

The stance in the work with writing demonstrated by the courses rests in the molds of the autonomous literacy (STREET, 1984), as well as in the models of the abilities and the academic socialization, proposed by Lea and Street (2014). There is a study predominantly of aspects related to the form and style of texts, that is, the individual, through these rules, will develop individual and cognitive skills in the production of the text. In addition, the model of academic socialization predicts that the subject-researcher must seek the uses of writing that are valued at the university, assimilating the ways of speaking and understanding of reality in that context. In this sense, if the subject has learned the conventions of writing, he will be able to participate in literate practices in the academy.

In the academic context, the language of science is English, so the researcher must learn and have contact with materials in that language, providing for the publication and circulation of the text beyond its local context. This position is somewhat criticized by Curry and Lillis (2010) because, according to them, English must be seen beyond the individual domain, observing it in relation to the local and the nonlocal, being used by several people, But who have their knowledge valued.

For Kleiman (2006), the vision of autonomous literacy is limited, and there is no legitimation of new literacy practices. By considering the English language as the instrument that enhances the opportunities of publication and circulation, not focusing other languages, it is made less and less the subjects publish in their mother tongue. Consequently, non-English speakers can be excluded from the overall set of studies and what should be a way to broaden the horizons of publication leads to exclusion.

By centering the writing of the academic genre on the acculturation of the subject to the scientific community, a presumed construct is constructed that it is enough to learn the basic rules of writing of the determined genre to reproduce it in all the others. According to Corrêa (2011: 339), the notion that the acculturated subject to a specialty domain would automatically "adapt his writing to the changes of discourses and genres internal to that domain and, in addition, would also be apt To adapt it to different discourses and genres of other specialties." As for academic socialization, Lea and Street (2014) affirm that the academy is approached as a homogeneous culture that proposes that the norms must be dominated by the subjects, since through them, one will have access to any institutional sector. In addition to the writing skills required for the production of the utterance, other factors influence its constitution, such as existing power relations, dialogues with other subjects, and other factors.

6. Final considerations

In returning to the guiding questions of this study - What are the consequences of English's influence on academic-scientific publication? How does English interfere with the way writing is understood in the context of the production of academic genres? - and correlating them with the data, it was possible to apprehend that academic-scientific publications, such as articles in journals, are fundamental elements for the production of knowledge, since they allow the insertion of the individual in his scientific community, being necessary that he dominate The form of production and circulation of science.

In addition, there is a positive effect of the influence of the English language, that is, the exposure of knowledge outside the local

346　　　　　　　　　　　Signótica, Goiânia, v. 29, n. 2, p. 329-353, jul./dez. 2017

Fuza, Â. F. The role of english in academic and scientific publishing:...

and national context. However, there is a need to conceive the language beyond its individual domain or only as a set of writing skills to be learned, observing it in the relation that establishes with the local and the nonlocal, being used by diverse subjects and that must Have their knowledge valued.

Through the theoretical survey it was found that, in the field of publications, there is the impact of the growth of the English domain, considering, for example, the systems of evaluation of journals, the norms of evaluation of graduate programs. This picture made English the language of the dissemination of new knowledge of the academy. Brazilian online writing courses reflect this reality of English use, evidencing the subjects' concern to master the language of publication and the circulation of knowledge. These are courses that conceive writing in the form of autonomous literacy, focusing on aspects related to the form and style of texts, that is, writing conventions, regardless of the researcher's area of knowledge.

The study of the courses through the ideological model of literacy and academic literacy makes it possible to think about the social aspects that influence the writing of the texts within each area of knowledge, not only focusing on the language used in texts and writing norms, but also in aspects that particularize each area, in view of its singularities.

O papel da língua inglesa na publicaçãoacadêmico-científica: reflexões teóricas e o caso dos cursos de escrita on-line brasileiros

Resumo

Este artigo objetiva evidenciar, a partir de reflexão teórica e da análise de cursos de escrita *on-line* brasileiros, o papel que a língua inglesa desempenha no cenário acadêmico de publicação e de circulação do conhecimento. O construto teórico-metodológico do estudo são as teorias dos Novos Estudos do Letramento, no tocante aos modelos de letramento, e as pesquisas desenvolvidas sobre o emprego da língua inglesa na academia. Os resultados revelam que o trabalho com a escrita recai nos moldes do letramento autônomo e nos modelos das habilidades e da socialização acadêmica, sendo o inglês a língua predominante nos cursos.

Palavras-chave: Língua inglesa, cursos de escrita, publicação acadêmica, circulação do conhecimento.

El papel de inglés en la publicación académica y científica: reflexiones teóricas y el caso de los cursos de escritura en línea de Brasil

Resumen

En este artículo se pretende evidenciar, a partir de una reflexión teórica y del análisis de los cursos de escritura *on-line* brasileños, el papel que desempeña la lengua inglesa en el escenario académico de publicación y circulación de conocimiento. El constructo teórico y metodológico del estudio son las teorías de los Nuevos Estudios de *Letramento*, con respecto a los modelos de *letramento* y las investigaciones desarrolladas sobre el uso del idioma inglés en la Academia. Los resultados muestran que el trabajo con la escritura recae en los moldes del *letramento* autónomo y en los modelos de las habilidades y de socialización académica, el inglés es idioma predominante en los cursos.

Palabras clave: Lengua inglesa, cursos de escritura, publicación académica, circulación del conocimiento.

7. Notes

1 Part of this text was presented at the V Jornada de Estudos Irlandeses, in Porto Nacional-TO, on May 09 and 10, 2016.

2 Text based on the investigations that compose the author's Doctorate thesis (2015).

3 Definitions of literacy are evidenced by Soares (2002), Kleiman (1995) and, in this study, from the reading of theorists, we understand literacy as the set of social practices linked to the possibilities of usage of writing in social practices in a situated form, influenced by the conditions of the field, grazed by power relations.

4 Available at: <http://www.fcc.org.br/fcc/premio-professor-rubens-murillo-marques/apresentacao>. Acessed on: 15 oct. 2016.

5 Available at: <http://www.capes.gov.br/component/content/article/44-avaliacao/4675-letraslingueistica>. Accessed on: 15 oct. 2016.

6 There is the possibility of publication in journals with high scores in languages other than English; however, this work mentions the English language, as per the data used.

7   "Literacy […] is a socially constructed form […] depends on political and ideological formations and it is these which are responsible for its consequences too" (STREET, 1984, p. 65).

8   The materials can be found specifically at: <http://www.escritacientifica. com/images/minicursos/Workshop%20Capacita%202013%20H%20 Zucolotto%20Mdulo%201.pdf>;   <http://www.escritacientifica.com/ images/minicursos/sociais_PDF/workshop_capacita_escrita_zucolotto_ sal_mod_1.pdf>;   <http://www.escritacientifica.com/images/workshops_ escrita_%20modulos_1_2.pdf>.

REFERENCES

ALUÍSIO, Sandra Maria. Ferramentas para auxiliar a escrita de artigos científicos em inglês como língua estrangeira. 1995. 237 f. Tese (Doutorado em Ciências Físicas Aplicadas) – Instituto de Física de São Carlos, Universidade de São Paulo, São Carlos-SP, 1995. doi:10.11606/T.76.1995.tde-07112013-164943.

CORRÊA, Manoel Luiz Gonçalves. As perspectivas etnográfica e discursiva no ensino da escrita: o exemplo de textos de pré-universitários. Revista da ABRALIN, Curitiba, v. Eletrônico, número Especial, p. 333-356, 2.ª parte, 2011. Disponível em: <http://www.abralin.org/site/data/uploads/revistas/2011-vol-especial-2o-parte/manoel-luiz-goncalves-correa.pdf>. Acesso em: 06 jun. 2013.

CURRY, Jane Curry; LILLIS, Theresa. Multilingual scholars and the imperative to publish in English: Negotiating interests, demands, and rewards. TESOL Quarterly, v. 38, n. 4, p. 663-688, 2004. Disponível em: <http://www. jstor.org/stable/3588284>. Acesso em: 10 jul. 2014.

_____. The Dominance of English in Global Scholarly Publishing. International Higher Education. 2007. Disponível em: <file:///C:/Users/usuario/Downloads/ Curry-Lillis-2007   TheDominanceOfEnglishInGlobalScholarlyPublishing. pdf>. Acesso em: 10 set. 2014.

_____. Academic research networks: Accessing resources for English-medium publishing. *English for Specific Purposes, Special issue on EAP in Europe*, v. 29, n. 4, p. 281-295, 2010. Disponível em: <http://www.sciencedirect.com/ science/article/pii/S088949061000030X>. Acesso em: 5 jun. 2014.

_____. Strategies and tactics in academic knowledge production by multilingual scholars. *Education Policy Analysis Archives,* v. 22, n. 32, p. 1-28,

maio. 2014. Disponível em: <http://dx.doi.org/10.14507/epaa.v22n32.2014>. Acesso em: 15 set. 2014.

ECO, Umberto. *Como se faz uma tese*. São Paulo, SP: Ed. Perspectiva. 2000.

FAPESP. *Código de boas práticas científicas*. 2012. Disponível em: <http:www.fapesp.br/6574>. Acesso em: 10 ago. 2013.

FELTRIM, Valéria Delisandra. *Um levantamento bibliográfico sobre a estruturação de textos acadêmicos*. 2007. Disponível em: <http://www.din.uem.br/arquivos/pos-graduacao/mestrado-em-ciencia-da computacao/Um%20Levantamento%20Bibliografico%20sobre%20a%20Estruturacao%20de%20Textos%20Ac ademicos.pdf/view>. Acesso em: 10 nov. 2013.

FIAD, Raquel Salek. A escrita na universidade. *Revista da ABRALIN*, Curitiba, v. Eletrônico, n. Especial, p. 357-369, 2.ª parte, 2011.

FISCHER, Adriana. *A construção de letramentos na esfera acadêmica*. 2007. 341f. Tese (Doutorado em Linguística) – Programa de Pós-Graduação em Linguística, Centro de Comunicação e Expressão, Universidade Federal de Santa Catarina, Florianópolis, 2007.

_____. Letramento acadêmico: uma perspectiva portuguesa. *Acta Scientiarum. Language and Culture,* Maringá, v. 30, n. 2, 2008, p. 177-187. Disponível em: <http://periodicos.uem.br/ojs/index.php/ActaSciLangCult/article/view/2334/2334>. Acesso em: 12 set. 2014.

FLOWERDEW, John. Writing for scholarly publication in English: The case of Hong Kong. *Journal of Second Language Writing*, v. 8, n. 2, p. 123-145, 1999. Disponível em: < http://web.ntpu.edu.tw/~ckliu/paper/paper1.pdf>. Acesso em: 12 set. 2014.

FUZA, Ângela Francine. *A constituição dos discursos escritos em práticas de letramento acadêmico-científicas*. 2015. 368f. Tese (Doutorado em Linguística Aplicada) – Instituto de Estudos da Linguagem, Universidade Estadual de Campinas, Campinas-SP, 2015.

GEE, James Paul. *Social linguistics and literacies*: Ideology in Discourses. 2. ed. London/ Philadelphia: The Farmer Press, 1996.

GONZALES, Leslie; NÚÑEZ, Anne-Marie. The Ranking Regime and the Production of Knowledge: Implications for Academia. *Education Policy Analysis Archives*, v. 22, n. 31, p. 1-24, maio 2014. Disponível em: <http://epaa.asu.edu/ojs/article/view/1486/1244>. Acesso em: 20 jul. 2014.

HUCKIN, Thomas; OLSEN, Leslie. *Technical Writing and Professional Communication For Nonnative Speakers of English*. New York, USA: McGraw-Hill. 1991.

HYLAND, Ken. *English for Academic Purposes*: an advanced resource book. New York: Routledge, 2006.

ISHIKAWA, Mayumi. Ranking Regime and the Future of Vernacular Scholarship. *Education Policy Analysis Archives*, n. 22, v. 30, p. 1-27, maio 2014. Disponível em: < http://epaa.asu.edu/ojs/article/view/1529>. Acesso em: 20 set. 2014.

JONES, Carys; TURNER, Joan; STREET, Brian. (Org.). *Students writing in the university*: cultural and epistemological issues. Amsterdam: John Benjamins, 1999.

KLEIMAN, Angela. Ação e mudança na sala de aula: uma pesquisa sobre letramento e interação. In: ROJO, Roxane. (Org.). *Alfabetização e letramento:* perspectivas lingüísticas. Campinas: Mercado de Letras, 1998, p. 173-203.

_____. Modelos de letramento e as práticas de alfabetização na escola. In: _____. (Org.). *Os significados do letramento*: uma nova perspectiva sobre a prática social da escrita. Campinas: Mercado de Letras, 1995. p. 15-61.

_____. Processos identitários na formação profissional: o professor como agente de letramento. In: BOCH, F.; CORRÊA, M. L. G. (Org.). *Ensino de língua*: representação e letramento. Campinas: Mercado de Letras, 2006. p. 75-91.

LEA, Mary; STREET, Brian. Student Writing in higher education: an academic literacies approach. *Studies in Higher Education*, London, v. 23, n. 2, p. 157-16, Jun. 1998.

_____. O modelo de "letramentos acadêmicos": teoria e aplicações (The "Academic Literacies" Model: Theory and Applications). Tradução de Fabiana Komesu e Adriana Fischer. *Revista Filologia e Linguística Portuguesa*, São Paulo, v. 16, n. 2, p. 477-493, jul./dez. 2014.

LILLIS, Theresa. Whose "Common Sense"? Essayist literacy and the institutional practice of mystery. In: JONES, Carys; TURNER, Joan; STREET, Brian. (Org.). *Students writing in the university*: cultural and epistemological issues. Amsterdam: John Benjamins, 1999. p. 127-140.

SIGNÓTICA, GOIÂNIA, V. 29, N. 2, P. 329-353, JUL./DEZ. 2017   351

FUZA, Â. F. THE ROLE OF ENGLISH IN ACADEMIC AND SCIENTIFIC PUBLISHING:...

_____. *Academic Writing in a Global Context* – the politics and practices of publishing in English. London: Routledge, 2010.

LILLIS, Theresa; CURRY, Mary Jane. English, academic publishing and international development: access and participation in the global knowledge economy. In: ERLING, Elizabeth; SEARGEANT, Philip. *English and development*: policy, pedagogy and globalization. Clevedon: Multilingual Matters, 2013. p. 220-242.

MUR-DUEÑAS, Pilar. Critical acts in published and unpublished research article introductions in English: a look into the writing for publication process. In: BAZERMAN, Charles et al. (Org.). *International Advances in Writing Research*: Cultures, Places, Measures. Fort Collins, Colo.: WAC Clearinghouse; Anderson, S. C.: Parlor Press, 2012, p. 403-420. Disponível em: <http://wac.colostate.edu/books/wrab2011/chapter23.pdf >. Acesso em: 10 ago. 2014.

OLIVEIRA, Eliane Feitoza. *Letramento acadêmico*: concepções divergentes sobre o gênero resenha crítica. 2010. 270 f. Dissertação (Mestrado em Linguística Aplicada) – Instituto de Estudos da Linguagem, Universidade Estadual de Campinas, Campinas-SP, 2010.

PASQUOTTE-VIEIRA, Eliane Aparecida. *Letramentos Acadêmicos*: (re) significações e (re)posicionamentos de sujeitos discursivos. 2014. 262 f. Tese (Doutorado em Linguística Aplicada) – Instituto de Estudos da Linguagem, Universidade Estadual de Campinas, Campinas-SP, 2014.

PITREZ, Paulo Márcio. O idioma da ciência: rompendo barreiras para ser lido e citado. *Scientia Medica*, Porto Alegre, v. 19, n. 1, p. 2, jan./mar. 2009. Disponível em: <http://revistaseletronicas.pucrs.br/ojs/index.php/scientiamedica/article/viewFile/5206/7815>. Acesso em: 2 jun. 2014.

POST, David. The future of education research publishing: Challenges and responses. *Education Policy Analysis Archives,* v. 22, n. 26, p. 1-9, maio 2014. Disponível em: <http://epaa.asu.edu/ojs/article/view/1719>. Acesso em: 4 set. 2014.

SIQUEIRA, Domingos Sávio Pimentel. Inglês como língua internacional: por uma pedagogia intercultural crítica. In: SILVA, Kleber Aparecido da (Org.). *Ensinar e aprender línguas na contemporaneidade*: linhas e entrelinhas. Campinas: Pontes Editores, 2010. p. 25-52.

SOARES, Magda. Novas práticas de leitura e escrita: letramento na cibercultura. *Educação & Sociedade*, Campinas, v. 23, n. 81, p. 143-160, dez. 2002. Disponível em: <http://www.cedes.unicamp.br>. Acesso em: 10 set. 2011.

_____. O que é letramento e alfabetização. In: _____. (Org.). *Letramento*: um tema em três gêneros. 2. ed. 11. reimpr. Belo Horizonte: Autêntica, 2006. p. 27-60.

STREET, Brian. *Literacy in theory and practice*. Cambridge: Cambridge University Press, 1984.

_____. *Abordagens alternativas ao letramento e desenvolvimento*. Paper entregue após a Teleconferência Unesco Brasil sobre Letramento e Diversidade, out. 2003. Disponível em: <http://telecongresso.sesi.org.br/templates/header/index.php? language=pt&modo=biblioteca&act=categoria&cdcategoria=22>. Acesso em: 10 jul. 2014.

SWALES, John. *Genre analysis*: English in academic and research settings. Cambridge: Cambridge University Press, 1990.

SWALES, John; FEAK, Christine. *English in today's research world*. Ann Arbor, MI: University of Michigan Press, 2000.

_____. English as Tyrannosaurus rex. *World Englishes*, v. 16, n. 3, p. 373-382, 1997.

TACHIZAWA, Takeshy; MENDES, Gildásio. *Como fazer monografia na prática*. Rio de Janeiro, RJ: Ed. Fundação Getúlio Vargas. 2000.

Translation by Paulo Manes
(Translator at Universidade Federal de Goiás).