

Geopolitics in Knowledge Production: Unheard Voices from Global South against the Linguistic and Euro-American Hegemony in Academic Writing

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Abstract

This paper foregrounds the investigation of the culture of academic writing in relation to the context of Bangladeshi applied linguists. It also aims to address the hegemony of English language and the hegemony of Global North over Global South in the field of knowledge practice as well as production. This study finds out the geopolitical factors that affect and challenge Bangladeshi applied linguists while trying to publish their research paper. By entangling the culture of academic writing, the researcher has conducted a qualitative study where the data collected from in depth interviews have been utilized to answer the research questions. The data reveal a tension in the field of knowledge production where several geopolitical aspects act as an instigating force affecting academic writing of Bangladeshi applied linguists. For instance, uneven editorial boards, marginalization of the work done by the scholars from Global South, market-like logic of publishing industry, biased motivation for international publication, dominance of western stylistics, hegemonic image of the English language are causing an unequal competition for Bangladeshi applied linguists who are willing to contribute in academia. Considering the demand of a

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borderless academia, the study has advocated for democratizing the field of knowledge production.

Key words: geopolitics, academic writing, hegemony, Global North, Global South, knowledge production

Introduction

Does the field of knowledge production remain neutral? Do the researchers have enough freedom in academic writing? Do the scholars from the Global South hold the same status as the scholars from Global? This study will take these questions under consideration with the aim of ascertaining the culture of academic writing. Chanagarajah (2002) thinks that the material conditions in the process of writing according to the geographical periphery affect academic writing of a scholar while trying to be published in any of the well-recognized journals. Thus, in this paper, I will use geopolitics as a lens to understand the culture of academic writing. Whether geopolitics is affecting the academic writing of Bangladeshi applied linguists will be the subject to investigation in this study.

This study can make a sense of raising voice from Global South against the hegemony of Global North in contemporary academia. It will also make the researchers aware of the linguistic and socio-economic culture of research and publication so that they can make arguments against the uneven power relation of academia. Through this study, I want to show a glimpse of possible challenges that the scholars face while trying to be published in an internationally recognized journal. Finally, it will provide a guide line to the young researchers on how to deal with academic writing. Academic writing and knowledge production reflect a very uneven competition and hegemonic situation (Curry & Lillis, 2004). For this reason, this study has a great relevance for figuring out a borderless and equal academia.

This study was conducted with some specific objectives. I wanted to understand the linguistic culture in academic publishing industry by examining how geopolitics influence academic writing and what challenges Bangladeshi applied linguists face while trying to publish academic/research paper in an internationally recognized

journals. This study also unfolded the status of Bangladeshi applied linguists in international publishing industry. In order to investigate the culture of knowledge production, dissemination and publication in academia, I have formed two research questions:

1. How does geopolitics affect academic writing practice of Bangladeshi applied linguists?
2. What are the challenges that Bangladeshi applied linguists face while trying to publish in recognized international journals?

Literature review

Contextualizing academic writing

People usually think that writing only conveys ‘content’ but it also represents the image of ‘self’. Ivanič (1998) considers writing “an act of identity in which people align themselves with socio-culturally shaped subject positions”. In a very general sense, writing manifests writer’s socially as well as culturally constructed identity. The selection of topic/s, the depiction of words and the integration of arguments clearly represents the writer’s ‘self’ that has been contracted by the affiliation of particular beliefs.

Unlike general writing, academic writing is a distinctive style of writing that is very much objective and unbiased. It focuses on justifying information regarding any particular issue with credible data and evidence. There might be different forms of Academic writing, for instance, lab report, executive summary, literature review, book review, book chapter, journal article, thesis etc. They are different in terms of structure but they have a common ground. An academic writing is supposed to have the integration of research. With the aim of elucidating the nature of academic writing, Zhu (2004) has said that it comprises the knowledge of unique thoughts and therefore it necessitates the transfer of general writing skills to different contexts in order to ensure uniquely enunciated thoughts. Academic writing is a form of knowledge exchange that gears towards contributing to the arena of knowledge on a specific subject matter.

In this study, I have focused on research articles as a bearer in the process of knowledge exchange and integration. Research paper is one of the most typical forms of scholarly study. A research study is considered complete when it is made available to the relevant academic community in the form of an article in a journal (Canagarajah, 2002). Researchers share their findings through research articles. By capitalizing the strong desire of researchers to be published in relevant journals, a huge publishing industry has been established. Considering it a vital aspect in the process of knowledge production, the I have investigated the culture of the academic publishing industry in reference to the geopolitical aspects. Canagarajah (2002, p. 37) said that “the hegemony of Western academic journals is so complete that the superiority ascribed to them has been somewhat internalized by periphery scholars themselves”.

The hegemony of the English language as well as the hegemony of the Euro-American academic world are navigating the direction of international academia. Academic writing is not out of it either. However, the status of the English language plays a vital role in prolonging the prestige of academic journal/s published in English. It has also been boosting the dominance of Anglo-American communities of academics and researchers as well.

Geopolitics and academic writing

In a very simple sense, geopolitics is the politics of geography or territory that is determined by different sorts of socio-economic arrangements. Storey (2009) considered geopolitics a geographical dimension of power and power practice. The study of geopolitics came to light first in 1899 by holding the hand of Rudolf Kjellen, a Swedish political analyst. Cohen (2003, p. 12) defined geopolitics as:

the analysis of the interaction between, on the one hand, geographical settings and perspectives and, on the other, political processes...Both geographical settings and political processes are dynamic, and each influences and is influenced by the other.

There are some states who are powerful in terms of politics and economy. On the contrary, there are some states who are aspiring to establish themselves as a great power on the global map. According to Guo (2012), there is a geopolitical competition between “great powers and aspiring great powers”. As a result, powerful states try to take dominance over weaker states in order to prove their superiority. Like many other political analysts, Storey (2009) thinks that geopolitical competition was responsible for the oppressive history of colonialism. In the present world, the legacy of colonialism is still going on as cultural and political hegemony in disguise. In critical geopolitics, power relations among states as well as territories are tried to be identified. Critical geopolitics advocates that geopolitics not only describes the dimension of international politics through the intelligent prediction based on evidence, but also talks about the process of identity construction in the field of international politics (Sharp, 2009).

We can very often hear the terms ‘Global North’ and ‘Global South’. These two terms indicate the division among countries according to their socio-economic and political conditions. Basically, these terms are used as the alternative denomination for ‘developed’ and ‘underdeveloped’ countries. Almost all the developed countries are located in the northern hemisphere of the earth whereas all the underdeveloped countries are located in the southern hemisphere. Considering the geographical factor, Willy Brandt, one of the former Chancellors of West German, proposed a line in the 1980s with a view to dividing the world into two parts according to the socio-economic status. The line was later named Bandt line. Countries from the Global North are advanced in technology, wealthy and politically stable. On the contrary, countries that belong to the Global South are agrarian. They depend on the Global North economically and politically to a large extent. We are living in a world whose “mitochondria” is economy and according to Green (2019), the world’s only modus operandi is economic expansion at any cost. Odeh (2010) thinks that the Global South is conspicuously being dominated and directed by the Global North in international trade and most importantly international politics. Academia is not free from the hegemony of the Global North over the Global south.

Academic writing is an in-between process of knowledge practice. Like the other aspects of society, academic writing is also affected by the hegemonic force of the Global North. The scholars and researchers from the Global South have to struggle to compete in the rat race of publication considering the hegemony of English language as well as the Anglo-American hegemony (Genç and Bada, 2010). Canagarajah (2002), in his book *A Geopolitics of Academic Writing*, depicted the uneven scenario that was experienced by the scholar-writers from a marginalized position. Having the same opinion with Canagarajah and Salvo (2003) said that the peripheral scholars who belong to the Global South are compelled to be in a position of behindness by following the intellectual fashions of the scholars from the Global North in the field of knowledge production.

The uneven field of knowledge production and dissemination

In the arena of global academia, the ‘ready-made dichotomies’ of West vs East or North vs South exist. In recent years, respected academic publishers and quality assurance providers located in the Global North have earned ‘near-monopolist’ as well as ‘oligopolistic’ status in global academia (Stokelova and Vostal, 2017, p. 516). In an intensive investigation of Larivière et al. (2015), we have found that only five publishers who are for-profit in terms of distribution have established themselves as the mediators in controlling and combining 50% of scientific publications and 70% of social science publications. In addition, just think of the Web of Science. It gives space to only a small number of journals published or printed in the world. They might cover a few journals for the sake of their standard and complicated selection criteria. But the matter of fact is that the Web of Science, according to Meeus et al. (2011), is vigorously dominated by the journals published by Anglophone publishers and around 95 % of them are being published in English.

The researchers who want to democratize global academia are talking about borderless academia since there is the reflection of power relations in publishing, academic communication and exchange of knowledge. Many internationally recognized journals marketed their image as ‘international flagships’. But the real scenario is quite different. Empirical evidence shows that the editors

and the advisory boards represent only Anglophone demography (Gutiérrez and López-Nieva, 2001). In a similar kind of study, Garcia-Ramon (2003) has claimed the Web of Science journals that are regarded as the most respected are primarily executed by Anglophone scholars mostly. The unequal representation of the scholars from the Global North and South is a hindrance to the way to democratize global academia. Thus, marginalization can be experienced very often in the field of knowledge production in a way where the knowledge production of non-Anglophone scholars in the context of non-Anglophone spaces is considered inferior in quality (Passi, 2005). Gregson et al. (2003) highlights another important issue regarding the attitudes of the scholars of the Global North towards the knowledge production of the scholars from the Global South. It is very much clear that global academia is very much dominated by the Western theories. The work conducted outside the Global North is regarded as irrelevant, at best, is considered local case studies that are not able to produce innovative theories. After considering the whole situation, it can be assumed very clearly that the production of knowledge in the form of academic writing is uneven in many ways.

The imperative to publish in English

According to Anderson (2012), there are 6,909 distinct languages in the world whereas some scholars claim that 7,117 (How Many Languages Are There in the World, 2023) languages are spoken around the world. In this sea of language, we need lingua franca in order to maintain interpersonal as well as international communication. A Canadian media scholar, McLuhan (1962), in his book *The Gutenberg Galaxy: The Making of Typographic Man*, said about our existence in a global village. In this global village, we are interconnected with all parts of the world. With a view to establishing a great relationship with different nations and countries, we need lingua franca. All the communications regarding international trade, international politics and international academia are dependent on lingua franca. Supporting this statement, Crystal (1997) added that it is not possible to make an effective conversation between scholars from different countries, both in the real and virtual world. English as a lingua franca is playing a vital role in connecting

the Global South to the Global North; the Orient to the Occident. Knowledge practice as well as production is very much dependent on English. Thus, Genç and Bada (2010) considers English a world language in the field of academic writing. He also thinks that it is quite understandable that English as the language of international academia has left no choice for academics and researchers but to write in English with the aim of gaining international recognition through publications. In a research based on analysis of linguistic databases, Narvaez-Berthelemot and Russell (2001) showed that English was the most dominant language of publication for academic journals.

The situation in Poland is more or less the same as the other countries where English is used as a foreign language. There is a mental and social tension about which language to write in. Just after the fall of communism in Poland in the year of 1989, English started becoming a dominant language in every domain including politics, culture, business and academia. In Poland, English, the academic lingua franca, has emerged in a form of hegemony that affects social and ideological status of academics by imposing linguistic challenges. Duzsak and Leocowicz (2008, p. 108) said,

The language in which to publish is a complex issue for academics in Poland. With the growth of English as the global lingua franca it may appear to be the obvious language of choice. Yet, publishing in English inevitably brings with it linguistic challenges. It also raises concerns of a social and ideological nature.

The urge to publish in English is getting mighty in all academic disciplines. Researchers are aspiring to publish their paper in English with the intention of entering “the supranational community” of academia (Duzsak and Leocowicz, 2008, p. 115). English has reached such a position where it is presumed as the key to success in getting recognized as a worthy academic.

In a research study, Curry and Lillis (2004) threw light on how scholars from non-native English-speaking countries negotiate with the demand of publishing in English. The study was conducted in the

context of “expanded circle” (Kachru, 2001, p. 520) where English is used as a foreign language. In that study, they showed that considering the target reader community, prestige and promotion, appeal for specialized journals focusing on specific discipline and finally the thirst for getting cited by other scholars, researchers of Slovakia, Hungary and Spain are willing to write their papers in English (Curry and Lillis, 2004).

English has become a must language in academic writing as well as in the field of knowledge practice and production. At the same time, it has become a hegemonic force in academia. We can sum up the discussion by saying that we cannot avoid English because of the linguistic limitations of academic disciplines. On the other hand, by using the linguistic deficiency of academic disciplines, English has become a hegemonic force in academia that, to a great extent, impels the academics to write and publish in English.

The reflection of ‘merchant capitalism’ in academic publishing industry

According to neoliberal rationality, knowledge is regarded as a commodity whose value is determined in the market of global academia. Whereas Sayer (1992) suggests that knowledge is neither a ‘thing’ nor a ‘product’. In neoliberal nationality, faculty members are rigorously assessed and evaluated for what Sheppard (2013) named as ‘entrepreneurial acumen’. They are continuously assessed according to the amount of the money that they have raised; the number of patents that they have produced; the number of citations that they have got. There is a ‘market-like’ logic of knowledge production which is labeled as ‘academic capitalism’ (Slaughter and Leslie, 1997). Szadkowski (2016, p. 63) gave us another term as the synonym for ‘academic capital’. According to him, treating knowledge as a product in terms of consumption and distribution is called ‘merchant capital’ in the context of the global academic arena because academic capitalism turns academia into an enterprise with the intention of earning profit.

Some quality assurance platforms for instance, Web of Science and Scopus are very influential in the field of knowledge production

through academic writing. These quality assurance platforms are being monetized highly and the profit margins of the academic publishing industry are getting higher (Stokelova and Vostal, 2017). In 2016, Thomson Reuters sold its science and intellectual property division to Onex Corporation and Baring Private Equity Asia for \$3.55 billion². That's why Larivière et al. (2015) thinks that academic publishing is emerging as a profitable business in the present global economy.

Theoretical Frameworks

'Cultural hegemony' as an instigating force in an unequal academia

The international geographical space of economy, politics and education can be divided into two parts: Global North and Global South (Odeh, 2010). There is an invisible dictatorship of Global North over Global South. Global North always tries to dominate the knowledge practice and production of Global South. In academia, geopolitics reflects a hegemonic situation and here we extensively need to discuss the term 'hegemony'.

Gramsci's *hegemony* refers to a process of intellectual as well as moral leadership through which subordinate and dominated classes of post 1870 industrial nations located in the Western Europe concede to their own domination by the ruling classes, as opposed to being coerced or forced into accepting and admitting inferior positions (Haore and Smith, 1971). The Gramscian idea of hegemony means the approval of dominant values and practices by the subjugated, rather than a situation where any kind of violence or force is used to make them dominated. It is related to subjugation. The idea of hegemony describes various techniques that are mobilized to influence people's behavior, thinking and action. Gramsci in Haore and Smith (1971) said that if people's heads can be occupied, their hearts and hands will automatically follow. So, there is no need for any kind of force in a hegemonic situation. Hegemony indicates such a situation where the subordinates follow

the values and practices of dominants willingly without any kind of internal or external force.

Gramsci, in Haore and Smith (1971) argued that consent to the rule of the dominant group is achieved through the spread of ideologies such as beliefs, assumptions, and values. Same kind of situation is being observed in global academia. Hooks (1999) thinks that our subjectivity is ‘colonized’ in academic writing. The hegemony of the English language and the hegemony of Anglo-America are very much visible in the present academia in case of knowledge production in the form of academic writing (Curry & Lillis, 2004, Joobert et al., 2012). So, this paper will try to establish its argument in the light of Gramsci’s ‘Cultural hegemony’ with the aim of democratizing global academia in terms of knowledge practice and production.

Research methodology

Method

This study has been conducted in a qualitative method. In order to collect qualitative data, I took interviews of academic writers who worked on applied linguistics. Interviews were taken with the intention of identifying “people’s more personal, private and special understandings” of the pros and cons of academic writing and the culture of academic publishing industry (Arksey and Knight, 1999: p. 4). Besides, in this study, I used documentary evidence (faculty profile, institutional policy of promotion, journal profile) to clarify the factual scenario of academic writing regarding the process of reward and promotion.

Sampling

Like Rubin and Rubin (1995), I considered participants’ knowledge and willingness as important requirements while selecting the participants. I made an effective use of a stratified random sampling process with a view to collecting research participants considering the demand of the study. At first, the categories of participants were fixed based on their designation. Then, participants were selected randomly within the categories. In

total, four applied linguists were interviewed. I took interviews with one Assistant Professors, two Associate Professors and one Professor who worked on applied linguistics. This study demands a holistic understanding about the perception of Bangladeshi academic writers in the field of applied linguistics. So, it is very important to have an integration of the experiences of the most experienced researchers and the younger researchers' as well. I wanted to understand what they thought, and what they believed about the culture of academic writing and how they dealt with the demand of the academic publishing industry in Global context.

Participants

There were four participants in this study. All of them have PhD degrees along with intensive research experiences. I contacted via WhatsApp and emailed the four participants who the researcher believed had extensive knowledge of academic writing, publication and research. The brief description of all the four participants are given below:

<p>Applied Linguist 1 (AP1)</p>	<p>He is an Assistant Professor who teaches Japanese Language and Culture. Presently, he is working in a public university in Bangladesh. He has been teaching for the last six years. Before this, he worked in a research based organization in Japan. He has five publications and all of them are international.</p>
<p>Applied Linguist 2 (AP2)</p>	<p>The second participant is an Associate Professor of English Language. He is working in a public university in Bangladesh. He has been teaching for 12 years at tertiary level. He has twenty publications including two books. Among his twenty publications, twelve are international. He published his papers in some of the India, Sri Lanka and UK based journals.</p>
<p>Applied Linguist 3 (AP3)</p>	<p>He is working in a private university in Bangladesh as an Associate Professor of English Language and Literature. He started his teaching career from a private college. Later on, he switched to tertiary level. He has fifteen years of teaching experience. So far he has published ten articles both in local and international journals. Most of his articles were published in domestic journals.</p>

<p>Applied Linguist 4</p> <p>(AP4)</p>	<p>He is a Professor of English Language. He has more than twenty years of teaching experience. He has been doing research for the last sixteen years. He has an impressive publishing record. He has many publications both in international and local journals. His writing can be found in Asian EFL Journal, Asian TEFL Journal, World Englishes etc. He worked on many international research projects with the British Council, UK, Save the Children and English in Action etc.</p>
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Table 1. Factual information about participants

Data collection process

As a data collection tool, I used semi structured interviews in this study, with an interview guide that was prepared in advance (see Appendix A for the interview guide). All the Interviews were taken on Zoom and Google Meet. Firstly, all the participants were contacted through WhatsApp and e-mail. Then, interviews were set up when the participants contacted were willing to give an interview. The link of Zoom meeting and Google Meet were provided just before the interview. I recorded the interviews considering participants' consent. In one interview, I had a very low internet connection. As a result, he couldn't start Zoom meeting. Finally, he took the interview through a WhatsApp voice call. The language of the interviews was Bangla. After completing the four interviews, all the conversations of interviews were translated into English and transcribed. Therefore, I tried to reduce the data according to their relevance to this study. Finally, reduced data collected from the interviews was utilized in order to answer the research questions. All the data was analyzed thematically. I used thematic analysis as he wanted to examine the views, opinions and experiences of Bangladeshi applied linguists from a set of qualitative data. There are several approaches that can be utilized in the process of thematic analysis. Among all approaches, I chose a deductive approach. Deductive approach in thematic analysis refers to a way of examining a large set of data with preconceived themes based on existing knowledge and theory (Caulfield, 2020). As the theoretical and conceptual frameworks gave the researcher a clear idea of what

sort of themes he expected to locate in the data, I tried to use a deductive approach. Research ethics was maintained strictly. All the personal information that can disclose participants' identity have been kept anonymous.

Limitation

The sample size was quite small. I tried to reach more scholars in the field of applied linguistics but couldn't get a proper response from most of them. It was purely qualitative research. I used thematic analysis in order to figure out the answer to the research questions. It was not possible for me to deal with a large scale of data within a short period of time. So, the sample size was kept small. This study should have been conducted with a large scale of data in order to have a holistic picture of the culture of the academic writing as well as publishing industry.

Findings

Geopolitical influence

Uneven editorial board

All the journals mentioned below have ranked in-between 1-100 in Scimago Journal and Country Rank³. I have made a list in order to show the ratio of the participation of scholars from the Global North and South in the editorial board of some well recognized journals in the field of applied linguistics.

Name of the journal	Publisher	Number of editors	Editor from GN	Editor from GS
Applied Linguistics	Oxford University Press	30	29	1

³Visit: <https://www.scimagojr.com/journalrank.php?category=1203>

The Modern Language Journal	Wiley-Blackwell	25	25	-
Language Testing	SAGE Publication Ltd.	43	42	1
Studies in Second Language Acquisition	Cambridge University Press	38	37	1
Language in Society	Cambridge University Press	44	37	7
TESOL Quarterly	Wiley-Blackwell	41	41	-
Journal of Language Identity and Education	Routledge	69	67	2
Journal of Sociolinguistics	Wiley-Blackwell	29	22	7

Table 2. Numerical description of editorial boards of different journals

A field of discrimination for the scholars of the Global South

AP2 feels that the field of knowledge production is unequal. It reflects inequality as well as inequity. AP2 tried to testify his hypothesis.

I made an experiment. In a well reputed journal, I sent my paper. As expected, they rejected my paper. After a few months, I resent my paper without any chance but adding a co-author who has a British degree. I didn't change a single word. Surprisingly, that paper got accepted and published.

He had another experience that made him feel discriminated as a scholar of the Global South.

A few days ago, he along with some of his colleagues sent an article to a Canadian journal. The editor was a professor

at the University of York. He took two months to reply. And his reply was very interesting. He wrote, “Because of COVID-19, all our editors are busy. We are sorry that we can’t publish your article.” What was the problem with our article? Where was the weakness of our article? He could do this to us as we are Bangladeshi academicians. Could he do it with American scholars?

AP4 thinks in a similar way.

A couple of days ago, I was reading a paper by Rashed Zaman (pseudonym) on CLT. Did he write something great? But scholars like Richards and Rodgers cited him. We wrote about CLT a lot. His paper is very much similar to ours. There is nothing extraordinary about his article. But the acceptance of his writing is very high because it was published in an Australian journal and most importantly he belongs to Australia. Shafayet bhai (pseudonym) has become the Shafayet because he belongs to ‘YY’ university of Australia. Abrar has a high acceptance in academia as he works in a Canadian university.

Attitudes of the scholars of the Global North towards the scholars of the Global South

With a view to clarifying the attitudes of the Global North scholars towards the scholars of the Global South, AP4 said,

I worked on a UK based research project. It was paid work. After a certain stage of the project, I asked them how it would be published. I also asked them if we would get recognition. They informed me that our name wouldn’t go with the publication. Then I opposed that it would be inappropriate because we collected and analyzed the data. As we had been in the field, we deserved to be recognized. After that they made a new policy for us that we would be authors. But they had a condition that we would maintain a certain standard. Asking us to maintain a certain standard means that they had doubts on our capability since we are

not native speakers. As they remain in the lead role mostly, an attitude grows up in them that they are better than us.

Marginalization of work done by the scholars of the Global South

AP2 very often finds the tendency of marginalizing the work of the scholars from the Global South. The work done in the local context of the Global South is seen to undermine.

Our book with Routledge has just been published. In the book launching ceremony, Robert J. Willhum (pseudonym) was present. In his address, he said, “I could not believe that a team from Bangladesh would be able to publish such a big book with Routledge in the context of Bangladesh. I had a huge doubt whether Routledge would invest money on you.” But finally, we made it.

Market like logic in academic publishing industry

AP3 has found a business pattern in the field of knowledge production. Academic publishing industry has created an open place of business by making the academicians helpless.

I used to think that if I got a researchable issue, I would conduct research and publish my work in local journal/s. I want people to find my article easily. If I publish in well recognized online based journals, people might need money to read my article... Many journals have got their business. They have understood how to do business. Those who used to print for free now print with money. I don't think there will be any free journal after the next 5/6 years... Publishing industry has become a place for business. Now, it takes a lot of money to publish. There are such journals where publishing costs 3,000 USD.

As a geopolitically conscious academic, AP2 said,

Personally, I am aware of geopolitics as well as financial politics of academic writing. I don't like it at all. In my view, articles should have open access so that people can read easily. In fact, what is going on in the academic publishing industry is

a capitalist system. Intellectual practice through the capitalist system. I don't support it. But now, I am the victim of the situation.

Motivation behind publishing in internationally recognized journal/s

AP4 said,

People want to publish their paper in recognized international journals. These journals are considered good journals. But I have enough doubts about "good journals". What do you mean by a good journal? To me, a good journal is supposed to have a good editorial board and a blind peer review system. Publication in a good quality journal can bring international recognition to the researcher. It increases the acceptance of the researcher. Besides, there is a pride in publishing in internationally recognized journals.

AP3 also thinks that desire for international recognition is one of the major reasons that motivates Bangladeshi applied linguists to publish their paper in internationally renowned journals. He also added,

If you publish in an international journal, you will have a good number of citations. Because those journals reach a huge number of readers. Suppose you have published your work in a local journal like the Institute of Modern Languages Journal. No one can find your article in virtual space. As a result, the number of citations of your article will be low though it was a good piece of writing.

AP2 drew another issue that instigates people to publish in international journal/s.

I guess it is a bit controversial. Some people want to publish their paper in a so-called "prestigious journal" so that they can make them elite. They want to get recognition from the outside world.

Challenges in academic writing

Dominance of western stylistics

AP4 talked about the dominance of Western stylistics in academic writing.

In the process of publication, there is a Western framework and we have to follow it very strictly. But why? A few days ago, Amzad Ahmed (pseudonym), a prominent academician, sent his paper to a journal without a reference list. During the review process, a reference list was asked from him. But he directly refused to include a reference list. He said, "I didn't write anything unethically and I'm obliged to give the reference list". Finally, it was published with a note that the author didn't want to include a reference list.

Barriers in writing academic Bangla

According to AP3, writing in Bangla is a challenge for him. He said,

Academically, we mostly write on Western theories. It is very difficult to clarify these Western theories to the readers by using equivalent Bangla words. We don't know how to express those Western ideas with our language. We don't know enough terminologies of our field that are needed in academic writing. It is a great challenge for a writer. That is why most of the researchers prefer to write in English. Actually they choose the easy way.

AP2 talked about his lack of linguistics competence in Bangla. Besides, he explained the limitations of Bangla too.

From HSC to PhD, my knowledge practice was in English. My undergrad was English Literature. I did my Master's and PhD in English Language Teaching (ELT). I do not have the linguistic competence we need to write an academic paper in Bangla. I have a lack of knowledge in academic standard Bangla. It is my limitation. But it is not only my limitation but also the limitation of the scholars from other fields like Natural Science, Medical Science and Engineering. Scholars of those

fields don't prefer to write in Bangla. Because, they also studied in English. You know there is a proverb, "The more you read, the better you write". As we studied in English, we prefer to write in English. And you can't deny the limitation of Bangla too. We don't have enough terminology in Bangla. We have not been able to create proper terminology to practice and discuss the knowledge of our academic fields in Bangla. What will be the proper Bangla of 'translanguaging'? What is the meaning of gender? Because, sociologists think that the Bangla word we use as the equivalent of gender is inappropriate. So, yet, we have not been able to create enough vocabulary in order to discuss the old as well as the new branches of science.

English: The unavoidable language for academic writing

English is considered the language of academia. We cannot avoid English. In order to make us understand the situation, AP3 said to the researcher,

There are many reasons for why we are willing to write our paper in English. Firstly, in case of international publication, English is a must. But we also write our paper in English while publishing in a local journal. The reason is that there is hardly any journal that is bilingual. Most of the journals don't accept papers written in Bangla. Though we want to publish our work in Bangla, we cannot publish. Because there is hardly any place where we can write and submit in Bangla. Only a few journals publish articles written in Bangla.

By problematizing the hegemony of English language, AP1 said,

I am not writing anything at this moment. If I write something in Future, I will definitely write in Bangla. People who are writing in English don't bother about the target readers. They only write for getting promotion and recognition. If I write something, my intention will not be the promotion. Bangladeshis think in Bangla, live in Bangla and dream in

Bangla. If they get any article written in Bangla, that would be easy for them to understand.

Data analysis

6.1 Geopolitical influence

Uneven editorial board

I made a list that consists of eight internationally recognized journals in the field of applied linguistics. If we look into the list, it will be clear to us that in most of the international journals, the editorial board reflects an unequal situation though they claim themselves as international journals.

The journal “Applied Linguistics” has only one editor from the Global North among its thirty editors. Here, the representation of the scholars of the Global South is 3.33%. In “The Modern Language Journal”, there are twenty-five members in the editorial board. All of them belong to the Global North. “Language Testing” has only one member from the Global South out of forty-three members. In the thirty-eight-member editorial board of “The Modern Language Journal”, there is only one editor who represents the Global South. “Language in Society” possesses seven scholars from the Global South whereas it has thirty-seven editors from the Global North. In the case of “TESOL Quarterly” there is no editor from the Global South. “Journal of Language Identity and Education” has a large editorial board consisting of sixty-nine members. But only two editors are from the Global South. “Journal of Sociolinguistics” has seven members in its editorial board who are from the Global South. The total number of editors is twenty-nine. In this journal, the participation of the Global South scholars is 25.9%.

It is clear that something is going wrong here. So called international journals have not ensured equality in their editorial boards in terms of the participation of the scholars from the Global North and the Global South. The numbers are able to make us understand the dominance of the scholars of the Global North over the scholars from the Global South. In order to democratize academia, it is very

important to ensure equal participation of the scholars from both Global North and South.

There are some journals like "International Journal of the Sociology of Language " who are trying to ensure equal participation of both sides in their editorial board. "International Journal of the Sociology of Language " has not only declared itself as a 'truly international' journal in its website but also placed sixteen members from the Global South in its editorial board. As it has thirty-seven members in the editorial board, the representation of Global South scholars is 43.2%. With a view to ensuring an effective knowledge integration or collaboration, equal participation of the scholars from the Global South and North is very important. Equal participation might be the way to democratize academia that is able to break all the existing hegemonies in the field of knowledge production.

A field of discrimination for the scholars of the Global South

As a scholar from the Global South, a Bangladeshi applied linguist is very often victimized of discrimination sometimes because of his or her institution and sometimes because of his or her citizenship. Once, a participant of this study submitted his paper in an international journal and he was rejected. He resented the paper a few months later just including a co-author who had a degree from Great Britain. Though he didn't change a single word, the paper got accepted. That experience made him feel that the field of knowledge production through academic writing is a place where scholars from the Global South are discriminated. His feelings of being discriminated as a scholar of the Global South became more heartrending when his paper was rejected by a Canadian professor without mentioning the weakness of the paper. He expected at least a fair review but he could not get it. His statements "He could do this to us as we are Bangladeshi academicians. Could he do it with American scholars?" reflect a feeling of powerlessness as a scholar of the Global South in the academic publishing industry. Considering the geographical and geopolitical dimensions, there are two academic cultures in academia: culture of the Global North and culture of the Global South. According to Bhaba (1994), the difference of culture is determined and constructed when the

components of two cultures are challenged about authority and power. The stakeholders of the field of knowledge production based on the Global North are seen to distinguish themselves from the scholars of the Global South by imposing an authoritative image upon the scholars of the Global South. In this very subject matter, Foucault (1980) has emphasis on a term 'legitimation' that, according to him, shows the power of certain groups of experts who shape the production of knowledge to a great extent. Almost every participant of this study has experienced the power exercise of the scholars of the Global North over them as scholars from the Global South.

According to another participant, the scholars of the Global North have more acceptance. He thinks that belongingness of the Global North can bring extra acceptance to any scholar or researcher. He said that many Bangladeshi scholars wrote wonderful papers on Communicative Language Teaching. But these papers are not praised internationally. On the other hand, an average kind of paper on CLT written by a scholar from the Global North is accepted all around the world. A Bangladeshi-Australian researcher wrote a very usual paper on CLT. His work was cited by renowned language educationists, Richards and Rodgers. That researcher is Bangladeshi by birth but now he belongs to Australia. And he has more acceptance compared to the Bangladeshi scholars. Though many scholars are writing good papers sitting in Bangladesh, their writings are mostly underrated. He also showed that nowadays, many scholars are migrating to the Global North and having honorary citizenship to get a better acceptance and recognition.

Attitudes of the scholars of the Global North towards the scholars of the Global South

If we look into the field of knowledge production, we can experience a hierarchy. There is a power relation between the Global North and the Global South in terms of economy, politics and most importantly knowledge production. Just like international politics, countries situated in the Global North want to dominate the field of knowledge production. But it is very essential to move beyond the image of the Global South as 'conceptually empty space' that is

filled with western knowledge and culture (Slater, 1998). The scholar of the Global South can produce effective knowledge and can take part in knowledge integration in international academia through their writing.

One of the participants of this study felt the attitudes of the scholars of the Global North towards the scholars of the Global South while working on a UK based research project where he along with his colleague collected and analyzed data. But the authority didn't include their name as co-authors. Finally, after a long discussion and debate, the authority decided to recognize them as co-authors with a condition that they would maintain a certain standard. According to that participant, by giving them a condition to maintain a certain standard, the authority expressed their doubt about our capability. They (scholars of the Global North) don't think we are able to work like them.

It is taken for granted that the Global North is the center that has become the referent for theoretical and philosophical subjectivity of knowledge production (Simonsen, 2002). As a result, in most of the cases, scholars from the Global North remain in lead roles. Maybe this is why they have built up a mentality of supremacy. They always try to come to a point without measuring our capability and competence.

Marginalization of work done by scholars of the Global South

In international academia, there is a power relation between center and periphery. The Global North is considered the center of knowledge production where theories are produced. On the contrary, the Global South is considered a periphery that develops its frameworks by referring to the theories produced by the Global North. To be specific, our academia or the field of knowledge production is highly dependent on UK or USA based theories. Non-Anglo-American scholars or the scholars from the Global South very often experience marginalization while trying to create knowledge by their research and academic writing.

One of the participants of this study along with some of his colleagues edited a book on Sociolinguistics in the context of

Bangladesh. It was published by Routledge. At the book launching ceremony, a renowned applied linguist expressed his feeling of doubt that he had before that book got published. He could not believe that a group of Bangladeshi applied linguists would be able to publish a book with Routledge in the context of Bangladesh. He doubted if Routledge would invest in us to write a book in the context of Bangladesh which belongs to the Global South.

The doubt made by that scholar makes us understand that international publishing houses are usually not interested in the knowledge produced by the periphery. Most of the time, work done in the context of the Global South is underestimated by assuming it irrelevant. At best, the Global North considers the work of the scholar from the Global South as a local case study (Passi, 2005). This kind of attitude expresses a typical example of floccinaucinihilipilification. Scholar like Brodkey (1966, p. 10) thinks that scientific objectivity has been being used for a long time as “an excuse” for ignoring the social and political practices of colored people as “legitimate subject” matters of research. In other words, it can be addressed as disciplinary hegemony that legitimates and dictates what is convenient or appropriate content for the academia (Agger, 1991).

Market like logic in academic publishing industry

In capitalism, everything is converted into a commodity whatever it is. From wealth to emotion, everything is a commodity. Neoliberal rationality has also converted knowledge into commodities. Here we get the idea of academic capitalism. The ‘market-like’ logic of knowledge production is labeled as ‘academic capitalism’ (Slaughter and Leslie, 1997). The major intention of academic capitalism is to make academia an enterprise through which some particular groups can earn profit.

Many journals are doing their business in the name of publication. Nowadays, researchers are willing to publish their article in international journals for different reasons. Different people have different types of motivation to publish in internationally recognized journals. Considering the publication craze of

researchers, publishing houses have made a place for business. There are many good journals who charge a lot of money to publish papers. Nonetheless, researchers are trying to publish their papers in those journals with a view to minimizing their thirst for getting international recognition as well as getting a good number of citations. This publication craze has created an open door for the journals to earn money.

There are many journals who used to publish papers free of cost but now they are asking for publication charges. One of the participants of this study thinks that after five or six years, there will be no journals who will publish papers without charge. For the scholars from the first world countries, it is not a big deal. They have enough funding to conduct their research and to publish their papers in those journals that ask for publication charges. But for the scholars of lower, lower middle or even middle income countries, it is very unfair. There is a journal that asks 1000 USD. And there is such a journal where publishing costs 3000 USD. Now think of Bangladesh. Here, a lecturer at the university roughly earns forty to fifty thousand taka. How can it be possible for a lecturer to publish his or her paper in those journals?

According to one of the participants, what is going on here is kind of an intellectual practice through the capitalist system. Knowledge production should be free of cost. The more capitalism dictates the academic publishing industry, the less the participation of the scholars from the Global South will be.

Motivation behind publishing in internationally recognized journal/s

For an academic, publication is a must. Publication reflects an academic's dynamicity of his/her career. An academic is supposed to teach his or her students and conduct relevant research which has implications for society. Academic writing in the form of a journal article helps an academic or researcher to share his work with others. For knowledge integration and collaboration, there is no alternative of publication.

Now the question is why researchers want or prefer to publish internationally recognized journals. Why not local journals?

Academics do publish in local journals but not willingly. When I tried to find the reasons behind the excessive desire to publish in international journals, many reasons in the form of motivation came in front of the researcher. One participant thinks that publication in an international journal can get international recognition. Besides, there is a pride in publishing in internationally renowned journals.

Citation is a very important issue in academia. The more citations you have, the higher your status will be as a researcher. If we publish in a local journal that doesn't have an online appearance, no one will get your paper. As a result, there is little chance to be cited by others though your paper is a good one. On the other hand, an international journal reaches a huge number of readers that can bring you both recognition and citation. One participant of this study evaluated this situation in a different way. According to him, some people try to publish international journals so that they can make themselves academic elites.

By problematizing his evaluation regarding publication craze in international journals, we can predict that those who are hankering after publishing in internationally renowned journals want to get recognition from the outside world. This tendency also makes us understand that scholars of the Global South suffer from inferiority complex to some extent. That is why they want recognition from the Global North. The Western education, culture and politics make us feel inferior compared to them. Actually, they are treating us in a way they want. We are giving them the responsibility to recognize us as our superior. We have to move away from their hegemony if we want to establish ourselves as unique.

Challenges in academic writing

Dominance of western stylistics

There are certain stylistics in academic writing. Western world, more particularly Anglo-American academia, has imposed some specific format in terms of writing a research paper such as MLA, APA, Harvard, Chicago, IMRAD etc. If we want to publish in an internal journal, it is very important to follow and maintain the instructed format. We have to organize our paper according to a

particular style. We have to make our reference list according to a particular style. If we don't follow the format that is instructed by the journal, our paper will be rejected. That is why one participant of this study expressed his disappointment by asking why it is important to follow those certain formats.

Research is a creative task and creativity demands freedom. We do not have any kind of freedom while writing academic papers. But we are confined within some certain formats. Different people might have different choices. But in the academic publishing industry, we are obliged to write according to what Western world commands us. We cannot write and format our paper according to our preference. If any researcher wants to publish in a well-recognized international journal, s/he must follow their format strictly. Otherwise, there will be a huge chance of rejection. Even a small refute in the reference list may be a cause of rejection.

Barriers in writing academic Bangla

In Bangladesh, our tertiary level education is dependent on the English language. Most of the books are in English. We have to read in English; we have to write the answers in the examinations in English. Two participants of this study claimed that practicing knowledge in English for a long time may cause losing the habit of writing in Bangla. Many researchers do not have enough competence in standard Bangla that is needed for academic writing. If our scholars or researchers could study in Bangla medium, they would have been able to write in Bangla.

We cannot just blame our researchers because Bangla itself has limitations. There is not enough terminology in Bangla. Without terminology, it is difficult to read and read academic text. We have not been able to make our language suitable to practice the knowledge of different branches of science. Nobel laureate immunologist Rolf M. Zinkernagel, in Salam (2020), said that it is possible to practice science through other languages but English is much more convenient for science though his first language is German. We cannot deny that international academia is dominated by the Western theories. We mostly write and talk about those

theories. We conduct research by using frameworks created by the Western world. According to one of the participants of this study, it is very difficult to clarify or explain those Western ideas with the use of Bangla because Bangla lacks proper terminology to practice the knowledge of different disciplines. That is why Salam (2020) agreed to the fact that the capability of Bangla to express specialized meaning is limited compared to English.

English: The unavoidable language for academic writing

English is the largest lingua franca in the world. Besides, it has become the language of academia. Without English, it is quite impossible to practice knowledge because the resources of knowledge are mostly in English. Academics practice and discuss the knowledge of their fields in English. If we want to publish our paper in internal journals, English is a must. We cannot replace it with other languages as it is the largest common shared language in academia. But there are some other reasons for why academic writers or researchers prefer to write their articles in English.

We don't have enough academic resources to practice knowledge with our own language. We are very much dependent on English for both reading and writing. If someone wants to publish his paper in Bangla after overcoming all the barriers, s/he will have to face the inadequacy of a bilingual journal. Suppose, a researcher has acquired enough competency in standard Bangla that is necessary for writing academic papers in Bangla. But s/he might not publish his paper due to the lack of bilingual journals in our country. There are a few journals that accept and publish papers written in Bangla. So, in a sense, we are bound in English.

Here, we can see a clear picture of linguistic hegemony. It takes place when the dominant groups make a consensus by persuading subordinate groups to accept their linguistic norms and usage as paradigmatic and standard. What Suarez (2002, p. 513-514) thinks is that "hegemony is ensured when they can convince those who fail to meet those standards to view their failure as being the result of the inadequacy of their own language". English is doing the same thing in the field of knowledge production. It cannot be denied

that a researcher has to face a plethora of limitations while writing his or her paper in Bangla. But mostly, researchers are writing in English willingly because English has reached such a position where English is taken for granted in every sphere of knowledge production and practice. Thus, the hegemony of standard English in the process of the development of normative discourses naturalizes practices and ideologies that are connected to white supremacy, oppression and racism (Macedo, Dendrinos and Gounari, 2003). Considering the hegemonic state of English language, Hooks (1996, p. 168) said,

It is not the English that hurts me, but what the oppressors do with it, how they shape it to become a territory that limits and defines, how they make it a weapon that can shame, humiliate, and colonize.

Conclusions

This paper has revealed the problems that academics from the Global South have confronted in the ‘internationalizing academia’, especially in the publishing industry. It also draws the attention to the monopolization of the ‘international’ by Anglophone journals that should be seen as a major ethical problem and an expression of hegemony (Passi, 2005). Through the perspectives of four Bangladeshi applied linguists, this paper has examined the hegemony of English language as well as the hegemony of Anglo-American scholarships. In an uneven field of knowledge production, the scholars from the Global South have to struggle a lot in order to participate in knowledge integration and collaboration through their writings. The hegemony of the English language and the hegemony of Anglo-American scholarship makes the struggle worse.

Bangladeshi applied linguists are being discriminated for their belongingness to the Global South. As the Global North is considered the center for knowledge production, the scholars of the Global North try to dominate and dictate the scholarship of the scholars from the Global South. Scholars from the underdeveloped and developing countries face challenges in surviving in the market-

like logic of knowledge production system because academic capitalism has opened a door of business for the publishing industry.

From the data analysis, I have come to a point that Bangladeshi applied linguists are being victimized in terms of discrimination, marginalization and predilection while trying to publish their paper in internationally recognized journals. This study has also shown that scholars from Bangladesh always want to be like the scholars of the Global North. We evaluate ourselves according to the parameters they set for us. We think of ourselves how they ask us to think. They have a tendency to prove their supremacy over us. And with our attitudes and activities, we actually help them to prove their supremacy. If we want to make our own identity strong, we have to move away from this kind of mentality. Our mentality has not been free yet from the Western colonialism. As long as we are mentally subjugated, it is not possible for us to think something big; it is not possible for us to think out of the box in order to make a strong and unique identity in the field of knowledge production.

The whole study was based on the perception and attitudes of a group of applied linguists who work in/on Bangladesh. That is why the perception we got from this study is one-sided. I didn't listen to what the scholars of the Global North think. So, the future researchers can integrate interviews of the scholars from the Global North with a view to getting a more holistic perception regarding the culture of academic writing. Hearing both groups might be convenient in minding the gap between Global North and Global South in terms of knowledge practice and production. This study was specifically conducted in the context of applied linguistics in Bangladesh context. But the future researchers can explore other disciplines. They can talk about and for the scholars from different disciplines – what they think and what they face while trying to publish their paper in local or international journal/s.

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