Leveraging English in academic research: A key priority in educational language policy from teachers' perspectives

Gacem Mama [a1], Dr. Tahar Moulay University of Saida, BP 138 cité ENNASR 20000, Saida, Algeria, ziati.mama@yahoo.fr

Abstract

In an increasingly globalized academic environment, English serves as the primary language for research, international collaboration, and scholarly communication. As a result, educational language policies emphasize enhancing English proficiency in academic research. While challenges faced by non-native speakers have been widely studied, less attention has been given to teachers' perspectives on the role of English in research and its impact on academic success. This study examines teachers' attitudes toward English in academic research and explores strategies for its effective integration. A qualitative approach was adopted, using semi-structured interviews with faculty members from various disciplines. The findings reveal that while teachers recognize the importance of English in research and express a positive stance, there is a lack of structured training and institutional support. This highlights the need for targeted professional development to strengthen teachers' linguistic competencies and for policymakers to implement a comprehensive language acquisition strategy that aligns with academic and research priorities.

Keywords: Academic research; attitudes; educational language policy; top-down strategies; training

---

* ADDRESS FOR CORRESPONDENCE: Gacem Mama, Dr. Tahar Moulay University of Saida, BP 138 cité ENNASR 20000, Saida, Algeria. *E-mail address*: ziati.mama@yahoo.fr

1. INTRODUCTION

English has firmly established itself as the dominant language for academic publishing, with the majority of scholarly journals, conferences, and research collaborations conducted in English (Wang et al., 2024). This widespread use is not merely a trend, but a necessity. Research shows that academic articles published in English are more likely to be cited and gain international attention, which in turn impacts the visibility and influence of research findings. As such, non-English-speaking scholars are often compelled to adopt English for their work to remain competitive and relevant in their respective fields. However, the widespread dominance of English in academia can also present a barrier for researchers who are not proficient in the language. Academic writing requires not only a solid understanding of English grammar and vocabulary but also the ability to articulate complex ideas clearly and concisely (Yaccob et al., 2022).

International research and academic publishing have traditionally been conducted primarily in English. Publishing in international indexed journals has become the foundation of many academic institutions' employment, and promotion policies globally. In this way, academics are forced to write in the highly English-dominated international marketplace. The second half of the 20th century saw the information revolution, which progressively led to a shift in basic human resources from land to scientific knowledge, transforming information into a fundamental good that is seen as an indicator of a nation's progress and prosperity. Accordingly, academic institutions are thought to be the sites where scientific knowledge is created and disseminated; academia has thus gained crucial importance. Thus, to guarantee that their universities would acquire a worldwide reputation and attract international students, governments everywhere made significant investments in higher education establishments and improved research initiatives.

1.1. Literature review

1.1.1. English: A top priority of educational language policy

English has unquestionably become the most important language in the world and has influenced contemporary educational institutions all around the world. Its extensive usage cuts beyond linguistic, cultural, and geographic barriers, making it the universal language of technology, business, academia, and diplomacy. English has a significant impact on education worldwide, influencing teaching strategies, curriculum design, and educational legislation. English's role as the international communication language is one of the main factors contributing to its domination in education.

The crucial point to consider is that being able to communicate effectively in English has become essential in today's increasingly interdependent world to engage in cross-cultural interactions, collaborative research projects, and transnational academic discourse. Therefore, to give students, the language abilities they need to succeed in the global arena, educational institutions worldwide have incorporated English language instruction into their curricula. Additionally, the centrality of English in educational systems has been further cemented by its rise as the language of innovation and science. Knowledge transfer and collaboration among researchers and academics around the world are made easier by the substantial amount of scholarly literature, scientific research articles, and technical developments that are published in English. To guarantee that their students can access and participate in the most recent advancements in a variety of sectors, educational institutions place a high priority on learning English.

Furthermore, the prevalence of English in digital communication and media has changed how people access and share information in educational settings. The majority of academic journals, online learning platforms, and educational materials use English as the primary medium of instruction. This expands access to educational possibilities but also requires that students and teachers be proficient in the language. As a result, English language instruction became an absolute necessity for educational systems all over the world, and it was incorporated into the core curriculum at all levels, from elementary to university. Geopolitical dynamics, economic demands, and historical legacies all have an impact on the complicated phenomena of English's function as a worldwide language in forming contemporary educational institutions. In a world that

is becoming more interconnected by the day, its widespread influence emphasizes how language, power, and education are all intertwined.

1.1.2. Higher education academic research

Many universities around the world have made publication in prominent international journals the foundation of their institutional hiring, promotion, reward, and even graduation processes. In the modern world, when knowledge is seen as might, science and technology are two crucial markers of a nation's degree of progress. Consequently, governments have backed and invested in educational institutions to help their nations grow and become more competitive. To achieve an acceptable standing in the globe, academic institutions have therefore engaged in a reputation race (Hazelkorn, 2013). In this regard, several rating systems have emerged to gauge the performance and competitiveness of academic institutions, including QS World University Rankings, in these ranking algorithms, publication and citation rates are usually important factors (Gonzales et al., 2014).

Consequently, more and more universities worldwide are basing their staffing, advancement, and incentive plans on the quantity and caliber of publications, which necessitates that academicians publish in highly regarded international journals, to boost their institutions' visibility and place higher in these rankings systems (Lillis & Curry, 2011). Additionally, as a requirement for graduation, several institutions have made it mandatory to publish in foreign journals. As a result, academicians are now under pressure to publish, particularly in English (Lillis & Curry, 2011). In this way, more academics and graduate students are attempting to publish in the strictly English-dominated global publishing market.

It is now well acknowledged that one of the most important requirements in the academic world of today is publishing. Even though there are many different kinds of publications, scholars and researchers have accumulated a great deal of expertise with the methods and techniques of academic publication over time. In this regard, scholarly publications that aim to disseminate scientific information and research cover a small range of formats, including books, book chapters, and conference proceedings. Research papers have been the most favored and esteemed form of publishing among them. Suffice it to say that in the current world, English is the primary language of science. Because English is the first language of many people and nations (Kaplan, 2001; Truchot, 2002), it necessitates the use of a set of rhetorical features and strategies as well as a particular understanding and argumentation. Thus, this dominance has also raised several questions regarding the principles of academic English writing and the difficulties faced by academics when writing for the publication process.

1.1.3. Teachers' attitudes: A Critical element for success

The role of teachers in shaping students' academic language skills is pivotal. Teachers' attitudes toward English proficiency in academic research influence both their teaching strategies and the learning environment they create (Yang & Liang 2024). Positive attitudes toward the importance of English can motivate students, encourage active participation in English-language academic activities, and enhance their writing skills. Conversely, negative or indifferent attitudes may reinforce students' apprehensions about their language abilities and limit their engagement with academic research in English.

Attitude is a term that characterizes how teachers feel, perceive, and behave at work. Various elements, such as interests, teaching experience, social viewpoints, and work satisfaction, impact teachers' attitudes about their careers (Egwu, 2015; Mkumbo, 2012). These mindsets have a big influence on teaching efficacy and quality, as well as student and teacher results. In addition to increased student performance (Sarkar & Behera, 2016) and academic achievement, positive attitudes also lead to increased teacher efficiency (Guneyli & Aslan, 2009), self-efficacy, improved teaching quality (Koksal, 2024; Huang, 2024), increased success, and life satisfaction (Egwu, 2015). On the other hand, negative attitudes might result in disruptive behavior, low self-efficacy, inefficiency, and teacher departures (Sarkar & Behera, 2016; Mkumbo, 2012).

Furthermore, Teachers' beliefs about the role of English in their respective fields also shape their approaches to language teaching. For example, teachers who view English as an essential tool for global academic success are more likely to integrate English-language training into their curriculum and provide extra

support for students who need to improve their language skills. On the other hand, teachers who do not recognize the significance of English in academic research may neglect to emphasize the importance of English proficiency in their teaching, thereby hindering students' opportunities for academic advancement. Moreover, teachers' personal experiences with academic English and their proficiency in the language may also affect their teaching practices. Teachers who have successfully navigated the challenges of publishing and presenting research in English are more likely to understand the complexities of academic language use and, therefore, be more supportive in guiding their students through similar processes.

1.1.4. Language acquisition planning

Acquisition language planning refers to the strategies and policies implemented by governments, organizations, or institutions to promote the acquisition of a specific language. This can involve promoting the learning of a particular language within a population, especially when that language is important for social, economic, or cultural integration. The goal of acquisition language planning is typically to ensure that a population has the linguistic skills necessary to participate fully in society or to advance in certain sectors such as education, business, or government.

This kind of language planning is distinct from status language planning, which focuses on decisions about the official recognition and use of a language, or corpus language planning, which involves developing and standardizing the language's structure and vocabulary.

Some key aspects of acquisition language planning include:

1. Curriculum Design: Developing and implementing educational curricula that support the learning of the target language.

2. Language Instruction: Providing resources and opportunities for learners to acquire the language, which may include formal education programs, language courses, or immersion strategies.

3. Language Policy and Legislation: Establishing policies that support language learning at different levels of society, such as government or community support for bilingual education.

4. Teacher Training: Ensuring that educators are trained in teaching the target language, often through specialized programs that focus on language acquisition techniques.

5. Incentives and Motivation: Encouraging the community or population to learn the language, often through cultural programs, media, or economic incentives.

6. Research and Evaluation: Studying how language acquisition happens in a specific context and evaluating the effectiveness of language acquisition programs.

In practice, acquisition language planning is common in multilingual or multicultural societies where there is a need for a shared language of communication (such as a national language) in addition to native languages or dialects.

1.2. Purpose of study

In Algeria, as part of the language acquisition planning at universities, English has gained traction as it was promoted by policymakers to serve as the language for instruction, and communication, and an effective means for conducting academic research across various fields. The aim of this study is twofold: to explore teachers' views on the use of English in their academic research, and to identify effective strategies to enhance its application in this dynamic arena.

The following are the main research questions that are put up to meet the research objectives:

- What attitudes do teachers exhibit towards the use of English in academic research?
- How can we maximize the successful use of English as a tool for academic mobility?

To answer these research questions, the study will gauge teachers' perceptions of English, and pinpoint the most important lessons learned to use it successfully.

Mama, G. (2024). Leveraging English in academic research: A key priority in educational language policy from teachers' perspectives. *International Journal of Current Innovations in Interdisciplinary Scientific Studies, 8*(2), 115-126. https://doi.org/10.18844/ijciss.v8i2.9597

2. METHOD AND MATERIALS

2.1. Research design

To address the practical issues mentioned above, this study is based on a research methodology that prioritizes the use of interviews as the main means of collecting data. According to this definition, a research strategy is "an approach to understanding and investigating social reality" (Strauss & Corbin 1998). It uses a method of collection of strategies and tactics for gathering and analyzing data, to find answers to the research questions. The investigator uses a thorough qualitative investigation. To find out what they thought about the use of English in academic research, it was crucial to talk to and listen to teachers as researchers and actual practitioners.

2.2. Participants

Selection of a diverse sample of teachers, including those from different disciplines and educational levels, to capture a broad range of perspectives. The researcher had recourse to non-probability purposive sampling.

2.3. Data collection

Interviews were conducted in person or virtually with open-ended questions designed to explore teachers' views on English's role in academic research, existing language policies, and strategies for improvement. Several semi-structured interviews were conducted by the researcher to learn more about teachers' opinions regarding the language they use to communicate their academic work. To learn more about the participants' research experiences, opinions on the value of English, their proficiency in the language, and the advantages and disadvantages of English as a scientific communication language, interview questions were posed. Chemistry, political science, computer science, law, mathematics, physics, and psychology were among the disciplines of the participants.

2.4. Data analysis

Thematic analysis of interview transcripts to identify key themes and patterns related to teachers' perceptions. To create a table that covers teachers' backgrounds concerning their use of English in academic research, the teacher needs to consider several key factors that influence their engagement with English in an academic context. Table 1 should highlight various dimensions of teachers' experiences and qualifications in academic research in English.

Table 1
Teachers' background

Teacher	Academic Discipline	Level of Education	English Proficiency	Experience in academic research
Teacher 1	Science and Technology	Professor	Elementary (B2)	15 years
Teacher 2	Law	PhD	Elementary (A2)	5 years
Teacher 3	Political Sciences	PhD	Intermediate (B2)	6 years
Teacher 4	Mathematics	PhD	Intermediate (B2)	3 years
Teacher 5	Computer Science	Professor	Intermediate (B2)	10 years
Teacher 6	Psychology	PhD	Elementary (A2)	5 years

2.4.1. Key facts to consider

1. Academic Discipline: Teachers from different fields will use English differently in academic research. For example, fields like computer science or science and technology might have more engagement with English publications compared to disciplines like Psychology or law, where local language research may prevail.

2. Level of Education: The teacher's highest degree (e.g., professor, PhD) can influence how much English is used in research, with higher degrees often involving more engagement with international research and publications in English.

3. English Proficiency Level: This reflects the teacher's general command of English, which can affect their ability to publish and present academic work in English, such as Beginner (A1-A2), Intermediate (B1-B2), Advanced (C1-C2),

4. Experience in Academic Research: This can include years of involvement in research or the number of research projects the teacher has worked on. More experienced researchers may be more comfortable using English in their research.

5. Interviews: Teachers perspectives towards the use of English in academic research

The use of English in academic research has grown significantly due to the increasingly global nature of scholarship. Many academic journals, conferences, and collaborative projects use English as a lingua franca. In this interview, we will explore teachers' perspectives on the role of English in academic research, their challenges, and possible strategies to enhance its use in their respective academic fields. Here are some common themes that emerge when teachers reflect on the use of English in academic research:

3. RESULTS

3.1. The challenges faced when using English for research: What challenges do you think researchers face when conducting research in English?

This question aims to identify the barriers researchers encounter, such as language proficiency, writing skills, or understanding of academic conventions. Teachers might address specific linguistic challenges (grammar, vocabulary, sentence structure) and how these affect the quality of research outputs.

3.1.1. Scientific activities in English

Most participants showed less professional expertise using English in their chosen industry when asked how many professional conferences they attended that were primarily in English. Because they require important linguistic skills that ease the conveying of knowledge and embody a mutual scientific grasp, they contend that their current proficiency in English prevents them from attending such worldwide manifestations.

Other teachers also argue that their limited ability to participate in international forums stems from their weak written and spoken language proficiency, notwithstanding their academic and scientific accomplishments. One teacher notes,

"International conferences are a great way to network, exchange ideas, and learn from other scholars while also keeping up to date and expanding your knowledge. It is truly a loss and a chasm when you are unable to attend such seminars. You perceive yourself to be marginalized".

Others go on to affirm that "we are required to use this language just because it is an inevitable global medium. I have to learn how to write and speak it. It is, in my opinion, an additional challenge to our instructional duties".

3.1.2. Language proficiency

In many participants' responses, it seemed to be regarded as axiomatic that language proficiency can significantly affect their academic research, both in terms of their ability to conduct research and to communicate their findings effectively. There are several key areas where language proficiency may have an impact like teachers who are not proficient in the language may struggle to fully understand complex texts, which can hinder their ability to engage with the existing body of knowledge. What is more, academic writing often uses specialized vocabulary. Without a good grasp of this terminology, interpreting research or contributing to ongoing debates can be difficult.

The participants believed that their English research writing abilities were relatively poor, and they also lacked knowledge of academic writing rules, such as text structure, coherence, cohesiveness, and the use of tenses. Overall, because they must prepare research papers based on international standards, the participants

underlined the need to learn about the language and rhetorical components of their respective fields. Some teachers use Google Translate to submit their entire articles. According to one teacher,

"I imitate other worldwide articles I start to see and understand article structures, how they focus their introduction, how they present their experiments, how they present the discussion, and how they, let's say, finish and conclude; that has been very stressing and demanding"

3.1.3. Connection with the core academic community

Another difficulty researchers have is a lack of connections with core academic communities in the center. Such a problem may hinder their international publication in reputable scientific journals.

Access to language support and training systems (EMTUSA courses):

Teachers highly confirm that they require additional support to effectively communicate their research in English, which is the dominant language in academic publishing and conferences. Without enough funds, they may be unable to afford:

- Professional writing assistance (academic proofreading and editing services).

- Language courses or specialized English training tailored to academic writing and presentation.

- Workshops or seminars to improve language skills and familiarize themselves with academic discourse.

Also, teachers ensured that the lack of formal training in academic writing and research publication in English coupled with the time-consuming nature of writing and editing research in English, led to delays and lower-quality submissions.

As per teachers' views, funding limitations can hinder:

- Their ability to travel for international conferences or research meetings.

- Engaging with scholars who speak English as a primary language, could reduce collaborative opportunities.

- The chance to present research in international settings, limiting visibility and feedback from a broader academic community.

In the same line of thought, all of the participants agree that the EMTUSA courses offered by the Ministry of Higher Education are valuable and effective; however, despite their scarcity (time constraints, scheduling conflicts), no strategic planning was done to address the needs and goals of the teachers. Additionally, the training units' content is very different from our academic requirements, such as how to produce academic research papers in English and how to improve their speaking abilities so that they can participate in international forums.

3.2. The perceived importance of English in academic research: What do you think about the use of English in academic labor?

The use of English in academic research has become a dominant force globally, and it has facilitated communication and the sharing of knowledge across borders, The participants are almost unanimous in their beliefs that the dominance of English in academia is salient and unavoidable. In addition, they focused on the relevance and soundness of it as a universal mode of communication to share research and meet professional needs. Moreso, it is a means for accessing global resources, collaborating internationally, and publishing in high-impact journals. Because of the status and visibility that writing in English would provide, professors make it obvious that they performed so. The participants stated that writing in English produced credibility and recognition on a global scale, particularly in prestigious journals published in this language. One of the participants, in a slightly different tone, said that although English was forced upon him, he came to like writing in it for his discipline-based materials.

Others downplay the extremely helpful role of English, primarily because new writers struggle to conform to the norms of native written English because they are unfamiliar with the language and lack communication in the academic discourse community. This causes several issues when it comes to writing manuscripts that meet the standards of international journal editors and reviewers. They claim that they struggle to write it in another language and face a few challenges, such as verifying the information. One teacher stated:

"To understand what has been done in the subject, review relevant material to conduct our research, and eventually publish our publications in English, I believe that we must master the language. This circumstance most likely makes it more difficult for us to write quality English manuscripts".

According to a different teacher, "My poor writing and lower proficiency in English could lead to stigmatization in academic publishing, as scholarly writing is a specific skill that must be developed throughout our academic journey."

Furthermore, a considerable number of teachers stress that English is a "common language" for scholars with different linguistic backgrounds. Because of this, cross-border collaboration has become easier, facilitating interdisciplinary work and allowing for quicker distribution of research findings. Other participants go on to affirm that much of the world's leading research is published in English, which means that proficiency in the language allows scholars access to a wealth of knowledge and academic literature. It has become a key tool for staying up-to-date with cutting-edge developments in many fields.

3.3. The perceived impact of English on research dissemination: Is it preferable to publish on a local or worldwide scale?

3.3.1. Local-scale publications

Teachers make special reference to the relevance of local issues, because according to them. If your research addresses specific problems, needs, or trends that are unique to a particular region or community, publishing locally can make a direct impact and be immediately actionable. From another angle, if you are working within a particular geographical area or with a specific demographic, the local publication helps you reach stakeholders who are directly involved or interested in those issues, and it will surely create higher local visibility**.** However, some researchers focus on the impact factor; that is to say, local journals might not have the same prestige or impact factor as global journals, which could influence how your work is perceived in the academic community. One teacher confirms:

"Of course, such a problem is experienced by us as researchers when we become unsuccessful in connecting our local research to the global research context. A scientific study should make sense and contribute to the international research community."

3.3.2. Global scale publications

There is a strong unanimity among participants that publishing on a global scale allows your research to reach a much larger audience, potentially influencing researchers, and practitioners worldwide, and this will realize a wider visibility, they further contend that global journals, especially those with high impact factors, can significantly boost the visibility and reputation of your work. This is especially important for advancing their academic career or influencing global debates on their research topic. From another parameter, teachers affirm that publishing globally ensures that their findings can be adapted or implemented more widely, especially when research has implications that can be applied to other regions or countries. By teachers' opinions, global journals often have broader readerships, which means your work can reach people in different academic fields, potentially leading to new interdisciplinary collaborations.

The majority of participants highlighted the increased visibility and dissemination of research findings as the main advantage of publishing in English. Many also noted that it opens the doors to a wider global audience and improves career opportunities for researchers.

3.4. Future expectation: What steps do you think can be taken to enhance the use of English in academic research?

This question invites teachers to reflect on practical solutions to help teachers succeed in academic research. Suggestions may include English language courses, peer writing groups, workshops, or institutional policy changes. It assesses teachers' awareness of available resources and their advocacy for systemic change.

As far as success factors for using English in academic research are concerned, participants emphasized the need for a systematic and strategic ELPP that would set authentic goals, adequate methodologies, and clear priorities. The professors affirmed that the new language training project lacked a thorough research foundation. As a result, sufficient time and insight into all project-related aspects, such as offering a strong foundation for learning English as a compulsory medium of scientific research transmission are necessary for the success of this educational process. Furthermore, appropriate and intensive acquisition of the English language must be prioritized to ensure successful and effective language output. A large proportion of teachers emphasize that institutions may provide more language support programs, such as English for Academic Purposes (EAP) courses, writing workshops, and peer review sessions. These could help them improve their writing, speaking, and presentation skills. Workshops could focus on structuring academic papers, refining grammar and vocabulary, and mastering citation practices, ensuring that scholars' ideas are communicated clearly and effectively in English.

4. DISCUSSION

The findings of the interviews revealed several key themes regarding teachers' perspectives on promoting the use of English in academic research. These perspectives shed light on both the challenges and potential strategies for achieving this goal.

First, a significant number of participants emphasized the critical role of English proficiency in global academic communication. As one respondent noted, "Without adequate English skills, accessing international research and contributing to global discussions becomes nearly impossible". This aligns with prior research by Flowerdew (2012), which highlights the dominance of English as the lingua franca in academia and the necessity for researchers to be proficient in it to disseminate their work effectively.

However, challenges were frequently cited. Teachers expressed concerns about insufficient institutional support, particularly in non-English-speaking countries. Participants remarked that many researchers lack the resources, such as workshops or funding for language training, to improve their English writing skills, this is consistent with findings from Hyland (2016), who pointed out that limited access to academic writing support hinders scholars' ability to publish in high-impact journals.

Another critical issue identified was the lack of confidence among teachers and researchers in using English. According to them, there's a pervasive fear of rejection or criticism due to language errors, which discourages many from even attempting to write in English. This fear echoes the sentiment reported in studies by Casanave and Vandrick (2003), and Kao (2024) which discusses the psychological barriers that prevent non-native English speakers from engaging fully in academic publishing.

Teachers suggested several strategies to address these challenges. Collaborative writing workshops, peer feedback systems, and partnerships with native English-speaking institutions were frequently mentioned as effective solutions. Participants also noted that if institutions could establish mentoring programs with experienced English-speaking academics, it would bridge the gap significantly. Similar recommendations have been made by Swales & Feak (2004), who argued for structured support systems to help non-native speakers navigate the complexities of academic English. In summary, the interviews revealed a nuanced understanding of the barriers and opportunities associated with enhancing English use in academic research. While the dominance of English as the global academic language is widely acknowledged, addressing the challenges of confidence, institutional support, and training remains critical. These findings suggest a need for targeted policies and initiatives to empower researchers in non-English-dominant contexts.

Enhancing the successful use of English in academic research requires a multifaceted approach that acknowledges the challenges teachers face while leveraging opportunities for improvement. Based on teachers' viewpoints and the challenges identified, the following outlooks and recommendations are proposed:

Mama, G. (2024). Leveraging English in academic research: A key priority in educational language policy from teachers' perspectives. *International Journal of Current Innovations in Interdisciplinary Scientific Studies, 8*(2), 115-126. https://doi.org/10.18844/ijciss.v8i2.9597

Teachers recognize English as a gateway to international collaboration, publication, and recognition in academia. However, they also acknowledge that the growing demand for English proficiency places a disproportionate burden on non-native speakers. The outlook is optimistic, provided that adequate support is made available to address linguistic barriers (Flowerdew, 2012).

With advancements in technology, teachers see tools like grammar checkers, plagiarism detectors, and AI-based language enhancement software as valuable aids. These tools can complement traditional learning methods, making it easier for researchers to refine their academic writing (Hyland, 2016).

The potential for international collaboration in research and mentorship programs offers a promising pathway to integrate diverse perspectives and improve English proficiency. Teachers foresee partnerships as a vital avenue for enhancing the quality and accessibility of research in English (Swales & Feak 2004).

Enhancing the use of English in academic research for teachers is crucial, particularly as English has become the dominant language for academic communication globally. To make this a priority in educational language policy, several strategies can be employed to support researchers in navigating and excelling in academic research. These strategies should aim to create an inclusive environment, strengthen linguistic skills, and promote academic rigor. This can be done on multiple axes:

Academic institutions should invest in professional development programs that include English language training tailored to academic writing and research. Regular workshops, seminars, and language enhancement courses can build confidence and proficiency (Casanave and Vandrick, 2003). Establishing mentorship systems where experienced researchers guide less experienced ones in writing, revising, and publishing can be highly effective. Peer review networks within institutions can also provide constructive feedback and foster a culture of collaborative improvement (Flowerdew, 2012).

Encouraging teachers and researchers to utilize digital tools like Grammarly, Turnitin, or AI-powered language models can streamline the writing and editing process. Providing access to these tools through institutional licenses can alleviate financial barriers (Hyland, 2016). Promoting international partnerships through research collaborations, exchange programs, and joint publications can expose teachers to best practices in academic English use. Such initiatives also provide opportunities for immersive learning (Swales & Feak 2004).

Institutions can offer rewards or recognition for publishing in reputable English-language journals. These incentives could include financial bonuses, promotion points, or grants for further research (Casanave and Vandrick, 2003). Confidence-building measures, such as supportive writing environments and workshops addressing fears of rejection, are crucial. Creating a non-judgmental space for practice and learning can motivate teachers to engage more actively with English in their research (Hyland, 2016). Developing discipline-specific English language materials and guides can address the unique needs of different research fields. Tailored resources ensure that teachers learn terminology and writing conventions relevant to their academic disciplines (Flowerdew, 2012).

5. CONCLUSION

By addressing institutional gaps, leveraging technological advancements, and fostering collaborative and supportive academic environments, the successful use of English in academic research can be significantly enhanced. Teachers play a pivotal role in this process, not only as researchers but also as mentors and facilitators of a broader cultural shift towards greater inclusivity in academic publishing.

By making English proficiency a priority in educational language policy, institutions can help bridge the language gap for researchers and contribute to a more inclusive, global academic community.

Mama, G. (2024). Leveraging English in academic research: A key priority in educational language policy from teachers' perspectives. *International Journal of Current Innovations in Interdisciplinary Scientific Studies, 8*(2), 115-126. https://doi.org/10.18844/ijciss.v8i2.9597

REFERENCES

Casanave, C. P., & Vandrick, S. (Eds.). (2003). *Writing for scholarly publication: Behind the scenes in language education.* Routledge. https://books.google.com/books?hl=en&lr=&id=YruQAgAAQBAJ&oi=fnd&pg=PP1&dq=Casanave,+C.+P.,+%26+Vandrick,+S.+(2003).+*Writing+for+scholarly+publication:+Behind+the+scenes+in+language+education*.+Lawrence+Erlbaum+Associates.++&ots=hmHFBb0wa8&sig=HtwAmhFYCRulehp_4CWvzB-9fE8

Egwu, S. O. (2015). Attitude of Students towards Teaching Profession in Nigeria: Implications for Education Development. *Journal of Education and Practice*, 6(29), 21-25. https://eric.ed.gov/?id=EJ1081171

Flowerdew, J. (2012). English for research publication purposes. *The Handbook of English for specific purposes*, 301-321. https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118339855.ch16

Gonzales, L. D., Martinez, E., & Ordu, C. (2014). Exploring faculty experiences in a striving university through the lens of academic capitalism. *Studies in Higher Education*, 39(7), 1097-1115. https://www.tandfonline.com/doi/abs/10.1080/03075079.2013.777401

Güneyli, A., & Aslan, C. (2009). Evaluation of Turkish prospective teachers' attitudes towards teaching profession (Near East University case). *Procedia-Social and Behavioral Sciences*, 1(1), 313-319. https://www.sciencedirect.com/science/article/pii/S1877042809000615

Hazelkorn, E. (2013). How rankings are reshaping higher education. https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1023&context=cserbk

Huang, W. C. (2024). Influence of enhanced self-efficacy on English performance through English medium instruction: a mixed methods research. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1), 32. https://link.springer.com/article/10.1186/s40862-024-00255-3

Hyland, K. (2016). Academic publishing: Issues and challenges in the construction of knowledge. https://books.google.com/books?hl=en&lr=&id=j9enCwAAQBAJ&oi=fnd&pg=PT15&dq=Hyland,+K.+(2016).+Academic+publishing:+Issues+and+challenges+in+the+construction+of+knowledge.+Oxford+University+Press.++&ots=0E27qEuciN&sig=Z2LoBSqAc8Y_Yo6XtM2cb6TIPSs

Kao, P. C. (2024). Exploring the roles of academic expectation stress, adaptive coping, and academic resilience on perceived English proficiency. *BMC psychology*, 12(1), 158. https://link.springer.com/article/10.1186/s40359-024-01630-y

Kaplan, R. B. (2001). English–the accidental language of science. *The dominance of English as a language of science*, 3-26. https://www.degruyter.com/document/doi/10.1515/9783110869484/pdf?licenseType=restricted#page=17

Köksal, Ö. (2024). THE RELATIONSHIP BETWEEN EFL TEACHERS'BURNOUT AND THEIR CLASSROOM MANAGEMENT. *International Online Journal of Education & Teaching*, 11(1). https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=2148225X&AN=174963984&h=9snqB8Xd52breGkjVijLxqFjPR%2Bm%2FiAMpId1dyLa1tKbdYs0Qab30ZtzdhXvYVpFdWrXlr5FPX%2BS0%2FhML2Yryw%3D%3D&crl=c

Lillis, T., & Curry, M. J. (2011). Academic writing in a global context: The politics and practices of publishing in English. *J Bus Tech Commun*, 22, 179-198. https://www.researchgate.net/profile/Theresa-Lillis/publication/42798576_Academic_Writing_in_a_Global_Context_The_Politics_and_Practices_of_Publishing_in_English/links/02bfe5114f531a02fc000000/Academic-Writing-in-a-Global-Context-The-Politics-and-Practices-of-Publishing-in-English.pdf

Mkumbo, K. A. (2012). Teachers' attitudes towards and comfort about teaching school-based sexuality education in urban and rural Tanzania. *Global journal of health science*, 4(4), 149. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4776935/

Sarkar, D., & Behera, S. K. (2016). Attitude of college teachers towards the teaching profession. *American Journal of Educational Research*, 4(11), 834-839.

Mama, G. (2024). Leveraging English in academic research: A key priority in educational language policy from teachers' perspectives. *International Journal of Current Innovations in Interdisciplinary Scientific Studies, 8*(2), 115-126. https://doi.org/10.18844/ijciss.v8i2.9597

Strauss, A., & Corbin, J. (1998). Basics of qualitative research techniques. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=18c7cfe7a46c7771b60dc384b1b4e350f65b13e2

Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press. http://teslej.org/wordpress/issues/volume8/ej32/ej32r1/?wscr=

Truchot, C. (2002). Key aspects of the use of English in Europe. *Strasbourg: Council of Europe*. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=749cff34d990e0a7b866b080646ed6c201538dde

Wang, F., Geng, X., & Han, J. (2024). Chinese University EFL learners' English for General Academic Purposes: relationships between target needs and self-efficacy. *Humanities and Social Sciences Communications*, *11*(1), 1-9. https://www.nature.com/articles/s41599-024-02735-w

Yaccob, N. S., Yunus, M. M., & Hashim, H. (2022). Globally competent teachers: English as a second language teachers' perceptions on global competence in English lessons. *Frontiers in Psychology*, *13*, 925160. https://www.frontiersin.org/articles/10.3389/fpsyg.2022.925160/full

Yang, Y., & Liang, S. (2024). Classroom Social Climate and Student Engagement in English as a Foreign Language Learning: The Mediating Roles of Academic Buoyancy and Academic Emotions. *The Asia-Pacific Education Researcher*, 1-10. https://link.springer.com/article/10.1007/s40299-024-00926-2