



# Doing Game Studies in Different Languages

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“Game Studies by the Sea” seminar

TecnoCampus, Universitat Pompeu Fabra

Erasmus+ Teaching Mobility Program

June 3, 2024

FOOTBALL &gt;

LA LIGA &gt;

FIXTURES - RESULTS

TABLE

TOP SCORERS

PREVIOUS WINNERS

FOOTBALL

LA LIGA

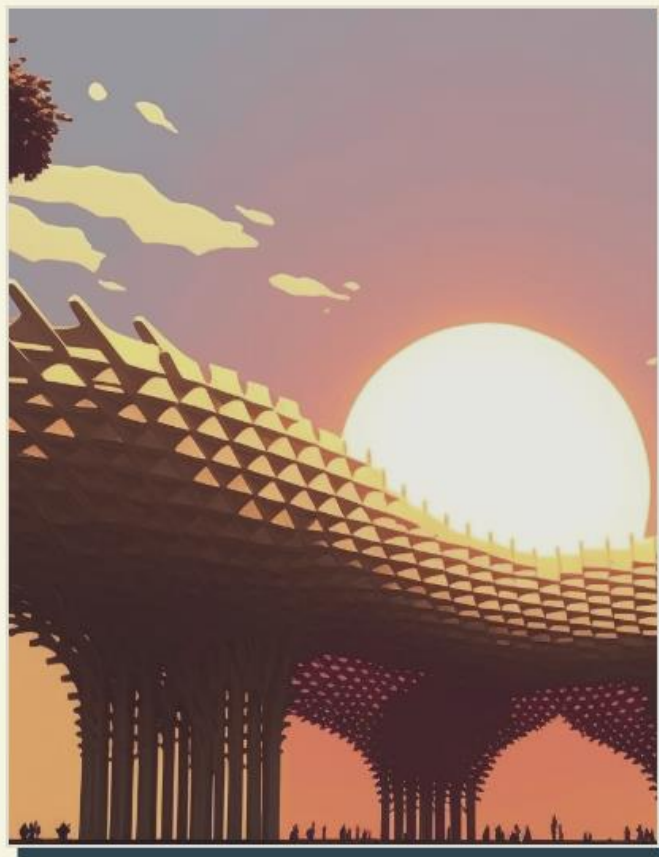
# SEVILLA 1-2 BARCELONA: ROBERT LEWANDOWSKI AND FERMIN LOPEZ ON TARGET IN LA LIGA AS XAVI SIGNS OFF FROM BLAUGRANA



BY CIARAN BAYNES

UPDATED 26/05/2024 AT 21:38 GMT

# WELCOME TO DIGRA SEVILLE 2023



The **2023 DiGRA International Conference** is an initiative of the **Digital Games Research Association**, an academic organisation formally established in 2003 in Finland.

This new edition will take place on **19, 20, 21, 22 and 23 June 2023** in **Seville, Spain**, under the theme **Limits and Margins of Games**.



# Technicalities

- Please feel free to **share, tweet, etc.**
- The file can be downloaded from my website:

[www.stanislawkrawczyk.pl](http://www.stanislawkrawczyk.pl)

Why Talk about This?



## **The Reflexive Turn? An Overview of Recent Debates on the Status of Game Studies**

Stanisław Krawczyk, University of Warsaw

Michael S. Debus, IT University of Copenhagen

Maria B. Garda, Flinders University

# Research on Game Studies

- Biermann, R., Fromme, J., & Kiefer, F. (2023). Interdisziplinäre Zugänge zu digitalen Spielen und ihrer sozialen und kulturellen Bedeutung – Einführung der Herausgeber. In R. Biermann, J. Fromme, & F. Kiefer (Eds.), *Computerspielforschung: Interdisziplinäre Einblicke in das digitale Spiel und seine kulturelle Bedeutung* (pp. 7–24). Verlag Barbara Budrich.
- Garda, M. B., & Krawczyk, S. (2017). Ówierć wieku polskich badań nad grami wideo. *Teksty Drugie*, 28(3), 69–86.
- Gómez-García, S., de la Hera, T., Cuadrado-Alvarado, A. (2021). Game Studies, Next Level? Nuevos horizontes para una disciplina emergente. *Index.comunicación*, 11(2), 13–20.
- Malazita, J., Rouse, R., & Smith, G. (2024). Disciplining Games. *Game Studies*, 24(1).
- More examples:  
<https://docs.google.com/document/d/1OxVYujfiojpCp4BtMtmLYXZcrkWYLZ-VTapjOdHZtQI/edit>

# Diversity in Game Studies

- [Liboriussen, B., & Martin, P. \(2016\)](#). Regional Game Studies. *Game Studies*, 16(1).
- [Mukherjee, S., & Hammar, E. L. \(2018\)](#). Introduction to the Special Issue on Postcolonial Perspectives in Game Studies. *Open Library of Humanities*, 4(2), 1–14.
- [Phillips, A. \(2020\)](#). Negg(at)ing the Game Studies Subject: An Affective History of the Field. *Feminist Media Histories*, 6(1), 12–36.
- [Ruberg, B., & Shaw, A. \(Eds.\) \(2017\)](#). *Queer Game Studies*. University of Minnesota Press.



# Languages in Game Studies

*Games and Empire - Special Edition*

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## **Feminist and Furious: Diversity Work(ers) Against Game Studies of Empire!**

Cody Mejeur<sup>1</sup> , Mahli-Ann R. Butt<sup>2</sup>  
and Alayna Cole<sup>3</sup>

Games and Culture  
2021, Vol. 16(3) 342–356  
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DOI: 10.1177/1555412020963833  
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### *“Perpetuating Anglocentrism*

The country of residence [of our respondents] represented a predominantly Anglocentric sphere . . . Our demographics reflect **the perpetuating Anglocentrism of game studies**. These demographics may also correlate with the countries holding institutional power for academic research for game-related disciplines and career opportunities”

(p. 348; color & bold added)



RESEARCH ARTICLE

## Decolonizing play

Aaron Trammell

Informatics, UC Irvine, Irvine, United States

### ABSTRACT

The past five years have seen the development of what Mukherjee, S. (2018. Playing subaltern: Video games and postcolonialism. *Games and Culture*, 13(5), 504–520) and Murray, S. (2018. The work of postcolonial game studies in the play of culture. *Open Library of Humanities*, 4(1), 1–25) (amongst others) term postcolonial game studies. Postcolonial game studies looks at how games represent colonial and postcolonial environments in the story worlds they present, and also considers how these games are consumed by players in postcolonial nations. Fittingly, it is a critique both of how games reproduce colonial tropes. In this essay, I argue that the work of decolonizing games requires that we also decolonize play. Here I shall argue that the foundational theories of play that game scholarship is predicated upon are built upon a racist and xenophobic binary that pits civilization against barbarism. This binary is a consequence of a white European canon of game studies scholarship that has supported a grand theory of play apprehended only through an etic lens. If we are to consider the future of game studies, I think we should work to decolonize play. Crucially, we must attend to how Black, Indigenous, and people of color (BIPOC) play globally and consider the many other ways—beyond merely games—that this play is articulated.

### ARTICLE HISTORY

Received 5 October 2021  
Accepted 18 May 2022

### KEYWORDS

Postcolonial theory; game studies; play theory; ritual communication; race

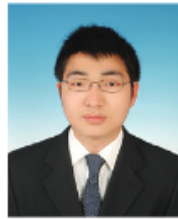
“It is a testament to both **the colonizing work of English** and the influence of Western European philosophy . . . on game studies that there is a critical focus on the English construction of games and play . . . Because of these colonial histories the conversation around postcolonialism and games has . . . centered around the ways that *games* . . . serve up and distribute European and American values on a massive global scale”

(p. 240; color & bold added)

# The English Language

# The changing role of non-English papers in scholarly communication: Evidence from Web of Science's three journal citation indexes

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## Abstract

Non-English languages are widely used, but their roles in scholarly communication are relatively under-explored. By using Web of Science's Science Citation Index Expanded (SCIE, 1900–2015), Social Sciences Citation Index (SSCI, 1900–2015), and Arts and Humanities Citation Index (A&HCI, 1975–2015), this study probes the patterns and dynamics of non-English papers by year, citation index, and discipline using bibliometric analysis. The analyses show that English is increasingly being used as the dominating language from natural sciences and social sciences to arts and humanities. Around 97% of the papers in SCIE, 95% of the papers in SSCI, and 73% of the papers in A&HCI during the past decade were in English. However, other languages such as German and French were also used as important academic languages in sciences and social sciences during the first half of the 20th century, 1970s, and 1980s. Unlike natural science and social science disciplines, non-English papers have consistently played important role in arts and humanities disciplines from the beginning of 1975. Although the shares of non-English papers in SCIE and SSCI databases have been limited during the past decade, a large number of non-English papers can be found in some applied disciplines of sciences and social sciences.



ELSEVIER

Journal of English for Academic Purposes 3 (2004) 247–269

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Journal of  
ENGLISH for  
ACADEMIC  
PURPOSES

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[www.elsevier.com/locate/jeap](http://www.elsevier.com/locate/jeap)


# The role of English in scientific communication: *lingua franca* or *Tyrannosaurus rex*?

C. Tardy\*

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## Disciplinary responses to the rise of English in metrics-driven social sciences and humanities

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### ABSTRACT

This paper draws upon 123 interviews with Polish scholars, analysing their disciplinary-based views on the rise of English as a publishing medium in an increasingly metrics-driven set of social sciences and humanities disciplines. Those included in the paper are history, philosophy, economics, and law. The paper argues that the participants can be divided into three classes (internationalists, multilinguals, localists), depending on their responses to research evaluation reforms that encouraged publishing in prestigious English-language venues. Disciplinary differences are also explored. The results are discussed in the context of three academic discourses (internationalisation, Englishisation, multilingualism) on the rise of English in scholarly publishing, and in the context of the neo-nationalist movement's current influence on global academia. A key finding is that the traditions of the social sciences and humanities may work as heterogenising forces against evaluative and linguistic homogeneity.

### ARTICLE HISTORY

Received 7 December 2023  
Accepted 7 December 2023

### KEYWORDS

Englishisation; higher education; internationalisation; multilingualism; research evaluation; scholarly communication



**Englishized?**

**Polish Game Scholars' Responses  
to the Anglophone Norm**

**Stanisław Krawczyk  
University of Wrocław, Poland**

DiGRA conference  
June 19-23, 2023  
University of Seville

# Interviewees

- **7 individual in-depth interviews**, mostly in May and June 2023
  - 4 experienced researchers – XPs (more than seven years after PhD)
  - 3 early-career researchers – ECRs (2 PhD students + 1 recent PhD)
- 4 men, 3 women; interviews conducted in Polish for DiGRA 2023
- I have focused largely on **internationally active scholars**
  - All interviewees have published in English as well as in Polish
  - All interviewees have published at least one paper abroad and/or participated in at least one international conference



# Critique (General Literature)

*Science and Public Policy*, 45(6), 2018, 775–789

doi: 10.1093/scipol/scy025

Advance Access Publication Date: 9 March 2018

Article

OXFORD

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# The evaluation of research excellence and the dynamics of knowledge production in the humanities: The case of history in Spain

**Carolina Cañibano<sup>1,\*</sup>, Immaculada Vilardell<sup>2</sup>, Carmen Corona<sup>1</sup> and Carlos Benito-Amat<sup>1</sup>**

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OXFORD  
APPLIED  
LINGUISTICS



# Linguistic Imperialism

Robert Phillipson

# Englishization and the Politics of Knowledge Production in Management Studies

Mehdi Boussebaa<sup>1</sup> and Janne Tienari<sup>2</sup>

## Abstract

Concerns have been voiced in recent years about the widespread use of U.S.-dominated journal rankings in business schools. Such practice is seen to have the effect of spreading globally a U.S.-style scholarly monoculture and reconstituting other forms of scholarship as marginal and inferior. In this essay, we explore the ways in which the English language is implicated in these processes. Drawing on language-sensitive studies of academic work and our own experiences as nonnative speakers of English, we argue that the use of U.S.-dominated rankings is not just hierarchizing and homogenizing the global field of management but also contributing to its Englishization. This, we contend, furthers the homogenization of the field while also producing significant language-based inequalities and inducing demanding quasi-colonial forms of identity work by those being Englishized.

Journal of Management Inquiry  
2021, Vol. 30(1) 59–67  
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DOI: 10.1177/1056492619835314  
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*Language Teaching* (2024), 57, 87–100  
doi:10.1017/S0261444822000040

**CAMBRIDGE**  
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FIRST PERSON SINGULAR

# Multilingualism in academic writing for publication: Putting English in its place

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(Received 2 February 2022; accepted 4 February 2022)

# English as *lingua franca*. Or the sterilisation of scientific work

Media, Culture & Society

2021, Vol. 43(1) 171–179

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DOI: 10.1177/0163443720957906

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Ana Cristina Suzina 

Loughborough University London, UK

## Abstract

This essay discusses the impact of defining English as the *lingua franca* in academia, taking it as an additional barrier to achieving more equitable participation and a diversity of perspectives in scientific publications in the field of communication studies. Two aspects are particularly problematised. The first is the characterisation of a so-called research that travels, contrasting the ideal model of a strategic definition on what materials should be published on which platform with a scoring and evaluation system that prevents or limits intelligence in these choices. The second aspect is the definition of an acceptable level of eloquence for international circulation, in which the domestication of language leads to an epistemological domination. The debate is illustrated with a series of data regarding the (in)visibility of Latin American scientific production in international academic publications. Such barriers are, finally, presented as mechanisms of power that feed the so-called status of #CommunicationSoWhiteAndRich. The reflection suggests that the search for scientific rigour should not be confused with the rigidity of forms, valuing the construction of solidarity networks that contribute to the decolonisation of scientific thought.



# Tapuya: Latin American Science, Technology and Society

ISSN: (Print) 2572-9861 (Online) Journal homepage: <https://www.tandfonline.com/loi/ttap20>

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## A geopolitics of bad English

Leandro Rodriguez Medina

To cite this article: Leandro Rodriguez Medina (2019) A geopolitics of bad English, Tapuya: Latin American Science, Technology and Society, 2:1, 1-7, DOI: [10.1080/25729861.2019.1558806](https://doi.org/10.1080/25729861.2019.1558806)

To link to this article: <https://doi.org/10.1080/25729861.2019.1558806>



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Published online: 30 Jan 2019.

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# Critique

## (Interviews with Game Scholars)



# The Irreversible Pressure of Unification

- “This hamburgerization or Americanization of language [in game-related terminology] is, I think, **irreversible**” (XP 4)
- “There’s this **pressure** to publish exclusively in English” (ECR 2)
- “I will partly agree, for instance, that . . . **The Anglo-Saxon culture of academic writing is killing essays** . . .  
Yes, it’s a problem: treating English as the . . . central language.  
The consequence is that everything gets **unified** in a way” (ECR 3)

# The Hegemon and the Rest

- **“It’s a colonizer’s language”** (XP 4)
- “The United States is an academic hegemon and **the academic hegemon . . . is under the impression that everything about them is universal**, and everything not about them is some kind of scholarly margins, local studies” (XP 2)
- “It can be difficult for younger researchers to start publishing . . . on this international level . . . And of course **this threshold isn’t there for the people whose first language is English**, so here . . . there may be an inequality” (ECR 2)

# The Newcomers Need Polish

- “[International exchange is valuable] for game scholars who already are game scholars. **If we want to have more game scholars in Poland . . . we need to translate texts**” (ECR 1)
- “There are no [Polish] publications that . . . would be available. **Either for students or for unexperienced researchers**” (ECR 2)
- “Polish could just be **a kind of entry language**” (ECR 3)
- “Publishing in English . . . **creates a barrier to the entry of new researchers**” (XP 3)
- “[Right now] **I find it easier to tell [my students], ‘Listen, here’s an English-language handbook**, here are great explanations of concepts along with references’, than to refer them to some popular text in Polish, where there’s no . . . bibliography (XP 4)


# Polish Game Studies Needs Polish Terms



- “I believe that in Polish game studies it is our important role to ensure that the Polish language does not die out . . . . When we discuss some practice or phenomenon wholly in English, we don’t develop the local vocabulary . . . and **not all can be thought in English**” (XP 3)
- “For instance, if we . . . want to make games that are somehow unique, then the basis for that . . . [is] **the language in which games are made or . . . some symbols are construed**” (ECR 3)


# Defense (General Literature)

# “I won't publish in Chinese now”: Publishing, translation and the non-English speaking academic

Na Luo<sup>a</sup>  , Ken Hyland<sup>b</sup> 

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<https://doi.org/10.1016/j.jeap.2019.03.003> 

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## Abstract

While EAL (English as an additional language) scholars across the world are increasingly under pressure to publish internationally, many are confronted with serious language barriers during the process. A key solution for them is turning to text mediators, and particularly translators. However, the effectiveness of research article manuscript translation remains contested. By presenting the case of a Chinese medical doctor who can hardly write a complete sentence in English but regularly publishes in prestigious international journals, we show the impact and importance of manuscript translation in text mediation practices. We argue that despite its somewhat dubious ethicality and hit-and-miss outcomes, manuscript translation appears to be a viable service for EAL scholars given the right set of circumstances. We believe research on text mediation,

## Academic publishing and the myth of linguistic injustice



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### ARTICLE INFO

#### *Article history:*

Received 7 August 2015

Received in revised form 29 January 2016

Accepted 29 January 2016

#### *Keywords:*

Academic publishing

Linguistic injustice

Peer review

EAL writers

### ABSTRACT

Academic publication now dominates the lives of academics across the globe who must increasingly submit their research for publication in high profile English language journals to move up the career ladder. The dominance of English in academic publishing, however, has raised questions of communicative inequality and the possible ‘linguistic injustice’ against an author’s mother tongue. Native English speakers are thought to have an advantage as they acquire the language naturalistically while second language users must invest more time, effort and money into formally learning it and may experience greater difficulties when writing in English. Attitude surveys reveal that English as an Additional Language authors often believe that editors and referees are prejudiced against them for any non-standard language. In this paper, I critically review the evidence for linguistic injustice through a survey of the literature and interviews with scholars working in Hong Kong. I argue that framing publication problems as a crude Native vs non-Native polarization not only draws on an outmoded respect for ‘Native speaker’ competence but serves to demoralizes EAL writers and marginalize the difficulties experienced by novice L1 English academics. The paper, then, is a call for a more inclusive and balanced view of academic publishing.

# Global English: From “Tyrannosaurus Rex” to “Red Herring”

*Anna Kristina Hultgren, The Open University*

## *Abstract*

The rise of English as the world’s main international language has prompted a social justice agenda underpinned by an assumption that English causes or exacerbates inequality and injustice in the world. In this position statement, I set out to problematise and complexify this assumption, suggesting that English is neither a “Tyrannosaurus Rex”, a “Cuckoo” nor a “Lingua Frankensteinia”, but a “Red Herring”, distracting attention away from the underlying causes of inequality. Within the theoretical framework of “verbal hygiene” (Cameron 1995, 2012a), and drawing on my own empirical work and that of others, I argue for widening the scope of global English and more broadly applied linguistics. I suggest that as socially committed applied linguists, we stand a better chance of solving “real-world problems” (Brumfit 1995: 27) if greater attention is accorded to systems of inequality that are not obviously language-based. I will suggest that a too narrow focus on *linguistic* injustice risks losing sight of the underlying *non-linguistic* conditions that produce this injustice. I conclude by suggesting some ways forward that centre on co-thinking language with political, social, economic, cultural and material conditions.

Hultgren, Anna Kristina. 2020. “Global English: From ‘Tyrannosaurus Rex’ to ‘Red Herring’?” *Nordic Journal of English Studies* 19(3):10-34.



# Neo-nationalism and Universities

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## Populists, Autocrats, and the Future of Higher Education

JOHN AUBREY DOUGLASS

WITH CONTRIBUTING CHAPTERS BY

Brendan O'Malley

Wilhelm Krull and Thomas Brunotte

Marijk van der Wende

Karin Fischer

Bryan E. Penprase

Igor Chirikov and Igor Fedyukin

Elizabeth Balbachevsky and

José Augusto Guilhon Albuquerque

Defense

(Interviews with Game Scholars)

# A Global Language

- “**Of course**, when we publish in English, our publications reach incomparably more people . . . English is a universal language, let’s not deceive ourselves” (ECR 1)
- “**It is known** that English is a global language” (XP 2)
- “When someone publishes a book in Poland in 200 copies, it can be more difficult to reach than a paper in English, **one click away**” (XP 1)
- “[What’s in English] **will be read by more people** than is the case with other national, non-global languages” (XP 2)
- “I have the impression that these English publications are **more important in game studies**, because there’s this international circulation . . . My Polish things aren’t likely to reach this broader group of people” (ECR 2)

# A Bridge

- “Researchers from different countries can write in this English and be available for the whole world . . . [Thanks to this, game studies] **includes . . . experiences . . . from more peripheral places** and places that wouldn’t otherwise have a voice” (ECR 2)
- “There are countries where people certainly create a lot of cool things but I don’t know, for instance, [language names], so I don’t know exactly what’s going on in these regions . . . **English is . . . a sort of bridge between us**” (ECR 3)

# A Language for Specialists

- “I’m thinking **English is like Latin in the Middle Ages**, which means that specialists use English” (XP 1)
- “When you want to write something for specialists, get a good feedback and **it’s supposed to have the highest research quality**, then it’s known it’s better to write in English” (ECR 3)

Is Multilingualism the Way Out?

JLIS.it 12, 2 (May 2021)

ISSN: 2038-1026 online

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DOI: 10.4403/jlis.it-12672

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JLIS.it

# Multilingualism within Scholarly Communication in SSH. A literature review

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Janne Pölonen

Emanuel  
Kulczycki

Henriikka  
Mustajok

Vidar Røeggen

December 7th,  
2021

# Multilingualism is integral to accessibility and should be part of European research assessment reform

1 comment | 30 shares

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*Developing research systems that promote diverse, multilingual and relevant research for different audiences is a key and often overlooked element in making research accessible. However, biases in traditional research assessment often place researchers looking to produce multilingual research outputs at a disadvantage. Reflecting on the European Commission's recently published aims for the reform of research assessment **Janne Pölonen, Emanuel Kulczycki, Henriikka Mustajoki and Vidar Røeggen**, suggest the omission of multilingualism from this agenda, risks undermining the project's aims of supporting high-quality and accessible research.*



# **Overcoming Language Barriers in Academia: Machine Translation Tools and a Vision for a Multilingual Future**

EMMA STEIGERWALD<sup>Ⓜ</sup>, VALERIA RAMÍREZ-CASTAÑEDA<sup>Ⓜ</sup>, DÉBORA Y. C. BRANDT<sup>Ⓜ</sup>, ANDRÁS BÁLDI<sup>Ⓜ</sup>, JULIE TERESA SHAPIRO<sup>Ⓜ</sup>, LYNNE BOWKER<sup>Ⓜ</sup>, AND REBECCA D. TARVIN<sup>Ⓜ</sup>

# Interviewee on Machine Translation

- “It’s happened many times: I tell someone I’ve published something, . . . **I tell them it’s in Polish, and oh, in this case they’ll never read it** . . . When you can use so many freely available tools . . . That translate from one language to another”  
(XP 4)

# Interviewees: Both Languages Are Needed

- “Imperialism has its merits . . . and nationalism also has its merits” (XP 2)
- “I think the key thing is: to God the things that are God’s, and to Caesar the things that are Caesar’s” (XP 3)
- “It’s not the case that Poles writing about games in Polish write worse than . . . English people writing about games in English” (XP 4)
- “We have so many young people . . . interested in game studies . . . It’d be nice if there were publishing opportunities. In English, yes, but also in Polish” (ECR 1)
- „I suppose these languages should just complement one another . . . and of course it would be best if this was . . . made possible” (ECR 2)

# Conclusions

# Game Studies between Scylla and Charybdis

- **Scylla:** Hegemonic English + corporate publishers
- **Charybdis:** Neo-Nationalist tendencies across the world
- But that is not all there is

# The Complexity of English

- Publishing in English does not necessarily mean you serve **Scylla**
- For instance, English can:
  - Open new career paths – just as it can close others
  - Be a national language in a (semi-)peripheral country (DiGRA India)
  - Enable communication between (semi-)peripheral countries (DiGRA Central and Eastern Europe and CEEGS conference)
  - Be used to present regional research to a global audience (*Tapuya*)

# The Complexity of “Other” Languages

- Publishing in Catalan, Spanish, Polish, etc. does not necessarily mean you serve **Charybdis**
- English is not the only international language (Spanish-language publications on video games; [Charla de Antropología Digital: Español-Inglés](#), April 30, 2024)
- There can be all kinds of motivations for publishing in national languages (see the interviews cited before)

# Multilingual Game Studies?

- **Language is weak** without networks, organizations, institutions, and funds – and these are not on the side of multilingualism
- However, the global game studies community seems to include **a lot of non-native speakers**
- This may be related to **the roots of organized game studies** (DiGRA's main language has been English from the start but the Nordic countries were far more important to DiGRA's founding than the US or the UK)
- So, can the global game studies community **avoid both Scylla and Charybdis**? And can we find ways to harmonize global collaboration with national and regional scholarship?



# Practical Questions

# Who Can Play in the Game Studies Playground?

## **Stanisław Krawczyk**

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This is a discussion panel accepted  
for the DiGRA 2024 conference (July 1–5)

The questions in the next slide  
come from the panel's description

## GENERAL DISCUSSION

After the talks we would like to discuss with the audience the following questions regarding game studies:

1. Is creating or sharing knowledge in English more valuable than in other languages?
2. Is there a viable alternative to having a single language as the main medium of communication?
3. How, practically, can we work for greater linguistic diversity (e.g. through translations)?
4. Should we think about alternative modes of circulation and collaboration? Or should we focus our efforts on “bursting the bubble”?
5. What citation politics should we aim for when it comes to English and non-English references?
6. How much, or how little, emphasis should there be on “correct English”?

**Thank you!**

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