Abstract

English language has been recognized as universal medium of instruction in academia, this seems to influence the network of research and publication and, became a global force attracting scholars from non-English speaking countries. The purpose of this review was to synthesize the discussions using four databases. It used the qualitative approach. I study how English influences the career of academics in non-English speaking countries. The literature I read portrays the lack of this subject in the context of Lusophone. Universally, the usage of English language in higher education (HE), rising scholars’ performance demand and unclear language policy for research and publication have caused challenges in career development of non-English-speaking universities. These challenges in career development seem to derive from the universal usage of English language, caused by the lack of clarity in language policy, affecting scholars’ research and publication engagement. In the global Lusophone, there is a mission for universities to clarify language policy for research and publication. This is a consequence of the professed association of the scholars’ performance to the internationalization of HE. However, language policy enforced by the global HE rulers is sadly inadequate to non-English speaking universities. The study reveals two bodies of literature: (1) theinstrumentalist approach to English language learningand(2) Intercultural approach to English language for career opportunities, classified as the appropriate to explain the English language learning process and how is it perceived towards scholars’ academic careers in universities.

*Keywords:* English language, universities, language policy, career development, Lusophone.