

**AILA Research Network:  
Publishing and Presenting Academic Research in a Global Context**

**Colloquium:  
Debates and directions for research on academic publishing and presenting in a global  
context**

Organized by Mary Jane Curry and Theresa Lillis  
Tuesday, July 25, 2017

In recent decades, English has been much heralded as the dominant language of global academic journal publishing. Estimates put the prevalence of English use in academic journals at between 75 and 90%, depending on the discipline (van Weijen, 2012). In the context of global academic knowledge production, English is sometimes viewed positively as a lingua franca that facilitates the spread of ideas; at the same time, it needs to be viewed from a critical perspective that examines the losses, burdens and costs associated with a linguistic 'monoculture' in academic knowledge production. The field of research on global academic knowledge production has developed substantially in the past 25 years, with strands of research documenting and analyzing the experiences of multilingual scholars as they respond to pressures and interests in writing for publications and presentation in English; exploring the policies, both implicit and explicit, that create and exert these pressures; and developing and evaluating pedagogical approaches for supporting multilingual scholars and students.

In order to take a step back and critically examine the research landscape related to global academic knowledge production, this colloquium adopts an innovative format comprising three sections focusing on particular dimensions of research on global academic publishing and presenting. Presenters will propose a critical question they believe should be pursued as the research field moves forward. To focus discussion on this question, presenters will spend 5-7 minutes offering a data extract related to the specific question and providing background on the research question and data collection procedures. The remaining time in each section will be devoted to group discussion with presenters and audience members.

**Reference:** van Weijen, D. (2012, Nov.) The language of (future) scientific communication. *Research Trends* 31. <https://www.researchtrends.com/issue-31-november-2012/the-language-of-future-scientific-communication/> (accessed 27 April 2017).

**I. Introduction and overview**

Mary Jane Curry and Theresa Lillis

Situating current debates and future research on academic publishing and presenting: Introducing *Global Academic Publishing: Policies, Perspectives and Pedagogies*, **13:30-10:50**

**II. Academic knowledge production: Investigating pressures and responses**

1. Laurie J. Anderson, University of Siena, Italy: Does one size fit all? Publishing for mobility in European academia, **13:51-14:17**

2. Mary Jane Curry, University of Rochester, US: How is English nested in policies for grants, fellowships, and publications?: The case of Chile, **14:18-14:34**
3. Raquel Fiad, Universidade Estadual de Campinas, Brazil: What can we learn from discourses and discussions about academic publishing within universities?, **14:35-14:51**

**Discussion: 14:52-15:02**

### **III. Digital Practices in Academic Knowledge Production**

4. Dmitra Vladimirov, University of Nottingham, UK, and Maria Daskalaki, Kingston University (Business School): Academic writing practices in digital contexts: Tweeting the academic self, **15:03-15:20**
5. Anna Mauranen, University of Helsinki, Finland: Academic blogging: Issues in working toward the co-construction of knowledge, **15:21-15:37**

**Discussion: 15:38-15:47**

### **IV. Pedagogies for Academic Knowledge Production**

6. Valerie Meier, University of California, Santa Barbara, and Gerriet Janssen, Universidad de los Andes, Bogotá, Colombia: What research methods are appropriate for evaluating pedagogies for research publishing and presenting?, **15:48-16:04**
7. Ron Martinez, Eduardo Figueiredo, Federal University of Paraná, Curitiba, Brazil/ Supporting academic publishing in a Brazilian university: Reducing the English 'ecological footprint', **16:05-16:21**
8. Melba Libia Cárdenas, Universidad Nacional de Colombia, Sede Bogotá: An English-medium journal supporting novice teacher-researchers of English to publish, **16:23-16:38**

**Discussion, 16:39-17:00**

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