

Does language matter? The politics of English, language and uptake in international academic journal article reviews

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In this presentation we will give an overview of a longitudinal research project, *Professional Academic Writing in a Global Context* (PAW) which explores the writing for publication practices of 50 psychology and education scholars based in four distinct national contexts, Slovakia, Hungary, Spain, and Portugal. For over 10 years we have collected extensive interview, observational and textual data about scholars' experiences with and perspectives on submitting articles for publication with a focus on English-medium texts. A key unit of data collection and analysis has been 'text history', which involves the collection and analysis of multiple drafts of texts written by participants, correspondence with literacy brokers and interviews discussing the production of specific texts.

The presentation will focus specifically on the following question: does the 'language' or 'English' of an article submitted for publication play a significant part in 'uptake', that is, in shaping reviewers' and editors' responses and evaluation. Drawing on 95 text histories from the PAW project we will analyse the language ideologies enacted in referees' and editors' comments on articles submitted for publication in English-medium 'international' journals. We will consider how orientations to 'English', 'language' and 'language work' are enacted in practices of reviewer uptake and the consequences of such practices for knowledge production, evaluation and circulation.

In exploring evaluation practices, we will problematize three foundational categories in applied linguistics: 1) The treating of English as a single stable semiotic resource over which the 'native' speaker is attributed a privileged evaluative position; 2) The overriding transparency approach to language and communication; 3) The focus on *production* as distinct from *uptake*.

References to some work published from the PAW project

Lillis, T. and Curry, M.J. (in press 2015). The politics of English, language and uptake: the case of international academic journal article reviews, *AILA Review*, 28.

Curry, M.J. and Lillis, T. (2014) Strategies and tactics in academic knowledge production by multilingual scholars. Special issue on Publishing and assessment, *Education Policy Analysis Archives*, 22(32).
<http://dx.doi.org/10.14507/epaa.v22n32.2014>.

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Curry, M.J. and T. Lillis. (2010). Academic research networks: Accessing resources for English-medium publishing. *English for Specific Purposes*, special issue on *EAP in Europe*. 29, 4: 281-295.

Lillis, T., Hewings, A., Vladimirou, D. and Curry, M.J. (2010) The geolinguistics of English as an Academic Lingua Franca: citation practices across English medium national and English medium international journals. *International Journal of Applied Linguistics*, 20,1: 111.135.

A guide for scholars drawing on PAW published research

Curry, M.J. and Lillis, T. (2014) *A scholars' guide to getting published in English. Critical choices and practical strategies*. Bristol: Multilingual Matters.

Biodata

Theresa Lillis is Professor of English Language and Applied Linguistics at The Open University and the Director of the Research Group, Language and Literacies <http://www.open.ac.uk/creet/main/research-themes/language-and-literacies>. She is co-convenor of the AILA (Association Internationale de Linguistique Appliquée) research network: Academic Publishing and Presenting in a Global Context. Her main research area is writing, in particular student academic writing in higher education, scholars writing for publication, professional writing in social work practice and writing in grassroots political activities. She has authored and co-authored a number of books, including *The sociolinguistics of writing* (EUP, 2013), *Academic writing in a global context* (with Mary Jane Curry, Routledge 2010) and *Student writing: access regulation, desire* (Routledge 2001), as well as publishing articles in journals such as *Written Communication*, the *International Journal of Applied Linguistics*, *Revista Canaria de Estudios Ingleses*, *Teaching in Higher Education* and the *Journal of Advanced Composition*

Mary Jane Curry, PhD, is associate professor in the Department of Teaching and Curriculum in the Warner Graduate School of Education, University of Rochester, New York. She is co-author (with Theresa Lillis) of *A Scholar's Guide to Getting Published in English: Critical Choices and Practical Strategies* (Multilingual Matters, 2013), *Academic Writing in a Global Context: The Politics and Practices of Publishing in English* (Routledge, 2010), and *Teaching Academic Writing: A Toolkit for Higher Education* (Routledge, 2002) and co-editor with Theresa Lillis of *Global academic publishing: Policies, practices, and pedagogies* (forthcoming, Multilingual Matters) and, with David Hanauer, *Language, literacy, and learning in STEM Education: Research methods and perspectives from applied linguistics* (John Benjamins, 2014). She has published numerous journal articles in the fields of applied linguistics and writing studies. She is principal investigator of a U.S Department of Education grant "Project CELLS: Western New York Collaboration for English Language Learner Success" and in 2014 was a Fulbright Faculty Fellow in Chile.