Editorial

Knowledge circulation and socio-linguistic (in)justice

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This issue is the second issue of Volume 2 of the journal of *English for Research Publication Purposes* (JERRP) which brings us to the end of a difficult and volatile year. Our new journal is now two years old and this is our fourth issue. We need to thank all our authors, reviewers and readers and, of course, John Benjamins, our publisher, for their support. We hope that we are fulfilling our mission which is to enable scholars working across a range of fields relevant to academic publication in English to communicate their research and perspectives to an international community and to contribute to the development of this field of scholarship. It is pleasing to note that we have published authors addressing writing for publication in under-researched areas such as Brazil, Chile and Russia and topics such as English for research publication practices in the Arab world. Several papers examine the emic perspectives of scholars in diverse communities seeking to publish in English and another language as they navigate complex institutional requirements and personal goals. We offer authors the option of including an abstract of their paper in a language other than English as a recognition of the challenges many face; to date we have included abstracts in Russian, Arabic and Portuguese. Most papers, too, include a discussion of the implications of the study reported on for practice and pedagogy, suggesting that authors envision a community of engaged practitioners and scholars. Our shorter perspective pieces offer an opportunity to consider issues that are topical or perhaps controversial; these have included relooking at ‘predatory’ publications, the purposes of peer review, the nature of disciplinarity and the dominance of metrics and technologies in our academic lives.

Issues of inequity in global academic publication underlie much of the work published in JERRP; our perspective piece in this issue once again engages with one of the more hotly debated topics in our field in recent time: the question of linguistic injustice. Josep Soler reminds us that injustice in academic publishing cannot be detached from broader issues of access within global academia, and that these need to be understood in terms of the neoliberal and late capitalist

structures of inequality which shape them. Rather than opting for a discursive or non-discursive position, he argues for intersectionality, challenging us to complexify the debate, paying attention to the forces of social stratification on a global scale that position scholars as more or less 'central or 'peripheral'.

Soler also argues for 'an attention to readers' construction of authors' voices' which is in part the theme of Galina Shleykina and Frances Junnier's study of the frequency, rhetorical use, and grammatical form of first person pronouns (FPPs) in a corpus of research article abstracts in biology written by Russian and international researchers for two peer-reviewed, multilingual journals. Under the very conditions identified by Soler, Russian researchers must write in Russian and in English for both national and international academic audiences. One of the multiple challenges they face is constructing an authorial self that is acceptable to a diverse readership as they move between Russian and English. Examining three corpora, namely L1 Russian abstracts; L1 abstracts translated into English; and abstracts by international biologists in English from the same two journals, they are able to show how translation not only transfers L1 linguistic code but also brings a stronger emphasis to author agency. The paper makes an important contribution to the underexplored role of translation in text mediation studies and to studies of the evolving nature of English as a lingua franca in English for research publication purposes, particularly in relation to authorial self representation.

The second paper authored by Arturo Mendoza, Viviana Oropeza, Daniel Rodríguez, Zazil Sobrevilla, and Joaquín Martínez, addresses several of the issues discussed in Soler's paper in an examination of the writing for publication purposes experiences of 58 graduate students at a Mexican public university whose first language was Spanish. A mixed-methods approach was used to explore the ways in which the students used English, their perceptions of the discursive and non-discursive challenges they encountered, and what their feelings and attitudes to writing in English for publication purposes were. Spanish is the main medium of instruction at the university, yet there is an expectation, and in some fields a requirement, that graduate students publish in English language journals. Students reported a wide range of strategies for responding to the challenges and drew on multiple resources more or less successfully. Perhaps not surprisingly, students reported increased feelings of frustration, anxiety, stress, and anger, accompanied by low self-esteem and a lack of confidence, exacerbated by what they perceived as a lack of adequate writing skills. At the same time, they clearly want to disseminate their research findings in peer-reviewed, indexed, English medium journals leading to perceptions of injustice and unfairness at the lack of institutional support for their endeavors.

The last section of this issue includes two book reviews. In the first review, Ulugbek Nurmukhamedov looks at Luke Plonsky's edited volume, *Professional*

development in Applied Linguistics: A guide to success for graduate students and early career faculty. In the second review, Pamela Olmos-Lopez reviews Karin Tusting, Sharon McCulloch, Ibrar Bhatt, Mary Hamilton and David Barton's book, *Academics writing: The dynamics of knowledge creation.*

As we write this editorial, the attention of many of us is focused on the outcomes of COP26, the 2021 United Nations climate change summit where every nation in the world is involved in seeking to reach agreement on how to tackle climate change. At the same time, the pandemic is never far from our lives and thoughts. While we have reflected in a previous editorial on the disruptions to our academic lives caused by the pandemic, these are far from over. The pandemic has forced us to re-imagine much of the taken for granted of the academic lives of those of us located 'in the centre', while highlighting the inequities we referred to above. Jetting to conferences around the globe was put on hold as we designed alternative online forums and 'zoomed' in on seminars and talks. Paradoxically, online conferencing and myriad zoom events opened up access to knowledge for many in the global south, previously unable to attend pricey 'event' conferences in the north, or facing visa restrictions, and also made the work of scholars in the south more accessible to a wider audience. By not flying, we also contributed to reducing our individual carbon footprints which can only be a good thing (read <https://www.bbc.com/future/article/20200218-climate-change-how-to-cut-your-carbon-emissions-when-flying>). Despite the hard work of conference organisers over the last year or so, however, online conferencing can't quite replicate the chance encounter, the cup of tea and a chat, the serendipitous exploration of future collaboration.

It's probably too soon to know how these major changes will play out, but we have the opportunity as global scholars to make our views known and have these important conversations. How can we be a truly global community that works toward reducing the injustices and inequities that the first four issues of this journal draw to our attention?

The first issue of 2022 will continue to build on this foundation. We are excited to share news of our first special issue which will be guest edited by two of our field's leading scholars, Theresa Lillis and Mary Jane Curry, on the topic 'The dynamics of academic knowledge production: Text histories and text trajectories.'