

Section Four. Researchers' Writing for Publication: Perspectives, Reflections, and Processes

This section examines the diverse experiences and reflections of researchers engaged in scholarly writing for publication. By far the largest section in this volume, comprising six chapters, it explores the multifaceted dimensions of plurilingual scholarly writing, mentoring, and identity formation within diverse global and institutional contexts. The chapters herein present a comprehensive collection of self-reflective narratives and ethnographic accounts, elucidating the complexities and nuances of writing for publication in multiple languages. These perspectives cover a range of topics, from personal journeys of identity construction as plurilingual authors in the global south to collaborative reflections on mentoring dynamics and the influence of language in academic discourse. Furthermore, the section addresses the implications of English dominance in scholarly publishing, exploring the motivations behind the maintenance of multilingual publication programs and the practical challenges faced by editorial teams. By analyzing these diverse viewpoints, this section sheds light on the intricate processes of writing for publication while underscoring the role of language in defining academic identities and practices. Chapter authors provide a nuanced account of how plurilingualism shapes both individual and collective scholarly pursuits, making this section an important resource for researchers, educators, and policymakers interested in the intersections of language, identity, and academic publishing.