



EDITORIAL

Dear minor prophets and heretics of the field ...

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Dear minor prophets and heretics of the field...

In his introduction to 'Practitioner Agency and Identity in English for Academic Purposes' (2024), Alex Ding (yes, him again 😊) champions the EAP practitioner with characteristic tenacity and aplomb. Alex foregrounds the fact that EAP practitioners have historically lacked cultural capital, among other resources, and therefore "their interests and concerns struggle to reach a readership and impact or interest the field" (2024:3). Pretty bleak, huh?

Not necessarily. While our field and our practice have historically been dominated by the 'high priests, missionaries and diplomats' (largely from the fields of Applied Linguistics and TESOL), Ding & Monbec, (2024) have uncovered a shift. This shift is witness to a rise in the practitioner's influence. *We* are beginning to have our voices heard, *we* are beginning to influence our field, *we* are beginning to be valued. *We* are "the minor prophets and heretics in the field" (Ding & Monbec, 2024:32).

We all know that we influence and impact on each others' practice - we see it at every BALEAP PIM, SIG event and conference (other professional development events are available 😊). This is nothing new. But our influence on the field is obscured, lost to the ether as we fail to record our work for posterity (I mean write that shit down). This leads to bizarre situations like the time a 'high priest' delivered a keynote at a BALEAP PIM telling us how we should develop our pedagogy (though not an EAP practitioner herself), completely ignorant of the fact that we had been doing just as she was suggesting for years. The excuse for this ignorance? ... 'you don't write about it', 'where can I read about what you do?' ...

The BALEAP Journal of Research and Practice is a way for us to write our shit down, a way to reach a readership and to impact and interest our field. This first non-proceedings issue is testament to the rise of the minor prophets and heretics. The articles published here are all from practitioners and all contribute to our field and our practice in meaningful ways. I hope that we all continue to take this opportunity to rise up through the ranks...

...

This issue (to be published in two parts) offers a showcase of the 'genres' we aim to publish (you can see more details on the [journal webpage](#)) but we encourage you to reflect on the examples offered within this issue and continue to help us play around with how these formats look going forward.

I wish to thank the community for offering the submissions published here and for working so openly with the editors and reviewers.

Producing this journal would not be possible without the generosity of time and engagement from the reviewers. Thank you for helping us work out what open review means and the dialogue that ensues. Your workload allocation may not recognise this work, but we do.

Special thanks to the reviewers for this issue:

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*editors for this issue

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- Ding, A. & Monbec, L. (2024). A socio-analysis of English for academic purposes. In A. Ding & L. Monbec (Eds.) *Practitioner Agency and Identity in English for Academic Purposes* (pp. 11-46). Bloomsbury Academic. <https://doi.org/10.5040/9781350263260.0011>