

Translation and Academic Literacies for International Publication: The Case of a Brazilian Writing Center

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Abstract / Resumo

The pressure for the internationalization of research has shifted researchers' publishing practices, especially in the global south. Publication in high-impact journals usually implies publishing in English; however, Brazilian researchers are not always provided adequate institutional support and often have to pay for translation and editing services. This palliative solution does not necessarily contribute to the development of academic literacies of scholars and results in institutional and individual costs. In this context, we present the case of a Brazilian writing center that offers editing and translation into English as a way of satisfying the local academic community's demands for developing academic (pluri)literacies and international publication. We argue that such a center is a sustainable and accessible way

for institutions to support researchers with the development of their academic writing practices while also providing English language assistance, thereby contributing to their meaningful participation in the world of international scientific research.

A pressão pela internacionalização tem alterado as práticas de publicação de pesquisadores, especialmente no sul global, uma vez que revistas de alto impacto geralmente aceitam apenas artigos em inglês. Porém, pesquisadores brasileiros não recebem suporte institucional adequado, levando-os a pagar por serviços de tradução e revisão. Essa solução paliativa não contribui para o desenvolvimento de seu letramento acadêmico e resulta em custos para as universidades e para os pesquisadores. Nesse contexto, apresentamos o caso de um centro de escrita brasileiro que oferece serviços de revisão e tradução como uma forma de satisfazer as demandas da comunidade acadêmica local tanto no desenvolvimento do letramento acadêmico quanto na publicação internacional. Argumentamos que tal centro é uma forma sustentável e acessível para as instituições apoiarem pesquisadores no desenvolvimento de suas práticas de escrita acadêmica e também oferecerem assistência linguística, contribuindo para sua inserção no cenário internacional de pesquisa científica.

Keywords / Palavras-chave: writing center; academic literacies; capacity building / centro de escrita; letramento acadêmico; capacitação

This chapter presents the Academic Publishing Advisory Center (CAPA, *Centro de Assessoria de Produção Acadêmica*) of the Federal University of Paraná (UFPR), the first writing center of its kind in Brazil. Besides providing writing tutoring services to the academic community, CAPA also offers developmental editing and translation of articles written by researchers from UFPR, while addressing issues of academic literacies in both Portuguese and English. As authors of this chapter, with extensive experience working as tutors and translators at CAPA, we advocate for the potential this kind of center has to mitigate linguistic injustice within academic publishing (which we assume not to be a myth, alongside Corcoran, 2019; Flowerdew, 2019; Politzer-Ahles et al., 2016, among others). Through sharing our experiences, we aim to inspire readers, especially those from the global south, to establish similar initiatives within their institutions.

Simply stated, publication is a crucial aspect of scholarly life. In addition to helping researchers secure funding, it is also seen as a hallmark of productivity and achievement within academic institutions and the broader scholarly community. The pressure to publish in academia has become even

more intense in light of the growing movement toward internationalization at many higher education institutions (HEIs) worldwide. With the new dimensions that internationalization has brought to academic publishing, the emphasis has partially shifted from the quantity of publications to their quality, often assessed by the journal in which they are published. With the dominance of English as the language of science, “international” and “English” have become virtually synonymous (Lillis & Curry, 2010), and most high-impact journals worldwide are published exclusively in English. This potentially creates significant challenges for non-Anglophone scholars, especially in the global south, who often have little experience with academic writing in English and are not always familiar with either the demands or the discursive practices of English-medium journals (Guimarães et al., 2019). To overcome these challenges, many researchers resort to outsourcing editing and translation (Kim, 2019). These services, however, do not always fulfill the rhetorical and discursive standards demanded by journals (Luo & Hyland, 2019), and are financially costly (Ramírez-Castañeda, 2020), posing yet another barrier to non-Anglophone researchers (Amano et al., 2023). It is within this evolving global context that CAPA was established.

In order to contextualize the creation of CAPA, this chapter is divided into three sections. We first delve into the effects of internationalization on scholars’ publishing experiences. Next, we discuss the role of public policies in shaping Brazilian universities and research, and we examine how internationalization has influenced academic literacy practices in Brazil. Finally, we present CAPA and how it addresses the issues explored throughout this chapter. We argue CAPA’s services contribute to developing academic literacies among students and faculty alike, and support researchers in their publishing endeavors. Moreover, we emphasize this model is a sustainable solution for universities with limited resources to support researchers in publishing, at both regional and international levels.

Internationalization and Publication in Brazil

In the past few decades, globalization has dramatically influenced the internationalization of HEIs (Knight, 2003; Stein et al., 2016), motivated by myriad reasons. Guimarães et al. (2019) claim revenue is one of the most significant motivations for internationalization, as it can attract private investments and new customers (students) to the companies (universities). However, this perspective seems inadequate to fully explain the internationalization efforts of Brazilian HEIs.

Unlike many English-medium HEIs in the global north, Brazil does not attract a substantial number of international students (Robles & Bhandari,

2017), a fact Nitz (2017) associates with a lack of proactive strategies. In Brazil, most undergraduate and graduate students are enrolled in private universities; however, it seems that international students do not contribute enough revenue to warrant the increased economic investments that would be required to attract them. Indeed, private institutions are mostly able to meet their economic needs and interests within the domestic market (Amorim & Finardi, 2022), as evidenced by Brazilian private HEIs which often employ a model of reciprocal mobility, where international students are not even required to pay tuition fees. Internationalization of higher education in Brazil is instead predominantly dependent on public funding and driven by the interests of the federal government (Knobel et al., 2020). In general, public universities make greater efforts toward internationalization than private HEIs and are mainly driven by academic considerations. These efforts respond to governmental projects of internationalization of HEIs, such as the Institutional Program for Internationalization (PrInt) put forth by the Coordination for the Improvement of Higher Education Personnel (CAPES) of the Brazilian Ministry of Education. Moreover, internationalization for a global knowledge economy seems to be “the order of the day” in Brazil, which brings direct consequences to publication practices since this paradigm of internationalization considers publication in high-impact journals as a primary way of assessing scholarly success (Stein et al., 2016).

English-medium Publication and the Non-Anglophone Scholar

Internationalization efforts often focus on English, whose role as a dominant language in science has been heavily debated (Canagarajah, 1996; Navarro et al., 2022; Politzer-Ahles et al., 2016). Within the ideology of science as a global utopia, English is perceived as a “neutral” language that facilitates the exchange of research and technical information (Todorova & Todorova, 2018). However, this perception is challenged by the geolinguistic and geopolitical dynamics in academic publishing. In particular, the inherently political definitions of what constitutes local and global research (Lillis & Curry, 2010) and the unequal access to English scholars face reveal that science is less neutral than often portrayed. This poses significant implications for non-Anglophone scholars, as they not only have to translate their research but also recontextualize it from a local to a global discourse community. Additionally, the increasing trend for regional journals to publish exclusively in English raises concerns about the diminishing role of alternative languages for scholarly communication and the potential exclusion of scholars with limited English proficiency from publishing opportunities (Hyland, 2021).

Despite disciplinary differences regarding the extent to which English-medium publications are necessary or desired by researchers (Baumvol et al., 2021; López-Navarro et al., 2015), the prevalence of English as the language of publication even in local journals entails authors often having to write in it, particularly considering how research outputs are used as a basis for funding and career advancement (Burgess, 2017). This situation adds to the challenges non-Anglophone scholars already face regarding publication, such as limited time and resources, different discourse communities, gaps in English proficiency, and lack of familiarity with genre and disciplinary conventions (Amano et al., 2023). Moreover, the idea that translation is a straightforward task is misleading, as it encompasses subjective decisions regarding interpretation, linguistic and rhetorical patterns, and cultural expectations (Luo & Hyland, 2019). In the context of academic writing by non-Anglophone scholars, deviation from the conventions of the chosen journal and the target discourse community could be perceived as problematic and indicative of inadequate knowledge or ability (Kim, 2019), or even incompetence (Bennett, 2013).

Non-Anglophone scholars frequently seek external help, such as literacy brokers, to increase the odds that their research will be published. Literacy brokers are individuals who mediate or contribute to writing processes, offering language or academic-related assistance (Lillis & Curry, 2010). Success of the involvement of literacy brokers in the publishing process of non-Anglophone scholars varies. Additionally, while connections to Anglophone scholars can sometimes ensure successful publication for scholars with limited English proficiency in contexts in which the former informally act as literacy brokers, the utilization of translation services yields mixed outcomes. There are instances where the translator's lack of genre and field-specific knowledge has reportedly hindered publication (Luo & Hyland, 2019). Conversely, as CAPA exemplifies, successful cases underscore the importance of active engagement and continuous dialogue between authors and language professionals, challenging the notion that success in English-medium publishing relies exclusively on Anglophone academic brokers.

Internationalization and Academic Literacies

A prominent aspect of the internationalization of higher education in Brazil is the government's role as a leading agent; after all, approximately 90 percent of all Brazilian scientific production takes place in public universities (Coutinho et al., 2012), with over 60 percent of the total Brazilian research output produced by 15 public organizations (Web of Science Group, 2019). Government action ranges from policy and legislation design to the creation of

facilitating mechanisms and projects, negotiation of agreements, and funding of research through governmental agencies. Brazilian scientific production is also impacted by the national assessment instrument for scholar productivity, the *Qualis* ranking system, which currently instigates the internationalization of publication and the indexing of journals, rendering scientific publication in Brazil strongly tied to international bibliometric indicators.¹ This movement greatly impacts Brazilian science, since it affects the distribution of funding and departmental fellowships (Jaffé, 2020; Pires et al., 2020). HEIs have developed mechanisms to encourage scholars to publish in high-ranking journals, as well as sanctions based on publication performance. Thus, internationalization of publication is no longer a “bonus” or additional component; rather, it has become a key factor for the survival and success of both researchers and graduate programs.

However, this policy does not yet seem to have yielded significant results. Brazilian scientific production increased by 32.2 percent from 2015 to 2020—despite substantial budget cuts—accounting for approximately 3.2 percent of global scientific production in 2020. Nevertheless, its impact on the overall global academic landscape remains relatively limited. In this sense, having a considerable academic output does not disprove inequities in academic publishing (as suggested by Hultgren, 2019), since quantity is not the most important aspect to be considered. Rather, we argue this discrepancy between output volume and its relatively low impact (measured, for instance, in citation metrics) evidences some degree of linguistic disadvantage. As Finardi and França (2016) observe, the fact that much of Brazilian science production occurs in Portuguese leads to a language barrier, since the language impedes its circulation outside Lusophone circles.

Another aspect to be considered is the academic literacy practices researchers are engaged with. It is important to clarify here that we understand academic literacies as social practices of reading and writing—that is, as practices that are socially and historically constructed by those who engage in them and are thus subject to change, critique, and re-elaboration (Lea & Street, 2006). Disciplinary conventions and institutional practices, as cultural artifacts, are deeply tied to power relations and identities within the academic sphere, including the language in which these practices take place. Meaningful engagement with academic literacies for publication purposes demands both normative competence (e.g., recognizing disciplinary conventions in journal submissions, whether lexical, structural, or rhetorical) and a critical-transformative dimension, as it requires awareness of the linguistic, political, and social biases embedded in

1 Qualis is undergoing changes as of 2025, and a new system is going to replace it.

these conventions, particularly how they mediate access to scholarly participation (e.g., through gatekeeping mechanisms in publishing). This awareness enables informed decision-making: whether to comply with these conventions fully or partially, resist them, or employ alternative meaning-making strategies according to one's possibilities and intentions.

In this sense, there are two main obstacles to pedagogically engaging with academic literacies in Brazil. First, effective initiatives to support student reading and writing even in Portuguese at Brazilian universities are either insufficient or absent. Additionally, a sizable number of students transition from secondary to tertiary education with deficits in writing and reading skills: approximately 54 percent of students who reach high school demonstrate at most an “elementary level of literacy” (as defined by INAF, 2018), and many have limited exposure to academic genres before entering university (albeit this may be the case elsewhere, Brazil’s figures are particularly severe considering the social discrepancies and the size of its economy). Furthermore, due to the prevalence of the autonomous model of literacy (Lea & Street, 2006) within Brazilian HEIs, students entering higher education are expected to already have a command of the writing and reading skills that will be demanded of them, with no institutional space for contesting these practices. As a consequence, historically, few efforts appear to have been made to promote academic literacies at this level.

The absence of public policies on reading and writing pedagogy in Brazilian higher education has mostly resulted in isolated initiatives, which often lack broader recognition; hence, their dissemination remains limited to regional contexts. In a survey of initiatives related to reading and writing in Latin American higher education (Reyes et al., 2023), 20 Brazilian universities reported limited initiatives to promote reading and writing skills. Most were courses offered to first-year students, and only one was a writing course available at the graduate level (Bork et al., 2014). It is also important to note that first-year undergraduate writing courses in Brazil primarily aim to familiarize students with a broad range of academic genres rather than facilitate actual writing production (Ferreira & Lousada, 2016; Godke et al., 2023).

The limitations of these initiatives for the development of academic literacies have become increasingly evident, leading university administrators and faculty members to acknowledge the need for additional measures to address the development of academic literacies among students, such as the implementation of outreach projects or the establishment of writing labs/centers (Cristovão et al., 2020). We emphasize that internationalization has been a significant driving force behind this process: to enhance publication rates and facilitate exchange opportunities, administrators have become more willing to invest in initiatives to

foster academic writing competences (Ferreira & Lousada, 2016). For that reason, recent efforts related to the promotion of academic literacies in Brazil often incorporate a foreign language component, which is also the case of CAPA.

The Case of the Academic Publishing Advisory Center (CAPA)

In this section, we will explore key aspects of CAPA's work and organizational structure. We aim to offer readers a comprehensive understanding of how CAPA operates and, hopefully, inspire them to adapt relevant aspects for use within their institutions or communities. We should note the information we provide reflects our experiences when we were tutors and may not precisely mirror the current operational dynamics of CAPA.

Goals

Established in 2016 at the Federal University of Paraná (UFPR), a public university in southern Brazil, CAPA's primary objective was to provide scholars from UFPR with support in publishing their work in international and/or English-medium journals (for a detailed account of CAPA's creation, see Martinez, 2023 and/or Martinez, this volume). In this sense, CAPA emerged as a response to the internationalization initiatives pursued by Brazilian public universities, while also developing scholars' academic literacies and fostering their understanding of disciplinary conventions. In so doing, CAPA aimed to provide authors with opportunities for English-medium publication, enhance language proficiency, and cultivate the necessary skills involved in academic literacies to effectively participate in the world of scholarly publication.

Main Audience

Given the minimal emphasis on writing at the undergraduate level in many Brazilian HEIs, the majority of participants in tutoring sessions and in the editing/translation process are graduate students (both master's and doctoral levels) and faculty members.

Activities

Tutoring

CAPA offers individual tutoring sessions online, open not only to university students, staff, and faculty, but also to the wider community; for example, one

of the authors once assisted a person who wished to attend graduate school—at a different university, in a different state!—but required guidance on learning how to navigate the selection process. During these sessions, tutors assist tutees in practicing their oral and written skills or working with them throughout their writing processes, irrespective of the language used, given the necessity of effective communication in both Portuguese and English. While CAPA was established with a focus on internationalization, it operates with the understanding that academic literacy practices should encompass both primary and additional languages. This approach ensures that scholars meet both local and global writing demands, while also preventing the potential loss of academic Portuguese language proficiency (Englander & Corcoran, 2019).

Developmental Editing and Translation

CAPA provides developmental editing in Portuguese and English, as well as translation from Portuguese into English (there is minimal demand for the reverse). Scholars are invited to submit their texts through calls for papers. The guidelines permit submissions from any academic genre (with a focus on scientific articles) and set a maximum word count of 7000 words (or up to 10000 words for a few papers per work cycle).

Editing/Translation Involves Both English and Portuguese

The focus on English responds to the ever-growing dominance of English-medium journals. During our time at the center, services in Spanish were discontinued due to administrative decisions—at the time, the center director faced some difficulty in supervising translation teams in two different languages—but we have been informed that services in Spanish have started being offered again since a Spanish professor recently joined the staff. The translation process begins with the discussion and analysis of the Portuguese version before adapting it to the linguistic and academic conventions of the target language and discourse community. Additionally, CAPA aims to encourage authors to continue publishing in Portuguese by promoting advanced skills related to academic literacies in the language (Hyland, 2021). This also aligns with the desire of many authors who, despite the pressure to publish in English-medium journals, are willing to develop academic activities in local (in this case, Portuguese) languages (Lillis & Curry, 2010; Salö et al., 2021).

Tutoring during Editing/Translation

CAPA meets the linguistic and literacy needs of authors by requiring active engagement and dialogue throughout the editing or translating process. At least the main author is required to maintain continuous communication with the

CAPA team at every stage of the process, allowing for clarification of meaning and intent, and providing context for technical language. Additionally, authors must participate in at least one tutoring session after submitting their text. If a graduate student is the main author, their advisor is also required to be present at the tutoring session, regardless of their co-authorship arrangement.

Promotion of Academic Literacies

The involvement of as many co-authors as possible is essential, as it foments disciplinary discussions during the tutoring sessions. CAPA facilitates these discussions, focusing on the text while fostering reflection and raising awareness of disciplinary and genre conventions in primary and additional languages. It is worth noting that even experienced faculty members, who are actively engaged in their respective disciplines, may not always be fully conscious of these conventions (Aitchison et al., 2012). Publication practices are also discussed, considering aspects such as journal choice, the need for authors to position themselves in a (potentially new) discourse community, and the development of effective rhetorical strategies to successfully “scale jump” and navigate the publishing landscape (Lillis & Curry, 2010). CAPA also assists throughout the editorial process, including thorough guidance on the effective writing of cover letters and communication with editors and peer reviewers. Hence, these discussions surrounding manuscript production and revision while navigating the submission and review process provide all authors with valuable cultural, discourse, and rhetorical knowledge that may not be acquired otherwise.

Organizational Structure

Staff Composition

CAPA counts a minimum of 20 members (mostly undergraduate students) at any given time. Members of the team serve for varying lengths of time ranging from three months up to four years, with most commitments lasting about a year. The team is supervised by a coordination committee, composed of more experienced tutors, along with a university professor who serves as the center director. The university provides fellowships for the center, but there usually is a significant number of volunteers, as well.

Tutors across Disciplines

Brazilian universities typically adhere to an early specialization model, with students following a predefined degree program from their first year. Due to the center’s focus on practical training in technical-scientific translation, students from language-related bachelor’s degree programs who aspire to

become professional translators tend to make up a significant proportion of the team. However, there are no limitations regarding the field of expertise for individuals to participate in CAPA's selection process, and the team is notably diverse, encompassing students from various fields, including language studies, law, sociology, biology, physics, medicine, among others. The authors of this chapter, for instance, represent diverse academic backgrounds, ranging from language studies to forestry engineering and psychology.

Activities Developed by Tutors

All members offer individual tutoring sessions and participate in the developmental editing and translation processes. It is important to note that volunteers, while involved in these activities, have fewer working hours. Members also engage simultaneously in other activities, including training for new members. Training workload, organization, and delivery are collaboratively developed by all staff. Typically, the training program encompasses 10 to 15 hours of both synchronous and asynchronous content, coupled with practical activities related to developmental editing in both Portuguese and English, as well as translation from Portuguese to English.

Collaborative Work

Members are divided into small teams (usually two to four people) to work together in developmental editing and translation. Each team concurrently works on multiple texts, exercising a certain degree of autonomy in making textual decisions, under CAPA's general guidelines and conventions. Organizational matters, strategies regarding particular texts, author feedback, and follow-ups are discussed in weekly meetings with the entire team. The team follows a horizontal organizational structure, encouraging collaborative decision-making, autonomy, and equal participation among all members. Continuous communication takes place through official channels and platforms; besides the cloud service licensed by the university, during our time at CAPA we also used free CAT tools for translation and free project management tools for organizing our activities. This approach reduces the need for full-time supervision, thereby enabling the coordination committee and the center director to dedicate time to administrative tasks.

Potential Benefits

Faculty Development

CAPA has observed that a significant number of authors consistently submit articles for editing or translation over the years. Notably, advisors who

repeatedly engage in this process display a clear assimilation of the discussions from previous processes. As a result, they incorporate these new insights into their own advising practices—a notable outcome, considering advisors are often the primary fosterers of academic literacies among graduate students (Aitchison et al., 2012). Hence, CAPA provides opportunities for continuous learning and development for both graduate students and faculty members.

Financial Sustainability

Along with the promotion of internationalization, the creation of CAPA was motivated by financial considerations. Professional academic editing and translation agencies can be costly for universities and scholars (Kim, 2019). In Brazil, the price of professional translation services tends to be prohibitive. CAPA addresses these challenges by adopting a cost-effective approach: the majority of the resources allocated to the project are in the form of fellowships provided by the university, with a modest budget dedicated to necessary equipment and maintaining the physical space. Despite having an extensive team, operational costs remain significantly lower than market rates for similar services. As a result, the university can financially support the project, ensuring that authors can benefit from the services provided by CAPA at no cost.

Professionalization of Academic Translators and Copy Editors

CAPA provides students with valuable professional experience as academic translators and copy editors. Engaging in the tasks involved throughout the editing and translation process, as well as utilizing various tools (such as computer-assisted translation tools), contributes to the development of a repertoire of essential skills related to academic and technical translation. Furthermore, continuous interactions with authors and fellow team members foster the development of soft skills, such as organization, communication, and time management, among others.

Supporting Variation across Disciplines

Researchers seek assistance at CAPA for diverse reasons, with translation being the primary but not exclusive one, as there are varying levels of interest in and expectations for publishing in English across different academic disciplines in Brazil (Garcez, 2019). CAPA mostly provides translation services to researchers in the biological, health, agricultural, and earth sciences, while submissions from the humanities are not as frequent. An internal survey (not published) covering the period from 2020 to 2022 reveals that the “harder” sciences accounted for about 75 percent of all submissions for developmental editing and translation

services. Scholars in the humanities and applied social sciences, in turn, more commonly seek Portuguese-language developmental editing and copy-editing services, mostly for book chapters (in line with what was observed by Baumvol et al., 2021). Conversely, tutoring sessions predominantly center on texts in Portuguese, since research projects, dissertations, and theses—the genres most commonly addressed in CAPA's tutoring sessions—are predominantly crafted in Portuguese in Brazil, irrespective of academic discipline.

What Sets CAPA Apart

Projects that aim to develop students' academic English skills exist in other universities across South America. The Universidad de los Andes in Colombia, for example, offers an ERPP (English for research publication purposes) service whose practices are similar to CAPA's in a number of ways, including its focus on graduate students and tutoring sessions being offered to students, faculty, and staff alike (Janssen & Restrepo, 2019). However, as far as we are aware, the integration of tutoring, promotion of academic literacies, provision of translation/developmental editing services, collaborative work, and professional development of students sets CAPA apart as a unique initiative and writing-center model that equitably and effectively supports UFPR scholars.

Linguistic Expertise

Academic editing and translation require professionals who are well-versed in the conventions of academic writing and scientific publication (Luo & Hyland, 2019). Relying on translation agencies or individual translators who lack the necessary knowledge of academic conventions may compromise the quality and specificity of the final product, potentially impairing its publishability. In-house development of these services ensures quality and, as previously mentioned, offers valuable opportunities for students interested in this profession. For instance, some of the former team members currently work as independent translators and proofreaders, as well as editors in local companies.

Bridging the Gap

Another issue that CAPA addresses is the lack of international connections that global south researchers typically experience by facilitating access to international publication. Writing in the global south—a process in which language plays a central role—can be isolating, as researchers from peripheral countries tend to cite authors from core countries, while the reverse is not as common (Collyer, 2018). Peer recognition is also crucial for researchers to advance in their careers and receive external validation for their contributions,

which is a fundamental element in the progression of their academic trajectories (Martinez & Sá, 2020). By bridging at least part of the gap between researchers from Brazil and the international academic community by means of translating/editing articles, CAPA helps researchers build new networks.

Final Remarks

There is an undeniable global trend toward the dominance of English in academic publications. This trend is so pervasive that even we, Brazilian scholars and native Portuguese speakers, have chosen not to use our primary language in this chapter. We made a conscious decision to write in English based on our recognition that the coloniality of knowledge currently at play in academia impacts the reception of research by scholars in the periphery, especially when it is not in English. We also could not ignore the fact that evaluation regimes in Brazil favor English-language production. While we currently find ourselves unable to resist these positions, we hope this debate reaches diverse audiences, including those in decision-making positions in academic publishing.

Considering these power dynamics, a crucial question arises: who shoulders the responsibility to withstand the imposition of English in publication? Although some scholars in the English as lingua franca (ELF) tradition do not see its influence as necessarily harmful (see Habibie & Hyland, 2019), the lingua franca policy risks overlooking how inaccessible English may be to peripheral scholars and its impacts on knowledge-making infrastructure in other languages. Taking a stance alongside Navarro et al. (2022), we argue the way forward is to legitimize the use of multiple languages in scholarly exchanges, granting researchers the right to publish and present in their language of choice. Practical steps could include providing translated resources, simultaneous interpretation, or live captioning in scientific-academic conventions to make discussions accessible to diverse audiences. Multilingual journals could incorporate articles in their original language alongside translations (which might or not include English). This line of action seems to be compatible with the proposal by Jenkins (2015) of reconceptualizing ELF as “English as a Multilingua Franca.”

While we actively engage in continuous dialogues regarding these issues at the local level, structural changes are slow and challenging to achieve from this position. Meanwhile, scholars continue to face requirements to publish internationally, a material demand that cannot be immediately circumvented. To contribute to communities experiencing a similar reality, in this chapter we sought to offer insights by sharing the case of CAPA, a center which provides services that cater to these needs while also acknowledging and supporting the development of academic literacies in Portuguese. Besides

aiding the community, the center also benefited us at a personal level. Being tutors at CAPA substantially fostered our academic literacies, our ability to write in Portuguese and English, and our understanding of publication power dynamics. CAPA's teamwork model incentivizes communication and the development of interpersonal skills, from which we all profited on various levels. Conversely, our experience interacting with authors from different areas of knowledge, along with our exploration of the relevant literature, made us more aware of the intricacies of academic publishing. Hence, we believe initiatives such as CAPA can contribute to the education of undergraduate and graduate students, as well as to the integration of scholars from the global south, as a diverse and plural community, into a scholarly landscape that presently tilts in favor of Anglophone researchers from the global north.

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