

Section Five. Scholarly Writing for Publication: Pedagogical Initiatives and Perspectives

Contributions from this edited volume indicate that scholars continue to experience pressure to publish in English across various educational and geographical contexts. Given that developing academic literacies can be a slow and anxiety-inducing process for scholars, particularly for novice and plurilingual ones, it is imperative to identify the modalities of support provided and implement strategies and infrastructures that can offer the necessary scaffolding to those striving to publish their work in English and/or other languages (in this case, Portuguese). This section explores the types of support—or the lack thereof—that underpin scholars' academic literacies development, alongside examples that elucidate effective engagement methods with scholars. These methods aim to provide the necessary mentoring and scaffolding to alleviate some of the frustrations associated with writing for publication purposes while promoting sustainable publishing practices among scholars living and working in Brazil. The two chapters presented herein will examine one specific writing center program, diving into its history, innovative mentoring practices, and institutional strategies designed to foster a supportive environment for plurilingual scholarly writing.