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REFLEXÕES SOBRE UM WORKSHOP INTENSIVO DE ESCRITA ACADÊMICA PARA PUBLICAÇÃO EM UMA UNIVERSIDADE BRASILEIRA

REFLECTIONS ON AN INTENSIVE ACADEMIC WRITING FOR PUBLICATION WORKSHOP AT A BRAZILIAN UNIVERSITY

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ABSTRACT: In the modern 'knowledge economy', emerging scholars across disciplines are expected to publish in high-impact journals. However, in Latin America, unlike certain geolinguistic regions, the publishing landscape is noteworthy for its plurilingual character. Building on a body of work in English for Research Publication Purposes, this article contributes to the empirical research on pedagogical interventions aimed at supporting plurilingual scholars' writing for publication. Based on results from a post-course survey, we discuss the potential and limitations of an intensive intervention designed to promote optimal learning outcomes among emerging scholars from different disciplines at a Brazilian university. Results suggest both increased confidence among participants in the 15-hour intensive course and perceived limitations of such initiatives in promoting sustainable writing practices. The article also describes our collaborative approach to curriculum design and instructional delivery, and proposes questions for reflection on intensive scholarly writing for publication courses at universities in Latin America.

KEYWORDS: Scholarly writing for publication, plurilingualism, academic writing pedagogy.

RESUMO: Na atual economia do conhecimento, publicar em periódicos de alto impacto tornou-se uma exigência para pesquisadores em início de carreira de diferentes áreas. Na América Latina, contudo, o cenário de publicação acadêmica se distingue por seu caráter plurilíngue. Com base nos estudos em English for Research Publication Purposes, este artigo contribui para a pesquisa empírica, ainda limitada, sobre práticas pedagógicas de apoio à

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escrita de pesquisadores plurilíngues. A partir de um questionário pós-curso, discutimos as potencialidades e limitações de uma iniciativa voltada à aprendizagem de pesquisadores de diferentes áreas em uma universidade brasileira. Os resultados indicam aumento da confiança dos participantes após o curso de 15 horas, mas também apontam limites para a promoção de práticas sustentáveis de escrita. O artigo descreve ainda a abordagem colaborativa adotada no planejamento e na oferta do curso e propõe questões para reflexão sobre cursos intensivos de escrita para publicação na América Latina.

PALAVRAS-CHAVE: Escrita acadêmica para publicação, plurilinguismo, pedagogia da escrita acadêmica.

RESUMEN: En la actual economía del conocimiento, publicar en revistas de alto impacto se ha convertido en una exigencia para investigadores en etapas iniciales de distintas áreas. En América Latina, sin embargo, el panorama de la publicación académica se distingue por su carácter plurilingüe. Con base en los estudios sobre English for Research Publication Purposes, este artículo contribuye a la aún limitada investigación empírica sobre prácticas pedagógicas de apoyo a la escritura de investigadores plurilingües. A partir de un cuestionario posterior al curso, discutimos las potencialidades y limitaciones de una iniciativa orientada al aprendizaje de investigadores de distintas áreas en una universidad brasileña. Los resultados indican mayor confianza tras el curso intensivo de 15 horas, pero también límites para promover prácticas sostenibles de escritura. El artículo describe el enfoque colaborativo adoptado en el diseño y la implementación del curso, y propone preguntas para reflexionar sobre cursos intensivos de escritura para publicación en América Latina.

PALABRAS CLAVE: Escritura académica para publicación, plurilingüismo, pedagogía de la escritura académica.

ANTES DE LER

This article is written across two languages, English and Portuguese, and this choice is deliberate. We write together from different geographical, institutional, and linguistic locations, and both languages shape how we teach, research, and publish. Rather than smoothing these differences into a single linguistic voice, we chose to share our academic identities by keeping our language repertoires visible in the text. This decision reflects the plurilingual publishing landscape in which the course described in this article was designed and delivered, as well as our shared commitment to research writing approaches that recognize language as practice, positioning, and choice. In this sense, the article does not merely discuss plurilingualism and scholarly writing pedagogy; it also seeks to walk the talk with respect to plurilingual onto-epistemologies (see Corcoran et al., 2026). Finally, although this non-traditional piece is empirical, it includes reflexive elements meant to spur conversations that advance pedagogical practice.

INTRODUCTION

This article reports on a 15-hour intensive Language for Research Publication Purposes (LRPP) course offered to emerging scholars at a Brazilian public university. Designed from a critical-pragmatic and plurilingual perspective (Corcoran & Englander, 2025), the course aimed to support participants in understanding publication processes, developing genre and language awareness, and reflecting on the politics of language and knowledge production. In doing so, we provide contextual and pedagogical information for readers interested in developing, delivering, and researching similar interventions. This involves clarifying the course's onto-epistemological underpinnings, describing its collaborative design and delivery, and examining the perceived efficacy of an intensive LRPP initiative in a Latin American context. Drawing on a post-course survey (n = 24) and researcher-instructor reflections, we discuss perceptions of course efficacy and practical lessons for similar initiatives in Latin America. Ultimately, we hope readers will find the course description useful and consider how such initiatives might be adapted to their own institutional contexts.

English for academic purposes in Brazil

No contexto da internacionalização do ensino superior brasileiro, o domínio do inglês para fins acadêmicos (IFA/EAP) tornou-se requisito para uma participação mais ampla em circuitos internacionais de pesquisa, incluindo publicação em periódicos de maior impacto e atividades acadêmicas em inglês. Esse cenário ampliou a demanda por apoio institucional à escrita acadêmica em línguas adicionais, especialmente em universidades públicas. Estudos mostram, porém, que esse apoio tende a ser fragmentado, baseado em oficinas pontuais, serviços de tradução e poucos centros de escrita, frequentemente subfinanciados, o que evidencia a ausência de uma política sólida de letramentos acadêmicos em línguas adicionais nas universidades brasileiras (Deschamps et al., 2026). É nesse contexto de lacunas institucionais que o ensino de IFA/EAP ganha relevo, ao articular o desenvolvimento de proficiência ao trabalho com gêneros e demandas específicas da comunicação acadêmica em universidades públicas e privadas do país (Ferreira, 2022; Sarmento et al., 2024).

Brazilian knowledge production across disciplines

A produção de conhecimento no Brasil tem apresentado crescimento nos últimos anos e o país lidera a América Latina em número de publicações indexadas, em parte como era de se esperar, considerando seu tamanho populacional e peso demográfico na região (Céspedes, 2021). Ainda assim, o Brasil ocupa uma posição semiperiférica, intermediária entre os centros hegemônicos e a periferia, marcada por desigualdades associadas à concentração regional de recursos e ao acesso assimétrico a redes internacionais de pesquisa, afetando diretamente a produtividade e o impacto das publicações (Finardi et al., 2022; França et al., 2026; Mendoza & Garcia, 2026).

Essas assimetrias tornam-se mais visíveis quando consideradas à luz da distinção entre harder e softer fields, que não diz (ou não deveria dizer) respeito a uma hierarquia de rigor ou complexidade científica, mas como a expressão de diferenças históricas, institucionais e epistemológicas na produção e circulação do conhecimento (Shapin, 2022).

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Essas diferenças também se refletem nas práticas de publicação, que tendem a ser mais padronizadas e orientadas a periódicos internacionais em inglês nos harder fields, enquanto, nos softer fields, há maior diversidade teórica, metodológica e linguística, com livros, capítulos e periódicos nacionais em português ainda centrais para a circulação do conhecimento e para o diálogo com políticas públicas, práticas pedagógicas e debates sociais (Baumvol et al., 2021; Monteiro & Hirano, 2020).

Inglês ou língua(s) para fins específicos?

How global scholars respond to expectations for academic knowledge production has recently garnered much attention from researchers and practitioners in interdisciplinary fields such as applied linguistics, education, and writing studies, leading to the birth of English for research publication purposes (ERPP), an interdisciplinary area of teaching and research (Hyland & Jiang, 2025; Hynninen, 2025; Neculai et al., 2026). Over the past thirty years or so, ERPP scholarship (e.g., Bennett, 2014; Burgess & Cargill, 2017; Corcoran et al., 2019; Flowerdew & Habibie, 2021; Lillis & Curry, 2010; Pérez-Llantada, 2021)[1], has contributed significantly to our shared understandings of the experiences of global scholars as they attempt to publish their work in academic journals amid pressures for increased and quicker production in the neoliberal knowledge economies of the 21st century (Soler & Kaufhold, 2025). However, there is a dearth of literature that provides a meaningful description of how courses aimed at supporting global scholars are designed and delivered (see Li & Flowerdew, 2020 for an overview of interventions delivered by language specialists) or, perhaps more importantly for this audience, Latin American locales. And while empirical work is scant on ERPP courses, it is even more so with respect to understanding their impact or efficacy (Corcoran, 2022; Zhang & Curry, 2022). Attempting to help fill this gap in the literature, this mixed methods investigation asks: what was the perceived efficacy of an intensive course aimed at supporting emerging scholars' research writing? In the following sections, we provide an overview of the design and delivery of one such pedagogical intervention, along with results from a post-course survey assessing its perceived efficacy. Before describing the course, however, we consider the epistemological underpinnings of our pedagogical approach.

Building upon work that challenges monolingual ideologies (Ávila Reyes, 2026; Navarro et al., 2022), we adopt a mindful, plurilingual orientation to our pedagogical work, one that considers academic knowledge exchange among social actors whose language practices are entangled with the contexts in which they occur. As both a challenge to Anglophone hegemony and a model for pluralizing scholarly knowledge production, we use the plural-oriented term Language for Research Publication Purposes (LRPP) to describe our course. As an area of research and pedagogy, LRPP allows for broader understandings of the semiotic reservoirs scholars draw on to make meaning and is explicitly concerned with the politics of language and knowledge. From this perspective, we recognize plurilingual scholars, such as those in the LRPP course, as agentive, pluri-competent language users whose scholarly

[1] Though we have included citations in Spanish and Portuguese, the vast majority of them are in English. We recognize this reifies unequal relations of power within the field (Kubota, 2022) while also noting that almost all work in ERPP is in English. This multilingual article is, in general, a challenge to the existing linguistic hierarchies in academic publishing in general, and ERPP specifically (see Corcoran et al., 2026 for another example of such plurilingual texts).

voices and identities are linked to the diverse, hybrid linguistic repertoires they negotiate in academia (Belcher & Yang, 2020; Langum & Sullivan, 2020).

THE COURSE

Contexto

The course examined in this study is situated within the broader institutional context of academic literacy initiatives at Universidade Federal do Rio Grande do Sul (UFRGS), a large public research-intensive university located in Porto Alegre, in southern Brazil. UFRGS is one of the country's leading universities and has approximately 100 graduate programs across a wide range of fields. As in many Brazilian universities, support for academic writing in additional languages at UFRGS has gained visibility through EAP-related initiatives connected to internationalization and graduate education as is the example of the Languages without Borders Program (Sarmento & Kirsch, 2015). One important development was the creation of the Center for Languages for Academic Purposes, which offers short courses in several languages focused on academic genres. However, because most courses are taught by undergraduate student instructors whose participation depends on stipends, the continuity and depth of available support to researchers and postgraduate students remain limited. UFRGS also occasionally offers targeted initiatives related to academic writing, including intensive workshops and continuing education activities with visiting scholars and international collaborators (Frankenberg-Garcia et al., 2022). While these initiatives expand opportunities for academic literacies, they tend to be occasional and project-based. The intensive LRPP course discussed in this article emerged from this institutional ecosystem, responding to the needs of emerging scholars from different disciplines in a context where sustained writing support for publication remains fragile.

Concebendo uma intervenção responsiva

One of the fundamental tenets of a more critical approach to LRPP pedagogy is an extensive consultation process with local stakeholders (scholars, writing instructors, disciplinary experts, program funders, etc.) to create an intervention that is as responsive as possible to the needs and desires of plurilingual scholars and those who support their writing. In so doing, course designers can understand how to include course content related to the socio-political aspects of scholarly publishing (more on this in our discussion section). This was certainly the case with this course, where Simone had extensive experience and insight into the local needs.

Our collaborative curriculum design brought together two rather novel approaches that are not usually combined: Critical Plurilingualism and Critical Corpus Linguistics. The former is a pluralized approach that recognizes and affirms scholars' hybrid identities and interrogates the systems and politics underlying the social practices of scholarly writing for publication (Corcoran & Englander, 2025). The latter uses corpus-based methods informed by critical applied linguistics to explore how language in academic texts relates to power and inequality in knowledge production (Sarmento & Matte, 2025).

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It is worth noting that LRPP courses typically include a standard set of topics. The following list is surely not exhaustive, but includes topics traditionally covered (you will note that we cover all these topics in the course described below):

- Understanding the landscape of scholarly publishing (impact factor; research genres);
- Understanding publication processes (e.g., the cycle of editorial activities from submission to publication; attending to journal guidelines);
- Navigating submissions and review processes (e.g., identifying an appropriate journal, writing an effective abstract, communicating appropriately with editors);
- Identifying structural, rhetorical, and lexico-grammatical features of accepted scholarly writing (e.g., appropriate content in different sections of a research article, language useful for making claims/arguments).

Determining how these topics are addressed will differentiate a more critical approach from a more normative one in a given educational context (for more details on how to operationalize a critical approach see also Burgess et al., 2019, and Englander & Corcoran, 2019). A normative, generally pragmatic, often monolingual, and ostensibly apolitical approach to pedagogy aims to help plurilingual scholars identify the characteristics of English-language research writing and replicate them. A more critical approach encourages them to identify and situate those characteristics within their contexts in order to examine the dynamics of language, knowledge, and power (Corcoran & Englander, 2025). This type of approach can provide avenues not only for awareness building, but also for agency where scholars can question, resist, or comply with dominant or normative characteristics as they determine what best suits them. For example, a critical pedagogical approach provides the conditions for, among other things, comparing and contrasting standard versus non-standard research article structures, discussing the merits of accuracy versus intelligibility, reflection on the impact of language(s) used and venue(s) selected when disseminating one's research, consideration of the social practices involved in navigating submission and review, and consideration of sustainable writing for publication practices. These practices include developing and maintaining a consistent writing process, accessing and maintaining international and domestic networks, and ethically and effectively utilizing emerging technological tools for scholarly writing.

Critical corpus linguistics (Sarmento & Matte, 2025) is grounded in the epistemological convergence of corpus linguistics and critical applied linguistics, combining empirical analysis of large collections of authentic texts with a concern for how language indexes ideology, power relations, and inequality in knowledge production. It understands language as patterned, non-random, socially situated, and historically contingent. In pedagogical terms, this means that recurring patterns in academic texts are not treated as neutral or prescriptive norms, but as objects of critical inquiry. In LRPP settings, this approach is operationalized through pedagogical uses of corpus data

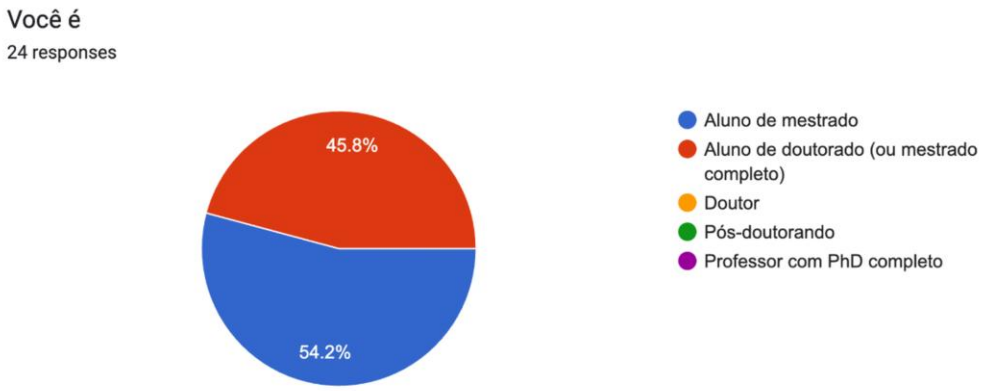
that enable scholars to examine dominant and alternative publishing practices, question whose norms are being privileged, and make informed, agentive decisions about how, where, and in which language(s) to publish their research. As this description suggests, there is significant overlap between the two critical approaches.

In the remainder of this article, we provide an overview of the LRPP course delivered to emerging scholars studying at UFRGS in December 2023. We describe the students, course content, and the affordances, limitations, and tensions associated with delivering this intensive LRPP course.

CURSO INTENSIVO LRPP: PARTICIPANTES, OBJETIVOS, IMPLEMENTAÇÃO

The intensive fifteen-hour course was delivered over three days in December 2023. Before the course, James and Simone consulted on its content, drawing on classic pedagogical texts aimed at supporting science writing among plurilingual scholars, including Curry and Lillis (2013), Cargill and O'Connor (2013), Englander and Corcoran (2019), and Paltridge and Starfield (2016). We discussed how to adapt the materials to the target audience of emerging scholars, mainly master's and doctoral students, while recognizing that participants came from different disciplines and were at different stages of their scholarly trajectories. Based on post-course survey data (Figure 1), just over half of the respondents identified as Master's students (54.2%, n = 13), while the remainder identified as doctoral students or Master's graduates (45.8%, n = 11). A small number of established faculty members attended at least one day of the course but did not respond to the questionnaire; therefore, the perceptions discussed here reflect graduate students' experiences only.

Figure 1. *Academic status of participants (n = 24)*



Given the target audience, our shared goals were to promote critical language awareness, critical genre awareness, awareness of sustainable social practices associated with producing and disseminating scientific knowledge, and an understanding of how to use (corpus) tools in their scholarly writing for publication. Secondary objectives were, for

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Simone, to improve students' academic language proficiency, and, for James, to promote plurilingual knowledge production.

Topics covered are presented in Table 1, which is organized by the three days of the course. James and Simone delivered content in English (80%) and Portuguese (20%). Instruction consisted largely of lectures supported by PowerPoint slides as well as interspersed polls and quizzes using Mentimeter and small group discussions where students from the same/similar disciplines discussed topics at hand. Activities such as reflections upon motivations for publishing, the impact of language choices, experiences engaging in submission and review of research articles, etc. included small group discussion where possible, and participation was encouraged in whichever language(s) the participants wanted to use. The plurilingual character of the course should not be understood primarily as the production of multilingual written texts by participants. Rather, plurilingualism operated as a design orientation through which English and Portuguese were used as instructional resources, participants were encouraged to discuss concepts in the language(s) they found most productive, and language choice itself became an object of critical reflection in relation to publication venues, disciplinary expectations, and scholarly identities. For example, participants compared research article abstracts and introductions from different disciplinary venues, using corpus-informed questions to identify recurrent rhetorical and lexical patterns. They also discussed how language choice shapes possible audiences and publication trajectories, and reflected on how Portuguese and English may serve different scholarly, institutional, and public purposes. In the final assignment, participants were invited to draft or revise an abstract related to their current research, connecting genre awareness to their own writing projects. Other course elements included guest speakers on the first two days: a journal editor from the natural sciences and an LRPP researcher/pedagogue focused on collaborative writing groups. These contributions helped connect the course content to publishing practices, editorial expectations, and collective forms of writing support.

Tabela 1. *Conteúdo do curso durante três dias de formação intensiva*

Day 1	**Day 2**	**Day 3**
Introductions & Our approach to supporting scholarly writing: Critical, pragmatic + plurilingual	Why write for publication?	Writing an effective abstract
What, why, how - scholarly writing for publication	Who are the "players" and what do they do?	Dissertations vs. Research Articles
Landscape of academic knowledge production / dissemination: Global	What is a research article?	Writing as a social practice

Day 1	Day 2	Day 3
Landscape in Brasil: Languages, journals, LATTES, Qualis	IMRaD and disciplinary variations	Language, identity, and scholarly writing
How to identify an appropriate journal	How to write introductions	Navigating production, submission, and revision
Break	How to write discussions	Strategies for sustainable production and revision of manuscripts
What are some major reasons why research articles are rejected?	How to write methods	Making sense of and responding effectively to feedback
Editor Q & A: Guest speaker, Physics	How to write conclusions	Break
The importance of becoming a discourse analyst	Break	Strategies for improving your scholarly writing: Accessing resources and building networks
Breakdown of an Applied Linguistics research article	How to become a better editor of your own work - part of a master plan!	The role of Open AI in production and revision: DeepL; Chat GPT
Homework: Short-term (corpus creation); Long-term (write / revise an abstract)	Writing groups as part of professional practice (Guest Speaker)	Strategies for sharing your knowledge
	How to write an abstract	Final assignment: Submit an abstract related to your current work by December 15 and complete course survey following submission.
	Individual manuscript production and revision (time permitting)	

METHODS

Este estudo de métodos mistos busca compreender a eficácia de uma intervenção pedagógica por meio da coleta e análise de dados quantitativos e qualitativos, reduzindo potencialmente as limitações inerentes a cada paradigma

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quando empregado isoladamente. Adotamos uma abordagem voltada à triangulação de evidências, articulando resultados de um questionário pós-curso com reflexões produzidas em múltiplas conversas entre os autores. Defendemos que essa estratégia de coleta e análise, de natureza duoetnográfica, é especialmente adequada para examinar intervenções pedagógicas em que os pesquisadores assumem, ao mesmo tempo, funções de pesquisa, desenho do curso e docência.

O workshop contou com 62 participantes, presentes em ao menos um dos três dias de atividades, todos convidados por e-mail a responder a um questionário eletrônico pós-curso, aplicado via Google Forms. O convite incluía informações sobre os objetivos da pesquisa e indicava que o preenchimento implicava concordância com o termo de consentimento livre e esclarecido. A participação foi voluntária, as respostas foram anônimas e não houve coleta de dados identificáveis. Ao todo, 24 participantes preencheram o questionário, correspondendo a uma taxa de resposta de aproximadamente 39%, e constituindo o corpus analisado. O instrumento combinou perguntas fechadas e abertas sobre o perfil dos participantes e a avaliação da experiência. As perguntas fechadas, compostas por itens de múltipla escolha e escalas do tipo Likert, abordaram satisfação, adequação da carga horária, aumento de confiança na escrita acadêmica e probabilidade de recomendar o curso. As perguntas abertas trataram dos motivos para a avaliação, dos aspectos mais úteis da experiência e de possíveis melhorias.

Os dados quantitativos foram analisados de forma descritiva, utilizando os gráficos automáticos gerados pela plataforma. As respostas abertas foram submetidas à codificação a posteriori, seguindo Saldaña (2016), realizada pelos dois autores até a definição consensual das categorias analíticas, sendo que uma mesma resposta pôde ser associada a múltiplos códigos. Como exemplo do procedimento adotado, a resposta “It was probably the fact that it was very well planned, guiding the audience through the whole process of research publication, not only focusing on linguistic skills but also pragmatic aspects, such as understanding how editors and reviewers think and work, tips for planning, tips for using technology as supporting tool (and the risks involved)”, à pergunta what was the most useful aspect of the workshop?, foi associada simultaneamente aos códigos how to navigate submission and review e practical tips, ilustrando a possibilidade de atribuição de múltiplos códigos a uma mesma resposta.

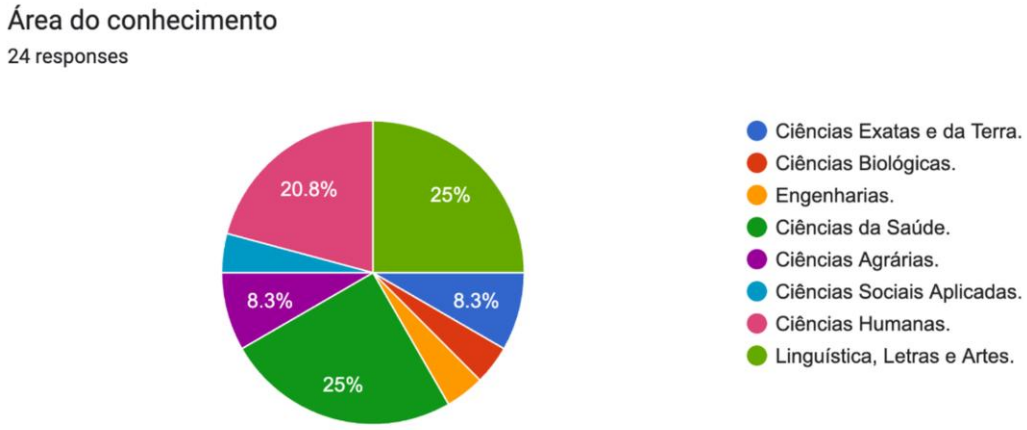
Ao optar por uma abordagem metodológica orientada pela conveniência, não buscamos reivindicar rigor ou validade metodológica ampliada. Pretendemos, antes, apresentar estes resultados empíricos restritos como convite à reflexão para pesquisadores da linguística aplicada e, sobretudo, para aqueles que atuam no apoio à escrita acadêmica em universidades da América Latina, estejam ou não inseridos no núcleo da academia.

RESULTS: POST-COURSE SURVEY

Apresentamos a sistematização das avaliações pós-curso, com base nas respostas dos participantes, combinando dados descritivos provenientes de perguntas fechadas com a análise das respostas a perguntas abertas, posteriormente codificadas.

A Figura 2 apresenta a distribuição dos 24 respondentes por grande área do conhecimento, conforme a classificação do Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq)[2]. Houve maior participação de pesquisadores de Linguística, Letras e Artes e de Ciências da Saúde, cada uma com 25% da amostra (seis participantes). Em seguida aparecem as Ciências Humanas, com 20,8% (cinco participantes). Ciências Agrárias e Ciências Exatas e da Terra representam 8,3% cada (dois participantes por área), enquanto Ciências Biológicas, Engenharias e Ciências Sociais Aplicadas correspondem a 4,2% cada (um participante por área). Assim, metade dos respondentes atua em áreas harder e a outra metade em áreas softer.

Figure 2. *Participants by field of knowledge (n = 24)*



Em relação ao grau de satisfação, a maioria dos respondentes avaliou positivamente o workshop: 58,3% (n = 14) afirmaram que a experiência superou suas expectativas e 37,5% (n = 9) relataram que atendeu plenamente ao que esperavam. Apenas uma pessoa (4,2%) indicou que o curso “quase” correspondeu às expectativas, e ninguém declarou que o workshop não as atendeu (Figura 3).

[2] https://lattes.cnpq.br/web/dgp/arvore-do-conhecimento

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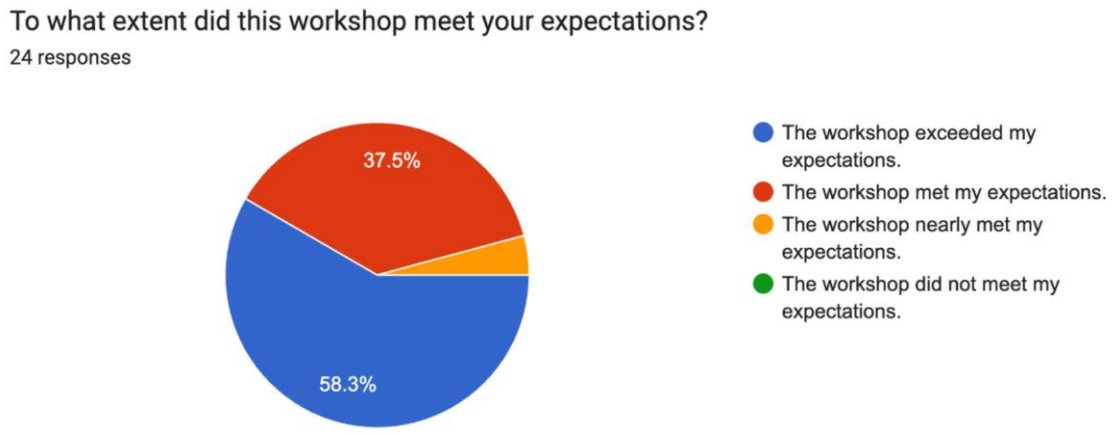
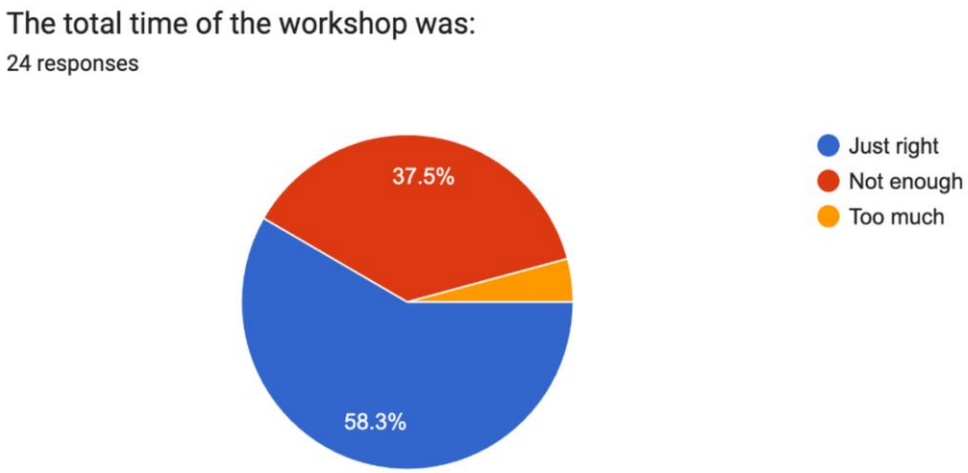
Figure 3. *Extent to which expectations were met (n = 24)*



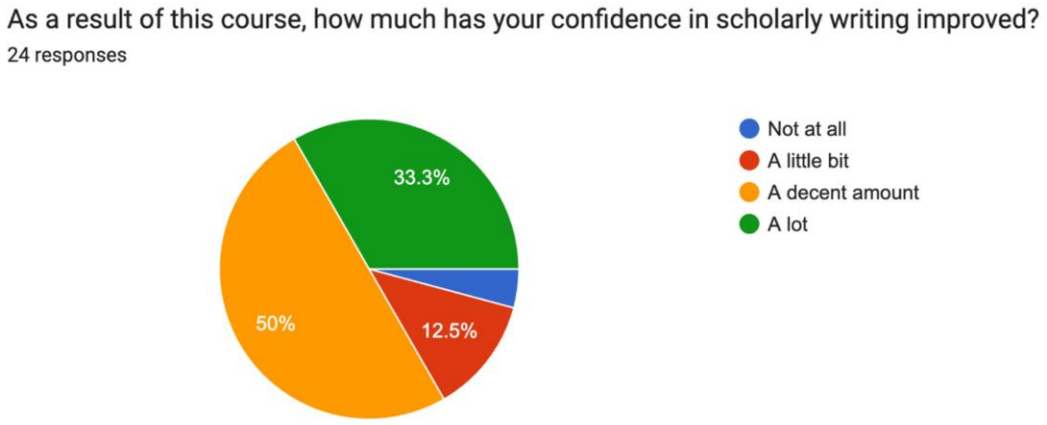
Quando perguntados sobre a duração total do workshop, conforme Figura 4 abaixo, a maioria dos participantes avaliou que o tempo foi adequado: 58,3% (n = 14) marcaram a opção just right. Um grupo expressivo, porém, considerou a carga horária insuficiente (37,5%, n = 9), enquanto apenas um respondente (4,2%) a percebeu como excessiva.

Figure 4. *Perceptions of workshop length (n = 24)*



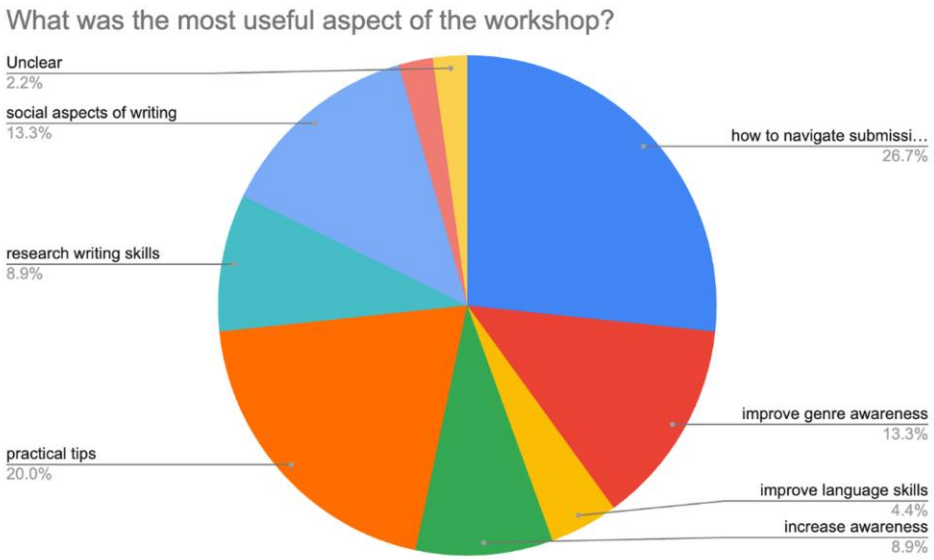
A Figura 5 mostra que metade dos respondentes (50%, n = 12) indicou que sua confiança aumentou a decent amount e um terço (33,3%, n = 8) afirmou que aumentou a lot. Três participantes (12,5%) relataram uma melhora pequena e apenas uma pessoa (4,2%) declarou não ter percebido mudança.

Figure 5. *Confidence gains in scholarly writing (n = 24)*



Quando questionados, por meio de uma pergunta aberta posteriormente codificada, sobre what was the most useful aspect of the workshop, conforme Figura 6, os participantes destacaram principalmente aspectos relacionados a how to navigate submission and review, com 26,7% das menções. Em seguida, apareceram as practical tips associados à escrita para publicação, com 20,0%. As categorias improve genre awareness e social aspects of writing corresponderam a 13,3% cada, seguidas por research writing skills e increase awareness, ambas com 8,9%. Por fim, improve language skills apareceu em 4,4% das menções, e um número residual de respostas foi classificado como unclear (2,2%).

Figure 6. *Most useful aspects of the workshop (n = 24)*



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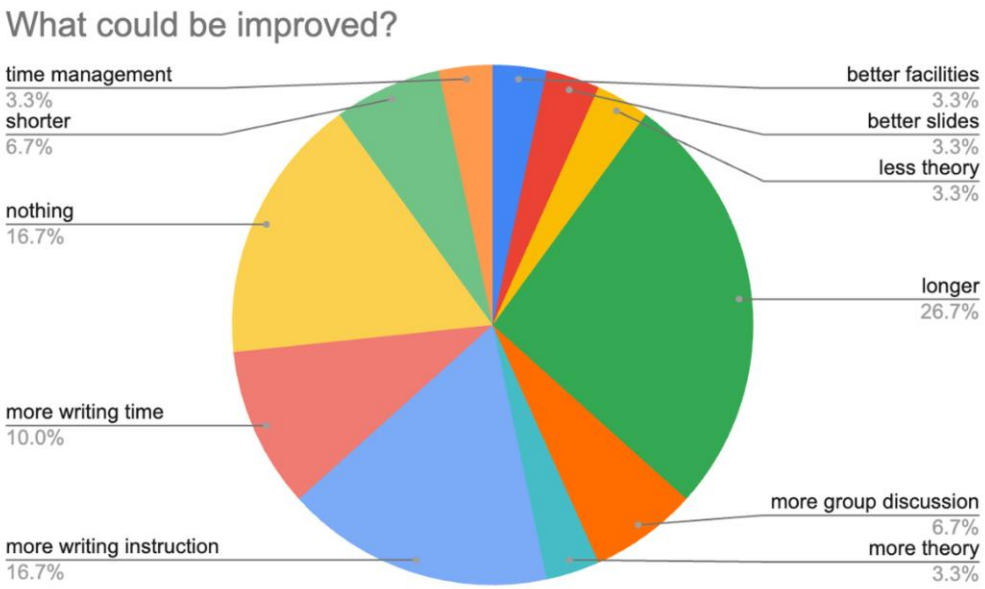
Em relação à pergunta aberta what could be improved? (Figura 7), a sugestão mais recorrente foi ampliar a duração do curso (longer), com 26,7% das menções. Em seguida, apareceram indicações de que não seriam necessárias mudanças (nothing) e pedidos por more writing instruction, ambas com 16,7%. Outros pontos incluíram more writing time (10,0%) e more group discussion (6,7%). As demais categorias, como shorter, time management, more theory, less theory, better slides e better facilities, apareceram pontualmente, com 3,3% ou 6,7% das menções. Como na questão anterior, por se tratar de uma pergunta aberta, uma mesma resposta pôde ser associada a mais de um código.

Figure 7. *Suggested improvements to the workshop (n = 24)*



Os resultados apresentados oferecem um panorama das percepções dos participantes sobre o workshop, evidenciando aspectos valorizados e limitações apontadas ao longo da experiência. Esses achados informam a discussão a seguir, na qual refletimos sobre o desenho e a implementação do curso, seus desafios, potencialidades e limites, em diálogo com a literatura sobre LRPP e com nossas trajetórias como formadores.

DISCUSSÃO: RESEARCHER-INSTRUCTOR PERCEPTIONS

In light of these results, we understand the course as successful in a limited but meaningful sense. It increased participants' confidence, made publication processes more visible, and helped them recognize scholarly writing as a social, rhetorical, and political practice. At the same time, the survey results do not allow us to claim long-term impact on writing practices or publication outcomes. With this cautious understanding of success, we now discuss the course, including its design, implementation, challenges, potential, and limitations, through a composite

conversation representing several "beer-fuelled" sessions held in Porto Alegre, at barzinhos or Simone's place, before, during, and after the course.

Post-course survey – student (dis)satisfaction and (un)realistic expectations

James: Tudo joia, Simone?

Simone: All good, James.

James: Então, Simone, vamos começar discutindo os resultados da nossa pesquisa pós-curso[3].

Simone: The survey results show a high level of satisfaction with the course, which is encouraging, although they should be interpreted with caution given the relatively small number of respondents. Twenty-four participants completed the questionnaire, and their responses reflect graduate students' perspectives only. Even so, the data indicate that the workshop responded to the interests of participants from different disciplinary backgrounds. What I find particularly interesting, however, are the reasons behind this satisfaction. The open-ended answers show how important it was for participants to understand how academic publishing works in practice, especially submission and peer review, and to receive practical guidance for planning and managing their writing. This suggests that the course helped address a gap rarely discussed in graduate education, where expectations and conventions surrounding publishing are often occluded and unequally distributed (Banegas & Romano, 2024; Mendoza et al., 2021). It also seems to have supported participants in building genre awareness, understanding the social dimensions of writing for publication, and developing their language skills.

James: Com certeza. Acho importante observar que, embora os participantes tenham reportado níveis extremamente altos de satisfação geral, quando os alunos foram questionados sobre o que poderia ter sido melhorado no curso, a maioria respondeu que o curso era muito curto ou que não havia tempo suficiente dedicado à escrita acadêmica específica (por exemplo, tempo para escrita em sala de aula ou feedback sobre seus trabalhos específicos). Isso não me surpreende e indica uma fragilidade ou limitação associada a cursos curtos e intensivos como este (Englander & Corcoran, 2019). Além disso, quero ressaltar aqui que, na minha opinião, é difícil, sem entrevistas pós-curso, entender melhor se os alunos aprovaram ou não a abordagem "crítica" que defendemos. Embora o questionário não tenha perguntado diretamente aos participantes se valorizaram a orientação crítica do curso, suas respostas sugerem que alguns elementos associados a essa orientação foram percebidos como produtivos, especialmente a atenção à publicação como prática social, a discussão sobre escolha linguística e a desmistificação das práticas editoriais e de avaliação por pares. Acho que podemos dizer que percebemos adesão dos alunos aos componentes críticos e plurilíngues do curso quando explicitamos nossa abordagem no primeiro dia. Para quem pretende conduzir intervenções desse tipo, parece ser responsabilidade do(s) instrutor(es) deixar clara sua subjetividade e como ela se manifestará na condução do curso.

[3] DeepL translation software was used, at times, to translate from English to Portuguese, followed by editing of the Portuguese text by both authors to achieve optimum, discipline-specific translation.

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Simone: An important issue here is the expectations students bring to the course, shaped by their disciplinary backgrounds and institutional context. Teaching a single course to a discipline-diverse group, especially in a short, intensive format, involves trade-offs (Flowerdew & Habibie, 2021). Some participants hoped to work directly on their own texts, while others wanted to better understand how scholarly publishing functions across fields. Given the time constraints, it was not possible to meet all these needs. Responses also suggest that participants left the course with increased confidence in their scholarly writing. This confidence seems less tied to immediate changes in specific texts than to helping participants orient themselves around writing, submission, and publication. For researchers at early stages of their academic trajectories, this kind of grounding may matter more than short-term textual gains.

Time constraints, human resources, and manuscript production/revision

James: Concordo. Não me lembro de ter participado de nenhum workshop desse tipo sobre escrita acadêmica quando era aluno de mestrado ou doutorado. É uma pena, porém, que não tenha havido tempo para os alunos trabalharem em seus próprios textos, como teses ou artigos, ou para uma discussão mais aprofundada sobre a ética da produção de conhecimento. Essa limitação, como os participantes observaram e como já mencionado, restringiu o potencial do curso. Eu diria que essa é uma diferença importante entre cursos voltados a doutorandos em estágio avançado e professores e cursos destinados a doutorandos em estágio inicial e professores em início de carreira. Perfis com maior maturidade acadêmica tendem a se beneficiar mais de atividades de escrita em sala, pois chegam com projetos textuais mais estabilizados e demandas mais imediatas de publicação. Além disso, para incorporar efetivamente tempo de escrita em aula, precisaríamos de recursos humanos adicionais, como outros professores de EAP ou monitores.

Simone: I agree, and I also don't recall having access to this kind of academic writing support when I was a master's or doctoral student myself. In Brazil, courses like this respond to long-standing gaps in graduate education, while also revealing structural challenges related to scale, continuity, and human resources. Although EAP and LRPP initiatives remain unevenly institutionalized, there is now more expertise in academic writing and research publication practices. The challenge, then, is less the absence of expertise than the difficulty of organizing and sustaining this work institutionally. This is, of course, easier said than done.

Instructor expertise, English vs. Portuguese

James: No entanto, questiono se esse apoio precisa vir, necessariamente, de especialistas em línguas. Minha experiência com esse tipo de curso é que ele funciona melhor quando há, entre os instrutores, uma combinação de conhecimento sobre escrita disciplinar e conhecimento linguístico. Sustento que uma abordagem crítica ao desenho curricular e à prática pedagógica deve maximizar os recursos locais disponíveis, mesmo quando esses mediadores de letramento (literacy brokers) não são professores/pesquisadores do quadro efetivo das universidades, como tradutores, editores, tutores de centros de escrita e instrutores de IFA sem doutorado. Muitas vezes, esses profissionais têm vínculos empregatícios precários, mas são altamente qualificados para apoiar

pesquisadores multilíngues que usam inglês como língua adicional. Dito isso, ao lidar com um público disciplinarmente amplo, dois linguistas aplicados podem funcionar muito bem, como indicam estes resultados (ver Li & Flowerdew, 2020, para uma discussão sobre intervenções conduzidas por especialistas em línguas). Além disso, de modo coerente com nossa abordagem teórica, o uso de inglês e português no curso pareceu ter sido bem recebido. Como já argumentei em outro texto, o curso poderia ser ministrado na língua local, regional ou nacional com a mesma eficácia (Corcoran, 2015). Continuo defendendo que o português deve ser usado explicitamente sempre que possível e que a produção de conhecimento plurilíngue deve ser um objetivo central desse tipo de curso no Brasil. Mas não é isso que os alunos querem, certo?

Simone: I think that question speaks to student expectations in the Brazilian context. Because much of academic life in Brazil operates almost exclusively in Portuguese, many participants come to courses like this seeking opportunities to engage with academic practices in English. For them, the course is not only about understanding publishing, but also about accessing a space where they can read, discuss, and talk about research in English, something often absent from regular graduate training. The publishing landscape in Brazil and Latin America, however, is more complex than an English-only model (Baumvol et al., 2021; Finardi et al., 2022; Mendoza & Garcia, 2026). Initiatives such as SciELO and Latindex have helped consolidate quality journals that publish in Portuguese, Spanish, and English, opening multilingual routes for dissemination (Demeter et al., 2021). These routes vary across disciplines, with English often dominant in “harder” fields and Portuguese remaining central in “softer” ones for local academic, policy, and pedagogical debates. In this context, a plurilingual approach emerged organically in the course, despite our different views on how much Portuguese should be incorporated into its content and activities.

Critical or critical-pragmatic?

James: Sim, entendo e também já percebi, em outros contextos universitários latino-americanos, essa demanda por falar em inglês durante o workshop. Acho difícil equilibrar esse desejo dos participantes com o que considero uma obrigação ética de promover a publicação primeiro no idioma local/nacional, seguida pelo inglês (Burgess et al., 2019). Adotar uma abordagem crítica é especialmente desafiador quando o tempo é limitado. Não se trata apenas de trabalhar a consciência crítica de gênero, mas também a consciência crítica da linguagem, incluindo a escolha da língua e suas ramificações políticas, além das práticas sociais envolvidas em navegar por um mundo editorial que ainda favorece periódicos de maior impacto, em geral em inglês e, frequentemente, dominados por conselhos editoriais anglófonos. Mesmo os alunos de mestrado que participaram do curso, muitos dos quais nunca haviam publicado em inglês, estavam cientes de que sua progressão na carreira poderia ser favorecida pela divulgação de seus trabalhos nessa língua (Hyland & Jiang, 2025; Hynninen, 2025). Mas a língua é apenas um dos pontos de partida para pensar a equidade na publicação acadêmica, especialmente em um cenário de “enshittification” (cf. Doctorow, 2025) e “junkification” (cf. Rhodes & Linnenluecke, 2025), alimentado, entre outros fatores, pelo controle oligopolista de um pequeno grupo de editoras (Linnenluecke & Rhodes, 2026). Para

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ter potencial transformador e impacto sistêmico a longo prazo, acredito que professores de EAP têm a responsabilidade de conscientizar acadêmicos sobre formas de recuperar a pesquisa como um domínio orientado não pelo lucro corporativo, mas pelo bem público. Futuras edições do curso deveriam incluir estratégias mais tangíveis para enfrentar esse cenário, marcado pelo neoliberalismo em sua fase avançada (Salö, 2025). Ainda assim, fico satisfeito de que nosso curso, com todas suas limitações, tenha sido "crítico" e "plurilíngue" o suficiente para ampliar a consciência e a capacidade de reflexão crítica dos alunos em suas trajetórias acadêmicas (Corcoran & Englander, 2025). Nesse sentido, é essencial promover uma consciência crítica da linguagem que evidencie questões de ética, conhecimento e poder, ao mesmo tempo em que valorize positivamente identidades acadêmicas híbridas dos participantes/acadêmicos ao longo de sua jornada na academia (Canagarajah, 2024; Pennycook, 2021).

Simone: Yes, it was certainly challenging to balance our commitment to confronting systemic inequities while fostering a more democratic exchange of knowledge in academia (Ávila Reyes, 2026; Navarro et al., 2022; Pérez-Milans et al., 2025) with the need to equip students with tools for navigating an asymmetrical publishing landscape, one that often expects them to publish in English. Given the limited time dedicated to navigating the social practices of writing, one could probably label the course as "critical-pragmatic" (see Corcoran & Englander, 2016) rather than "critical" (see Corcoran & Englander, 2025).

Critical meets Corpus

Simone: The choice of materials helped us address these tensions. Paltridge and Starfield (2016), Curry and Lillis (2013), and Englander and Corcoran (2019) frame academic writing not only as a technical skill, but as a situated practice shaped by language, genre, institutions, and power. In this sense, they allowed us to connect critical language awareness with practical concerns about publishing norms and expectations. Corpus-based work extended this orientation by helping students engage with genre conventions through patterns in real texts rather than fixed models to be reproduced. Corpus tools (Sarmento & Matte, 2025) and emerging LLM-based tools were presented as resources for more informed and agentive decisions about writing, authorship, voice, and responsibility.

James: Sim, concordo plenamente que é uma obrigação ética dos professores de escrita acadêmica apresentar aos alunos as implicações políticas e práticas das ferramentas de LLM, sejam softwares de tradução, como o DeepL, ou ferramentas baseadas em prompts, como o ChatGPT. Alguns dos meus alunos, e não apenas EALs plurilíngues, estão experimentando ferramentas de IA voltadas à revisão de literatura, como Scite e Research Rabbit. É um cenário que pode ser assustador, dada a rapidez dos avanços, mas do qual nós, como linguistas aplicados e professores, precisamos estar cientes (Ngo & Hastle, 2025). Pessoalmente, comecei a experimentar muitas dessas ferramentas para entender melhor como os alunos podem incorporá-las mantendo suas "vozes" acadêmicas distintas. Sob uma perspectiva crítica, contudo, devemos apresentá-las deixando claro que há riscos reais, entre eles a possível estagnação de uma consciência linguística crítica em desenvolvimento, quando se terceirizam

tarefas de letramento tradicionalmente envolvidas na produção e revisão de manuscritos (Kubota, 2023; Sun & Lan, 2025). Simone, esta foi uma ótima discussão e uma experiência muito interessante de trabalho conjunto. Adoro quando consigo combinar ensino e pesquisa dessa forma. Além disso, foi um prazer trabalhar com você. Alguma consideração final para os leitores?

Ideal versus real

Simone: I think a useful way to close is by acknowledging the distance between what we might consider ideal forms of writing support and what is actually possible in institutional contexts like ours. Ideally, researchers should have access to sustained, discipline-specific, and well-resourced support for academic writing throughout their careers. In practice, we often work with short-term, intensive interventions that try to respond to very real needs within limited time frames and resources. But experiences like this course do matter. For me, and also in my collaboration with you, James, it was a very rewarding opportunity to bring teaching and research together in a very productive way. Even more telling is the fact that, two years later, whenever I come across participants of our workshop, they still ask about a new edition of the course. Taking the pros and cons, I believe our initiative was successful and that we should do it again!

James: Combinado! Mas somente se o Brasil não estiver sob o controle dos bolsonaristas.

Simone: No promises.

Building on this composite discussion between Simone and James, a key takeaway is the need to recognize both the potential and limitations of what we have described as “critical” approaches to curriculum design and pedagogical delivery. Ultimately, despite grand plans for a fully critical pedagogy, the course resulted in a largely pragmatic delivery with critical elements. We adopted an “identify and situate” rather than “identify and replicate” approach to genre and rhetorical norms. We used Portuguese at times and promoted plurilingual publication while affirming students’ plurilingual scholarly identities. We also promoted critical language awareness, critical genre awareness, and critical, sustainable social practices, all necessary pillars of a critical approach (Corcoran & Englander, 2025). Yet, due to time constraints, as is often the case, there was insufficient time to move much beyond awareness raising. To fully attend to students’ individual and collective subjectivities, while creating conditions for emerging scholars to actively resist neoliberal ways of knowing, doing, and being in an academic world skewed in favor of those in particular geolinguistic locales and with specific linguistic repertoires (Amano & Berdejo-Espinola, 2025; Ávila Reyes, 2026; Kubota, 2022), in-class writing time is necessary. This extended time and attention to students’ writing processes should include how to engage effectively and ethically with human and digital resources, how to respond to gatekeeper and reviewer feedback, and how to navigate the social dimensions of research writing. We leave it to readers to decide whether what we have done is sufficient to earn the label “critical.”

O que esperamos que tenha ficado claro em nossas discussões é que, apesar de nossos referenciais teóricos serem ligeiramente distintos na abordagem desse tipo de intervenção, fomos capazes de trabalhar juntos para atender às necessidades dos estudantes, oferecendo possibilidades que, de outro modo, seriam em grande parte inacessíveis a eles em sua instituição de origem. Ao mesmo tempo, atuamos de maneira contra-hegemônica, questionando a dominância hemisférica do inglês, algo cada vez mais necessário em tempos de agressão militar, econômica e social por parte dos Estados Unidos (Martin, 2026).

CONCLUSIONS

Wrapping up this piece, we leave readers with some questions to ponder (see Table 2). We also reiterate recent calls for further research into pedagogies that support scholarly writing for publication in Latin America and emphasize our claim that these interventions are equity initiatives that benefit both individuals and institutions. Although interest in such interventions appears to be growing, relatively little is known about their structure, context-specific delivery, or real and perceived efficacy globally (Li & Flowerdew, 2020; Zhang & Curry, 2022) and in Latin America specifically (Corcoran, 2022; Mendoza et al., 2021). Our work in Porto Alegre offered a window into the onto-epistemologies of pedagogues working together to support emerging scholars at UFRGS in ways we felt were mostly effective and certainly ethical. We hope that sharing experiences like ours will allow others, in similar or different contexts, to build on these curricular foundations to support scholars' advanced literacies in locally meaningful ways. Finally, these interventions can serve as an entry point for a sociolinguistically oriented understanding of the beliefs and practices of plurilingual scholars, including gringos like James, as they consider their academic agency and identities and draw on, or choose not to draw on, their linguistic repertoires in scholarly writing for publication, even when the final product appears monolingual. On that note, we applaud RLEE for accepting our translanguaged manuscript and hope to see more pieces that operationalize pluralistic approaches to academic publishing in the future (see Lillis, 2026, and Waigandt, 2026, for excellent examples). To conclude, we close with a set of questions for LRPP teachers and researchers.

Table 2. *Guiding questions for consideration*

Pedagogues	**Researchers**
Como podemos abordar todos os aspectos curriculares (práticas sociais, consciência crítica do gênero, consciência crítica da linguagem) em um curso intensivo?	Como pesquisadores acessam e utilizam seus diversos repertórios semióticos ao produzir e divulgar suas pesquisas?
Quanto conteúdo deve ser voltado para ética e ferramentas de IA em um cenário de produção de	Como diferentes atores envolvidos (acadêmicos, professores de EAP, editores de periódicos) estão pensando e usando, ou optando por não usar, as

Pedagogues	Researchers
conhecimento digital em rápida transformação?	ferramentas de IA em rápida evolução?
Que conhecimentos especializados são necessários para promover resultados de aprendizagem ideais em um curso de escrita acadêmica para publicação?	Como cursos de escrita acadêmica para publicação, com diferentes durações, impactam, a curto e a longo prazo, acadêmicos em formação e acadêmicos já consolidados?

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