

**“WE NEED TO PUBLISH  
IN ENGLISH”:  
BRAZILIAN  
RESEARCHERS’  
VOICES REGARDING  
TENSIONS IN ACADEMIC  
LITERACY  
PRACTICES**

**“PRECISAMOS PUBLICAR EM INGLÊS”: VOZES DE PESQUISADORES BRASILEIROS SOBRE  
TENSÕES NAS PRÁTICAS DE LETRAMENTO ACADÊMICO**

**“NECESITAMOS PUBLICAR EN INGLÉS”: VOCES DE LOS INVESTIGADORES BRASILEÑOS  
SOBRE LAS TENSIONES EN LAS PRÁCTICAS DE ALFABETIZACIÓN**

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**ABSTRACT:** Impact and visibility are important boosters for global scientific publishing in English regarding some possible tensions. We interviewed four Brazilian medical researchers from five well-ranked universities in Brazil through semi-structured interviews. We used linguistic ethnography theorizing as a methodology to analyze the social relations around texts, based on literacy studies. The aim of this article is to discuss Brazilian medical authors' experienced tensions regarding publishing internationally and writing in English. Results showed that writing in English to publish internationally is a literacy practice embedded in power relationships and legitimation. We identified three main tensions: 1) a low number of Brazilian English speakers which results in poor access to written English skills; 2) handling relations of power shaping discourses and standards; and 3) issues tied to academic group support and academic literacy.

**KEYWORDS:** Scientific Publication in English. Academic Literacy. Academic Writing.

**RESUMO:** Impacto e visibilidade são impulsionadores importantes para a publicação científica global em inglês em relação a algumas possíveis tensões. Entrevistamos quatro pesquisadores médicos brasileiros de cinco universidades bem conceituadas no Brasil por meio de entrevistas semiestruturadas. Utilizamos a teorização da etnografia linguística como metodologia para analisar as relações sociais em torno dos textos, com base nos estudos dos letramentos. O objetivo deste artigo é discutir as tensões vivenciadas por pesquisadores médicos brasileiros em relação à publicação internacional e à escrita em inglês. Os resultados mostraram que escrever em inglês para publicar internacionalmente é uma prática de letramento inserida em relações de poder e legitimação. Identificamos três tensões principais: 1) um baixo número de falantes brasileiros de inglês, o que resulta em pouco acesso às habilidades escritas em inglês; 2) lidar com relações de poder que moldam discursos e padrões; e 3) questões ligadas ao apoio do grupo acadêmico e ao letramento acadêmico.

**PALAVRAS-CHAVE:** Publicação Científica em Inglês; Letramento Acadêmico; Escrita Acadêmica.

**RESUMEN:** El impacto y la visibilidad son importantes impulsores de la publicación científica mundial en inglés frente a algunas posibles tensiones. Entrevistamos a cuatro investigadores médicos brasileños de cinco universidades bien posicionadas de Brasil a través de entrevistas semiestructuradas. Utilizamos la teorización de la etnografía lingüística como metodología para analizar las relaciones sociales en torno a los textos, a partir de estudios de alfabetización. El objetivo de este artículo es discutir las tensiones experimentadas por los autores médicos brasileños con respecto a la publicación internacional y la escritura en inglés. Los resultados mostraron que escribir en inglés para publicar a nivel internacional es una práctica de alfabetización integrada en las relaciones de poder y la legitimación. Identificamos tres tensiones principales: 1) un bajo número de hablantes brasileños de inglés, lo que resulta en un acceso deficiente a habilidades escritas en inglés; 2) manejar las relaciones de poder que dan forma a los discursos y estándares; y 3) cuestiones relacionadas con el apoyo del grupo académico y la alfabetización académica.

**PALABRAS CLAVE:** Publicación científica en inglés; Alfabetización Académica; Escritura académica.

## 1 INTRODUCTION

Publishing is crucial to our world, not only because science and global communication are important, but also because of neoliberal dynamics tied to the transformation of universities into institutions that serve a global economy. Thus, researchers all over the world are pushed to write and publish articles embracing an ideology of managerialism (Canagarajah, 2014). Rankings as *Academic Ranking of World Universities* (ARWU) offered by Xangai University up to 2008, nowadays by *Shanghai Ranking Consultancy* classify the best international universities according to the number of scientific awards, more cited researchers, contributions to the scientific community, and with numbers of scientific publications. One of the most well-known rankings in the world along with the *QS World University Rankings* (QS) and the *Times Higher Education World University Rankings* (THE) is noteworthy for the importance given to the scientific publications in high impact factor (IF) journals. These rankings reinforce the explicit demand for global scientific publications.

All those rankings are related to *Qualis/CAPES*, an important evaluation measure index of graduate programs in Brazil, by stratifying scientific journals, in which we can find articles published by these programs, according to the number of citations. Understanding rankings and which criteria they use, as the ones relating to publishing, is an important issue, so we can have a broader view of these categorizations since they have a great influence on our lives, not only in academic context but in scientific

discoveries that affect all societies. Thus, Brazilian authors have been trying to fit into a global and prestigious communication context among universities around the entire globe.

Although our view is often tied to science as an impersonal study, behind academic writing, there are people, researchers, and authors tied to values and ideologies. They face not only pressure coming from rankings, and institutions, but also the demands for English writing, which can give the largest visibility to articles, and increase research and researcher status since it reaches a greater audience. They are dealing with literacy practices tensions since their communication is inserted in a social context, embracing hierarchies and social roles.

This article lies upon academic literacy practices as a central approach in order to understand authors' perceptions regarding possible tensions tied to probable relations of power<sup>1</sup>. We chose to explore articles from the medical field since historically it embraces status and worldwide relevance. Therefore, we address a group that is already comprehensively involved in the dynamics of the demands for international publications in Brazil. The people who we interviewed are medical authors, who had their degrees from prestigious universities in Brazil, and who are inserted in groups tied to a great flow of publications in English by high-impact factor journals, they are already dealing with possible tensions related to academic writing in English. According to Sousa, Filippo, and Casado (2018) “[...] the postgraduate area in Medicine and Pharmacology (MED), in federal universities in Brazil are the ones with the greatest scientific activity (30% of total production), with a significant growth of 226% in the period 2004 -2012.” (Souza *et al.* p. 143, 2018, our translation). In addition, Cross, Thomson, and Sinclair (2018, p. 32) consider that:

The high-level ESI categories indicate clinical medicine to be the most productive subject by a number of papers [...]. Clinical science has a citation impact of 0.87, higher than 0.76 for all Brazilian papers. Of the clinically relevant Web of Science categories [...] clinical sciences, oncology, infectious diseases, clinical neurology, dentistry, oral surgery & medicine, and cardiac & cardiovascular systems have the highest citation impact.

Therefore, related to medical studies, there are many groups of people publishing in English in Brazil in comparison with other fields of knowledge, which allows us to investigate a very active context in Brazil, considering the medical authors, not only as people who write scientific academic texts but as those who are part of discourses into an institutional social group of people according to features from a language into academic literacy practices. Clarivate Analytics (2017) highlights Brazilian publications indexed on the Web of Science:

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<sup>1</sup> This paper is part of two longitudinal scientific projects: "Authorship in Different Fields of Knowledge" (2019-2024)(CAPES PRINT UNESP, 2019), coordinated by Fabiana C. Komesu, Phd. (UNESP) and "Academic Literacies: impacts and transformed practices in educational contexts" (2023-2026), coordinated by Adriana Fischer, Phd., supported by CNPQ/PQ2 productivity grant.

Categories	Papers	Citation Impact	Top 1%	Top 10%	% International Collaborations
Clinical Medicine	46,840	0.87	0.96	5.43	28.8
Plant & Animal Science	30,980	0.66	0.44	4.11	26.9
Agricultural Sciences	25,629	0.59	0.44	4.01	14.0
Chemistry	19,345	0.64	0.08	3.61	30.2
Physics	15,040	1.24	1.70	11.33	55.2
Engineering	12,092	0.85	0.45	6.99	32.2
Social Sciences, general	11,555	0.67	0.62	4.07	21.6
Biology & Biochemistry	11,537	0.69	0.38	4.50	32.6
Environment/Ecology	9,831	0.89	1.11	7.38	40.3
Materials Science	7,528	0.60	0.17	3.49	35.0
Pharmacology & Toxicology	7,456	0.79	0.46	5.10	25.8
Neuroscience & Behavior	7,176	0.79	0.56	5.56	36.8
Molecular Biology & Genetics	6,359	0.64	0.63	4.07	39.3
Mathematics	5,600	0.95	0.54	8.27	46.5
Immunology	5,171	0.88	0.87	6.61	44.4
Microbiology	5,160	0.76	0.58	5.08	37.9
Geosciences	5,042	0.82	0.69	5.91	53.0
Psychiatry/Psychology	3,576	0.91	1.37	7.35	45.6
Computer Science	3,560	0.85	0.56	6.88	43.2
Space Science	2,461	1.37	2.60	10.93	77.7
Economics & Business	1,897	0.58	0.26	4.43	36.0

Figure 1: Brazilian Papers in Essential Science Indicators categories 2011 - 2016

Source: Clarivate Analytics (2017)

In Figure 1 the high number of papers related to Clinical Medicine highlights how active this field of study is. Also, Clarivate Analytics, the institution behind Web of Science, shows that there is a focus on English publications since it is the universal language of science, and highlights that “[...] it is clear that the most important repositories to the international research community will publish data in English. This is especially true in the natural sciences. In addition, all repositories must have metadata and citations in the Roman alphabet.”

Nowadays there are many discussions in order not to use the terms native, non-native, and near-native to refer to those who were or were not born in anglophone countries, and to those who have similar skills to those called native. There are many critiques against the usage of the term “native speakers” as the only ones with “a high level of proficiency” or who are “fully fluent speakers” The critique against the term “native speaker” stems from its association with dangerous ideologies of superiority, racial purity, and power imbalances (Schmitz, 2013; Rajagopalan, 1997). The argument emphasizes that language definitions based on monolingual norms do not align with the multilingual reality of the world. The concept of “native speaker” has historically been used to exclude individuals based on race and birthplace. The ideological legacy of some metaphors such as “mother tongue” and “native speaker” traces their roots to ethno-nationalist gestures and early modern philology. The conflation of race and language in these metaphors has fueled ethnolinguistic discrimination, calling for a critical examination of the tendency to use biological metaphors in language study, which can perpetuate genetic and racial impressions of language (Bonofiglio, 2010). Although the authors of this article are aware of the ideologies that the use of these terms may carry, we chose to use them, since we address a context of relations of power where many researchers use these terms to represent the model writer, the one to be followed, including the authors interviewed in this research.

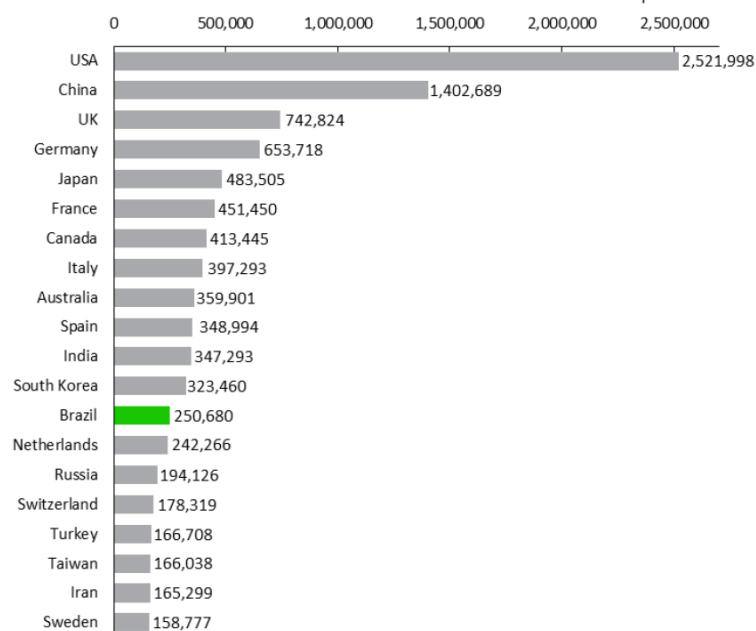
The English language has been more and more used to establish communication among those called “non-native people”, inserted in different cultural and expressive worlds who are part of different contexts and education systems, as a demand. These individualities encompass not only cultures but the social and individual identities as part of specific educational institutions. Hyland (2019) claims that it is not possible to count the exact number of English speakers, but that with globalization, in addition to the “native speakers” who have it as a first and second language, there are also thousands of people on all continents using English for various purposes.

The Clarivate Analytics report asserts that English is currently the universal language of science, leading Thomson Scientific, the company tied to the Web of Science platform, to prioritize journals that publish either the full text or at least bibliographic

information in English. While some journals covered in Web of Science provide only bibliographic information in English, the focus in the future will be on journals that publish full text in English, emphasizing their significance to the international research community (Clarivate Analytics, 2020). So as English has been used as the language of science, many high-impact factor journals publish in English currently, mainly the medical ones. Finally, we can clearly see the important connection between the medical field as a representative area with a high demand for scientific publications in English, and the possible tensions lived by researchers all over the world trying not only to share knowledge but also to fit in.

## 2 METHODOLOGICAL PATH

In this study, at first, we tried to understand a wide landscape of international scientific publications, based on medical English academic publications from the top five universities in Brazil. We must consider that Brazil is the country that has been publishing the most in Latin America, according to Clarivate Analytics (2017), and express a good performance related to other countries globally. The chart below shows this performance:



**Figure 2:** Papers added to Web of Science 2011 - 2016

**Source:** Clarivate Analytics (2017)

Folha University Ranking in Brazil (RUF) is the most popular ranking in the country which also attaches great importance to research rates to rank the best national universities. That ranking considers the Web of Science as a source of most of its criteria to evaluate universities, as well as other international rankings. Researching represents 42% of the total criteria, 32% is education, 18% is the market opinion, and 4% encompasses internationalization and innovation. In this study, we used RUF, since it introduces an accurate score to every Brazilian university and comes from a Brazilian newspaper, which means that there is a probably reliable national source to investigate the Brazilian context. We also need to consider that this newspaper is originally from São Paulo, the state that publishes the most in Brazil, according to Clarivate Analytics (2017).

We chose to include in our sample articles from the top five universities, which are the University of São Paulo (USP) as the first one; the University of Campinas (UNICAMP) as the second one; Federal University of Rio de Janeiro (UFRJ) as the third one; Federal University of Minas Gerais (UFMG) as the fourth one; and Federal University of Rio Grande do Sul (UFRGS) as the fifth one. Based on this selection we contacted the first authors through e-mail, but only four of them, from USP, UNICAMP, and UFRJ, agreed to participate in an interview with one of the authors of this article, via Google Meet platform. They answered some questions related to the article they wrote, in order to talk about their contexts, universities, tensions, and personal perspectives.

## 2.1 HOW WE SELECTED THE ARTICLES

In order to illustrate the procedures for data collection in this study, there is a step-by-step scheme. Our first action consisted of an investigation into databases. After some consideration, we chose Web of Science which influences RUF. Access to the Web of Science database requires a subscription, so we only have access to that through a university. In Brazil, there is the *Portal de Periódicos CAPES* website, where there is access through the Federated Academic Community (CAFe), so that we can download articles. When we had access to the database, we conducted an advanced search, using CI=Campinas - as an example of one of the cities where the universities selected by us are located – in order to better delimit the results and make the process less complex. Then, there was a list of articles and, to better delimit that, we chose some categories. Our criteria were open-access articles, from one of the five universities selected from 2019 to 2020 in the medical field. We verified whether the article was written by a Brazilian, with an undergraduate degree in Medicine, linked to a public university, by consulting Lattes<sup>2</sup> and the ORCID<sup>3</sup> platform. After that, we also consulted the Journal Citations Report (JCR platform), bonded to Clarivate Analytics, the same company responsible for the Web of Science, in order to have the journal's IF, so that we could also verify if the journals with high impact factor. Finally, we downloaded the articles and kept the first author's e-mail address in order to contact the author to conduct an interview.

## 2.2 SEMI-STRUCTURED INTERVIEWS

We chose to conduct some interviews in order to comprehend personal authors' perspectives and tensions by publishing research articles in English in international journals. After the collection of articles, we just took a glance at the texts in order to prepare interviews, not conducting a deep investigation. since our focus when interviewing the authors was not the article but the author's perspectives by writing in English to publish academically. Literacy Studies play an important role in this analysis, since they see texts as more than simple representative documents of writing skills, instead as a communicative expression embedded in social interactions and relations of power (Street, 2003; Gee, 1990).

We conducted some interviews with four authors of three articles selected among our sample of ten articles for this study. We sent an e-mail to every author of the ten articles, whose e-mail address was available on the articles, but only for of them agreed to give us an interview. Each interview was individual, one interview with each of them. The group of interviewees consists of three first authors, one from USP, one from UFRJ, two from Unicamp, and the last ones, the first and second authors, are authors of the same article. We reached them through e-mail. We sent an e-mail to every author of the ten articles, whose e-mail address was available on the articles, but only for of them agreed to give us an interview.

The interviews were performed online, according to everyone's availability, following a semi-structured model in order to capture more subjective and personal considerations about writing the articles and being part of their specific context. They were conducted from February to April 2020, with only one meeting with each author. There were 23 questions divided into five sections: 1) Profile; 2) Publications; 3) Authorship; 4) The article; 5) University and research. The last question was extra in order to know if they wanted to say something else about our dialogue. Through these five topics, we sought to comprehend how these authors are dealing with their background, subjectivity, personal choices, hierarchies, and contexts in order to write academically in English, be accepted by their pairs and their audience.

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<sup>2</sup> A Brazilian online governmental academic curriculum.

<sup>3</sup> An international scientific curriculum.

**1. PROFILE**

- a. How old are you and what city do you live in?  
 b. What is your relationship with University X? What is your academic role?

**2. PUBLICATION**

- a. When did you publish your first scientific article in Portuguese and English? Do you think there is a better time to publish an article?  
 b. How many scientific articles have you published in Portuguese and English?  
 c. Are you fluent in English? Did you have any help? Review? Translation?  
 d. Are there challenges in writing in an academic-scientific way in English and Portuguese? Which are they? If there are challenges, are they bigger in a specific language?

**3. AUTHORSHIP**

- a. What is your position on how authorship is manifested in research medical articles? How to be able to deal with authorship within a research article, mainly in English?

Tips: Marks for example, of the first-person pronoun; establishing engagement with the reader; argumentative markers, in order to defend some points of view.

- b) What is the relation between the use of elements and the area of knowledge? Do you consider that there are differences in the way of writing a research article, between your area and other areas of publication? Could you name a difference, using an example?

Tip: paywalls ...

**4. THE ARTICLE**

- a. How was the process of publishing your article? How did you decide to write?  
 b. Do you consider the theme of your article relevant to an international publication, if so, why?  
 c. Did you publish as a group? If so, how did the meeting of the authors take place? Do you have any relationship with the authors?  
 d. Do you consider the relationship between different universities in research and scientific publication important?  
 e. As a second author, what was your role in writing and publication process? Why were you placed as a second author?  
 f. In the area of Medicine I, II, and III, the journal you chose was classified as Qualis B1, with an impact factor in 2018 of 2.504 in 2018. Did this interfere with the choice of the journal? Did you search for a journal with a good rating? Why?  
 h. Despite more impersonality in much of the article, in the final analysis, there are first-person markers and argumentation with structures such as "we believe that ...", "not only show ... but we also develop ...". Therefore, do you consider that there is room for such positions, even in more objective areas such as the experimental one?

**5. UNIVERSITY AND RESEARCH**

- a. Your university is in the top five in RUF 2019 ranking. Do you think it has an impact on the research article's international publication? Why?  
 b. Does your university offer any support to prepare researchers for publication, especially internationally? Tips: classes, courses, group meetings.  
 c. Did you have any auxiliary material, such as courses, books, or classes, to write research articles?  
 d. Do you consider it important that there is some support from the university for academic-scientific writing, mainly in English?

EXTRA: Would you like to make any considerations about the previous topics?

Table 1: The Base-Questionnaire

Source: Ferreira (2021)

Most of the interview was related to the authors' experience by publishing in English. We highlighted the tensions experienced by them by trying to build themselves as authors surrounded by relations of power. In the first section, we established their profile. In the second section, we talked about tensions, challenges, frequency, features, and support for writing in English. In the third section, we talked about authorship, regarding what they think about authorial positionings, such as the use of first-person pronouns or engagement markers, in research articles related to their fields of knowledge, and neutrality. These specific linguistic topics are related to how they deal with writing academically in another language, and how they deal with authorship by positioning themselves. For the fourth section, we talked specifically about the articles published by them, the decision and the process for publication; the theme and relevance for international publication; their roles in writing the article; the relationship among universities; group formation; also, and their knowledge about the journal impact factor or authors' h-index. In the last section, we talked about their universities, the importance of being there related to international publications; the support given by universities for scientific writing in English, and the importance of that. We chose these questions because of discussions concerning literacy practices related to publishing in English. Those embrace academic literacy perspectives by considering texts as part of a bigger scenario, as a result of relations of power embracing negotiations and choices (LILLIS & CURRY, 2010; 2013). Understanding the role of Brazil, and of Brazilian researchers in a global context, where we are driven to publish internationally is important to think about a global scenario.

In order to anonymize the participants of this study, we call them A2A, A4A, A4B, and A5A, according to the articles selected, considering the position of the universities in the RUF:

<i>AUTHOR</i>	<i>ARTICLE</i>	<i>JOURNAL TITLE</i>	<i>UNIVERSITY</i>	<i>ROLE AT UNIVERSITY</i>
A2A	A2	BMC Infectious Diseases	University of São Paulo (USP)	PhD Student
A4A	A4	Neuroradiology	State university of Campinas (UNICAMP)	PhD Student
A4B	A4	Neuroradiology	State university of Campinas (UNICAMP)	Master's student
A5A	A5	Obesity Reviews	Federal University of Rio de Janeiro (UFRJ)	PhD Student

**Table 1:** Identification of Authors

**Source:** Ferreira (2021)

Finally, in this article, our analysis departs from Linguistic Ethnography, not only as a method or methodology but as a deep theorizing. This research approach combines the methodologies of ethnography and linguistics to study the relationship between language and social aspects, within a particular cultural or community context. So, this study is concerned with the detailed study and analysis of language use tied to social interactions in academic literacy practices, aiming to understand how language functions as a social and cultural phenomenon. In order to investigate linguistic and social aspects we used multiple methods such as interviews, exploration of virtual contexts, documents, and textual analysis, perspectives, views, and understandings. According to Lillis (2008) These categories are not tied to fixed aspects of a text, under denotational or referential categories, based on logical reasoning, but are meditational and relational categories exploring etic and emic discourses, two contrasting approaches related to understanding and analyzing cultural phenomena. Etic discourse regards an external or outsider perspective on a particular culture or community, Emic discourse is tied to an insider perspective on a particular culture or community. In this perspective, researchers are prone to relate context and text (Lillis, 2008). Besides a method, that is also part of our theoretical background which follows in the next section, where we better explore ideas bonded to the general Literacy Studies that also consider a text as a social phenomenon.



### 3 ACADEMIC LITERACY STUDIES

Writing and reading are usually related to the acquisition of logical abilities or skills, however, writing practices are inserted into different contexts, and express several social roles represented by us through language. We are embraced by a framework of power with different demands from several fields of knowledge surrounded by various social ideologies. Writing a text considers context, space, time, some prospective readers, and individual and social positioning. This study lies on literacy perspectives, which include Literacy Studies that “[...] represents a new tradition in considering the nature of literacy, focusing not so much on the acquisition of skills, as in dominant approaches, but rather on what it means to think of literacy as a social practice” (Street, 2003, p.77, Fischer, 2015). We highlight in this article the tensions related to social practices such as academic writing and publishing articles in English as a second language, resulting from a process surrounded by relations of power tied to time, space, culture, economics, and idiosyncratic perspectives.

This research relies upon the ideological model of literacy as opposed to the autonomous one. The first “[...] posits instead that literacy is a social practice, not simply a technical and neutral skill; that it is always embedded in socially constructed epistemological principles” (STREET, 2001, p. 7). Thus, the autonomous model arises from an earlier legitimized idea considering a text bounded by neutral skills that could be acquired. Despite this, many scholars have conducted some studies about writing and reading from a social perspective over the past few decades, in many settings still hooked up to skills acquisition. However, “literacy, in this sense, is always contested, both its meanings and its practices, hence particular versions of it are always ‘ideological’, they are always rooted in a particular worldview and a desire for that view of literacy to dominate and to marginalize others” (Gee, 1990).

Literacy practices, according to Barton, Hamilton and Ivanic (2000), are not observable. The notion of practices “[...] is a more abstract one that cannot wholly be contained in observable activities and tasks.” (Barton; Hamilton; Ivanic, 2000, p. 8). It means writing and reading practices are not only related to what we can see, as Academic English lessons, for example, or when a researcher is writing a research article. Literacy practices are tied to ideologies that embrace relationships. There is a context, reasons why we must write or read texts, specific texts we must choose, defined ideas we have to include, hierarchies we have to respect, and relations of power we have to maintain.

The relations of power related to literacy practices are expressed in the current academic context for researchers, which is surrounded by so much pressure to publish. It concerns such a set of aspects, for instance, grants, funding, and reputation, tied to universities. Habibie and Hyland (2019, p. 1) state that “publication includes a mixed bag of merits, motivations, risks, and pressures for junior scholars and doctoral students”, therefore, to every researcher, even for beginners it involves some important challenges. How do we express ourselves as researchers and authors, writing to make knowledge available in English? That is an important question to think about, in order to make science and consciously publishing. Addressing academic writing in English in Brazil is important to understand our position as authors in a global literacies context, embedded in relations of power, in which our country has become greater, but still has less impact than many countries in international publishing.

While partly driven by new technologies such as online delivery and Open Access ‘writer pays’ business models, the growth of publishing is the result of a huge expansion of researchers, with UNESCO reporting 7.8 million full-time equivalent researchers in 2013, an increase of 21% since 2007 (UNESCO, 2017). This growth in researchers has been accompanied by a massive increase in article submissions, especially from BRIC (Brazil, Russia, India, and China— the ‘emerging economies’) and other non-established nations. The USA continues to dominate the global output of research papers with a share of about 23%, but China has moved into second place, with 17% of global output, followed by the UK (7%), Germany (6%), Japan (6%), and France (4%). (Hyland, 2019, p. 14)

Therefore, this article hovers on some perspectives from literacy studies, embracing mainly literacy practices in academic literacy practices. Latin-American scholars have been employed in important discussions regarding literacy practices in universities in Brazil, which concerns academic writing, authorship, citation practices, publishing dynamics in Brazil, and publishing in English (Fischer, Ferreira; Silva, 2020; Komesu; Assis, 2019; Fuza, 2017; Navarro; Cristóvão, Furtoso, 2021).

### 3.1. CHALLENGES TO MULTILINGUAL WRITERS PUBLISHING

According to Uzuner (2008), Multilingual scholars often publish in English due to the language's hegemony in research communication in a scenario of globalization. Also, to gain access to global academic communities, as it is the only way to fit in. The "publish or perish" ideology and the need for international publications to succeed academically also drive multilingual scholars to write in English, besides the possible desire to contribute to knowledge production or view publishing in English as a valuable learning opportunity. Overall, both intrinsic and extrinsic motivations influence multilingual scholars' publication practices in English.

It is fundamental to address some tensions regarding multilingual authors all over the world trying to fit in a context of pressure when publishing research articles in English. According to Curry and Lillis (2019) and Donahue (2015), while all scholars, particularly those new to the field, must familiarize themselves with the social norms of academic publishing, studies reveal that many multilingual scholars perceive a "dual burden" when writing in English, leading to increased workloads, anxiety, and dissatisfaction. They are usually worried about publishing in multiple languages Besides that Journal gatekeepers, reviewers, and editors may adhere to an ideology favoring the use of standard English(es), tied to cultural aspects and ideological preferences. (Curry; Lillis, 2019).

Uzuner (2008) also points out some specific challenges for multilingual scholars in academic writing, especially in a second language. They might lead to editorial rejections and decreased academic productivity. Also, multilingual authors face some language problems, since they are not used to a standard of academic writing expected from English-speaking countries, tied to cultural and ideological aspects, resulting in poor writing strategies and translation practices, contributing to delays in publication output and reduced scholarly productivity. Multilingual authors also have to connect with their audience and generate interest, even when covering topics from their home regions. Another challenge lies in their connection with core academic communities. According to Uzuner (2008) Scholarly publishing can resemble a club, where admission depends on academic merit, but biases related to race, national origin, institution, and class can influence entry. Insufficient funds for research also significantly impact multilingual scholars' participation in the global research network. Studies by Man *et al.* (2004) and Aydinli and Mathews (2000) reveal a correlation between a nation's research expenditures and its dominance in international publication, particularly in fields like medicine. Countries with higher research funding, mostly within Kachru's Inner Circle (1985), tend to lead in publication output, while those with limited funding, mainly from outside the Inner Circle, face challenges contributing to leading journals. Overall, financial constraints play a crucial role in hindering multilingual scholars from fully engaging in global research networks.

Navarro *et al.* (2022) present ten principles aimed at stimulating discourse on the use of multiple languages and varieties to facilitate transnational dialogue in scientific and academic contexts across different fields and regions. Some points are highlighted as the imperialist positioning of the English language as a "lingua franca": it does not always promote inclusion and might work as a language of domination; discourages translations and excludes participation: benefits and privileges knowledge produced in English; expression an unequal distribution of knowledge production; different languages and varieties are tied to an important resource for knowledge making; choosing a language to publish is a right and a political act which may express creativity and sensibility by including a diverse audience.

### 3.2. BRAZILIAN ACADEMIC PUBLISHING CONTEXT

Since we, Brazilian researchers, are in this scenario, we are conducted to deal with English writing in specific academic domains, it is not only about learning or improving English skills, however, it concerns scholarly language. Mauranen, Hynninen, and Ranta (2016) address the specialized discourse in academic writing beyond the simple use of one language, since it involves more than achieving skills to communicate in English, but "all users of academic language need to learn its norms and conventions through secondary socialization in educational systems" (Mauranen; Hynninen; Ranta, 2016, p. 45). This underpins the approach of this study by relating to Academic English not only as something to be achieved but also as a language into an academic practice, something to be socialized. The ways people communicate are only seen clearly when we are inserted into a context. Thus, the term "users" is used in this study not to stick to the level of fluency in many contexts, but mainly in order to consider the relation with this language for this specific purpose. Hyland (2019, p. 19) states that while the "idea of Native speaker might imply the advantages

gained by having internalized the language through ‘natural acquisition’, rather than through deliberate learning, academic English is no one’s first language.” (Hyland, 2019, p. 19). This means writing in English, in general, is tied to long years of schooling. Differently from speaking, academic writing concerns many formal rules which can be a great challenge for everyone.

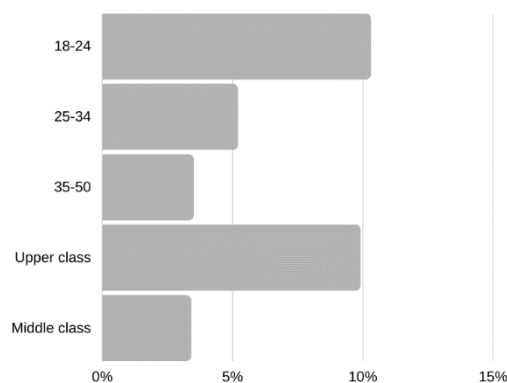
Concerning academic writing as a practice that involves continuous contact placing researchers as insiders or outsiders not only due to language, Hyland (2019) presents some considerations about the view of standardized English engaging what he named “disadvantage discourse”, which consists of a pre-establishing disadvantage since there are two types of academic writer, the “native” and the “non-native” speaker. Hyland critically examines [...] the evidence for linguistic disadvantage and argues that framing publication problems as crude Native English Speakers (NES) vs. non-native polarization demoralizes English as Additional Language (EAL) writers and ignores the very real writing problems experienced by many L1 English scholars (HYLAND, 2019, p. 13-14). Thus, he proposes that EAL users do not have a real challenge only tied to language. Hyland (2019) points out those difficulties as also related to other social questions and economic questions, such as the low investment in research or education.

#### 4 BRAZILIAN VOICES INTO A GLOBAL RESEARCH SCENARIO: TENSIONS OF PUBLISHING IN ENGLISH

This paper lies in the main questions identified by the authors of this article through interviews and some literature review, based on the theoretical framework. We created and analyzed the questions focusing on Literacy Studies. Firstly, we considered the domain of the English language which is the first step to allow the author to access some specific literacy practices. This made us address the first tension: there are Few English Speakers in Brazil. The second tension is tied to the Relations of power and how they handle the standards, which is also an important aspect regarding language in Literacy Studies. The academic support to publish is the third tension identified since it regards the need to socialize beyond the text, highlighting the social aspect when writing a research article.

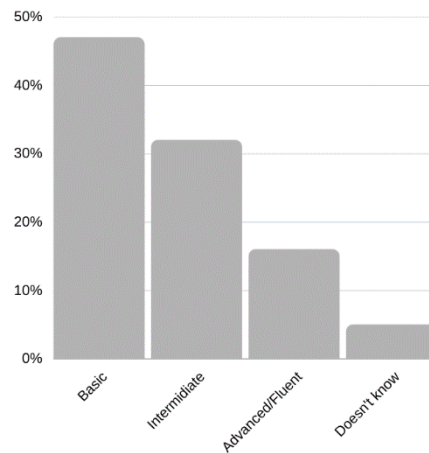
##### 4.1 FEW ENGLISH SPEAKERS

The discourse of one of the interviewees leads us to think about an important point in this study. A great part of the population does not speak or master English to some extent. The low level of English acquisition in Brazil can establish a more arduous path to international publications, considering that even translation services can be costly. According to the British Council Report (2014), there was only a small part of the population who stated could speak English, most of the upper class. Among them there is still a large part with a basic level of fluency, as illustrated by Figures 3 and 4:



**Figure 3:** English-speaking population by age group and class

**Source:** Data Popular Research: Brazil into Perspective 2013 - extracted and adapted from British Council Report 2013 (2014)



**Figure 4:** English language level (among those who speak English)

**Source:** Data Popular Research: Brazil into Perspective 2013 - Base: 68 – extracted and adapted from British Council Report 2013 (2014)

The condition of Brazil as a country with few English speakers, many of them on a basic level, can affect the role of researchers as users of that language. According to Hyland (2019, p. 25), although social issues such as those regarding socioeconomic ones, for example, are “frequently associated with poor linguistic skills, at least in non-English speaking periphery countries [...] a crude Native vs. non-Native dichotomy fails to capture a far more complex picture”. This means that English acquisition is an important first step to writing a research article, and unfortunately segregates opportunities but still does not represent success in reaching an audience. There is not a simple equivalence as the more English speakers, the more research articles authors. As authors, Brazilian researchers seem to try not only to use another language, but also to be part of a wide, privileged, and global group. That reinforces other important issues, such as the relations between language and context, and other social aspects of language which should be valued (FUZA, 2017). A2A and A4B by answering a question about whether he considers English as an important domain in academic publications, reinforces Uzuner’s (2008) perception that there is a high demand to be part of a privileged group by publishing in English:

*A2A - I think so, because we, at least in the medical field, almost all publications are in English, and if the person did not study it before or during college, [...] it is very difficult, you know, to write. Within my group some people do not know, they did not study English so much, you know, in childhood, adolescence or during college and now, in graduate school they have more difficulties. Reading is easier, we can do it, right? But at least regarding writing, I think it is tied to more difficulties, so it is ... you need more help. I think there should be more support. [...] (March 2020, our translation)*

*A4B - Yes, I think English, I think the first step is English, you know, if you have good knowledge of English over time, you... it's not easy, right? But these writing strategies... you will gain experience, right? But if your English, if your knowledge of English is not enough, everything else will be affected, right? It will be even more difficult.58 (March 2020, our translation)*

The importance that A2A and A4B give to English acquisition can lead us to consider, primarily, that the act of publishing in English is not a guarantee of impact, research quality is not exactly tied to one language (Cintra; Silva; Furnival, 2020; Finardi; França, 2016), although using English can boost international publication. According to Finardi and França (2016, p. 248), it is important to consider the internationalization policies nowadays in Brazil using English as an important tool, thus Brazil should “[...] rethink the role of this language in education in general, and in scientific production and circulation particularly, through internationalization policies in line with basic educational and linguistic policies” (Finard; França, 2016). To give more opportunities to Brazilian researchers to be part of certain literacy practices seems to be a great challenge.

Thus, universities have adopted the English language not only in order to write papers, but also for other purposes, which encourages insertion in the literacy practices of writing in English academically. Feniger and Ayalon (2015) point to the Israel context, for example, where “the requirement of advanced English, which has been adopted by the universities and most of the colleges, serves,

in practice, as a gatekeeper that excludes many Arabs from access to higher education” (2015, p. 110), which means that English skills can work as a tool for social insertion that can be highly exclusionary. Therefore, in many literacy practices mastering English is the first step. Under pressure related to international organizations to develop global communication, authors from universities all around the world are motivated to share their discoveries of knowledge in English. They are seeking to deal with possible literacy practices tensions related not only to academic writing and publishing internationally but doing that by using a foreign language.

#### 4.2 RELATIONS OF POWER: ACHIEVING STANDARDS

By publishing internationally there are researchers from many countries, part of many different cultures trying to be part of a standardized culture, in many cases, carried by English from specific countries, from the ones who are “natives”, even though we are not sure about which criteria related to the language define a native (Tribble, 2019). Canarajah (2014) addresses the reproductive effects of publishing conventions, which do not privilege aspects related to the context of a publication but denude it from social aspects. Thus, language in a research article seems to be tied to a specific culture, a neutral one, although literacy studies show that human nature, part of social structures, and ideological groups, does not allow neutrality (Street, 2003). Finally, language is one of many ideological aspects of publishing in English, since “non-native” or “native” authors have no guarantee to be efficient in writing research articles, and this process can be complex for every researcher, from anglophone countries or not, as pointed by Hyland (2019). Therefore, this literacy practice regards making different decisions to reach a global audience, as lexical and ideological choices by writing a research article.

In the registration of the JCR platform, where we can find the origin and IF of the journals selected in this study, we can see that 8 out of the 10 are from anglophone countries, and 2 are from Netherlands where there is a high proficiency in English (English First, 2020). It is important to consider that high IF journals, with high citation indexes, also depend on indexing on platforms, as the Web of Science Core Collection. Brazil in this context has grown, according to Domingues et. al. (2020). Brazilian journals are indexed in the Web of Science, since 1997 with 11 indexed journals; in 2008, 31; in 2018, 158; “Currently 99 journals have an IF greater than 0.5 (62.7%); 54 has an IF greater than 1.0 (34.2%); 10 has an IF greater than 2.0 (6.3%); and two have an IF greater than 3.0 (1.3%)”<sup>4</sup> (Domingues *et al.*, 2020, p. 1our translation). In the JCR list of journals accessed in December of 2020, there was 2846 IF evaluations, it is important to highlight that it is not the total number of journals because some of them have the same IF index, 10 of them have IF 0.0, and 18 have no evaluation. Thus, Brazilian journals consist of a small part of a greater list of journals, which have increased, although they are not among the ones with the highest IF. In Table 1 we show the journals used for the sample of this study, where they come from, their IF, and total cites – which are divided by the citable items in order to generate IF.

<i>ARTICLE</i>	<i>JOURNAL TITLE</i>	<i>ORIGIN</i>	<i>IMPACT FACTOR (2019)</i>	<i>TOTAL CITES</i>
A1	Lancet Infectious diseases	England	24.446	25,163
A2	BMC Infectious Diseases	England	2.688	17,457
A3	The Journal of Immunology	The United States	4.886	125,400
A4	Neuroradiology	The United States and Germany	2.238	5,713
A5	Obesity Reviews	England	7.310	12,534
A6	CNS Spectrum	The United States	3.356	2,479
A7	Emerging Microbes & Infections	England	6.212	1,941

<sup>4</sup> Currently 99 journals have an Impact Factor greater than 0.5 (62.7%); 54 have an Impact Factor greater than 1.0 (34.2%); 10 have an Impact Factor greater than 2.0 (6.3%); and two have an Impact Factor greater than 3.0 (1.3%).

A8	Diabetes Research and Clinical Practice	Netherlands	4.234	13,439
A9	European Heart Journal	England	22.763	59,968
A10	Journal of Affective Disorders	Netherlands	3.892	32,868

Figure 5: Origin and Impact Factor of The Journals in the sample

Source: Ferreira (2021)

The ten articles were published in international journals with variable IFs. It is worth noting we did not select the authors because of the highest impact IF index, but only for being Brazilian first authors from the five best universities according to RUF who published in journals indexed in the Web of Science, although we already assumed that the platform is, in general, tied to well-evaluated journals. Thus, publishing in well-developed countries, which includes anglophones appears to be not only a will but also a consolidated practice for medical researchers, at least regarding our interviewees. We can notice how dominant literacy practices ideologically privilege some discourses while marginalizing others (GEE, 1990), once publishing in English is a desired practice for this group. When they answered a question about the language of their first publication, just one of the four interviewees answered that they had published in Portuguese and one of them referred to English publication as not only the best option but the only one, which was repeated twice.

*A2A: Yeah ... the first time was in 2015 and it was in English, in Portuguese I think there never was anything because the medical journals are all in English... In Portuguese, I think I never had, because **the medical journals are all in English.** (March 2020, our translation)45*

*A5A: So, my first article was an article in 2017, because my graduate program, you know, what was there for you to be able to enter the program ... you have to have a publication, so for the entry, you have to have a publication, and then it was 2017, I made an article in Portuguese for Brazilian Journal of Psychiatry, which is a journal. Well, now I am not going to speak properly about the impact factor, but it is a Brazilian Journal of Psychiatry, it was a report case study in a Portuguese publication, **simple publication**, which was my first article ... the second article is a systematic review which you had access to, which was my second publication, which was already an English publication. (May 2020, our translation) 46*

Although there are some medical journals from Brazil, A4A, and A4B did not cite them by saying that they have just not been published in Portuguese, A2A denied the existence of Brazilian medical journals and A5A referred to her publication in Portuguese as a simple one. All those speeches reinforce the importance attributed related to the medical field. Concerning nativeness, A4A and A5A show explicit concern when answering questions about their performance in English. It is relevant to highlight that we did not cite the word “native”, or something related to it in the questions.

*A4A - Yes ... one thing that helped me fundamentally was having an exchange in an English-speaking country, I stayed for 2 months in the United States and two months in Australia, then living with **native people** was essential for me to get fluent in writing. Yeah... I start writing an article, I do a review then I submit it to Grammarly, right, normally, I do, me and my advisor. Then the article is submitted to the English correction of my co-advisor, after my advisor, and finally, we send it to a company specialized in proofreading for scientific articles.47 (April 2020, our translation)*

*A5A – I handle, I handle it well. I think, anyway, we always think we need to improve, you know, it depends on what ... I have already done presentations at international congresses where I had to do the presentation in English and then, finally, it is something I have to train to have **perfect fluency**, you know, I think that just like sometimes we don't have the opportunity ... I do it before, you know, in the case of the pandemic, I keep a weekly English class, in short, with a **native teacher**, yeah ... there were times that I did even when I was in demand, 2 times a week. When I must go to a presentation, I do it daily, so I can be perfectly fluent, right, so, anyway. [...]48 (May 2020)*

*A4B - Yes ... the construction of the article, I find the peculiarity ... so when you write in Portuguese and then you translate into English there is a little difference, I think because **they** use a little more objective phrases ... we have the habit for flowering maybe a little more, a little more elaborate, they are more direct, they use a slightly more technical language than us, the terms, I think, are a little more difficult ... yeah .... and the way, the terms **they** use, the way of writing, the flow of their writing is a little different from ours. I think **they** look more, and they are more objective! I understand this as the great difficulty of writing in English.49 (February 2020, our translation)*

Although A4A and A5A said the word native to refer to the targeted speakers or writers, A4B also did that when he used the words “they”, which seems to be a reference to “native people”. By writing these research articles, researchers aim not only to have fluency in English as writers but to be similar to the “native” ones, in their cultural expressions. Thus, these researchers appear to be users not so familiar with English, searching for a native standard in order to be scientific authors. According to Uzener (2008), multilingual scholars are indeed susceptible to being at a disadvantage, since they might not master a type of standard code, and face challenges in academic writing, especially in a second language, leading to editorial rejections and decreased academic productivity. Language problems include technical issues, convoluted syntax, and inappropriate use of idiomatic expressions. Even multiple revisions may not render their writings native-like. (Uzener, 2008). Literacy practices are tied to discursive choices, which are from cultures related to well-evaluated countries, anglophone ones. There are relations of power and hierarchies, those authors, in order to feel as authors, legitimate ones, seem to seek to be similar to those who are recognized as the good ones (Bartlett, 2013).

According to Tribble (2019, p. 57) even the perspective of English as a Lingua Franca for Academic purposes (ELFA), as other ones, can embrace the idea of nativeness, which is not easy to define, mainly by concerning a “native” writer, since “native” or “non-native” people can perform effectively in a text independently of their mother tongues. Tribble (2019) addresses the low pedagogical value of English as a lingua franca, mainly to writing, but considers Academic Literacies perspectives interesting when criticizes “ways in which universities and academic power brokers often do a considerable disservice to international users of English” (Tribble, 2019, p. 72). Regarding the demands of journals and gatekeepers related to the dichotomy between “non-native” and “native” writers, A4A mentioned that:

*A4A - The academic American is an educated person, you know, he/she implies it, that they wanted someone native to proofread, it is ... when an academic from another country tells you that he has flaws in English, that English needed to be reviewed, without saying who should do it, **he implies that a review should be done by a native.**50 (April 2020, our translation)*

*A4A - Yes, there is a statistics course open for graduation, it is, it is even taught by **Harvard**, it is even a discipline that must pay, but it is possible, if the guy can pay it. We also have a statistical team at the disposal of the researchers to carry out the statistical analysis, we have elective courses, it is ... I don't know if there is an undergraduate course, but there is a PhD. one on how to do scientific writing, taught by native and non-native people, but who publish in high-impact journals. So, yes, there is all the support.51 (April 2020, our translation)*

When this author answers a question about the article review, he states that the review was made by an anglophone company. When we questioned if it was a requirement, he highlighted the implicit requirement. Although it is not clear, there is an atmosphere of pressure, emerging once again a dichotomization between an anglophone and powerful figure as opposed to non-English-speaking authors, outside the standards. The property of ideological discursive structures is restricted to the figure of a native researcher. As well as when A4A answers a question about the support provided by his university, in order to prepare researchers for Academic English, he cites Harvard, one of the most famous universities in the USA, which highlights again the power of people and institutions to the detriment of others.

Thus, the researchers, in general, interviewed in this study, by trying to become authors when writing in English appear to handle a strong tension between seeming to be authors and feeling as ones, constantly seeking to achieve a standard. They must respect hierarchies' structures while seeking legitimation, shaping their linguistic and discursive choices.

#### 4.3 ACADEMIC SUPPORT TO PUBLISH

Our final questions regarding specifically the use of English were related to the support provided by these well-ranked universities concerning publishing, mainly in English. A5A cites one discipline in the graduate program where she was part of that, the subject was called Scientific Writing, thus she mentioned that it was from the USA:

*A5A - This subject that I mentioned, right, that in this case is part of the program, is a course focused on English, scientific writing in English. Because the coordinator of the program, **he took a course in the United States**, and then he, with authorization, all the due academic processes, he was authorized to bring the course here to Brazil.*

A4A states that there is a greater workload tied to research disciplines, also the possibility of scientific initiation in researching, which means a positive aspect for UNICAMP, he mentioned the discipline taught by Harvard and affirms that when he had a class with a “native” professor, he asked for help. All these statements reinforce how we must adjust our discourse to other ones, dealing with relations of power (Street, 2003):

*A4A - Yes, when I was in PhD., in a 5-days scientific writing course, I showed my abstract to the professor, she made some corrections. Then, when I was taking this 5-days course, I showed my manuscript, right, to the professor **who was a native person**, who was visiting Unicamp, she helped me.<sup>53</sup> (April 2020, our translation)*

Another important tension the researchers seem to encounter is related to the curriculum since universities appear to offer low hours of preparation for scientific writing, mainly in English. A2A states that there is more support for graduate courses than undergraduate ones:

*A2A - As I said, I think there is little of it, there is, but it is a very small part of the curriculum, and then, right? Now, during graduate school I think there is more support because to finish the residency, you need to do the final assignment and it must be submitted. The dermatology department's rule is that they, the residents, need to submit articles in some scientific journal. Then I think there is a greater stimulus during the residency.<sup>54</sup> (March 2020, our translation)*

At the same time, A4B mentioned that there is just one discipline, 2 hours a week, which is insufficient to prepare well a researcher to publish. A5A argues that UFRJ offers access to some support but highlights that good guidance from a good advisor, or practice, as in the process of proofreading, for example, is a better way of supporting researchers. Thus, we notice that the support for research writing is not only attributed to the curriculum but is part of other dynamics, relations as the personal ones between more experienced researchers and the less experienced ones. According to Street (2001, p. 8), “[...]how teachers or facilitators and their students interact is already a social practice that affects the nature of the literacy being learned and the ideas about literacy held by the participants, especially the new learners and their position in relations of power.” Therefore, good support also comes from other researchers.

Finally, although the researchers consider that the universities in this study, USP, UNICAMP, and UFRJ, should offer more classes, or explicit support for students in academic writing, there are opportunities for practices where students can socialize ways of understanding and expressing knowledge, which includes not only Academic English classes, as well as guidance from more experienced coauthors who are already involved in the practice of international publications. This is expressed in A4A and A4B when answering a question about whether they consider the support from the university important for academic writing, mainly in English. So they highlight the importance of group support:

*A4A - I think it's important, because it ... **it gives you the experience of people who have the habit of publishing in renowned journals, so it gives you the mold, the recipe for you to follow what is already done at the university, it is ... publish**. If you are generally guided by a person who publishes in a low-impact factor journal, the chance of publishing in high-impact factor journals due to the experience he/she transmits to you is less. [...] Unicamp has another advantage... **many professors are reviewers of journals**, so we usually publish in a journal with an impact like the one for which the professor is a reviewer.<sup>55</sup> (April 2020, our translation)*



*A4B - I think it is very important! Even if it is a separate course, paid. Okay, there is a course, it is online, for the entire university, it is ... but it is a course focused on medicine! Because it is obvious that every area has its peculiarity, so the terms are ... the progress of the article, the flow of the moves. So, I think there should be, it's ... a subject... optional, at night, anyway! I do not know! For the university to be able to even improve the quality of its publications! Some people publish a lot at Unicamp, who have a lot of writing skills and the university could use these people to help others, but, unfortunately, they don't.<sup>56</sup> (February 2020, our translation)*

We need to see here not only that dichotomization between experts and novices. The relationship between older and younger ones does not represent a standard exchange tied to levels of knowledge, but it might be good socialization, there must be something to give from both parts (Habibie, 2019). Researchers, mainly novices, seem to believe that socialization is a good way of improving their abilities, and skills. However according to literacy studies' perspectives on practices of literacy, the discourse goes beyond a simple transfer of skills, it is a broad and ideological construction. As Zavala (2004) problematizes, literacy has important functions in society that encompass contextual and cultural aspects, all of us can hold important knowledge independent of a hierarchical organization. Thus, writing in English to publish internationally appears to be a literacy practice in which Brazilian medical researchers are looking for familiarity and legitimation related to social structures.

## 5 CONCLUSION

In conclusion, there are three main tensions encountered by these Brazilian medical authors publishing internationally in English. There are social differences among countries under the same demand for science sharing in English, although there are not the same conditions and access which includes English acquisition. That is an important issue, mainly in Brazil where just a small number of people have some domain of the language, and most of them are at the basic level of learning. Basic acquisition of the English language has an important role in providing a broader framework of choices for researchers.

Another important tension regards discovering and following demands and respecting barriers from academic writing. As writers, Brazilian researchers in this study seem to have a standard to achieve and appear to put themselves in a predetermined condition of disadvantage. The figure of a "native writer" seems to be a target that embraces a strong tension, there are relations of power and established hierarchies. Moreover, the authors believe to have not only to know how to write in English as a "native", but they also need to be legitimated, and accepted by a global and privileged audience, mainly from anglophone and well-developed countries, in order to publish and to cause real global impact. Which means to know how to engage with their audience through their words.

Finally, the last tension regards support from institutions and people, which reinforces the literacy studies' perspectives concerning social structures around the text, which is not only about hierarchies, or simple transfer of skills or abilities, but it appears to be a need for socialization. Nevertheless, two important representative figures of hierarchies appear in this stage, they are the advisor, representing a more experienced, who guides and shows the barriers in these relations of power, and once again the "native author" as the one who guides us to better achieve our audience, teaching us how to shape our discursive choices, whether they are related to how to say or what to say through writing.

Therefore, in this article, we consider the Brazilian context of academic literacy tied to international publishing not only as a condition of being a "non-native author" and its supposed difficulties. Publishing in English as a Brazilian author also regards a broad scenario of higher education in Brazil, the social relations in institutions such as universities, and the personal perspectives of researchers who seek global spaces for their voices. Beyond the language, there are other possible tensions tied to this literacy practice by being an author who communicates not only with his/her own culture but seeks to achieve audiences embraced by so many ideologies.

## 6 DECLARATIONS

This study was submitted to the ethics committee at Regional University of Blumenau, Santa Catarina, Brazil, and approved under resolution number 3.853.124 in February 2020.

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