

## Micro-Paper 45: *Literacies in Second Languages*

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### Defining the Term

Literacies in Second Languages, as a concept, draws from two main ideas: The current understanding of [literacy](#) and the recognition of the new scenarios and frameworks for reading and writing, and the notion of [second languages](#) as a response to the new language ecologies we face today. It is also a response to the traditional notion of *second language literacy*, as the process of learning to read and write in a second language.

While second language literacy's main concern may be helping second language learners to master reading and writing in said language, literacies in second languages takes a different approach. In this case, there are two foci that emerge: On the one hand, literacies in second languages explores the new language ecologies and literacy practices that emerge in different physical and virtual spaces where second-language users dwell and operate. On the other hand, this notion studies how to incorporate and adapt contemporary concepts and frameworks in literacies research, such as [critical literacy](#), [mutiliteracies](#), [multimodality](#), or [gaming literacies](#), to name a few, to today's learning and teaching of languages.

In that sense, what the idea of literacies in second languages proposes is a paradigmatic shift in the way we look at second languages in and out of school. This shift involves looking at literacy practices beyond traditional notions of language and paying more attention at the epistemological features of literacy as the basis to construct instrumental proposals to implement in research and pedagogy.

### Connecting it to LSLP

Literacies in second languages, as part of the actual name of our project, permeates all of our research. Our research lines on urban and gaming literacies deal with the first focal point we stated in the definition, as we seek [alternative ways](#) to look at

second languages in [nontraditional venues](#). Our school literacies projects materialize the second focal point, as [all of our studies](#) have proposed [alternative frameworks](#) to [incorporate these paradigms](#) in [local schools](#) in our country.

What LSLP is proposing, then, is a new way to research literacy practices in second language contexts. We are taking a bold stance in proposing a new name in the field of literacy, which we believe is our contribution to expanding it from a south-south scholarship perspective.

### Expanding Second Language Research

As an emerging idea that LSLP has worked on for the last five years, we believe that the idea of literacies in second languages offers a great deal of potential in second language studies. It may offer new alternatives to explore emerging frameworks and methods in literacy research from a more critical position. It may also help empower second language practitioners as true intellectuals, willing to offer alternatives to traditional methods in the classrooms and thus propose new forms of [globalized advocacy](#).

Literacies in second languages is an emerging topic and field. We feel optimistic that it will open more avenues for research and scholarship in the near future.

### References

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