



LSLP Micro-Paper 94: Academic Literacies

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Defining the Term

To challenge the dominant deficit model of writing and literacy in academic contexts, the notion of academic literacies (AL) emerged as a critical embodiment of writing, literacy, research, teaching, and learning. AL also explores the function and potential of these activities for personal meaning and academic knowledge creation. Such knowledge is translated into practices that students and scholars need to successfully participate in and navigate the academic environment to make part of the academic community.

Academic literacies emphasize the value of adopting [socially situated perspectives](#) of writing and text production in research and instruction. In this context, [sociocultural constructs](#) possess meaning, value, and emotions that serve as doorways for social access, power sharing, and meaning reconstruction.

In the same vein, AL advocates for the need to research the viability of implementing transformative writing strategies, which includes attempting to broaden the scope of linguistic, rhetorical, [semiotic](#), and technological resources required to succeed in today's world. Likewise, academic literacies expose the power relations present in language (and languages) because of its power to both include and exclude. They are political and social acts that embrace a wide range of [communicative](#) practices while also considering the [identity](#) of the writer and the target population.

In conclusion, AL are portrayed as a goal to strive for as they can help elucidate some of the reasons why writing does not have a formula. In the field of language education, they build skills on both the teacher and the learner to successfully negotiate the intricacies of language and communication in both academic and real-world situations. It entails being aware of linguistic and cultural norms, comprehending diverse writing philosophies, and figuring out when and how to use language to decolonize knowledge production.

Connecting it to LSLP

For LSLP, academic literacies are vital for our meaningful interactions with the national and international educational research communities. We can improve our professional profile by developing our academic abilities so that we can communicate clearly,

work collaboratively with peers, and add to the existing body of knowledge to address current concerns in education.

In our community, AL helps researchers communicate across disciplines, facilitating cooperation between researchers from diverse backgrounds to address second language teaching and learning issues.

In addition, we participate and communicate actively what we do from our research groups and contexts through different channels, such as micro-papers, articles, book chapters, discussions, workshops, and forums. Each of them with our researchers' personal style that aligns to every format and register, contributing to the ongoing worldwide scholarly dialogue on literacies.

Expanding Second Language Research

Academic literacies enable researchers to conduct comprehensive literature reviews, which are essential for identifying gaps in existing knowledge, critically analyzing and synthesizing it and leading to more informed and innovative research proposals in second language teaching and learning. Additionally, they help conduct research sensitively and ethically to understand and engage in diverse linguistic and cultural contexts.

AL provide researchers and learners with the necessary tools they need for presenting research findings in academic contexts to challenge the perspectives of [dominant](#) and traditional writing and literacy, making research accessible and impactful within the academic community.

References

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