



## LSLP Micro-Paper 97: *Literacies in Rural Spaces*

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### Defining the Term

Literacies in rural spaces (also called rural literacies in the literature) have unique characteristics and significantly impact the communities that own and practice them. Unlike urban areas, where formal education is more accessible and familiar, rural context [literacies](#) can be more diverse and encompass multiple forms of expression and knowledge.

In these communities, oral literacies and the transmission of knowledge through experience and tradition are very important. Oral literacies refer to the ability to transmit and receive information verbally; this skill is fundamental to preserving culture, identity, and the continuity of traditions.

In addition, rural literacies include the ability to interact with the natural environment, which involves knowledge about the care and use of the land, flora and fauna, fishing, hunting, and agriculture, among other things. This knowledge is fundamental to the livelihood and survival of rural communities.

Other literacies in rural spaces may include the ability to read and write the local language and communicate and negotiate with people and other communities. [Digital literacy](#) is also becoming increasingly relevant in rural communities, as access to the internet and technology can provide new opportunities for learning, communication, and development.

### Connecting it to LSLP

At LSLP, we constantly research forms of expression found in different spaces. Our work on the [City as Literacy](#) framework has challenged us to move past the traditional understanding of "city" as "urban" or "exurban." We acknowledge that rural spaces are part of this search, as there are many forms of literacies in places other than the city from an urban perspective.

In this sense, expanding our discussions about second-language literacies where rural spaces become an expanded unit of analysis addresses the possibilities of looking at rurality not as a space that limits literacy practices but as one that embraces its nuances.

In addition, we recognize that many of the members of LSLP come from rural communities or are preparing from their teacher training to be teachers in rural areas, so we believe it is essential to recognize that literacies in rural spaces are part of what we know as the city.

Expanding our focus into rural spaces about our work on literacy and language education will also enable us to take a fresh look at our work with notions such as [critical literacy](#), [multimodality](#), and even digital literacies to find more creative ways to weave these theories into rural classrooms and the existing instructional practices.

### Expanding Second Language Research

In teaching a new language, it is necessary to understand the concepts of literacies in rurality to provide tools with which students from such a space can emphasize more and feel [connected](#) to what they learn. It is essential to look at the [cultural](#) aspects that govern these literacies, and always appreciate them.

As teachers, we can encourage our students to have conversations about what literacy is for them in rural spaces and consider the context in which schools operate, understanding that there are abysmal differences in the resources available to them, which can often be precarious.

### References

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#### Declaration of Generative AI and AI-assisted Technologies in the Writing Process

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