ABSTRACT

I provide an overview of approaches to writing referred to as 'academic literacies' building on broader traditions, such as New Literacy Studies, and I draw out the relevance of such traditions for the ways in which lecturers provide support to their students with regard to the writing requirements of the University. I offer three case studies of the application of academic literacies approaches to programmes concerned with supporting student writing, in the UK and the USA. I briefly conclude by asking how far these accounts and this work can be seen to bring together many of the themes raised at SIGET conferences - including academic literacies and its relation to genre theories - and express the hope that it opens up trajectories for future research and collaboration of the kind they were founded to develop.

Keywords: Academic literacies; student writing; genre theories.

RESUMO

Neste trabalho, eu apresento uma visão geral de abordagens para a escrita conhecida como 'letramentos acadêmicos', construídas sob a luz de tradições mais amplas, como os Novos Estudos de Letramento; também aponto a importância dessas tradições nos modos pelos quais professores dão apoio aos seus alunos no que diz respeito às exigências da escrita acadêmica. Ilustro o trabalho com três estudos de caso de aplicação de abordagens de letramento acadêmico em programas que dão apoio à escrita, no Reino Unido e nos Estados Unidos. Concluo perguntando como essas questões e este trabalho podem ser usados para reunir e colocar em prática muitos dos temas abordados nas conferências do SIGET - incluindo letramentos acadêmicos e sua relação com as teorias de gêneros - e expressar o desejo de que isso abra caminhos para futuras pesquisas e colaboração do tipo a que eles foram fundados para desenvolver.

Palavras-chave: Letramento acadêmico; escrita de estudantes, teorias de gênero.

References


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An academic literacies approach views the institutions in which academic practices take place as constituted in, and as sites of, discourse and power. It sees the literacy demands of the curriculum as involving a variety of communicative practices, including genres, fields and disciplines. From the student point of view a dominant feature of academic literacy practices is the requirement to switch practices between one setting and another, to deploy a repertoire of linguistic practices appropriate to each setting, and to handle the social meanings and identities that each evokes. This emphasis Academic literacies approaches for facilitating language for specific purposes. Initial Academic Literacies/EAP/Genre Practices: Towards Horizontal and Participatory Online-Offline Learning in a Changing World. A New Literacies Approach to Academic Numeracy Practices in Higher Education. Applying SF-based Genre Approaches to English Writing Class. I provide an overview of approaches to writing referred to as ‘academic literacies’ building on broader traditions, such as new literacy studies, and I draw out the relevance of such traditions for the ways in which lecturers provide support to their students with regard to the writing requirements of the university. I offer three case studies of the application of academic literacies approaches. Genre approaches Genre approaches are relative newcomers to ELT. However, there are strong similarities with product approaches and, in some ways, genre approaches can be regarded as an extension of product approaches. Like product approaches, genre approaches regard writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced. ‘Genre models for the teaching of academic writing to second language speakers: advantages and disadvantages’ in T. Miller (ed.). Functional Approaches to Written Text: Classroom Applications. Washington DC: United States Information Agency. The Powers of Literacy: A Genre Approach to Teaching Writing. London: Falmer Press.