Actions Towards Academic Literacy Present in Undergraduate Course Descriptions of the State University of Parana

Francini Percinoto Poliseli **CORRÊA***
Ana Paula **TREVISANI****
Alessandra da Silva **QUADROS-ZAMBONI*****

* Doctoral degree (2015) in Language Studies from the State University of Londrina (UEL, Paraná, Brazil). Professor at the State University of Parana, campus of Apucarana (Unespar, Paraná, Brazil). E-mail: francini.correa@unespar.edu.br.

** Doctoral degree (2020) in Language Studies from the State University of Londrina (UEL, Paraná, Brazil). Professor at the State University of Parana, Campus of Apucarana (Unespar, Paraná, Brazil).
E-mail: anapaula.trevisani@unespar.edu.br.

*** Doctoral degree (2018) in Language Studies from the State University of Londrina (UEL, Paraná, Brazil). Professor at the State University of Parana, Campus of Apucarana (Unespar, Paraná, Brazil).
E-mail: alessandra.zamboni@unespar.edu.br.

Abstract:

In the context of internationalization and in different areas of knowledge, the generation and dissemination of scientific knowledge to promote citizenship, democracy, cultural diversity, human and sustainable development, at the local and global level, are intrinsically related to academic literacies in additional languages. Understanding academic literacies as the necessary skills that need to be developed to act in the academic context (LEA; STREET, 1998), this article presents the mapping of initiatives referring to academic literacies actions in English language, as perceived in course descriptions from the State University of Paraná (UNESPAR). The theoretical framework is the categorization of literacy models presented by Lea and Street (1998). This research is based on the mixed methods research (TASHAKKORI; CRESWELL, 2007), with interpretive, deductive and inductive analysis procedures, considering particularities of their context. Data were collected through 1) searching for course descriptions as they appear in Course Projects of Unespar; 2) analyzing descriptions in relation to terms associated with the categorization of literacy models (LEA; STREET, 1998; 2014). The analyses revealed few literacy actions focused on the English language, which indicate the need for institutionalized projects that meet the demands of academic literacies in that language.

Keywords:
Academic literacies; English language; Course descriptions.

Actions Towards Academic Literacy Present in Undergraduate Courses Program Descriptions of the State University of Parana

Francini Percinoto Poliseli Corrêa; Ana Paula Trevisani;
Alessandra da Silva Quadros-Zamboni

INTRODUCTION

The mission informed by the ruling Statute of the State University of Parana (Unespar), in Brazil, is to generate and spread scientific, artistic-cultural and technologic knowledge and innovation, throughout the different areas of knowledge in order to promote citizenship, democracy, cultural diversity and human and sustainable development, at different level degrees: local and regional, state, national and international levels. (UNESPAR, 2015a). Thus, the university takes its role as a social institution (to the detriment of a technicist and superficial view) from two general commitments: 1) the principle of quality upon production and diffusion of knowledge; 2) policy of social responsibility, whose values of liberty, ethics, identity, responsibility, plurality and citizenship are ahead of the planning of actions towards the promotion of social inclusion, human development, both social and integral, economic development, respect for the environment and different cultures (UNESPAR, 2015a, p. 47-49).

Amongst the necessary actions to attend these basilar principles of the university, we believe to be fundamental those regarding academic literacies, not only in mother tongue but also in English as an Additional Language (EAL). Recent studies show that public education at university level in Brazil goes through a process of reform due to changes in world policies aligned with the current globalization of national economies (FRIZZO; MARIN; SCHELLIN, 2016). Along with a context of world financial crisis, and also attached to globalization effects, University Education goes through a process of internationalization. According to Motta-Roth e*t al.* (2016), science as an intellectual capital is overvalued, which led to the creation, by federal government, in 2011, of the Science without Borders Program (*Programa Ciências sem Fronteiras* - CsF). Such endeavor aims to expand and internationalize Brazilian science and technology, innovation and competition by means of academic interchange programs and international mobility (p. 113). Result of this process are integration of research works, the use of English as a Lingua Franca (ELF) for scientific communication, the growth of international market for scientists and researchers, an increase of communication companies as well as technological and multinational publications, which are all incredibly potentialized by advancements in the use of Information and Communication Technology (ICT), reducing distances and guaranteeing effective storage, selection and dissemination of knowledge and allowing the offer of academic programs of e-learning. In this direction, this study restates actions of academic literacies in English in promoting linguistic awareness, i.e. the development of notions such as "I" and "Otherness", interaction and construction of a sense of community, political reaction in face of the globalizing process, relationship of others' behavior with their own beliefs and values (CORBETT, 2003).

At Unespar, actions of internationalization derived from the Program of Curricular Restructuring (PRC) of institutional courses, conducted by the Undergraduate Studies Prorectorate (PROGRAD), the chief division of graduation in the university. Lasting from 2015 through the mid-2018, PRC was

constituted of guiding actions towards the constitution and consolidation process of this young public institution born from the union of seven small colleges spread around the state of Parana. The official program proposal with the guidelines of the PCR (UNESPAR, 2015b) expresses the particularities of a university context inserted within six large regions of Paraná state, which used to shelter seven isolated public colleges, every of each with decades of life and teaching tradition, social commitments with their own respective regional communities (UNESPAR, 2015, p. 6). Within its guidelines, conforming principles established in the university Statute, PRC reafirms the conception of university as a social institution, reluctant to market demands, solely, and which stands for socialization and production of knowledge towards and along with societal needs. The document also refers to the unfavorable contemporary political context with regard to public institutions, states the purpose of the three university stands of teaching, research and extension as indissociable and organic actions in University Education Methodology, that is, it presupposes teaching upon appropriation of historical processes, research upon processes of knowledge construction and reality interventions upon processes of materialization of knowledge (UNESPAR, 2015). Thus, among the general themes to permeate all curricular reflections are thinking/offering/promoting actions of internationalization (among others). One of the implemented actions for internationalization was the institution subscription to Parana Speaks English Program (PFI), which consists of a state action in consonance with the national program English Without Boarders (IsF), that, in its turn, integrates the above-mentioned Science without Boarders (CsF).

Another important contribution in this same direction is the recent institution of the Integrated Laboratory of Academic and Scientific Literacies (LILA). Interinstitutional, LILA is headed by professor Vera Lúcia Lopes Cristovão – from the State University of Londrina, Parana, Brazil (UEL) and involves professors from distinct public university institutions in the state of Parana. This piece of study derives from LILA research actions towards Unespar context focusing on the following aspects: a) actions of academic literacies in English as they corroborate Unespar mission of generating and spreading scientific, artistic, cultural and technological knowledge and innovation, throughout different areas of knowledge, towards the promotion of citizenship, democracy, cultural diversity and human and sustainable development, within local, regional, national and international levels (UNESPAR, 2015a, art. 4th.); b) mapping of already ongoing actions of academic literacies throughout Unespar courses; c) acknowledgement of demands for supporting actions of academic writing in English; and d) acknowledgement of internationalization demands to promote actions upon the university tripod teaching, research and extension in additional languages (English, Spanish and French).

In the context previously presented, this study reports contributions from LILA in investigating actions of academic literacies in undergraduation courses within the seven *campi* of Unespar. To our view, attaining this purpose means: i) mapping the undergraduate courses offered at Unespar, by means of their course descriptions, and spot signals of actions or an intent towards academic literacies; ii) analyze those descriptions, if any, looking at the types of intents towards academic literacies; iii) characterize models of academic literacy, in the course descriptions[1] with open access; and, iv) identify possible demands for actions of academic literacies in the course descriptions looked upon.

The text was organized onto three parts. The first approaches theoretical aspects being recently discussed in the area of academic literacies and that offered support to the data presented and analyzed. The second issues methodological principles to the quantitative-qualitative research due to the nature data analyzed, as well as its treatment for analysis. The third subdivision presents data analysis and discussion of course descriptions from the point of view of studies within academic literacies (KLEIMAN, 2005;

---

[1] All of Unespar CP, in their complete versions, are public and are available at: <https://prograd.unespar.edu.br/assuntos/graduacao/cursos>.

LEA; STREET, 1998; 2006; 2014; CRISTOVÃO, 2018, and others). The authors problematize, or rather, denaturalize the way university approaches academic discourses within distinct lines of education: bachelor's and teaching degrees. Although this article is limited to an analysis of course descriptions, it is important to emphasize that our results corroborate the consolidation of the final phase of constitution of LILA, whose main goal is to map for demands of activities and actions of academic literacies in public universities of Parana.

ACADEMIC LITERACIES

Conceptions of Academic Literacies in Applied Linguistics can be viewed as multidisciplinary for they involve multiple types of languages by means of which men understand and interact with the surrounding world. Although the scope of Linguistics focuses mainly on verbal language, this has been recently conceived as only a fraction of resources used for communication and expression. Today, Linguistics focus goes further and further away from a structural view centered on verbal expression on its own and isolated from a context. Rather, it acknowledges endless ways of social interaction. In fact, we here refer to approaches of genres and multimodality, for instance, according to which situations of communication and expression are scrutinized either under conditions in which verbal expression is in evidence (a traditional catholic Eucharistic celebration, for example), or under those in which the verbal practically disappears in face of other kinds of codes and expressions, the visual in modern art expression, for example. Even though verbal language and its domains are flexible in face of distinct contexts and multimodalities, still it represents social and identity status and, as such, subjected to and permeated by ideologies and actions of both inclusion and exclusion, both constructive/beneficial and destructive/harmful creations. It is within this critical discursive perspective that studies on literacies and multiliteracies have been developed, embedded and surrounded by social and historical practices.

Gee (1996) defines literacies based on concepts of "primary and secondary discourses". The different primary discourses are meant as those emergent from outside formal spheres, i.e. discourses that constitute people as social beings, belonging to certain group or culture. Secondary discourses are constituted of texts we need to use to be recognized as members of more formal social spheres, usually of higher social status (academic discourse is an example). From Gee's point of view, the further away the individual's primary discourse is from that secondary discourse that prevails within a given social sphere that individual aims to belong as an acknowledged member (law sphere, for example), the harder the efforts this person will need to mobilize to attain the goal, i.e. the higher the efforts to become literate in this particular social sphere. It is as if a particular use of verbal language, as well as the use of associated resources of multimodal communication and expression such particular use requires, meant legitimate belonging or integration to a certain clan.

Other authors corroborate Gee's perspective and enlarged the scope of this concept Literacies (KLEIMAN, 2005; LANKSHEAR; KNOBEL, 2007; LEA; STREET, 1998; 2006; 2014). From a historical and sociological perspective, Angela Kleiman discusses the development of literacies and the use of writing systems in society. The author argues that this process allows insights on the evolution of writing and other social and technological changes, such as universal literacy, the democratization of teaching, the advent of Internet. (Kleiman, 2005, p. 21).

Concerning the expression "New Literacies", Lankshear e Knobel (2007) stand for the entrance of a new social paradigm, with different *Mindsets*. The authors relate the term *Mindset 1* to a world basically operated by physical rules (or physical principles), of resources and industries, of serial production, and the idea of development always equated to prosperity. The current paradigm, named by the authors *Mindset 2*, is

the one where they situate the "New Literacies". The latter is related to a world constantly operated under non-material principles and a non-material logic (the *cyberspace*, for example), as well as a post-industrial thought, which constitute a new *ethos*, that is, a new way of social being and social co-living, particularly by relationships at distance, by technological means, no longer centralized and hierarchically set, but within a new order that prioritizes decentralization and network relationships (LANKSHEAR; KNOBEL, 2007, p. 7-20). In case of languages, concepts of Multiliteracies and Multimodalities are at stake.

Therefore, upon the New Literacies paradigm, our focus lies on Academic Literacies (MOTTA-ROTH, 2011; MOTTA-ROTH *et al.*, 2016; MAGALHÃES; CRISTOVÃO, 2018). More specifically, the analyses are conducted through the lenses of literacy models in academic contexts, as in Lea and Street (1998; 2006; 2014).

When referring to Academic Literacies, it is important to approach an issue, which, from our point of view, is preliminary to this one, that is, the distinction these authors have pointed between Academic Literacies and Scientific Literacies. In discussing contemporary meanings for concepts of science and academic literacies (referring to both science and technology), Motta-Roth (2011) noted that beyond the hegemony of the discourse of science, there are other discourses that spread around and recontextualize knowledge outside the academic community and allow knowledge to reshape within more popular discourses from the media and in different degrees of technicality or popularity; in other terms, opinion articles and media news on scientific discoveries, as long as produced by the scientist or by a science journalist, about recent studies in a given area, having in mind a non-specialist audience with different levels of interest and knowledge on science and technology (p. 14). From the author's view, actions like these published by the media to a non-academic public are defined as scientific literacies. This concept is thus understood as successful social practices within interactions between laymen and (new) knowledge from scientific research, translated by means of diverse multimodal means.

It is possible to assert Academic Literacies relates to Scientific Literacies in the sense that both are languages of science and technology. However, Academic Literacies are more secondary since it is restricted to the academic sphere members. In terms by Motta-Roth *et al.* (2016), Academic Literacies correspond to communicative competences for texts produced and consumed within the international network of knowledge production (p. 113). At this point, authors emphasize that the Academic Literacies need to occur also in an additional language, having in mind the international character of the network of knowledge production.

Despite the growing importance of Academic Literacies at university level of education, universities have presented a gap in teaching this particular issue. In this respect, Fiad (2011, p. 362) asserts:

> Most studies on academic literacy comes from the observation of texts written by students from different social classes and ethnics. When they enter university, students are required to produce different types of genres, most of which unknown to them in their writing practices in diverse contexts (even school context) and are badly evaluated by professors. Actually, conflicts let show between what professors expect from productions and what the students write. That is, there is a lack of correspondence between the academics' literacy level and the one required from them at university education (our translation[2]).

---

[2] Boa parte das pesquisas sobre letramento acadêmico surge a partir da observação das escritas de estudantes oriundos de diferentes classes sociais e etnias. Ao entrarem na universidade, os estudantes são requisitados a escreverem diferentes gêneros, com os quais não estão familiarizados em suas práticas de escrita em outros contextos (inclusive escolar) e são mal avaliados por seus professores. Na verdade, começam a ficar visíveis os conflitos entre o que os professores esperam das escritas e o que os alunos escrevem. Ou seja, não há correspondência entre o letramento do estudante e o letramento que lhe é exigido na universidade.

In view of the linguistic-discursive difficulties faced by university freshmen found themselves within a new social sphere, the academy, Cristovão (2018, p. 3) reports discussions on reading and writing in superior education focusing mainly on students difficulties (undergraduates and postgraduates) to produce academic texts; didactic-methodological choices to conduct a reading and writing piece of work at university level; students and professors conceptions on academic literacy; space and time specifically dedicated to research and practices of academic literacies in the curricula of courses and programs, to the development of writing and by means of writing, to professional writing, among others.

In a methodological study by Lea and Street (1998; 2006; 2014), which we take as a tool to better understand the needs for advancement in Academic Literacies pedagogical practices, the authors conceptualize three prevailing models of linguistic-discursive practices in the academic sphere, namely the Study Skills model; the Academic Socialization model; the Academic Literacies model. In summary, the authors explain that the first model defines writing and reading skills as individual and cognitive. The second model is based on an individual's ability to understand/master the topics presented in the subjects and be able to pass them on to others or reproduce them. The third relies on identity and meaning formation, extrapolating academic socialization with the person's participation and textual production in discourse communities. These models presented can be used by all areas of the university.

Regarding these models, it is important to highlight their distance from objectivist concepts, as if the major purpose was to frame certain behaviors and linguistic actions of academics as being or not literate, or belonging to the academic sphere. Also, this kind of dualistic methodological procedure is not in line with the New Literacies perspective, such as Gee's (1996) perception of literacy as the appropriation of different types of discourse; or the one referred to by Lankshear and Knobel (2007) as the new ethos or Mindset, which highlights network thinking in knowledge construction relationships. The conceptual models that have been observed and described by Lea and Street for over a decade are perceptions about the process of construction or appropriation of academic language by higher education students at different stages, in a path that goes from the perception, at first, that the discourse used in academia (secondary, in Gee's view) is different from theirs (primary, in Gee's view), through initiatives to appropriate this discourse in interaction with teachers and colleagues, to a more mature and proficient level, in which the academic is able to see himself, identify himself (form his identity) within this academic sphere, already as a participant who produces and conveys knowledge through academic discourse.

On these bases, the authors (LEA; STREET, 2006) assert that the use of such models in discursive practices of teaching and learning in the academy has the potential to shape both curricular and instructional structure, as it is an approach that shifts attention away from the difficulties of academics to focus on the variety and particularities of instructional practices, as well as students' initiatives to construct meanings in the academy. Therefore, by making explicit such behaviors and attitudes of academics, keeping in mind the three models suggested by the authors, potential opportunities are offered both for teaching and learning practices in the university, and also for investigative practices on how such literacy practices are related to epistemological issues in the New Literacies view.

Even with their particularities, it is worth emphasizing that the different types of New Literacies, or Multiliteracies, which include Academic Literacies, are based on conceptions of discourse, social practices, and multimodality, which, in turn, compose the construction of linguistic knowledge in the world of this new ethos that characterizes our days. As Magalhães and Cristovão (2018, p.56-57) summarize, "Literacy is the very social practices that involve, beyond writing, behaviors, attitudes, social and cultural values, ideology, awareness about the structures of power structuring the scientific sphere, as well as an investigative action, constitutive of science and learning".

METHODOLOGY

This study relies on the exploratory research design and the Sequential Mixed Method (TASHAKKORI; CRESWELL, 2007). These authors define Mixed Method as the type of research in which the researcher collects and analyzes data, integrates the results, and makes inferences through methods of both quantitative and qualitative nature. Thus, the collection and generation of data and analysis of the research will be developed in our research in 4 (four) stages. In Table 1, below, we present the objectives, the way we collected these data, as well as the procedures we will use for their analysis:

Table 1 - Research Methodology

Stage	Objective	Data collection or generation	Data Analysis procedures
1st stage	To map the courses of the 7 campuses of Unespar that indicate, in their course descriptions , actions developed towards academic literacy.	Search the course descriptions of the 7 Unespar campuses for terms related to academic literacy.	Statistical calculations to describe the results Inductive interpretative analyses considering contextual particularities.
2nd stage	Analyze the mapped course descriptions in order to identify the disciplines that indicate the promotion of Academic Literacy.	Course descriptions mapped in the 1st stage of the research	Coding, deductive and inductive interpretive analysis based on Lea; Street (2014)
3rd stage	Characterize the models of literacy (LEA; STREET, 2014) signaled in the course descriptions at Unespar.		Descriptive analysis of the Academic Literacy actions signaled in the course descriptions ; Classification of the types of academic literacies privileged in the actions signaled in the course descriptions
4th stage	To identify possible demands for academic literacy actions arising from the course descriptions at Unespar.		Inductive interpretative analyses, considering contextual particularities.

Source: The authors (2020)

As explained in our methodological framework, the data generation and analysis of our research was divided into four stages. In the first stage, we sought to map course descriptions of undergraduate bachelor's degree courses and Teaching Degrees Courses for Elementary or Secondary and High school levels of all campuses of Unespar through access to the updated Course Projects (hereinafter CP) of the years 2018 or 2019, which are usually made available by the institution on the official website of its campuses. As not all the CP of all the campuses and courses were available there, we needed, in addition to this consultation on the institution's website, to contact by email the course coordinators during the month of October 2019 requesting such documents. We emphasize that, even adopting these two procedures in the search for these Course Projects to access their course descriptions, we were not able to access all the CP of all the courses from all the Campi. In the section regarding the presentation and discussion of research data, we will present the exact number of CP and respective course syllabi that we were able to access in order to proceed with the analysis we have proposed.

From the course descriptions collected in the first phase of the research, we proceeded to conduct a deductive interpretative analysis of their respective syllabi in order to identify subjects that indicate the promotion of Academic Literacy in English Language (hereinafter ALEL), taking as a guiding criterion, terms that relate to the Academic Literacy models established by Lea and Street (1998). To this

end, we relied on the delimitation of terms (Table 2) as a guide to fit one or more of the three models of Academic Literacy (presented in our theoretical framework) defined by Lea and Street (1998), namely: i) Study skills; ii) Academic socialization and iii) Academic literacies.

Table 2 - Table of classification terms of literacy models

STUDY SKILLS	Cohesion; Coherence; standard language; form (instrumental reading); sentence/text structure; grammar; punctuation; individual learning; textuality; technical standards; ABNT standards Abstract, Review, Article, Project, Essay, Reading, Reading Diary, Biodata		Abstract, Book Review, Article, Project, Essay, Reading, Reading Journal, Biodata
ACADEMIC SOCIALIZATION	Genre theory; (disciplinary) discourses; themes; academic discourse; situated learning; constructivism; sociolinguistics; discourse analysis; ways of speaking, writing, thinking, and interacting. Disciplinary communities, thematic communities	Disciplinary community, thematic communitiesomunidade disciplinar, comunidades temáticas	
ACADEMIC LITERACIES	Power; identity; agency; ethics; critique (the); critical literacy; plagiarism; agentivity; institutional/governmental norms; collaborative learning; community of other instances (e.g., governmental, business, university bureaucracy); communication in events; scientific literacy; power relations influencing text format; sense-making; Sociocultural Theory; Critical Linguistics; Social Linguistics; publishing		

Source: table constructed in sessions of the LILA Study Group, based on Lea and Street (2014).

The linguistic exponents presented above were selected and related to each of these three models, based on the literature and after discussions held by the members of the inter-institutional and multicampi research project to which our project is linked. We emphasize that these terms guided our deductive interpretive analysis that considered, above all, the general context in which they were embedded.

And, finally, once the objectives presented in the methodological framework of this study in stages 1, 2 and 3 were reached, we identified academic literacy actions from the course descriptions of Unespar courses and presented the results obtained to the Unespar Undergraduate Studies Prorectorate in order to obtain support for the process of implementing an Integrated Laboratory of Academic Literacy (LILA) in the institution.

Presentation and Analysis of the Course Descriptions

For purposes of organization regarding the presentation and discussion of results, we chose to first present the data concerning the institution's undergraduate Bachelor's Degrees courses and, afterwards, those related to the undergraduate Teaching Degrees Courses.

Undergraduate Bachelor's degrees courses

Unespar is an institution composed of 7 campuses, in which courses are offered, both in the undergraduate and graduate modality. The Institution also offers courses for Bachelor's Degree and

Teaching Degrees. The corpus of analysis in this article consists of the course descriptions of eight undergraduate courses. Later on, as we have explained, we focus on the presentation of the data related to the undergraduate Bachelor's degrees courses: Administration-Apucarana (hereinafter Administration I), Administration-Paranaguá (hereinafter Administration II), Computer Science, Accounting Sciences, Tourism and Business, Visual Arts, Economic Sciences, and Social Work, belonging to the campuses of Paranaguá, Apucarana, and Curitiba I, making up a total of 348 course descriptions analyzed.

We tried to locate in the undergraduate courses what literacy models (LEA; STREET, 2014) emerge from their menus and in what way they dialogue with the contents referring to the English language. Table 1 presents the synthesis of the origin of the data generated.

Tabela 1 – Baccalaureate course descriptions analyzed

Campus	Degrees	Course descriptions	ALEL Models	%
Apucarana	Administration I	31	0	0%
Paranaguá	Administration II	37	0	0%
Apucarana	Computer Science	45	0	0%
Apucarana	Accounting Sciences	35	0	0%
Apucarana	Economic Sciences	43	0	0%
Apucarana	Social Work	38	0	0%
Apucarana	Tourism and Business	41	1	0.28%
Curitiba I	Visual Arts	78	0	0%
TOTAL		348	1	0.28%

Source: The authors (2020)

Through the analysis, we observed that 20.97% of the undergraduate bachelor´s degree course descriptions refer to some of the literacy models advocated by Lea and Street (2014), however, the scenario becomes disturbing when we analyze the incidence of academic literacies focused on the English language: of the 348 course descriptions from the 8 courses analyzed, we found only one referring to literacy actions specifically focused on the English language, in which the model of Study skills prevails. In the other undergraduate bachelor´s courses investigated, there is no reference to English language teaching or to literacy practices in English language.

Undergraduate Teaching Degrees

As for the Teaching Degrees[3,] it is important to mention, in the first place, that in the seven campuses of Unespar, 5 (five) of them offer Degrees in Pedagogy (Apucarana, Campo Mourão, Paranaguá, Paranavaí and União da Vitória); 3 (three) of them offer Degrees in Biological Sciences (Paranaguá, Paranavaí and União da Vitória); 5 (five) of them offer Degrees in Mathematics: (Apucarana, Campo Mourão, Paranaguá, Paranavaí and União da Vitória); 4 (four) of them offer Degrees in History (Campo Mourão, Paranaguá, Paranavaí and União da Vitória); 3 (three) of them offer Degrees in Geography (Campo Mourão, Paranavaí and União da Vitória) ; 1 (one) of them offers a Degree in Philosophy (União da Vitória); and finally, 5 (five) of them offer Degrees in Languages. In total, there are eight Degrees offered in Language Studies: Apucarana offers three of these, being one in English, one in Spanish and one in Portuguese; Paranagua offers one in Portuguese and another in English; Campo Mourão offers

one single Degree for both English and Portuguese; so do Paranavaí and União da Vitória. In the last two campuses of Unespar (Curitiba and the Guatupê Military Academy, also based in Curitiba), no undergraduate Degrees are offered. Table 2 synthesizes the teaching Degrees offered and analyzed.

Table 2 –Teaching Degrees offered by Unespar and course descriptions analyzed[4]

| Degrees | Pedag. | Biology | Math. | Hist. | Geo. | Philosophy | Language Studies | | | |
							Port.	Port.-English	English	Span..
Apucarana	1	-	1	-	-	-	1	-	1	1
Campo Mourão	1	-	1	1	1	-	-	1	-	-
Paranaguá	1	1	1	1	-	-	1	-	1	-
Paranavaí	1	1	1	1	1	-	-	1	-	-
União da Vitória	1	1	1	1	1	1	-	1	-	-
Curitiba	-	-	-	-	-	-	-	-	-	-
Guatupê	-	-	-	-	-	-	-	-	-	-
TOTAL NUMBER OF TEACHING DEGREES OFFERED	5	3	5	4	3	1	2	3	2	1
TOTAL GERAL	29									

Source: The authors (2020)

Out of the 29 Teaching Degrees offered by the institution in five of its campuses, we had access to the CP and respective course descriptions of 13 of them (English Language, Portuguese Language, Portuguese-English Language, Spanish Language, Mathematics, Pedagogy, History and Biological Sciences) from the campuses of Apucarana, Campo Mourão, Paranaguá, Paranavaí and União da Vitória.

We point out that among the 5 (five) degree in Mathematics offered in the Institution, we had access (through contact with course coordinators and/or access to the publication on the website of the different Campi) to the course descriptions of 3 (three) of them from the campuses of Apucarana (2018), Campo Mourão (2019) and União da Vitória (2019). Of the 5 (five) Pedagogy degrees, we had access to course descriptions of 2 (two) of them from the campuses of Apucarana (2018) and Campo Mourão (2018). Out of the three Biological Sciences Degrees, we had access to the course descriptions of 01 (one) of them coming from the campus of União da Vitória (2019). Of the four History degrees, we had access to the course description of 01 (one) of them coming from the Paranagua campus (2018). As for the three Geography degrees, we did not have access to the course description, as well as to the one Philosophy degree. As for the Language courses, we had access to the course description of 6 (six) courses: 03 (three) from the Apucarana campus (2018/2019), 2 (two) from the Paranaguá campus (2018) and 01 from the Campo Mourão campus (2018). That is, we analyzed the descriptions of 44.82% of the undergraduate degrres offered by the institution. In terms of the number of course description from these 13 different courses, we had a total of 719 course descriptions analyzed. We found 30 course descriptions with signs referring to one of the models of literacy (LEA; STREET, 1998) articulated with the English language (4.17%), distributed as follows: a) Study skills model: 26 signs (3.61%); b) Academic socialization model: 14 signs (1.94%); and c) Academic literacies model: only 4 signs (0.55%). These data are summarized in Graph 1.

---

[4] The courses marked in Table 2 were those from the CP we had access to analyze the course descriptions.

Graph 1 - Models of academic literacies identified in the course descriptions
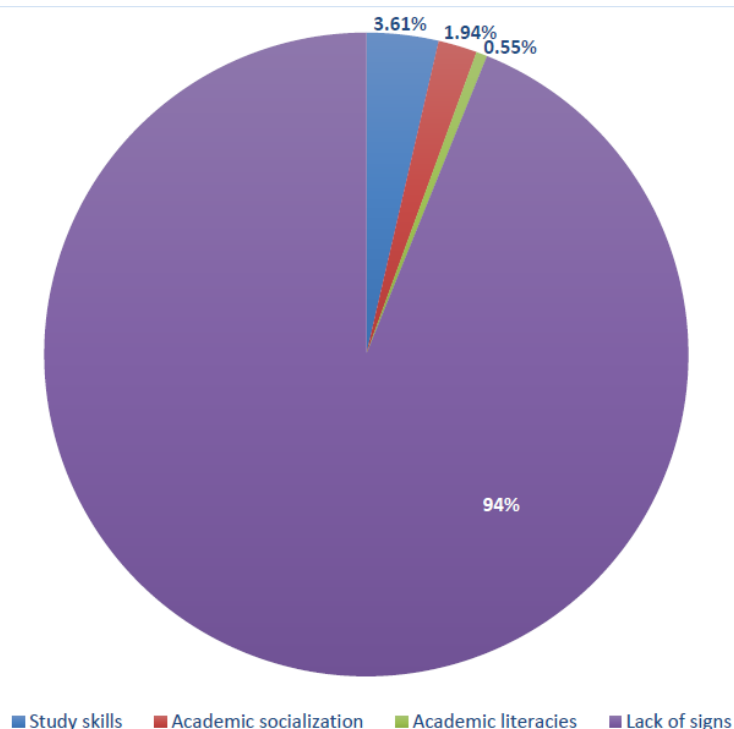
Source: The authors (2020)

In Tables 3 and 4 below, we exemplify how we did this survey to achieve the numbers and percentages presented here.

Table 3 – Academic literacies model signaled in Teaching Degree course descriptions

Math, Pedagogy, History and Biology						
Campus	Degrees	Course descriptions total number	Number of course descriptions with indications	Literacy Models found (%)		
				SS[5]	AS[6]	AL[7]
Apucarana	Math	63	1	1.58% Reading Strategies in EL (optional)	0%	0%
	Pedagogy	53	1	1.58% Reading Strategies in EL (optional)	0%	0%
Campo Mourão	Math	41	0	0%	0%	0%
	Pedagogy	50	0	0%	0%	0%
Paranaguá	History	101	0	0%	0%	0%
União da Vitória	Math	31	0	0%	0%	0%
	Biology	40	0	0%	0%	0%
TOTAL		379	2	0.52%	0	0%

Source: The authors (2020)

If very rare evidence of Academic Literacies (two out of the 379 analyzed, according to the total number summarized in Table 3) was found in the course descriptions of the above-mentioned

---

[5] Study Skills Model

[6] Academic Socialization Model

[7] Academic Literacies Model

undergraduate Degrees in Mathematics, Pedagogy, History and Biological Sciences. On the other hand, in relation to the Teaching Language Degrees, these signals were a little more significant, as summarized in Table 4.

Table 4 - Indications of the ALEL models on the course descriptions of undergraduate Language Teaching Degrees

Spanish, English, Portuguese and Portuguese/English Language Teaching Degrees						
Campus	Degrees	Course descriptions total	Course descriptions with indications	Models of literacies found(%)		
				SS	AS	AL
Apucarana	Spanish Language Teaching	55	1	1.81% (1 course description)	0%	0%
				Reading Strategies in EL (optional)	-	-
	English Language Teaching	64	10	12.5% (8 course descriptions)	14.06% (9 course descriptions)	3.12% (2 course descriptions
				Reading Strategies in EL (optional)	-	-
				Introduction to the English Language; English Language Reading and Oral Production I, II, III; Reading and Textual Production in English language I, II, III.	-	-
				-	Research Project in English Language; Final Paper in English Language	
	Portuguese Language Teaching	46	1	2.17% (1 course description)	0%	0%
				Reading Strategies in EL (optional)	-	-
Campo Mourão	Portuguese and English Language Teaching	40	7	17.5% (6 course descriptions)	12.5% (5 course descriptions)	2.5% (1 course description)
				Topics of Study in EL I: study of contextualized lexical-grammatical aspects; Topics of Study in EL II: phonetics.	-	-
				English Language I, II, III, IV		-
				-	Topics of Study in EL - III: Oral and Written Argumentation in LI	
Paranaguá	Portuguese Language Teaching	66	2	3.03% (2 course descriptions)	0%	0%
				Introduction to Translation Studies; English for Specific Purposes	-	-
	English Language Teaching	69	7	8.69% (6 course descriptions)	0%	1.45% (1 course description)
				English Language I; Written English Comprehension and Production; English Language II; English Language Phonetics and Phonology; English Language IV; English for Specific Purposes.	-	Geopolitics of English
TOTAL		340	N: 28 / %: 8.23	N: 24 / %: 7.05%	N: 14 / %: 4.11	N: 4 / %: 1.17

Source: The authors (2020)

We believe that it would be quite inconsistent for Teaching Language Degrees, (mother tongue and English) and, especially those that offer a Degree in English Studies only, not to provide, in their course descriptions, signs of initiatives related to at least one of the three models of academic literacy proposed by Lea and Street in this foreign language.

In *Graph 2*, we try to provide an outlook of the number of signs (or absence of) in each of the three academic literacy models, combining the information from the analyzes done separately for Bachelor's Degrees (*Table 1*) and for Teaching Degrees (see *Tables 2, 3, 4*, and *Graphs 1* and *2*) of Unespar's seven campuses.

Graph 2 - ALEL signs in Bachelor's and Teaching Degrees at Unespar
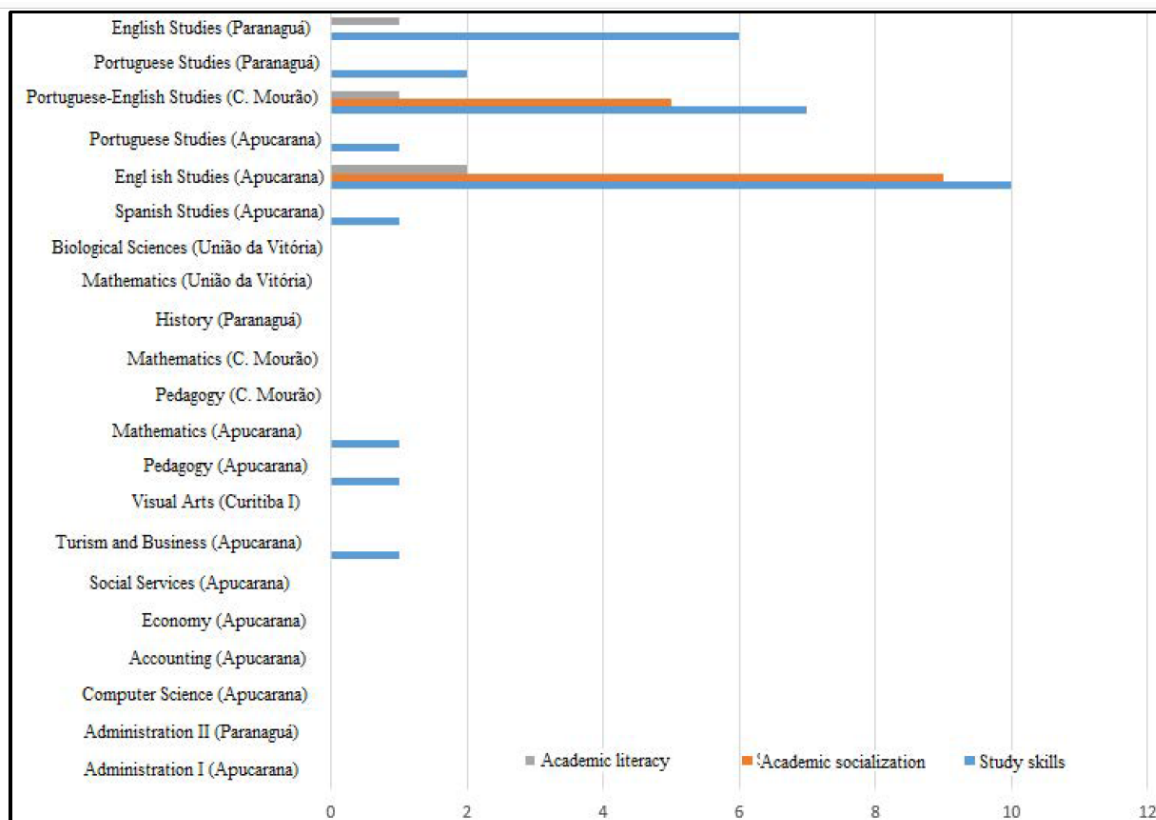
Source: The authors (2020)

The data in *Graph 2* illustrate the summaries of the data presented in *Tables 1, 2, 3*, and *4* and reiterate the finding that the signs of Academic Literacies in the English language identified in the 719-course descriptions are mostly (and almost exclusively) expressed in those of Teaching Degrees in Language offered at the Apucarana, Campo Mourão, and Paranaguá campuses.

Still, regarding the data presented, it is necessary to consider that the literacy signs in the Study Skills model in those degrees other than the English Language Teaching Degree come from the same optional subject "English for Specific Purposes". In our research, the Mathematics and Pedagogy Teaching Degrees at Unespar Apucarana stand out as they are the only undergraduate courses that do not belong to the Teaching Degrees in Languages, to signal some model of ALEL among the three proposed by Lea and Street. This may indicate that the faculty of the collegiate body of the Language course in the specific area of the English language (from the Apucarana campus), in which such elective subjects were outlined, understood to be relevant to have the possibility of inserting Academic Literacies possibilities in English Language into the curricular matrix for the development of academics from other courses at

the university. This understanding was agreed upon by the faculty of these other degrees and there was the formalization of these disciplines as optional in the curricular matrix of courses on that campus.

According to the literacy models proposed by Lea and Street (1998), we observed that the vast majority of the course descriptions analyzed fit into the first two models: (a) Study skills and (b) Academic socialization. However, as the authors point out (LEA; STREET, 1998, 2006, 2014), the models overlap. Thus, we understand as coherent the idea that these are not watertight models, but rather parameters to characterize the work and the use of the ALEL in higher education (in the case of this work). Such overlap was found in the analysis of the course descriptions presented below, with signs of academic literacies aimed mainly at the models of Study Skills and Academic Socialization in which, almost always, one overlaps the other. According to the terms we use as a guide for interpretation (related to academic literacies in the teaching of the English language), we believe that the general interpretation of each course description indicates a concern with the standard English as well as with the context and variety of speeches in which the English language is used. This stands out mainly in the course descriptions of the English Language Degree at Unespar Apucarana as transcribed from the Introduction to English language course description outlined for the first series of the course:

> **COURSE DESCRIPTION:** Articulation with the teaching of the English language in Basic Education. Development of the English language through oral and written genres in use at school and its surroundings, in the family, and in the local community. Approach to linguistic, cultural content, and transversal themes (environment, cultural diversity, use of technologies) (UNESPAR, CP for the English Language Degree – Apucarana campus, p. 47 – our translation)[8].

The footnote observations that go along with this discipline's course description reinforce the question of the overlapping of the study ability and academic socialization models in the subjects of this course:

> We clarify that the seven disciplines that focus on developing the use of the English language by future teachers (Introduction to the English language and the six workshops) have varied thematic contents, based on the proposal of the BNCC from the 6th to the 9th grade. However, we are in favor of the suggestion of learning progression proposed in British Council (2017), which maintains that it is possible to establish the progression through the thickening of experiences with texts selected from thematic units: "learning of linguistic-discursive resources (pronouns, verbs, syntactic and vocabulary constructions, etc.) would naturally evolve to deeper levels, since these elements are linked to the intended use of them [...] Furthermore, by adopting the perspective of progression by themes and discursive genres, the choices of interaction with the texts (listening, reading, speaking, and writing) will be based on the purposes and social practices in which the texts are inserted" (UNESPAR, CP for the English Language Degree – Apucarana campus, p. 47- our translation).

If, on the one hand, we could see that the signs of academic literacies, in the great majority, occurred according to models of *Study skills* and *Academic socialization* in overlap, on the other hand, only in 0.55% of the 719 analyzed menus (considering the 30-course description found with literacy signs) are classified in the third model: (c) *Academic literacy*. This number and/or minority percentage refers to the following course descriptions: i) Research Project in English Language; ii) Final Paper in English language (both from Unespar Apucarana); iii) Study Topics in English III: Oral and Written Argumentation in

---

[8] Available at: <https://prograd.unespar.edu.br/assuntos/graduacao/resolveuid/7ff46f522cbd469ea14ad9b81c043d22>. Access on Feb 26, 2022.

English (Portuguese and English Language Degree - Campo Mourão); and iv) Geopolitics of English (optional subject of the English Language Degree at Unespar Paranaguá).

These course descriptions were thus classified because they sign some level of attention to issues related to power and identity construction that go beyond the two other models proposed by Lea and Street (1998). The disciplines mentioned in i) and ii) (Research Project in English Language; Final Paper in English Language) aim at developing the students' ethical identity as beginning researchers, as well as the elaboration of academic genres. For these purposes, it is required the mobilization of both literacy models (related to the development of Study Skills regarding the models of socialization) and academic literacy. The discipline in iii) (English Language Study Topics III: Oral and Written Argumentation in English) focuses on the issue of agency and empowerment, as it deals with matters related to arguing. The discipline in iv) (Geopolitics of English), on the other hand, focuses solely on the Academic Literacy model and, therefore, does not aim at the development of English language skills that are related to the Study Skills or Academic Socialization model, when dealing with power relations and formation of multiple identities in the English language.

It is interesting to note that 3 (three) out of the 4 (four) course descriptions on which the Academic literacy model occurred (those on the Apucarana and Campo Mourão campuses, as shown in Table 4), overlapped with the Academic Socialization model and there were no signs of the Study skills model. In the fourth occurrence of the Academic literacy model that we identified (course description of the discipline of Geopolitics of English), the other models do not overlap. This seems to indicate that when the focus is on the development of skills aimed at empowerment, agency and even when focused on the socialization of knowledge, whether within the scope of the internal academic community, or beyond the walls of the university, issues related to the use of the cultured language, are either not considered important, or are left in the background. The opposite also appears to be revealed by the data collected and analyzed.

Final remarks

This article presented the result of a research that mapped the initiatives related to the actions of academic literacies in English presented in the course description of undergraduate courses at the State University of Paraná (UNESPAR). We have as guidelines the categorization of literacy models outlined by Lea and Street (1998; 2004): a) study skills, b) academic socialization and c) academic literacies. For data generation, we first searched for the course descriptions, which were then analyzed in terms of Lea and Street literacy models. Results point to the need for actions in favor of academic literacy in English language, to meet the internationalization process demands. It is important to note that the choice for the analysis of the course descriptions was because they constitute the only stable elements of the course, and the way they are interpreted may differ from one year to another or from one teacher to another, depending on contingencies (QUADROS-ZAMBONI, 2015).

Considering that knowledge in ALEL is important for a more effective development of students as researchers, we conclude that to corroborate the mission stated in Unespar Statute, an expansion of initiatives in favor of Academic Literacies in the English language is needed. The internationalization of Brazilian universities is another reason, since a better basis of academic literacies in the English language can increase research and exchange possibilities for student researchers.

As a final consideration, we return to the more general and fundamental concepts of the New Literacies, discussed in section 1. As stated in the justification of this article and again in this conclusion, the internationalization of the academic environment is seen as a necessity, and actions in favor of

academic literacies are a means for attaining this goal. It was in this sense that the implementation of the LILA project at Unespar received the consent and support of the Undergraduate Studies Prorectorate. We believe that the cyclical process of LILA's work at Unespar is fundamental to this implementation, which intends to (re)plan, review and disseminate actions (directed to teaching, research, and extension – taken individually or indissociably), so that a gradual appropriation of academic genres becomes visible. Also, the intended actions, by privileging this cycle, highlight the collaborative role of the educators involved, always taking as a starting point the (re)characterization and (re)evaluation (diagnosis) of the students' growth in this literacy process, as well as its potential for insertion in globalized environments in broader, intercultural and increasingly particularized academic spheres. Finally, it corroborates the paradigm of the New Literacies, since it places external and generalist evaluators in the background, and put forward the more particularized and subjective teaching and learning process, through the direct mediation of teachers, in the role of authors and researchers of their own practices (SCHLATTER; GARCEZ, 2017).

References

BRASIL. Conselho Nacional de Educação. *Resolução CNE/CP nº 02/2015, de 1º de julho de 2015*. Define as Diretrizes Curriculares Nacionais para a formação inicial em nível superior (cursos de licenciatura, cursos de formação pedagógica para graduados e cursos de segunda licenciatura) e para a formação continuada. Brasília, Diário Oficial [da] República Federativa do Brasil, seção 1, n. 124, p. 8-12, 02 de julho de 2015. Disponível em: < https://bit.ly/2MY66D9>. Acesso em: 10 dez. 2020.

BRASIL. Conselho Nacional de Educação. *Resolução CNE/CP nº 02/2019, de 20 de dezembro de 2019*. Define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). Brasília, Diário Oficial [da] República Federativa do Brasil, seção 1, p. 142, 20 de dezembro de 2019. Disponível em: < https://bit.ly/35K9vMu>. Acesso em: 10 dez. 2020.

CORBETT, J. B. An intercultural approach to English language teaching. *Series: Languages for intercultural communication and education*. Multilingual matters: Clevedon, 2003.

CRISTOVÃO, V. L. L. Ações de didatização de gêneros em prol de Letramentos acadêmicos. In: *Projeto de Pesquisa* submetido ao edital de Bolsa Produtividade em Pesquisa do Conselho Nacional em Pesquisa e Desenvolvimento Científico e Tecnológico (CNPq), a ser desenvolvido no triênio 2019-2021. Universidade Estadual de Londrina – Londrina, jul. 2018.

FIAD, R. S. A escrita na universidade. *Revista da ABRALIN*, v. Eletrônico, n. Especial 2ª parte, p. 357-369. 2011. Disponível em: http://www.abralin.org/revista/RVE2/14v.pdf. Acesso em 12 de out. 2020.

FRIZZO, G. F. E.; MARIN, E. C.; SCHELLIN, F. O. A extensão universitária como elemento estruturante da universidade pública no Brasil. *Currículo sem Fronteiras*, v. 16, n. 3, p. 623- 646, 2016. Disponível em: http://www.curriculosemfronteiras.org/. Acesso em: 26 jan. 2020. GEE, J. P. *Social Linguistics and literacies: ideology in discourses*. 2.ed. Baskerville, UK: Taylor&Francis, 1996.

KLEIMAN, B. A.; ASSIS, J. A. (Orgs.) *Significados e ressignificações do letramento: desdobramentos de uma perspectiva sociocultural sobre a escrita*. Campinas, SP: Mercado de Letras, 2016, p. 27-59.

KLEIMAN. A. *Preciso "ensinar" letramento?* Não basta ensinar a ler e escrever? Editora CEFIEL: Campinas, 2005.

LANKSHEAR, C.; KNOBEL, M. Sampling "the New" in New Literacies. In: KNOBEL, Michele; LANKSHEAR, Colin (Orgs.). *A New Literacies Sampler*. New York: Peter Lang, p. 1-24, 2007.

LEA, M. R.; STREET, B. V. O modelo de "letramentos acadêmicos": teoria e aplicações. Tradução: KOMESU F. e FISCHER, A. In: *Revista Filologia e Língua Portuguesa*. São Paulo: USP, v. 16, n. 2, p. 477-493, 2014.

LEA, M. R.; STREET, B. V. Student writing in higher education: an academic literacies approach. *Studies in Higher Education*. London, v. 23, n. 2, p. 157-172,1998.

LEA. M. R.; STREET, B. V. The "Academic Literacies" Model: Theory and Applications. *Theory into Practice*. v. 45, n. 4, p. 368-377, 2006.

MAGALHÃES, T.; CRISTOVÃO, V. L. L. *Sequências e projetos didáticos no Pacto Nacional pela Alfabetização na Idade Certa:uma leitura*. Campinas: Pontes Editores, 2018

MOTTA-ROTH, D. Letramentos científicos: sentidos e valores. *Notas de Pesquisa*. Santa Maria, RS, v. 1, n. 0, p. 12-25, 2011.

MOTTA-ROTH, D.; SCHERER, A.; SCHMIDT, A.; SELBACH, H.; PRETTO, A. Letramentos acadêmicos em comunidades de prática: culturas disciplinares. *Letras*, n. 52, 2016. doi: https://doi.org/10.5902/2176148525326.

PEREIRA, A. C. C.; Scherer, A. S. *Relatório de Conversações no Campo da Educação da Comissão para discussão e elaboração das Políticas de Formação Inicial e Continuada de professores da Educação Básica – COMFIC*. Universidade Federal de Minas Gerais - UFMG. Belo Horizonte, dez., 2020. Disponível em: <https://bit.ly/3bHfoxR>. 25 slides. Acesso em 11 de janeiro de 2021.

QUADROS-ZAMBONI, A. S. Apendicite formativa nos cursos de Letras: reflexões sobre a formação do professor de inglês. *Coleção Educação e Linguagem*, v. 14. Campinas: Pontes, 2015, 139 p.

SCHLATTER, M.; GARCEZ, P. Professores-autores-formadores: princípios e experiências para a formação de profissionais de educação linguística. In: MATEUS, E.; TONELLI, J. R. A. Diálogos (im) pertinentes entre formação de professores e aprendizagem de línguas. São Paulo: Blucher, 2017, p. 13 -36.

TASHAKKORI, A.; CRESWELL, J. W. Editorial: exploring the nature of research questions in mixed methods research. *Journal of Mixed Methods Research*, 1(3), 207-211.

UNESPAR. *Estatuto da Universidade Estadual do Paraná - Unespar*. Alterado pela Resolução no 12 de 2014 – COU/Unespar, publicada no Diário Oficial do Estado do Paraná, edição nº 9476, em 22 jun. Apucarana: Unespar, 2015a. Disponível em: <https://bit.ly/2XIU4j9>. Acesso em: jul. de 2020.

UNESPAR. *Programa de reestruturação curricular dos cursos da Unespar: Diretrizes gerais*. Apucarana: Unespar, 2015b. Disponível em: < http://prograd.unespar.edu.br/sobre/ppc-reestruturacao-de-cursos>. Acesso em:12 de out. 2020.