

## *Demands of Postgraduate Courses in Relation to Academic Literacies<sup>I</sup>*

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### **Abstract:**

Considering the importance of academic literacies<sup>2</sup> as a set of social practices through which cultural meanings, power relations and relations of social identities have a central role in the social and human development, this work aims to present actions and demands of the postgraduate courses from two public universities in Paraná State (UEL and Unespar) regarding to both actions developed and the needs related to academic literacies. Therefore, we base our studies in the perspective of academic literacies, as proposed by Lea and Street (1998). The data were obtained through questionnaires addressed to coordinators and managers of postgraduate programs of higher education institutions participating in the project. The initial results show that there are more actions in favor of academic literacies in a foreign language than in Portuguese language. In addition, the respondents pointed out the need to develop actions related to language teaching as well as the understanding and production of academic genres (Abstracts, Articles, Oral Presentations) in both foreign and mother tongues.

### **Keywords:**

Academic literacies. Paraná state universities. Postgraduate courses.

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<sup>2</sup> For purposes of terminological delimitation, we use the following words, in this article: a) “academic literacies” (with lowercase letters) for the field of studies of literacies in academic context; and, b) “Academic literacies” (with first capital letter) for the third model described by Lea and Street (1998).

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## INTRODUCTION

The expansion of Higher Education, involving more specifically the post-graduation context, has demanded the need for research linked to the discussion of language actions specific to this education context with regard to the appropriation, production and dissemination of knowledge. Thus, considering the urgency imposed on the participants of postgraduate programs to present and/or publish in national and international events and/or journals, we propose a discussion on the concepts of academic literacies, constituted, in addition to an instrumental knowledge, by cultural meanings, power relations and relations of social identities. In this sense, this work aims to present and discuss the demands expressed by managers and coordinators of the postgraduate courses of two Higher Education institutions in Paraná, the State University of Londrina (UEL) and the State University of Paraná (Unespar), regarding existing actions and needs in favor of academic literacies.

Therefore, we anchor our studies in the perspective of New Literacy Studies (NLS) (BARTON, 1994; GEE, 1996; STREET, 1984, 1994, 1995, 2010), pointing to the relevance of social practices of reading, writing and the use of language, involving different educational or social contexts, in order to promote a social debate about the explicit actions and demands, based on the Academic literacy models described by this theoretical approach (LEA; STREET, 1998, 2014).

Considering the methodological procedures, with regard to data generation, we used a questionnaire, sent to managers and coordinators of the two participating universities, in order to obtain information about known actions about the possible demands in relation to academic literacies.

Thus, to discuss the proposed theme, we took some questions as guidelines, such as:

- 1) What are the most recurring actions and demands in relation to Academic literacies in different *stricto sensu* postgraduate courses, master's and doctoral degrees, at UEL and Unespar?
- 2) What are the Academic literacy models (LEA; STREET, 1998) prevalent in the demands identified in the postgraduate context?

As for the textual organization, we have systematized this discussion into the following constitutive parts: a) the guiding theoretical foundation of our study; b) methodology through which we present the work developed with the data obtained and analyzed; c) discussion of the results of the analyzes; and d) final considerations.

## ACADEMIC LITERACIES IN POSTGRADUATE CONTEXTS

Considering that research related to language practices specific to Higher Education has obtained greater visibility (LILLIS; SCOTT, 2007), we point out some explanations about the scope of academic literacies adopted in this work, in view of the fluctuation that such terminology has presented. We corroborate Fiad's studies (2011, p. 362) when she understood this formulation as something

“restricted to the university context, even though knowing that there are literacy practices common to all school contexts, from basic education to the university”. Based on some scholars (LEA; STREET, 1998; JONES; TURNER; STREET, 1999), the author points out that, when entering university, students may have conflicts between what is expected from their written productions and what they write, since, from an understanding of situated writing, the entry into the academy would represent a new context for the language use, thus demanding unknown practices.

In this viewpoint, the theorists of the New Literacy Studies (cf. STREET, 1984; BARTON, 1994; GEE, 1996), as well as Lea and Street (1998, 1999, 2014), defended a new approach to the understanding of literacies in academic contexts. For these authors, such a perspective could be conceived through the overlapping of three conceptions or models: (a) model of Study skills, (b) model of Academic socialization and (c) model of Academic literacies.

The first, *study skills* model, sees writing and literacy as primarily an individual and cognitive skill. This approach focuses on the surface features of language form and presumes that students can transfer their knowledge of writing and literacy unproblematically from one context to another. The second, termed *academic socialization*, is concerned with students’ acculturation into disciplinary and subject-based discourse as and genres. Students acquire the ways of talking, writing, thinking and using literacy that typified members of a disciplinary or subject area community. The academic socialization model presumes that the disciplinary discourses and genres are relatively stable and, once students have learned and understood the ground rules of a particular academic discourse, they are able to reproduce it unproblematically. The third model, *academic literacies*, is concerned with meaning making, identity, power and authority, and foregrounds the institutional nature of what counts as knowledge in any particular academic context (LEA; STREET, 2014, p. 479, emphasis of the authors).

Moreover, Lea and Street (1998, 2006) propose a treatment for academic writing based on Academic literacies conception, overlapping the Study skills and Academic socialization, in other words, for the authors, the literacies at the university involve the development of social practices related to reading and writing more broadly, in addition to language skills. Furthermore, according to Lea and Street (2014, p.479-480), such “models are not considered exclusive”, but overlapping, being “applicable to any academic context”, allowing students to understand the use of these “literacy practices in each academic context”. However, according to the authors, the Academic literacies model goes beyond the models that precede it, by highlighting “the relationship between epistemology and writing not only in the general thematic area, but also, more broadly, in institutional requirements” with regard to plagiarism and feedback, for example, and when referring to the “individual requirements of professors and even individual student assignments”. For a better understanding of the Academic literacies’ conception, we have systematized its constitutive characteristics in Table 1.

Based on the three models proposed by Lea and Street (1998), we understand that the first two models in isolation are characterized as limited for a more effective teaching and learning process in Higher Education, as the authors themselves have highlighted their limitations, arguing “that the perspective of academic literacies offers a broader view of what is involved in students’ textual production and professors’ feedback” (STREET, 2010, p. 546). For these reasons, we corroborate Lea and Street’s positioning for also defending the work with academic genres as social practices through the construction of meaning, identity, power and authority relationships.

**Table 1** - Synthesis of academic literacy models

<b>Study skills (Highlight for formal features)</b>	<b>Academic socialization (Uncritical acculturation to the academic context)</b>	<b>Academic literacies (Social reading, writing and language practices)</b>
<ul style="list-style-type: none"> <li>• Proficiency in grammatical and syntactic rules, associated to the attention with punctuation and spelling, ensuring the student's competence in academic writing.</li> <li>• Proficiency in structural aspects as a way to acquire the ability to produce academic genres appropriately.</li> <li>• Lack of emphasis on social aspects.</li> <li>• Lack of emphasis on the peculiarities of writing in each disciplinary field (homogeneous writing).</li> <li>• Consideration of texts based on their formal and superficial features.</li> </ul>	<ul style="list-style-type: none"> <li>• Need for acculturation in speeches and genres of specific disciplines.</li> <li>• Greater sensitivity to the students' challenges.</li> <li>• Student exposure to different academic genres, mediated by the teacher.</li> <li>• Sociolinguistics, discourse analysis, genre theory.</li> <li>• Construction of knowledge through different forms and different genres in different disciplinary fields.</li> <li>• Recognition of the contextual factors importance surrounding students' writing.</li> <li>• Conceptualization of genres within different cultures and disciplinary rules.</li> <li>• Lack of critical issues consideration, treating writing as a means of transparent representation.</li> <li>• Creating opportunities for participation in scientific events with social and relevant objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing as a complex social practice.</li> <li>• Genre as a social practice, and not as the knowledge of genres in terms of disciplinary communication itself.</li> <li>• Emphasis on the importance of explicit teaching of genre and mode changes.</li> <li>• Consideration of the previous models, adding the construction of meaning, identity, power and authority relationships.</li> <li>• Questions about the validity of simple acculturation of students in the university environment.</li> <li>• Priority to the institutional nature of what "counts" as knowledge in any specific academic context.</li> </ul>

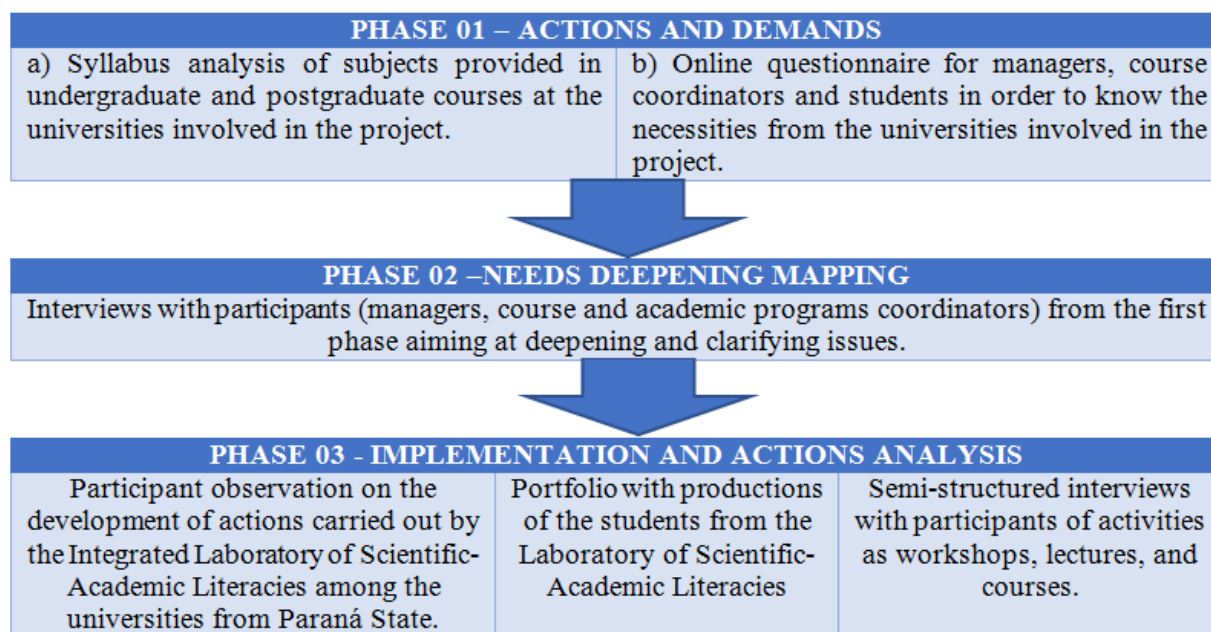
Source: The authors, based on Lea and Street (1998); Ivanic (2004); Street (2010, p. 541-567).

## METHODOLOGY

As we stated in our introduction, this article is part of the research project *Genre Teaching Practices for Academic Literacies*, an experience of collaborative and networked research, constituted by researchers from four public Higher Education institutions from Paraná State, in Brazil: State University of Londrina (UEL); Paraná State University (Unespar); Paraná Federal Technological University (UTFPR) and the Federal Institute of Paraná (IFPR). Thus, before presenting the methodology used for generating and analyzing data specifically for this paper, we briefly explain, as a form of contextualization, about the methodological design of the broader research project.

According to Cristovão and Vignoli (2020), the research was designed to be developed in three phases: i) survey about didactic actions and demands for academic literacies in the universities involved in this proposal; ii) needs deepening, demands and motivations from a presentation of an action plan produced based on the analysis of the demands mapped in the first phase; iii) implementation and analysis of didactic actions from the Integrated Laboratory of Scientific-Academic Literacies (LILA). Picture 1 summarizes the phases, as well as shows the research instruments used as follows:

**Picture 1** – Execution phases and respective research instruments of the Project Genre Teaching Practices for Academic Literacies



**Source:** The authors, adapted from Cristovão and Vignoli (2020).

In this article, our focus is on the first phase of the project, involving the survey about actions and demands, more specifically with the online questionnaire application for managers and postgraduate courses coordinators from two universities involved in this study (UEL and Unespar). In relation to its characterization, this research has a mixed methodological approach, since we have used quantitative and qualitative methods for generating and analyzing data, in order to better comprehend the studied phenomenon (PAIVA, 2019).

The participants<sup>3</sup> were invited by e-mail, and the questionnaires, implemented through Google Forms, were composed by two sections: the first one, referring to personal information, like the university where the respondents work at and their function; and the second one was related to the actions and the demands from their institutions with regard to academic literacies. In Table 2, we present the questions of both questionnaires, showing, in the first column, the questions to the managers; in the second column, the questions to the coordinators; and, in the third one, the characterization of the questions type.

**Table 2** – Questionnaires to the managers and coordinators.

<b>MANAGERS</b>	<b>COORDINATORS</b>	<b>TYPE</b>
1. Do you know any didactic experience(s) for academic literacies, in PORTUGUESE, destined to postgraduate students from your university or institution (you may include initiatives with other universities)?	1. Do you know any didactic experience(s) for academic literacies, in PORTUGUESE, destined to students from the postgraduate course(s) coordinated by you (you may include initiatives with other universities)?	Multiple choice (yes or no)

<sup>3</sup> The invitation to the participants included sending the research project and an Informed Consent Form, with which the participants agreed on participating in the research by answering the questionnaire. The research project, as well as the instruments of data generation and the Informed Consent Form were approved by the Ethics Committee (CAAE 09695319.4.1001.5231).

1.1. If you answered YES to the previous question (question 01), what are the experiences related to academic literacies that are carried out in your university (including initiatives with other universities)? Check as many options as necessary.	1.1. If you answered YES to the previous question (question 01), what are the experiences related to academic literacies that are carried out in the postgraduate course coordinated by you (including initiatives with other universities)? Check as many options as necessary.	Options selection question
2. Do you know any didactic experience(s) for academic literacies, in FOREIGN LANGUAGE, destined to postgraduate students from your university or institution (you may include initiatives with other universities)?	2. Do you know any didactic experience(s) for academic literacies, in FOREIGN LANGUAGE, destined to students from the postgraduate course(s) coordinated by you (you may include initiatives with other universities)?	Multiple choice (yes or no)
2.1. If you answered YES to the previous question (question 02), what are the experiences related to academic literacies that are carried out in your university (including initiatives with other universities)? Check as many options as necessary.	2.1. If you answered YES to the previous question (question 02), what are the experiences related to academic literacies that are carried out in the postgraduate course coordinated by you (including initiatives with other universities)? Check as many options as necessary.	Options selection question
2.2. Explicit the language(s) involved in the experience(s) previously checked.	2.2. Explicit the language(s) involved in the experience(s) previously checked.	Essay question
	3. Do you know any didactic experience(s) for academic literacies in OTHER POSTGRADUATE COURSES from your university or institution (it may be in Portuguese or in a foreign language)?	Multiple choice (yes or no)
	3.1 If you answered YES to the previous question (question 03), briefly describe the experience(s). Explicit the language(s) involved in the experience(s) and in which course(s) they are carried out.	Essay question
4. Do you know any didactic experience(s) for academic literacies in OTHER universities or institutions (it may be in Portuguese or in a foreign language)?	4. Do you know any didactic experience(s) for academic literacies in OTHER universities or institutions (it may be in Portuguese or in a foreign language)?	Multiple choice (yes or no)
4.1. If you answered YES to the previous question (question 04), briefly describe the experience(s). Explicit the language(s) involved in the experience(s) and in which institution(s) they are carried out.	4.1. If you answered YES to the previous question (question 04), briefly describe the experience(s). Explicit the language(s) involved in the experience(s) and in which institution(s) they are carried out.	Essay question
05. What are, in your opinion, the biggest necessities from the Higher Education postgraduate students related to academic literacies practices in your university?	05. What are, in your opinion, the biggest necessities from the Higher Education postgraduate students related to academic literacies practices in the course coordinated by you?	Essay question
06. What actions for academic literacies can contribute to the internationalization of your university or institution?	06. What actions for academic literacies can contribute to the internationalization of the course coordinated by you?	Essay question
07. If you wish, make other comments you find relevant about academic literacies.	07. If you wish, make other comments you find relevant about academic literacies.	Essay question

Source: The authors.

Questions from 01 to 04 were formulated with the objective of comprehending the actions already developed in the universities, in addition to the experiences known by the participants in other Higher Education institutions. Because they were objective questions (multiple choice and options selection questions with alternatives presented by the researchers), the analysis of this data set was

conducted through a quantitative-interpretative approach, proposing, from the highest recurrences of the selected options, a context interpretation related to academic literacies in both universities.

Questions 5, 6 and 7 of the questionnaire were open-ended that requested the participants to mention, in relation to academic literacies, the students' necessities, the actions that could contribute to the institution's internationalization and the final comments. To interpret the answers to these questions, we used as an analytical procedure the provisional coding (SALDAÑA, 2009). This coding is characterized by using pre-determined analytical categories, which come from literature review about the theme. In the case of this study, we analyzed the participants' answers according to the models of academic literacies (LEA; STREET, 1998): Study skills (SS), Academic socialization (AS) and Academic literacies (AL). Thereby, we aim at comprehending the participants' most recurrent conceptions, involving coordinators and managers from the postgraduate sector of the universities, that is, those who can propose policies to develop actions related to Academic literacies.

At UEL, the questionnaires were sent to the postgraduate courses coordinators, the university's postgraduate sector managers (Pro Dean of Research and Postgraduate Studies, Director of Research and Director of Postgraduate Studies), and the Directors of Study Center's. We received 17 answers (from 16 coordinators and 1 director of study center). The respondents were designated by alphanumeric codes, and the coordinators have been referred from R1 to R16 and one director of study center as R17. At Unespar, the questionnaires were sent to the coordinators and managers of postgraduate courses' (Pro Dean of Research and Postgraduate Studies, Director of Research and Director of Postgraduate Studies). Six participants answered, from which 4 were coordinators, nominated from R18 to R21, and 2 managers, referred to as R22 and R23.

In relation to the methodological organization of our research, we based our study on the systematization of procedures according to the specific objectives, the data generation and the analysis criteria, as shown in Table 3.

**Table 3 – Methodological procedures**

<b>SPECIFIC OBJECTIVES</b>	<b>DATA SET</b>	<b>ANALYSIS CRITERIA</b>
1) To map the academic literacies actions in mother and foreign languages in several stricto sensu postgraduate courses (master's and doctorate) from UEL and Unespar.	Questionnaires with postgraduate managers and courses coordinators from UEL and Unespar. Questions 01 to 04.	Quantification of mentions.
2) To identify the academic literacies conceptions from postgraduate managers and courses coordinators' perceptions at UEL and Unespar, relating them to the models of academic literacies described in this study.	Questionnaires with postgraduate managers and courses coordinators from UEL and Unespar. Questions 05 to 07.	Provisional Coding (SALDAÑA, 2009), with categories based on models of academic literacies (LEA; STREET, 1998)

**Source:** The authors.

In the next section, we discuss the results obtained through the data analysis, aiming at answering the objectives we proposed with this study.

## **ANALYSES AND RESULTS**

To achieve the first objective, we present a brief quantitative analysis of the participants' answers, indicating the most mentioned actions concerning the academic literacies. Regarding the second

objective, we relate the participants' essay answers to the models of academic literacies (LEA; STREET, 1998) to identify the respondents' conceptions.

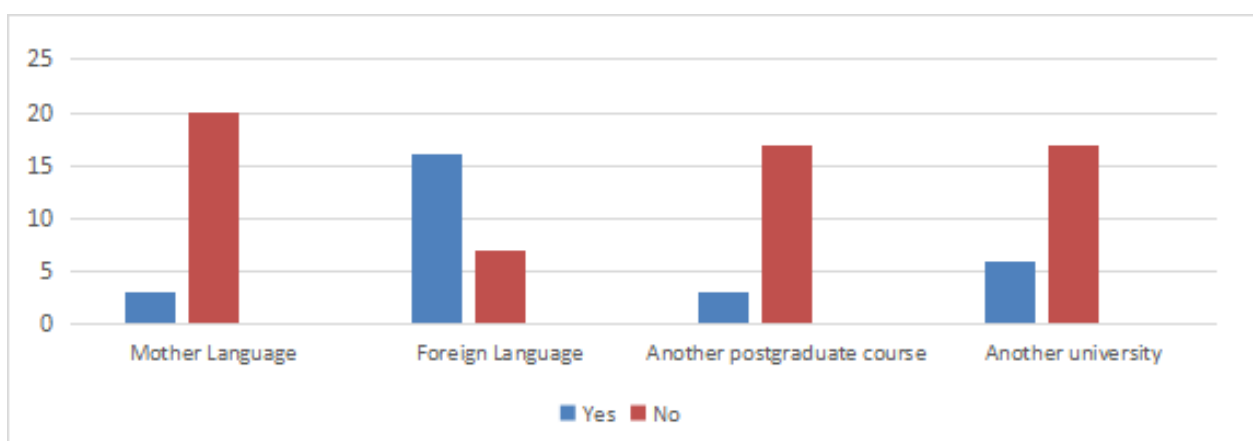
With respect to the didactic actions related to academic literacies developed at UEL, the respondents indicated greater knowledge of activities in foreign language (FL) (65% of the respondents) than in mother language (ML) (12%), and the predominant FL is English (with 79% of mentions). The most mentioned action related to the academic literacies by the participants referred to courses and subjects for postgraduate students, activities developed by the courses themselves or by the institution (40% of actions mentioned in ML and 36% in FL).

Regarding the didactic actions for the academic literacies developed at Unespar, the respondents also claimed to know more actions in FL (84% of the answers) than in ML (16%). Similarly to UEL, the predominant FL in these activities is English (84% of mentions). Among the actions pointed out by the participants, the most recurrent one was related to courses and subjects for postgraduate students, with 50% of the answers, including activities in ML and FL.

In graphs 1 and 2, we present the data conjunct analysis obtained from the two universities focused on this study. In the first graph, we refer to the participants' awareness about experiences related to academic literacies in their universities or other institutions. In the second graph, we show the examples of actions developed in these contexts.

In Table 4, we present the analysis of the participants' answers to the questions concerning the needs and demands in relation to the academic literacies. The first column contains the name of the academic model, the second and third columns show the respondents' excerpts, respectively, from UEL and Unespar. The same participant may appear more than once, since we summarized the answers of three questions. In the sequence, we weave our reflections in relation to this analysis.

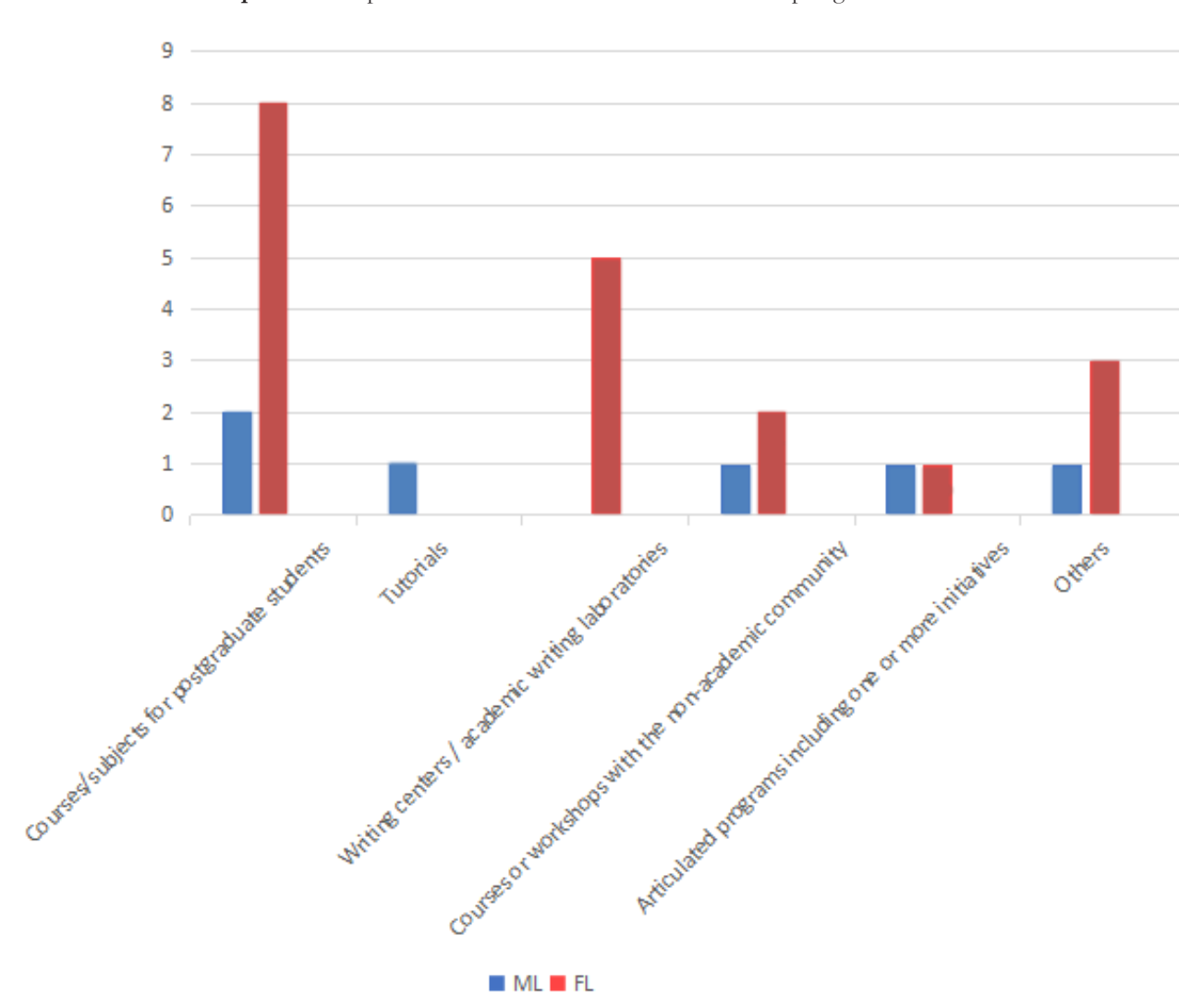
**Graph 1** – Awareness about actions for academic literacies in the postgraduate context.



Source: The authors.



**Graph 2** – Examples of actions for academic literacies in the postgraduate context



Source: The authors.

**Table 4** – Respondents’ conceptions related to academic literacies

ACADEMIC LITERACIES MODELS/ RESPONDENTS	UEL	UNESPAR
STUDY SKILLS (SS)	<ul style="list-style-type: none"> <li>- Reading and conversation in English (R1, R14); offer of language courses to the students (R1).</li> <li>- Knowledge of English language (R3).</li> <li>- Writing in English (R4, R8).</li> <li>- Courses of general English (R6, R8).</li> <li>- Construction of consistent and articulated paragraphs (R8).</li> <li>- Specific courses for the program demand, as a standard English proficiency test, and the TOEFL test implementation (for sandwich scholarships) (R9).</li> <li>- English or Spanish Language, subjects or courses within the postgraduate courses timetable (R10).</li> <li>- Formal writing, oral presentation, reading fluency in the foreign language (writing, reading and speaking) (R11).</li> <li>- Interpretation and writing, foreign language fluency (R12).</li> <li>- Reading and interpretation in mother and foreign language (R16).</li> <li>- Technical language, courses of Eastern languages (R17).</li> </ul>	<ul style="list-style-type: none"> <li>- Displacement of Master’s students for the proficiency test in other institutions; Lack of professors in the campus who can offer Portuguese, and Spanish or English courses; Lack of courses of the mentioned languages (R19, R22).</li> <li>- Courses on writing and orality in Spanish and English; a center that can offer proficiency tests in Spanish and English language; Courses of Spanish and/or English for Specific Purposes; Courses of Portuguese language grammar (R19).</li> <li>- Reading learning in foreign language; reading and speaking in foreign language; identify students who make use of a foreign language to group them with colleagues so that they can work with their partners to read texts (R20);</li> <li>- Specific subjects in the first years, transversal subjects. (R22).</li> <li>- Language teaching for students and professors (R23).</li> </ul>
ACADEMIC SOCIALIZATION (AS)	<ul style="list-style-type: none"> <li>- Academic texts production, specifically for our program, of philosophical texts; Articles production, texts, in foreign language (R2, R6, R15), abstracts and undergraduate final paper as monograph (R13).</li> <li>- Support/Courses on academic texts writing and of contents for classes in English (R4), R6) specific for the course itself (R5).</li> <li>- Completion of Lattes CV, of Brazil Platform (ethics committees), etc.; short duration courses with specific themes on the presented difficulties (R7).</li> <li>- Integrated subjects focused on the areas’ specificities (R11).</li> <li>- Technical English as an optional subject within the course’s workload (R12).</li> <li>- Orientation and education programs (R15).</li> </ul>	<ul style="list-style-type: none"> <li>- Important initiatives; effective collaboration for a new concept of university and postgraduate context (R18).</li> <li>- Scientific writing (difficulty of many students with scientific articles writing and the thesis/dissertation elaboration; planned in an organized way and applied to all students independently from their difficulties) (R21).</li> <li>- Activities that focus on literacy learning; necessity of academic literacy for all undergraduate and postgraduate courses (R22).</li> <li>- Scientific writing in Portuguese and English languages (R23).</li> </ul>
ACADEMIC LITERACIES (AL)	<ul style="list-style-type: none"> <li>- Direct scientific collaboration with foreign institutions (R9).</li> <li>- Events that require oral presentations in foreign language (R12).</li> <li>- Students’ participation in international events (R13).</li> </ul>	<ul style="list-style-type: none"> <li>- Actions that make internationalization effective (R18).</li> <li>- Partnerships with other foreign postgraduate programs and exchange of students and professors (R21).</li> </ul>

**Source:** The authors.

As we have demonstrated in Table 4, the participants comprehend academic literacies mainly according to the models of Study skills and Academic socialization. From the 23 respondents, 16 refer to the first model and 14 to the second one. Only 5 answers are related to the model of Academic literacies.

The answers representing the model of *Study skills* are the ones which demonstrate the understanding that, in order to participate in academic social practices, the students need to know or learn the language (in terms of its grammar, reading and writing skills, among other aspects). In this model, the specificities of language actions practiced in the academia, or the textual genres produced in this action sphere (as Articles, Abstracts or other academic genres) are not taken into consideration. It seems to be understood that knowing the language code and its skills is enough, in general, to be able to comprehend and produce academic genres and, therefore, participate in academic social practices.

The excerpts related to the model of *Academic socialization* refer to the language and its academic specificities, once they mention textual genres from the academic sphere (Articles, Abstracts, Undergraduate final paper, among others), as well as pointing out the necessity of developing specific activities for their courses, programs and areas of knowledge. Hence, the respondents recognize that each area of knowledge has its specificities, building knowledge in different ways, although, from our point of view, science is seen, at this moment, as something homogeneous. It means that producing an abstract, for example, may be considered something alike in all the fields of study. Thus, it seems to be understood that it is not enough for the students to learn the language in general terms, but they need to be inserted in social practices related to reading and writing in the academic sphere, even if it is in an acritical manner.

Regarding the model of *Academic literacies*, we identified the answers which demonstrate concern with the language use in real situations within the academic context, as the participation in scientific events and research collaboration with foreign institutions. This model encompasses the two previous ones, besides paying attention to issues referred to “relationships of power, authority, meaning making, and identity that are implicit in the use of literacy practices within specific institutional settings” (LEA; STREET, 2006, p. 370), as we mentioned in the theoretical section of this paper. In this sense, we understand that the student may live and comprehend these issues by experiencing real situations of academic literacy practices, since these aspects can be better evidenced in the real context of these practices.

Based on these analyses, we conclude that the conceptions of the course coordinators and managers from the postgraduate sector at UEL and Unespar, in relation to academic literacies, refer mainly to the understanding of language at its superficial level. In other words, to comprehend and produce specific textual genres from the academic sphere, the action focus should be in teaching language in its general aspect, concentrating on formal aspects and language skills (model of Study skills). Many respondents also share the conception that there are specificities for the academic literacies’ practices and that, for this reason, it is necessary to teach the students to comprehend and produce textual genres from the academic sphere, including the particularities of each area of knowledge (model of Academic socialization). Lastly, few respondents refer to language practices in real use situations, conception which enables experiencing and understanding issues of power, authority and identity permeating the academic literacy practices in their real contexts (model of Academic literacies).

Finally, the analyses results indicate some limitations in the field of knowledge concerning the Academic literacies, showing us a path that needs to be pursued to reach this perspective. This shows the importance of this study and of many others that may contribute to the language teaching and formative practices in the postgraduate context aiming at the scientific and academic development.

## FINAL REMARKS

Our analyses permitted to identify some gaps related to academic literacies in the postgraduate context. However, at the same time, this finding works as a contribution and a form of motivation for us to think and reframe some formative practices in order to provide possible future actions in the investigated contexts.

Concerning our specific objectives related to identifying the conceptions of academic literacies of course coordinators and directors from the postgraduate sector at UEL and Unespar, as well as identifying the models, in the academic context, for the postgraduate students' professional and social development, we reached important conclusions. As for the conceptions of coordinators and directors, there are still some limitations in relation to the field of knowledge of academic literacies and their proposal. The most recurrent model in the coordinators and managers' answers was related to specific skills, in which writing is homogeneously understood and it is destitute from its social function, perhaps due to the lack of opportunities within the context which could lead to an expansion of this knowledge.

Regarding the identification of academic literacy models from the data obtained with some responses to the questionnaires, the analyses permitted us to recognize that there are a lot to do in order to advance in the formative practices within the postgraduate contexts, along with a proposal of language teaching with the aim of expanding the conception of Academic socialization or to overcome it, as well as to meet the perspective of Academic literacies.

In such a way, we expect that our discussion proposal may contribute to reframing the formative practices in the postgraduate contexts, reason why, in a next research phase, some actions for constant Academic literacies will be implemented within the Integrated Laboratory of Scientific-Academic Literacies, as a result from this mapping phase.

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