

*'Integrated Laboratory of  
Scientific-academic Literacies - LILA:  
facing challenges in language education'<sup>1</sup>*

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**Abstract:** This paper aims at presenting the results of a study whose objectives are a) to identify activities related to academic literacies carried out in Brazilian university writing laboratories; b) to present LILA as a collaborative network lab. This research was carried out within a qualitative paradigm, including a bibliographic review, document analysis of labs investigated and the description of future actions to be developed by LILA. The results indicate that these laboratories contribute to the insertion of students and researchers in academic literacies practices, and thus LILA was conceived in order to promote both scientific and academic literacies.

**Keywords:** Academic Literacies. Scientific Literacies. Collaborative Network. Writing Labs.

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<sup>1</sup> Laboratory resulting from the Project “Genre Teaching Practices for Academic Literacies”, approved by CNPq through Call CNPq no. 09/2018, Process: 310413/2018-4, with a research productivity grant for the first author. Project approved by the ethics committee, under CAAE number: 09695319.4.1001.5231.

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## 1. Introduction

In times of expanding and valuing pedagogical practices concerning additional language teaching in Brazilian public universities, academic literacies<sup>2</sup> have become a central issue not only for internationalization purposes, but mainly for enabling students' and professors' active participation in any area of knowledge production. There is a growing body of literature in Brazil (FIAD, 2011; FISCHER, 2010; MOTTA-ROTH; HENDGES, 2010; PEREIRA, 2019) which recognizes the importance of academic literacies in professional education in both undergraduate and graduate levels. Such recognition has made decision-makers include related disciplines in their curricula, whereas others solely rely on actions such as laboratories<sup>3</sup>, research units, extension projects<sup>4</sup> or writing centers.

There is an urgent need to address this issue due to the fact that Brazil has gone down to the 90<sup>th</sup> position in terms of academic impact, although the country holds the 8<sup>th</sup> position in the number of articles published in the Web of Science, according to the ranking 2013-2016 (PORTAL DE PERIÓDICOS CAPES, 2019). Considering the impact of publications, the State University of São Paulo (USP), the best ranked university in Brazil, reaches only 5.9% of their publications belonging to the top 10% of their field (CWTS Leiden Ranking, 2013-2016). This ranking measures international impact that requires publication in language(s) which can be read and cited by any researcher in the world. Recent evidence (FINARDI; GUIMARÃES, 2017) on the few initiatives involving the use of additional languages in undergraduate and graduate programs suggests that the production of knowledge is limited to circulate in local and national contexts. Therefore, one of the greatest challenges for Brazilian universities is to provide conditions and resources such as the offering of activities<sup>5</sup> within writing labs in order to overcome this limitation and thus enhance the number of publications in additional languages.

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2 We chose to use the term "academic literacies", with lowercase letters, to refer to the field of studies of literacies in Higher Education. The term "Academic literacies", with the first capital letter, is used to address one of the models of treatment of academic genres proposed by Lea and Street (2014). We used the term "literacies" in the plural for understanding that there are several different types of social interaction. However, "literacy" was used when the authors cited in our paper chose to refer to the term in the singular form.

3 Due to the existence of several terms to refer to the existing supplementary units, we chose to use the most commonly used terminology in Brazil which is laboratory/lab.

4 An extension project is the articulation of scientific knowledge arising from teaching and researching with the needs of the community where the university is inserted, interacting and transforming the reality of society.

5 We use the term 'activities' to refer to all actions developed in the labs that were investigated.

Since English has been the language of Science (GIL; ARANHA, 2017), it is of particular concern to understand the types of activities related to academic literacies that have been developed in Brazilian public universities, both in our mother tongue and in additional languages. Based on this need, the objectives of this paper are: a) to identify activities related to academic literacies carried out by Brazilian university writing laboratories; b) to present the Integrated Laboratory of Scientific-Academic Literacies<sup>6</sup> (LILA) as a collaborative network lab.

For this purpose, this paper is divided into four parts. First, we present the theoretical assumptions which underlie the study. Second, the methodology and data generation are presented. Third, the results and data analysis are brought into light. Finally, we talk about the implications of the results of this research paper.

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## **2. Literacy Studies and Enculturation**

The theoretical concepts which were chosen to underlie the principles of our laboratory project were based on the studies of social practices of reading and writing in Higher Education, the New Literacy Studies (NEL), proposed by Street (1984; 2010; 2014) and by Lea and Street (1998; 2000; 2014).

According to Street (2010), two different models are used to distinguish literate from illiterate students: the autonomous and the ideological ones. Regarding the former, Street (2010, p. 36) states that “literacy is an autonomous, separate and cultural output; something that would have effects, regardless of the context.” In relation to the latter, there is the perception that students can be involved in different forms of literacies, depending on their identities, skills and social relationships. It is a way of understanding the contextual nature of language, thus avoiding the great separation between literate and illiterate students.

Although the aforementioned models have been proposed, especially in the relation to what is “literacy” and “illiteracy”, we consider that this understanding between autonomous and ideological aspects is also productive when we consider the university context, mainly when acknowledging text production and reading. Bezerra and Lêdo (2018, p.175) point out that students in Higher Education need

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6 In Portuguese: Laboratório Integrado de Letramentos Acadêmico-científicos (LILA)

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to master “complex practices that involve the student’s orientation towards the development of multiple competencies, in a complex interrelation between linguistic, cognitive and sociocultural aspects”. In this sense, we understand that much of the deficit discourse related to university students originates from the autonomous perspective of literacies, since it is considered as something homogeneous, whose mastery occurs in terms of “everything” or “nothing”, unrelated to different contexts. Here we also notice the “grand division” pointed out by Street (1984), no longer between literate and illiterate students, but between university students who know and the ones who are not familiar with the reading and writing of academic genres.

If we consider the multiplicity of literacies practices related to the university, there is the perception of literacies, deliberately used in the plural form to signal its continuous, gradual and contextual aspects. If literacies can be plural, then there is a need to qualify them depending on the situations of use. Therefore, it is possible to think of expressions such as Academic Literacies and Scientific Literacies among several others, which were chosen to underlie the actions proposed for our LILA. Before dealing with these two kinds of literacies, it is important to note that some theorists understand academic and scientific literacies as synonyms. However, we do not share this understanding, as we corroborate Barros’s (2017) perception of the terms:

On the one hand, there is a certain reductionism when academic and scientific literacies are placed on the same level, since academic literacies do not necessarily involve only scientific literacy. On the other hand, it is contradictory to encompass or limit academic education as if it could deal with both contexts of higher and basic education due to the position that neutralizes the fact that literacy practices involve complex, situated and differentiated actions, depending on the context where they occur<sup>7</sup>. (BARROS, 2017, p.63).

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7 “Resumindo, por um lado, há certo reducionismo quando se coloca em um mesmo nível o letramento acadêmico e o letramento científico, já que o letramento acadêmico não envolve apenas o letramento científico; por outro lado, essa tentativa de abranger o letramento acadêmico, como se este desse conta tanto dos contexto do Ensino Superior quanto da Educação Básica, é contraditório, posto que neutraliza o fato de as práticas de letramento envolverem ações complexas, situadas, diferenciadas, a depender do contexto onde ocorrem.” (our translation).

Having made this initial consideration, we now explain the definition of scientific literacies which we advocate. According to DeBoer (2000, p. 582), “scientific literacy is a term that has been used since the late 1950s to describe a desired familiarity with science on the part of the general public”. Magalhães and Cristovão (2018) claim that we should not limit the concept to the ability of reading and writing in science *per se*, but also have in mind behaviors, attitudes, social and cultural values, ideology, awareness of power structures in the scientific sphere, as well as an investigative action, constitutive of science and learning at school.

Motta-Roth (2011) adds to this discussion the concept of scientific literacy as a global and complex process and describes it in four dimensions: the science and technology knowledge; the scientific attitude; the scientific text understanding and production; as well as the ability to make political choices. Corroborating with Motta-Roth, we also agree that in a broader view, besides knowledge of scientific content, one should have an ideological positioning and thus, contribute to enhance learning.

Related to the concept of scientific literacies, Lea and Street (2000, p.32) coin the term academic literacies to designate social reading and writing practices in Higher Education. The researchers claim that “learning in higher education involves adapting to new ways of knowing; new ways of understanding, interpreting and organizing knowledge”. In this sense, the authors point out that, traditionally, studies carried out about learning in Higher Education focus on ways to help students adapt their practices to those required by the university, since “from this perspective, the codes and conventions of academia can be taken as given” (LEA; STREET, 2000, p. 33).

Despite this positioning, which is related to the autonomous literacy concept previously described, the researchers describe three main models related to the ways in which studies on writing in Higher Education occur: study skills; academic socialization; and academic literacies (Table 1).

**Table 1. Models of writing in higher education**

Study Skill	Academic Socialization	Academic Literacies
Student deficit	Acculturation of students into academic discourse	Student' negotiation of conflicting literacy practices
Fix it': atomized skills, surface language, grammar, spelling	Inculcating students into new 'culture'; focus on student orientation to learning and interpretation of learning tasks, eg. 'deep', 'surface', 'strategic' learning; homogeneous 'culture'; lack of focus on institutional practices, change and power	Literacies as social practices; at level of epistemology and identities; institutions as sites of/constituted in discourse and power; variety of communicative repertoire, eg. genres, fields, disciplines; switching with respect to linguistic practices, social meanings and identities
Sources: behavioral and experimental psychology; programmed learning	Sources: social psychology, anthropology; constructivism	Sources: 'new literacy studies'; critical discourse analysis; systemic functional linguistics; cultural anthropology
<i>Student writing</i> as technical and instrumental skill	<i>Student writing</i> as transparent medium of representation	<i>Student writing</i> as meaning making and contest

Source: Lea; Street, 2000, p. 34.

After describing the perspectives in Table 1, Lea and Street (2000, p. 33) clarify that the models are not exclusive, but that “we would like to think that each model successively encapsulates those above it”, in an expansion movement in favor of a broader understanding of higher education events and literacies practices. To summarize the presentation of the concepts related to scientific and academic literacies we will use the synthesis proposed by Barros (2017) (Table 2).

**Table 2. Scientific and academic literacies concepts<sup>8</sup>**

Scientific Literacy	Academic Literacy
Practices aimed at the development of science or scientific views. It crosses different contexts and/or can be part of different literacy processes (at school, in the academic and professional scenarios).	Social practices experienced in the university context. It involves everything from understanding how to act in different academic situations to scientific and professional literacy practices.

Source: Adapted from Barros, 2017, p.76.

Finally, we conceptualize enculturation, which has been discussed in the area of academic literacies since it is inherently related to the formation of students to literacies practices. Therefore, it is necessary to clarify what is meant by enculturation considering a variety of definitions that have been suggested. According to Prior and Bilbro (2012, p. 1), enculturation can be defined in different directions such as a “one-way transmission of relatively stable cultural knowledge from experts to novices” or as “the dialogic formation of academic disciplines and professions within dynamic cultural-historical fields”. Regarding the first perspective, the focus would be in tacit forms of acting in a more stable model within activity systems of a disciplinary area. Yet, the second, embraced by the authors, justifies its dialectical view by the consideration of systems open to the influence of different social spaces in the functioning constitution of academic literate practices. Accordingly, in this view, when novice students get involved in a situated process of academic learning, both the beginners and more experienced participants and the scholarly practice itself can be changed by the interaction with all the exchange of experiences, ideas, and forms of acting.

When advocating the concept of enculturation, one should count on searching for the content (what), the places (where) and the ways (how) academic enculturation is proposed to be approached and developed. Some of the elements which can be considered in any study of enculturation may be genres, teaching practices in disciplines, disciplinary scopes, institutional support and so on.

<sup>8</sup> “Letramento Científico: Práticas voltadas para o desenvolvimento da ciência ou da visão científica. Perpassa diferentes contextos e/ou pode fazer parte de diferentes processos de letramento (escolar, acadêmico, profissionais). Letramento acadêmico: Práticas sociais vivenciadas no contexto universitário. Envolve desde a compreensão do saber agir nas diferentes situações acadêmicas até as práticas de letramento científico e profissional.” (Our translation).

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We believe the concept of enculturation (PRIOR; BILBRO, 2012) within the second perspective described above as well as the concepts of the New Literacy Studies (NLS) (STREET, 1984; 2010; 2014; LEA; STREET, 1998; 2000; 2014), especially those related to academic literacies, are analogous, since they consider the need for offering explicit teaching for the inclusion of novice participants in new literacies practices of Higher Education, however without causing acculturation (forcing the students to a new culture). Following our discussion of the theoretical aspects which guide the proposal of our laboratory, we define the methodology which underlies this work.

### 3. Methodological design

Now, we report how the methodology was designed in order for us to map out actions developed in Brazilian writing labs. This research was carried out within a qualitative paradigm, including a bibliographic review and document analysis of the labs investigated.

Before conceiving LILA, we mapped out the activities carried out in some writing labs<sup>9</sup>. The focal point was on the gathering of detailed information about them. Our aim was to study the activities developed in the laboratories and to look for the converging actions implemented in each lab in order to enhance the insertion of students and researchers in academic literacies practices. We took the following steps: 1) We read Cristovão and Vieira (2016) and Cristovão and Vignoli (2020) to study the academic writing labs in Brazil which were mapped through previous research; 2) We also searched for other academic writing labs, in Brazil, from June to July 2020, using the key words *laboratório de escrita acadêmica* at Google Scholar. As a result we found papers, dissertations and abstracts in which the terms appeared in titles or excerpts of texts attached to them; 3) We looked for laboratory activities in their websites or social media pages, based on previous bibliographic search, to complement the search for laboratory activities we had already found or to find new ones. 4) We carried out corpus analysis related to laboratories that were characterized by the offering of face-to-face activities mediated by

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9 In addition to the writing laboratories that fit our search criteria, we found several other kinds of actions: LLEA - UNILAB, LAPEA - UERN, LEA - UFC, LABREV- UFMS, LABLA-UFF, LPT Acadêmico - Colégio Técnico de Florianópolis (UFPI), LAB.ESCRIBA - UFMG, Espaço da Escrita - UNICAMP, Portal de Escrita Científica - USP São Carlos, Projeto de extensão Laboratório de Apoio ao Letramento de Professores e Alunos-USF.

a team trained to develop various types of activities, found at that moment, in the sources consulted; 5) We summarized the activities developed in six labs that suited the established criteria.

It is important to note that when Cristovão and Vieira (2016) collected their data, there was a UNESCO Chair for Reading and Writing in Brazil at UFSC. Today, the Chair is held at the Federal University of Paraíba (UFPB), where it has been merged to their laboratory called Academic Text Atelier (ATA). Table 3 displays when these labs started their operation and from where all the information was gathered.

**Table 3. Laboratories<sup>10</sup> data resource**

LAB-UNIVERSITY	ACTIVITIES BEGINNING	DATA RESOURCE
LABLER-UFSM	1997	MOTTA-ROTH (1998), MOTTA-ROTH et. al. (2016), CRISTOVÃO; VIEIRA (2016), CRISTOVÃO; VIGNOLI (2020), UFSM (2020)
LET-UEPG	2007	CORREA; SANTOS; MORAES (2011), CRISTOVÃO; VIEIRA (2016), UEPG (2020), CRISTOVÃO; VIGNOLI (2020), LABORATÓRIO (2020)
LLAC-USP	2011	FERREIRA; LOUSADA (2016), CRISTOVÃO; VIEIRA (2016), CRISTOVÃO; VIGNOLI (2020), USP (2020)
ATA-UFPB	2012	CRISTOVÃO; VIEIRA (2016), CRISTOVÃO; VIGNOLI (2020), UFPB (2020), PEREIRA (2020)
LABEAL-UFSC	2014	BRAGA (2020), SENEM (2017), UFSC (2020)
CAPA-UFPR	2015	CRISTOVÃO; VIGNOLI (2020), UFPR (2020)

Source: Elaborated by the authors

For the analysis phase, we classified the writing labs activities by similarity between them, observing who was responsible for the actions, who received them, what type of university activity they fit (teaching, research, extension) and which languages were mostly used. This categorization allowed us to carry out a summarizing table of activities that will be presented in our results section.

<sup>10</sup> LABLER-UFSM (Laboratory for Teaching and Research in Reading and Writing - Federal University of Santa Maria), LET-UEPG (Text Study Laboratory - State University of Ponta Grossa), LLAC-USP (Academic Literacy Laboratory - University of São Paulo), ATA-UFPB (Academic Text Atelier - Federal University of Paraíba), LABEAL - UFSC ( Academic Writing and Reading Laboratory - Federal University of Santa Catarina and CAPA - UFPR (Academic Publishing Advisory Center at Federal University of Paraná).

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Cristovão and Vieira (2016, p. 220-221) pointed out that the laboratories or writing centers should be expanded to more Brazilian universities, offering “courses, workshops or disciplines and individual tutoring aimed at the teaching of academic genres”. The authors also emphasize that “the centers must be more extensive, they must disseminate more experiences and materials, as well as strengthen inter institutional dialogue so that these initiatives can be expanded.” We strongly agree with them and, for this reason, we have worked in a collaborative way to establish our laboratory - LILA - since the beginning of 2019.

#### **4. Results and discussion**

This section is organized according to our two objectives. First, we expose the mapping of activities carried out in the laboratories which were mapped for this paper. Second, we present and discuss our proposal by describing the cyclical phases and their constituent actions of LILA.

Regarding the names for such writing labs, as we pointed out in the introduction, most of them are called laboratories. The way in which the laboratories justify their choice of their names (centers, labs or units) leads us to an understanding that the activities developed by them are concerned with either the teaching of literacies or creating fertile ground for research in the area, which leads us to infer that they seek to approach the Academics Literacies model proposed by Lea and Street (2000). Ferreira and Lousada (2016) explain that the choice of the term Laboratory (LLA-USP) is to emphasize that it is a place for transformation and, therefore, research on writing as well as its teaching. ATA-UFPB emphasizes the use of the word “ateliê” in their title (ATA - Academic Text Atelier) meaning that this ensures it is a place of creation and construction as in an art or sewing studio. CAPA-UFPB states clearly its position which was inspired in writing centers of some universities in the United States of America. However, the Center expands their constitution by offering training for proofreaders, translators, and academic writing teachers and by operating a research center on scientific writing.

The labs LABLER, LET, LLCA, ATA and LABEAL carry out different activities regarding the education-research-extension tripod. In 2008 and 2009, LET offered extension courses aiming at raising funds for the implementation of physical and technical aspects of the Laboratory. However, after this period, there was no more need for charging the services as they were not the main goal of the project (CORREA; SANTOS; MORAES,

2011). The web page at USP highlights that all their services are free (LLCA, 2020), whereas CAPA web page informs it offers paid (external) and free (internal) services conditioned to submitting one's paper to a Public Call.

As we explained in the methodology section, the activities conducted in the six labs were classified by their similarity considering their relation to teaching, researching, developing extension programs, offering professional and tutors training, as well as consultancies, services and activities focus on our mother tongue or foreign languages. We display this classification in Table 4.

**Table 4. Activities carried out at the labs**

Activities	LABLER	LET	LLAC	ATA	LABEL	CAPA
Individualized academic writing monitoring/ tutoring			✓		✓	✓
Training/preparation of monitors/tutors	✓		✓		✓	✓
Consultancies to other faculties of the university			✓			✓
Courses, lectures or workshops for undergraduate and/or graduate students	✓	✓	✓	✓		✓
Extension courses, lectures or workshops for the general public	✓	✓	✓			✓
Courses, lectures or workshops for teachers of basic education	✓		✓			
Research-related Activities with undergraduate and graduate students	✓	✓	✓	✓	✓	✓
Research on the use of English as a Medium of Instruction (EMI)	✓					
Research-related activities with teachers of basic education	✓	✓				
Research-related activities about academic literacies in different fields of knowledge	✓		✓	✓		
Professional training for undergraduate and/or graduate students of languages	✓	✓	✓			✓
Preparation of didactic processes/materials, assessment and intervention on pedagogical practice.	✓	✓	✓	✓		
Dissemination of workshops/ lectures/ seminars on academic writing (virtual or in person) carried out by themselves or by others.	✓	✓	✓	✓	✓	✓
Offering of free e-books, articles and/or references		✓	✓	✓		
Publication of students' productions (book reviews, stories, newspapers articles, etc.)		✓		✓		
Study groups or meetings		✓	✓	✓		✓
Translation of academic texts						✓
Editing of scientific articles (for submission and for final publication), presentations, abstracts						✓
Focus on actions with additional languages	✓		✓			✓
Focus on actions with mother tongue	✓	✓	✓	✓	✓	✓

Source: Elaborated by the authors

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Based on the presence of research-related activities in all labs, we can infer they can be places in which innovation in pedagogical processes are likely to occur as well as scenarios for new data generation. Also, the teaching of academic literacies is offered through extension activities such as courses and workshops in five out of six labs. Another important issue for most labs is the participation of undergraduates and graduates, professors and teachers in the construction of knowledge of academic literacies in a collaborative way. Among the above-mentioned activities are actions involving mediation, learning, collaboration, research and new cultural practices that, to us, may promote the development of academic literacies. A common underlying concern of these actions may be awareness of contemporary discursive practices, value and attitude changing towards academic literacies, and a possible interface with different areas of knowledge (PRIOR; BILBRO, 2012).

ATA and LLCA reveal an inter-institutional status by the exchange of experiences and research with other partner universities. The former is related to the UNESCO<sup>11</sup> chair which requires an official agreement involving academic collaboration and that, regarding our theoretical lenses, widens the scope of literacies practices. The latter maintains cooperation with national and international universities such as USF and UNESP<sup>12</sup>, in Brazil, and Bath and Université de Sherbrooke, in Canada. This type of partnership may foster opportunities for improvement and affordances to confront and/or overcome challenges due to the possibility of participatory research and exchange of expertise knowledge. Collaboration is a condition to construct the ecologies of academic literacies, aiming for feedback on content as well as communication skills (GUNAWARDENA, 2017).

Five out of six labs offer activities that are related to courses, lectures and workshops both to the academic community, undergraduates and graduates and to other audiences, such as teachers, for example. These findings suggest the need for involving participants in hands-on activities, i.e., practicing and carrying out experiences in the language actions required. Despite the value of such offers, prior

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11 Maria Cristina Martínez Solís, General Coordinator of the UNESCO MECEAL Chair in Lectura y Escritura, at Universidad del Valle, stated that the agreement with UFPB strengthens international partnerships with all the countries of Latin America that are part of the network, strengthening democratic and mutual support relations, enabling research activities and academic partnerships at various levels, including master's and doctorate in cotutela (PEREIRA, 2020).

12 USF: São Francisco University. UNESP: Paulista State University.

studies (GUNAWARDENA, 2017; THOMAZINI; CRISTOVÃO, 2018) have noted that the implied view of academic literacies in some cases is limited to either study skills or the embedded/academic socialization due to the focus on generic skills regarding the use of language and macro tasks towards university literacies requirements such as writing in a specific academic genre.

Regarding additional languages, some labs offer activities to students and researchers in order to enhance their academic literacies mastery so they are able to overcome obstacles and interact with international communities, and thus meet the demands of internationalization as well as increase the impact on research dissemination.

The activities developed in the laboratories described in this paper constitute a positive and necessary scenario to face the challenge of working with academic literacies and show the great numbers of actions that have been developed. Some of the issues emerging from our latter findings relate specifically to the possible lack of experiences on promoting the model of Academic literacies (LEA; STREET, 2014) which would, in fact, engage participants in identity construction and in the understanding of power relations as well as critical thinking implied in their learning. It is possible to hypothesize that the existing labs that develop research-related activities in different fields of knowledge and preparation of didactic processes and materials, assessment and intervention on pedagogical practice offer the conditions for Academic literacies to be developed. It can thus be suggested that research, collaboration and pilot studies may support the proposals to foster the learning of language skills and sociolinguistic competencies specific to the disciplinary area involved accomplishing the requirements of Academic literacies rather than the generic or embedded models.

However, the actions of these laboratories seem to depend solely upon the individual commitment of researchers and undergraduate or graduate students who have scholarships. Such a commitment is desirable, but perhaps other types of engagement would be necessary, since the number of grants and funding for projects has suffered an increasingly significant reduction in recent years.

The mapping was essential for us to design LILA, since it gave us to reflect upon the activities that potentially most contribute to the development of academic and scientific literacies. The mapping of the activities in the laboratories along with the surveys carried out to

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study the actions and demands from the investigated labs contributed to the conception of LILA which we now present, in accordance with the second objective of this article.

LILA has been conceived upon the results of a collaborative piece of research entitled ‘Genre Teaching Practices for Academic Literacies’<sup>13</sup>. The main objectives of this study were to map the demand for academic literacies activities in three higher education institutions in Paraná (UEL, UTFPR and Unespar)<sup>14</sup> as well as to investigate the possible integration of activities which LILA may offer to enhance academic literacies for undergraduate and graduate students. Thus, from the results, the group could design the project and recommend an Action Plan for the establishment of LILA. After this phase, the data about the needs, demands and motivations as well as the Action Plan for LILA were briefly presented to different university authorities aiming at identifying reasons and conditions for the functioning of LILA through their perception and including the suggestions given by them in the project.

We seek to optimize LILA’s activities through collaborative and inter-institutional work. We would like to highlight that the name of our lab, LILA, encompasses both concepts of literacies that were defined in this study: academic (LEA; STREET, 2014) and scientific (MOTTA-ROTH, 2011).

With a view to fulfill the main objectives of LILA, our specific goals are: i) plan and offer workshops, courses and lectures in both face-to-face and distance learning instruction for undergraduates, graduates, researchers, teachers of basic education and the external community in general; ii) organize events related to academic and scientific literacies for undergraduates, graduates, researchers and the external community; iii) coordinate tutor instruction to give writing support to undergraduates, graduates, researchers and the external community; iv) develop guidelines and rubrics to guide the teaching and evaluation of reading and writing practices of academic genres; v) promote opportunities and instruments for scientific dissemination in non-academic spaces in order to promote the participation of society; vi) cooperate with continuous

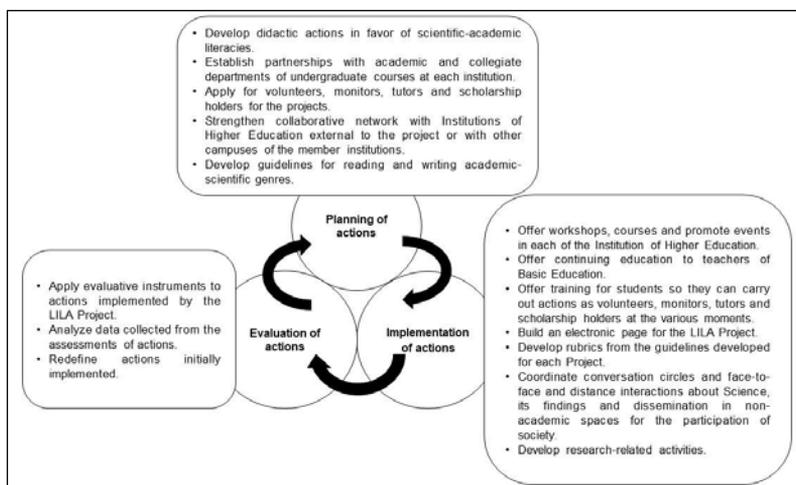
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13 “Genre Teaching Practices for Academic Literacies”, approved by CNPq through Call CNPq Nº 09/2018, Process: 310413 / 2018- 4, with a research productivity grant for the first author. Project approved by the ethics committee, under CAAE number: 09695319.4.1001.5231.

14 UEL - State University of Londrina, UTFPR - Federal University of Technology – Paraná, Unespar - State University of Paraná.

teacher education for basic education public school teachers in order to enable them to work with genres of scientific dissemination to promote the popularization of science; vii) support actions in favor of the university-school partnership, with instructions for students to act in the different possibilities of aforementioned actions with a view to officialize extension programs in undergraduate syllabi. In order to achieve them, actions were outlined as in shown Figure 1.

**Figure 1. Phases and actions planned at LILA**



Source: Elaborated by the authors

We consider that the actions offered by LILA are in line with the theoretical principles assumed by the group, especially from the multiple and dialogical perception of literacies. Our proposal, resulting from previous research stages, assumes that participation in academic literacies events demands teaching, since it is a specific context of language use, but not teaching based on the perception that learners need to be “fixed” (study skills) or an uncritical inculcation model in a new culture (academic socialization), but based on the understanding of the identities and meanings involved in linguistically materialized ideological conflicts. (LEA; STREET, 2014). Corroborating the understanding of Prior and Bilbro (2012), we foresee a process of enculturation in our actions, since, due to its horizontal constitution, everyone involved in LILA learn collectively be them experienced participants or beginners.

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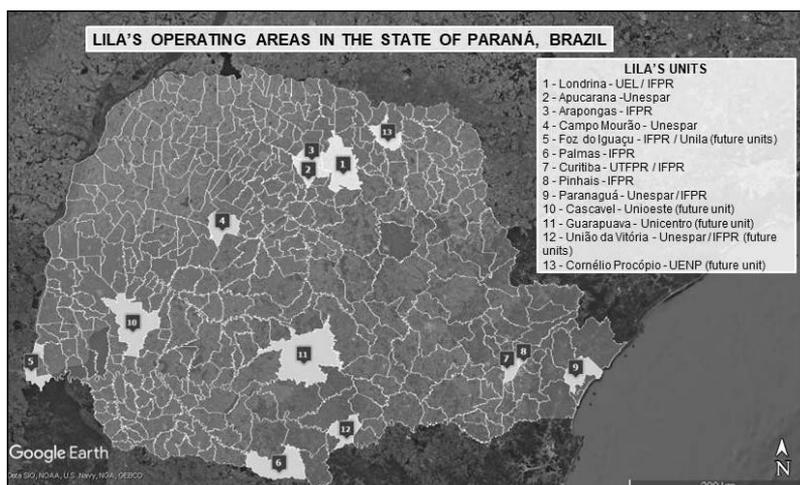
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Another concern present in our actions is related to the need of education for science, since scientific research investments are likely to be taken as simple expenses and not as a common good for all mankind, it is urgent to promote scientific literacies through actions in order to popularize science. We endorse Motta-Roth's (2011) concern to point out the necessity to focus on the relationship between scientific knowledge and critical thinking in order to take up an analytical position in the world.

As stated earlier, the activities to be developed at LILA are based on collaborative work (GUNAWARDENA, 2017). In this perspective, we promote a teacher/professor integration among the different institutions of higher education around the objectives previously described. The reason why we use this methodology is justified so that the planning, coordination, monitoring, and implementation of the didactic actions can be common to all the nuclei participating in the initial project. Thus, the participants of LILA are able to collectively outline educational strategies and activities for the elaboration of common projects, as well as to develop individual initiatives from each nucleus of the universities involved in order to meet their particular needs. Currently, our laboratory holds four participating institutions. Four new universities will soon be integrated in our project, as shown in the map in Figure 2.

**Figure 2: LILA's operating areas in the State of Paraná**



Source: the authors based on Google Earth

Hence, the didactic action production of LILA takes place in cyclical movements, not necessarily in sequence and with possible simultaneous actions which are composed of three phases: a) planning; b) implementation; and c) evaluation. This format aims at assessing such actions continuously and thus, making it possible to redesign them so that the process enhances quality to the actions, improving them for future projects among all the participating institutions of higher education.

## 5. Final considerations

This work aimed at presenting the activities developed at different laboratories dedicated to academic literacies in Brazil, as well as explaining the actions planned for LILA. Due to the urge for the expansion of academic literacies, these laboratories have become important settings, since, despite their particularities, they all contribute to the insertion of students and researchers in academic literacies practices and events. Specifically, with regard to LILA, its actions are based on the result of research with the goal to meet the academic-scientific literacies needs of the participating institutions. Although many of the actions proposed by LILA coincide with those carried out in other laboratories, LILA intends to contribute in network to both scientific and academic literacies.

The basic characteristic of LILA, therefore, is its collaborative and networked nature which may be observed in its interinstitutional and cooperative constitution. It pursues to multiply the possibilities of action for academic literacies, since the activities are designed cooperatively and shared among the professionals of the participating institutions. Our lab also contributes for a continuous exchange of experiences and adaptation to the specificities of each context, as well as the conduction of research- related activities and its collective dissemination. Thus, the didactic actions to be carried out at LILA will take place in three phases and this format aims at continuous assessment and makes it possible to redesign the operation of the actions so that the process gains quality, both internally in each university, and among the participating higher education institutions.

The development of activities in both or either the mother tongue and/or additional languages enables our collaboration in the dissemination of research so that it may have a greater impact

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on the academic community in the areas of knowledge involved, in international publications as well as the improvement of our academic impact indexes. Our proposal intends to face the various challenges to promote literacies and contribute to internationalization policies.

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