

***Academic Literacies and the 'New Orders':
implications for research and practice***

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Academic Literacies and the 'New Orders': implications for research and practice

- Models of Student Writing (Lea & Street)
- Current Critiques and Developments
 - EAP and Communicative competence (Hyland; Leung; Lillis)
 - Ethnography of Communication /Social Practices (Hymes; Bloome; Street)
 - Theory/ Practice (Lillis; Ganobcsik-Williams; Mitchell; FALL)
 - MultiModality (Kress; Pahl & Rowsell)
- Applications eg ALD King's eg Ivanic
- The 'New Orders'

a. STUDY SKILLS:

- ***assumptions***: student writing as technical skill and instrumental 'atomised skills'; surface language, grammar, spelling; pathology;
- ***critique***: autonomous model; reductionist
- ***courses***: College Composition; Remedial classes
- ***aims***: fix it'; remediate; 'basics'
- ***sources***: behavioural psychology; training

b. ACADEMIC SOCIALIZATION:

- ***assumptions***: student writing as transparent medium of representation; focus on student orientation to learning and interpretation of learning task e.g. ‘deep’ and ‘surface’ learning
- ***critique***; assumes one ‘culture’, doesn’t focus on institutional practices, change or power; misses rhetorical features of writing
- ***courses***: Writing Support; Study Skills
- ***aims***: inculcating students into new ‘culture’;
- ***sources***: social psychology; anthropology; constructivism

c. ACADEMIC LITERACIES:

- ***assumptions***: literacies as social practices; at level of epistemology and identities; institutions as sites of / constituted in discourses and power; ALL students need to learn these features, not just EAL issue
- variety of communicative repertoire e.g. genres, fields, disciplines; writing as rhetorical activity embedded in different disciplines/ discourse communities; student writing as constitutive and contested
- ***courses***: writing taught within disciplines as well as generic courses on language/ writing awareness.
- ***aims***: facilitate reflexivity/ language awareness eg re switching in linguistic practices, social meanings and identities, disciplinary comparisons
- ***sources***: 'New Literacy Studies'; Critical Discourse Analysis; Systemic Linguistics; Cultural Anthropology; History of Education

Hymes' Schema for the Ethnography of Communication

'Any component may be taken as a starting point and the others viewed in relation to it' (Hymes, 1994, p. 21)

- Setting: time and place;
- Scene: 'psychological' setting eg in a play
- Participants: speaker, addressor,
hearer, addressee
- Ends: outcomes eg dispute settlement;
goals eg winning dispute
- Act sequences: content eg topic maintenance and change;
» form eg quoting direct speech
- Key: tone, manner, spirit eg irony eg modality
- Instrumentalities: channels: oral, written, electronic, visual
 - » language, dialect, varieties, register, code
- no single 'language' in any speech community
- Norms of interaction: behaviours and properties
 - » eg whisper in church eg don't interrupt
- Norms of interpretation: eg recycling eg re ritual
- Genres: categories eg poem, myth, seminar, chants
 - unmarked speech eg 'he'
- Speech situation eg party; speech event eg conversation at party; speech act eg joke in conversation at party
 - » Rules: relations among these components:
 - » what is included/ left out in a particular speech act
 - » no necessary hierarchy of parts - any could be first
 - » calls on social knowledge not just grammar ie what a member of society knows in knowing how to participate in a speech act/ event/ situation
- Hymes,D 1994 'Towards Ethnographies of Communication' in Maybin,J Language and Literacy in Social Practice Open University Press)

The New 'Orders'

- The New Work Order:
 - globalisation; flexibility; teams/ projects
 - literacies at work
- The New Communicative Order;
 - mix of literacy, oral and visual modes; 'multi-modality'
 - multiple discourses in multi-disciplinary teams
- The New Epistemological Order;
 - Crises of knowledge:
 - a. *within academy*: postmodernism; reflexivity; local vs universal; critique of Enlightenment, modernism, science.
 - b. *outside academy*: marketisation of knowledge (knowledge as inert, information, 'quality' re product not learning process); 'knowledge in use' vs propositional knowledge; performativity (competence vs understanding); ubiquitous sources of knowledge
 - c. *alternatives*: academics as 'practical epistemologists';
 - critical engagement in real world projects/ action, 'participatory'; rework university as forum for debate; critique bases of knowledge claims and frameworks.

GENRE/ MODE SWITCHING

- THOUGHTS/ IDEAS free flowing; not sentences
- TALK/ DISCUSSION some explicitness; interlocutor
Speech patterns
-
- NOTES some structure, headings, lay out
-
- OVERHEAD Key terms, single words;
Lay out, semiosis
- WRITTEN TEXT joined up sentences;
coherence/Cohesion;
if academic then formal conventions

QUESTION: How do genres/ modes vary across disciplines/ subjects/ fields?

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- **GENRE:** type of text eg formal/ informal eg notes/ letters/ academic essay
- **MODE:** ‘a regularised organised set of resources for meaning-making’
- Eg image, gaze, gesture, movement, music, speech, writing
- **DISCIPLINE:** field of study, academic subject
- Eg geography, chemistry; Business Studies; Area Studies

Academic Literacies and the ‘New Orders’

	<i>New Work Order</i>	<i>New Epistemological Order</i>	<i>New Communicative Order</i>
Study Skills >writing as surface language correctness	hierarchy and discipline; policing language	atomised units of knowledge transmitted and tested; Quality Control, performativity	include as units non linguistic skills and modes - visual, gestural etc new policing of modes
Academic Socialisation > writing as conduit	multiple discourses in multi-disciplinary teams; privilege exchange value	learn new knowledge in old ways - elitist institutions - or in new marketised ways - wider access, knowledge in use	learn / become socialised into new modes eg ‘rhetorics of science classroom’;
Academic Literacies > writing as contested	flattened hierarchy, team work, new language skills; privilege use value	critical reflexivity on language and knowledge as processes/ resources; academics as ‘practical epistemologists’	critical reflexivity on uses of language and non linguistic modes in representing /taking hold of knowledge;