

Micro-Paper 37: *Glocalized Advocacy*

Raúl Alberto Mora

Associate Professor, Education and Pedagogy Graduate Programs,
Universidad Pontificia Bolivariana, Sede Central Medellín | LSLP Chair

Defining the Term

Glocalized advocacy embraces the idea of glocalization as the response to the evolution of global practices without losing track of the local contexts where these practices take place. It also infuses the discussion of the glocal with the idea of advocacy as the search for frameworks and counternarratives to open spaces for those in the margins to share their stories and worldviews. In the case of language and literacy practices, a glocalized advocacy involves the recognition that today's practices are part of an increasingly global society that brings people from different backgrounds together. However, it also bears in mind the need to ensure that some agents are not lost in the midst of the global waves.

A sense of glocalized advocacy, then, would invite the empowerment of different populations (especially those marginalized or disenfranchised) through the use of these global language and literacy networks as the vehicle to share their stories and talk about their cultures.

Glocalized advocacy also involves revisiting the roles of research and academia in the promotion of more equitable frameworks for language and literacy. In a world where some languages seem to be in a more advantageous position than others, it is academia's responsibility to use these languages not to perpetuate marginalization but to promote equitable dialogue across languages, codes, and registers.

Connecting it to LSLP

There are two ways in which we are participating in glocalized advocacy. First, our research has evolved to record and highlight moments of glocalized advocacy. By exploring the presence of English literacies in our cities, we are discovering that city dwellers are using it to find ways for further empowerment as opposed to just assimilating through language. This empowerment has also permeated

our student and teacher researchers, whose practice has become more critical and are constantly seeking frameworks to enhance their students' agency.

The second moment of glocalized agency is in our ongoing efforts to conceptualize our research organically. As we develop our own frameworks, we are engaging in developing our own glocal literacy epistemology, with the goal of becoming producers of frameworks that respond to the realities of other second-language contexts such as ours.

Expanding Second Language Research

The field of second language research around the world has long suffered from the adoption of imported teaching and conceptual frameworks. This is a new era for second language studies, where we are finding more scholarship willing to question the lack of concern about local scenarios and the paucity of applied research. A view of glocalized advocacy, therefore, will open new spaces for a new cadre of scholars to develop new questions about language use that really propose more equitable frameworks than those we have traditionally faced.

References

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