

Section Two. Perspectives on the Place of Indigenous and Creole Languages in Scholarly Knowledge Production

Academic writing in English and French largely consists of literacy practices based on standard varieties as well as grammatical and discursive rules familiar to only some users of these languages. In turn, for those for whom English or French is a second or third language, learning academic varieties of these languages represents a process of colonial imposition that may reproduce oppressive ideologies and marginalise minority languages (e.g., Indigenous and Creole). Nevertheless, as the three chapters in this section illustrate, there are proposals for postcolonial and plurilingual academic writing in which authors use their languages of origin to address aspects of the construction of the self and their communities by representing modes of existence, conflicts, and changes in cultural dynamics. Embracing plurilingual identities and practices, chapter authors in this section look to strengthen and acknowledge memory, time, and cultural traits to de-center and de-colonize knowledge production via the promotion and integration of thesis writing, publications, and editing practices in Indigenous and Creole languages in academia.