8.º Encontro Internacional do ISD
22-24 de janeiro de 2025
NOVA FCSH, Lisboa

From the social to the linguistic and back again: texts, language and development

Presentation

In 2025, the 8th International Meeting of Sociodiscursive Interactionism (SDI) will be held in Lisbon, at the Faculty of Social Sciences and Humanities of Universidade NOVA de Lisboa.

Following on from previous meetings (2006, São Paulo; 2007, Lisbon; 2008, Belo Horizonte; 2013, Genève; 2017, Rosario; 2019, Porto Alegre; 2021, Donostia - San Sebastián), we intend to strengthen ties and synergies – of thought and action – between people and teams that feed and challenge the SDI international network, continuing to deepen the different dimensions that shape this epistemological framework. We want to diversify the angles of entry and points of view on the objects or phenomena being analysed, favouring a rich and complex vision – one that remains rooted in the fundamental references whose contribution the SDI proposes to take up and develop, but at the same time rehearses new paths and innovative approaches (of a theoretical, empirical or applied nature).

It is in this perspective that the central issue of this 8th Meeting is situated: **From the social to the linguistic and back again: texts, language and development**. In a more or less direct way, it covers the major issues that occupy us – and which we have organised, for operational reasons, around four themes. We hope that each of them will contribute to a better understanding – or updating – of the tasks and challenges facing SDI's work programme.

Theme 1: Modes of interaction between texts and languages, genres and grammars

The SDI framework integrates, in an original and articulated way, a necessary relationship between *texts* and *languages*. However, there are questions that remain open; others will have emerged or acquired new contours in the meantime. Here are a few – of the many we can return to and hope to see developed in January 2025.

- What notions are we working with? What demands do we place on ourselves, depending on the epistemological framework we have adopted? How do we understand and analyse the relationship between the individual and the social? Or between the linguistic, the discursive and the textual? How do we deal with the so-called texts produced by generative artificial intelligence? How do we equate the fundamental character of language with the multimodal dimension that also characterises texts?
- How do we define the relationship between *language* and *grammar*? How do these two notions overlap (or not)? What impact do the different meanings of *language* that the reading of the Saussurian corpus reveals have on our research? What perspectives does the necessary bifaciality of texts open up when considered as (macro)signs?
- How do we articulate the singularity of a text and the constraints of genre? And how do we relate historicity and the (always apparent) synchronic stability (of languages and text genres)?
- How do the social activities in which texts circulate condition (or not) the production and interpretation of texts? Do we have (empirical) data on the influence that textual genres, on the one hand, and types of discourse, on the other, can have on linguistic forms and structures?
- To what extent does the consideration of social activities and text genres contribute to a better understanding of how language works? To what extent does the consideration of linguistic facts in occurrence contribute to a better understanding of (genres of) texts and the social activities they are associated with?
- To what extent can these questions benefit from a contrastive approach, from the point of view of social activities and text genres (including the literary activity and the genres linked to it at a given time)?
- What is the role (or status) of discourse types in the interaction between texts and languages, genres and grammars? How do these different facets of language activity fulfil a praxeological

and/or gnoseological function? And what conditions − both at the thematic-discursive and textual levels − can we associate with the emergence of 'interpretative figures'? Are there any relevant aspects to be introduced into the text analysis model adopted within the framework of SDI, particularly with regard to a view that is also orientated towards interpretation?

Theme 2: Principles and projects for articulating language components in teaching and training

Teaching and training are fundamental dimensions of the SDI's work programme, with extensive work carried out by different teams. Continuing this heritage, this thematic axis is intended to deepen perspectives − conceptual, in the experimental phase or tested in situations − on possibilities for articulating the different components of language in the context of teaching and training. Below we list some (and only some) of the possibilities for developing this theme.
- What implications does the Vygotskian concept we subscribe have for our concrete practices? What place (or time) do we assign to the appropriation of formal knowledge about languages and texts, genres and grammars? And what importance and functions do we assign to metalinguistic explanation (at different stages of development and schooling)?
- How can we encourage a concept of language teaching that isn't fragmented, compartmentalised and utilitarian, that doesn't just use texts as a basis for grammatical data and that doesn't just see grammar as a resource for understanding and writing better? How can we put into practice learning situations that effectively link grammar and text?
- What components of language should be taken into account and worked on from the perspective of integrated (and/or comprehensive) language teaching? How can we articulate knowledge related to the functioning of languages (in the context of sentence grammar and text grammar, semantics and lexis, or even orthography) and the functioning of texts, from a differential perspective (relationship between texts and contexts and genological characteristics, at different levels of textual architecture)?
- To what extent can (or should) didactic work on the properties of types of discourse constitute a decisive link in the articulation of the teaching of textuality and grammar?
- What experiences and projects can we share that provide evidence of both the construction of a (systemic) representation of language in use and the ability to use language (in concrete situations)? How do we explain the principles behind these experiences? What assessment do we make of them? What (new) research questions are emerging? What (other) directions do they suggest?
- To what extent can the different components of language be relevant in other training contexts, particularly in the training of translators and revisers, as well as media and science communication professionals?

Theme 3: Contributions of Sociodiscursive Interactionism to teacher training

Teacher training is a privileged area within the SDI framework for reasons that need not be mentioned here, and therefore it already has a long tradition of reflection and action. It is important to objectify what has been done, to take stock, to share the feedback underway and to draw up guidelines for intervention. Here are some possible directions for reflection.
- What impact do SDI conceptions of language, discourse and texts have in teacher training contexts? How are these conceptions compatible with the reference documents in each context? What potential do they offer when considered from the point of view of didactisation work?
- What assessment do we make of the didactic devices developed within the framework of SDI and widely tested in various situations and in different countries? How have they contributed to stimulating innovative practices from the point of view of teaching? What new developments are underway?
- What impetus do devices for analysing teaching practices bring to teacher training, particularly methodologies such as (single and crossed) self-confrontation or interviews? What analytical resources do we use to analyse the data we collect? How do we highlight the potential development effects of the people involved? What qualitative leap is at stake (for example, in relation to quantitative data extracted from questionnaire responses)?

Theme 4: The role of the social and the plurality of languages in human development

In the context of SDI, the plurality of languages can be seen from two (only apparently contradictory) angles: on the one hand, according to the Saussurian perspective, we assume a single language, in permanent transformation; on the other, we recognise the different languages as "historically determined techniques" (if we want to use a Coserian formulation). The implications of this are manifold, with an impact on the advancement of knowledge and teaching practices. But in both

cases a central issue for the SDI work programme is at stake: understanding how language(s) are central to human development.

- How do different social (de)valuations crystallise about one language or another, about one variety of a language or another? To what extent can these different social (de)valuations affect a person's development process from childhood and youth?
- How do educational institutions and systems deal (or not) with these issues? What space do they give (or not) to emigrant languages and minority or minoritised languages in increasingly plurilingual contexts? Do we have (new) data on the benefits of integrating *interlanguage* practices into foreign and second language learning?
- To what extent does the mastery and possibility of movement between languages contribute to a person's development? To what extent can taking this possibility into account contribute to a better understanding of language activity and the functioning of language(s)? What experiences and projects highlight this issue? What role do translation practices (machine translation, post-editing) play in this context?
- How do we view the growing trend towards the reduction of relevant languages in terms of science communication? What are the consequences of the monolingualism associated with certain dominant organisations in the field of science? To what extent are academic and scientific practices contributing to the (generalised) diminishing of many languages?

References

The following list brings together just a few of the titles that relate to the issues mentioned above – among many others that are just as relevant, or even more so, which the contributions to be presented will certainly highlight).

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Organisation

The 8th International Meeting of Sociodiscursive Interactionism will be held in-person. The working languages are Portuguese, French, Spanish and English (to facilitate intercomprehension, we recommend the use of some support in a language other than the one being used).

We have two Conferences (in interaction):
- Opening conference: ***Evocation of the foundations of Sociodiscursive Interactionism: 1996 (ATD) - 2006 (1st SDI Meeting)***
Jean-Paul Bronckart e Antónia Coutinho
- Closing conference: ***Future prospects and new directions for Sociodiscursive Interactionism***
Ecaterina Bulea Bronckart, Eliane Lousada, Ibon Manterola, Florencia Miranda, Matilde Gonçalves

In addition to the oral presentations or symposia, each theme will have a round table:

Theme 1: *Modes of interaction between texts and languages, genres and grammars*
Round table: Antónia Coutinho, Lília Abreu-Tardelli, Inés Garcia-Azkoaga, Ecaterina Bulea Bronckart

Theme 2: *Principles and projects for articulating language components in teaching and training*
Round table: Florencia Miranda, Noémia Jorge, Leire Gereñu Lasaga, Véronique Marmy Cusin

Theme 3: *Contributions of Sociodiscursive Interactionism to teacher training*
Round table: Dora Riestra, Eulália Leurquin, Joaquim Dolz, Luísa Álvares Pereira

Theme 4: *The role of the social and the plurality of languages in human development*
Round table: Ana Gentile, Itziar Idiazabal, Marta Fidalgo, Nathalie Auger

Modalities of participation

Oral presentation:
Each proposal should consider 20 minutes for the oral presentation (followed by 10 minutes of discussion).
Proposals must include: a title; the theme in which the proposal fits in; 5 keywords (maximum); an abstract with a maximum of 5,000 characters (spaces included) and five bibliographical references (maximum) included in the aforementioned character limit.
Abstracts should contain: an explanation of the objectives, a theoretical and methodological framework (with the relevant weighting, depending on the nature of the work in question) and, if possible, an anticipation of results or conclusions.
Author information and respective affiliation should be filled in the appropriate fields on the proposal submission platform (and not included in the text of the abstract).

Symposium: Symposiums are coordinated communication sessions. They can include 3 or 4 presentations (followed by 30 or 40 minutes of discussion, respectively). Symposium proposals must include: a title; a general description of the symposium (highlighting objectives and framework); the theme in which the proposal fits in; abstracts for each of the contributions (one of the abstracts being that of the person responsible for the session). The whole proposal must not exceed 20,000 characters (including spaces).
Author information and respective affiliation should be filled in the appropriate fields on the proposal submission platform (and not included in the text of the abstract).

Each participant may submit for evaluation **a maximum of two proposals**.

Submission of proposals

Proposals, written in Portuguese, Spanish, French or English, are submitted via the EasyChair platform: https://easychair.org/conferences/?conf=8isd

Important dates

Deadline for submissions: **15 May 2024**
Notification to authors: 15 September 2024
Registration: available soon

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All the information available at **https://isd2025.fcsh.unl.pt**