

# ISD<sup>20</sup><sub>21</sub>

## VII INTERNATIONAL CONGRESS OF THE SOCIO-DISCURSIVE INTERACTIONISM

LANGUAGE AS ACTIVITY:  
DIDACTIC RESEARCH AND PRACTICES  
IN A MULTILINGUAL WORLD

Donostia - San Sebastián  
5th - 7th July, 2021



**UDA IKASTAROAK**  
CURSOS  
DE VERANO  
SUMMER COURSES  
UPV/EHU



eman ta zabal zazu  
  
Universidad  
del País Vasco Euskal Herriko  
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Organización  
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la Ciencia y la Cultura  
Hezkuntza,  
Zientzia eta Kulturarako  
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Cátedra UNESCO  
de Patrimonio Lingüístico Mundial  
Munduko Hizkuntza Ondarearen  
UNESCO Katedra

# FIRST ANNOUNCEMENT

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**ISD 2021**

***Language as activity: didactic research and practices in a multilingual world***

## PRESENTATION

In 2021, the VII edition of the **International Meeting of the Socio-discursive Interactionism (ISD: SDI in English)** will take place in Donostia-San Sebastián. In this Meeting, research related to the study of socio-discursive interactionism of language will be exchanged and updated. In this seventh meeting, special emphasis will be placed on multilingual education and the effective integration of minority languages into it.

It is the first SDI International Meeting to be held in the Basque Country (and in the Spanish and French States), but the influence of the SDI, thanks to the contributions of our collaborators from the University of Geneva, has greatly contributed to the treatment and study of the languages in the Basque Country and, particularly, to their didactics. Various institutions and documents reflect this influence both with regard to the teaching of languages (Basque and other languages), to children or adults, and with regard to the training of language teachers.

We are convinced that the presence of international researchers will provide the scientific community in general and the Basque community in particular, the opportunity to broaden our interactionist and socio-discursive vision. It will also develop our knowledge and understanding of linguistic diversity, the functioning of languages and their didactics, so that the study of language and the teaching of languages is approached in an increasingly scientific and efficient way.

Our interest in the study of language activity in multilingual and minority language situations also leads us to open the field of SDI to other approaches, some traditionally related to sociolinguistics, such as the study of new speakers of minority languages, or broadly speaking, the study of revitalization processes of minority languages.

UNESCO's recommendations for linguistic diversity and multilingual education (2014), its initiatives in favour of indigenous languages (IYIL 2019), as well as the proposals of the Council of Europe (2019) insist on the need for multilingual training of all citizens.

We believe that we can only effectively contribute to the defence of such diversity, as well as to a global sustainable development, through a multilingual education which actively integrates minority languages.

By the reciprocal dependence of thought and word, it is clear that languages, strictly speaking, are not means to present an already known truth, but are, on the contrary, means to discover a previously unknown truth. **The diversity of languages is not due to sounds and signs, but rather a diversity of worldviews** (Humboldt, 1820/2000, p.101, apud Bronckart, 2017: 10)

## THEMATIC AXES

The meeting is structured around 4 axes in which special attention will be paid (although not exclusive) to minority languages and multilingualism.

### Axis 1: Theories and epistemologies

In this axis, we welcome the contributions related to general linguistics that, based on the SDI, will allow us to delve into a more coherent conceptualization for the study of language activity and its analysis. Topics include, among others, language and society, grammar and text, language contact, linguistic diversity, text and text genres, discourse and discursive types, text structure/architecture, language didactics as autonomous science and its socio-political nature, and language and psychological development.

### Axis 2: Language learning and development

Based on the perspective of evolutionary psychology, this axis addresses the development and learning of languages in multilingual contexts (since there is no longer any fully monolingual context); first and second languages;

minority/minoritised, local, national, foreign, migration languages, etc.; typical and atypical development (language impairments, etc.).

Proposals aiming to identify students' learning processes related grammar and discourse are welcome. We would also like to invite works related to psycholinguistics and language didactics that study the possibilities of transpositions of the methodologies to analyse developmental processes.

### **Axis 3: Intervention and (socio-discursive) didactic practices**

This third axis focuses on the teaching of languages. We understand that much of SDI's contribution has focused on how to improve student-centred teaching practices. A wide range of research topics are included in this axis: the elaboration of curricula and teaching materials for diverse educational levels; the development of didactic resources that foster the appropriation of the objects of learning; the teaching and learning of diverse aspects of language activity (including the system of oral and written communication, the metalinguistic awareness, the literary culture and the attitudes towards linguistic diversity and minoritised languages).

This axis also welcomes proposals that focus on various strategies and resources to foster multilingual competence: immersion in the second language (L2), interlinguistic transfer, integrated teaching of languages, translanguaging, multimodality, computer resources. Overall, this axis gathers a range of approaches for didactic engineering aimed to multilingual teaching as well as the teaching of the first, second or foreign language.

### **Axis 4: The activity of language in teacher training**

This axis includes studies related to initial and in-service teacher training. Topics from various perspectives are welcome: the development of the teaching activity in school context; the characterization of specific professional gestures; analytical and methodological tools for the study of teaching practices and teachers' representations of their own work (including self-confrontation, questionnaires, interviews, action figures, etc.).

Studies focusing on diverse contexts of teacher training are welcome: minority languages, foreign languages, adult education, literacy, languages for specific purposes, higher education, multilingual education, migration, etc.

Finally, this axis also includes training studies with a long tradition within the SDI, related to language activity in the training of other professions.

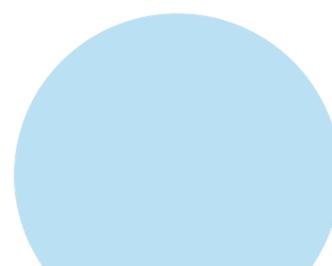
#### References:

Bronckart, J.-P. (2017) Interaccionismo socio-discursivo: ¿De dónde venimos y a dónde vamos? *Conferencia de cierre del V Encuentro del ISD*, Rosario (Argentina) (<https://isd-international.org/site/wp-content/uploads/2017/11/Conferencia-cierre.Texto-ES.pdf>)

Consejo de la Unión Europea (2019) Recomendación del Consejo de 22 de mayo de 2019 relativa a un enfoque global de la enseñanza y el aprendizaje de idiomas, *Diario Oficial de la Unión Europea (DOUE) (5-6-2019)* ([https://eur-lex.europa.eu/legal-content/ES/TXT/?uri=uriserv:OJ.C\\_.2019.189.01.0015.01.SPA&toc=OJ:C:2019:189:FULL](https://eur-lex.europa.eu/legal-content/ES/TXT/?uri=uriserv:OJ.C_.2019.189.01.0015.01.SPA&toc=OJ:C:2019:189:FULL))

United Nations Educational Scientific and Cultural Organisation [UNESCO] (2019). *Año Internacional de las Lenguas Indígenas* (<https://es.iyil2019.org/>)

United Nations Educational Scientific and Cultural Organisation [UNESCO] (2014) *Multilingual education: Why is it important? How to implement it?* <https://unesdoc.unesco.org/ark:/48223/pf0000226554>.



## PROPOSAL SUBMISSION

There will be three types of contributions:

- Oral communications (presentations of 20 minutes followed by 10 minutes of discussion).
- Symposium of 2 hours with three coordinated communications.
- Posters.

Proposals must necessarily be registered in one of the four thematic axes of the congress and can be written in Spanish, Basque, French, Portuguese or English.

Proposals will be sent to the following address: [comunicaciones@uik.eus](mailto:comunicaciones@uik.eus)

The following reference must be indicated in the subject of the message: 005-21 Ainhoa Urbieta

### Proposal format

All proposals must be sent in word format (.doc or .docx).

**Communication and poster proposals** must include: surname, name and institutional affiliation of the author or authors, the title of the communication or poster, the thematic axis in which it is registered, a summary, and a brief bibliography. The abstract, together with the references, must not exceed a total of 5000 characters (spaces included). The template for the elaboration of posters will be provided as soon as it is available.

**Symposia** are sessions with coordinated communications and include three presentations and a discussion session. They must have a coordinator, responsible for the internal organization of the symposium and for the submission of the proposal. The symposium proposal will contain a maximum of 20,000 characters (spaces included) and will include the following elements in a single document: the title and the general description of the symposium, the names of the authors and their institutional affiliation, the thematic axis, and the three communication proposals, each of them following the criteria already mentioned above.

In order to proceed with the anonymous evaluation of the proposals, two versions will be sent in all cases: one version including all the information requested above, and an anonymous version without the name(s) and affiliation of the author(s).

## IMPORTANT DATES

- Deadline for the submission of proposals: October 30, 2020.
- Scientific committee response: February 1, 2021.

Information about the congress will be available at :  
<https://www.ehu.eus/en/web/mho-unesco-katedra/isd2021>

## PLENARY SPEAKERS

- Jean-Paul Bronckart, University of Geneva;
- Ecaterina Bulea-Bronckart, University of Geneva;
- Joaquim Dolz, University of Geneva;
- Eliane Lousada, Luzia Bueno and Ermelinda Barricelli, members of the ALTER-AGE research group, Brazil.

## ORGANIZING COMMITTEE

Inés M<sup>a</sup> García Azkoaga, University of the Basque Country (UPV/EHU);

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Jean-Paul Bronckart, University of Geneva.



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Sandrine Aeby, Université de Genève;  
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