

EXPERIENCE REPORT

NALíngua (CNPq) and GEALin (UNESP/FCL-AR) groups and the research in Language Acquisition in Global South: a report of experiences



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ABSTRACT

This article aims to present the groups NALíngua-CNPq (Centre for Studies in Language Acquisition) and GEALin (Study Group in Language Acquisition), as well as the actions they have developed. Both groups have a strong presence in Brazil, producing scientific research and disseminating content to democratize access to knowledge in the area of Language Acquisition, as well as working towards the creation of a Database made up of video and audio recordings of Brazilian children, monolingual and bilingual, collected from 0 to 7 years of age in a naturalistic context and also in schools. The main characteristics of the NALíngua group are its theoretical-methodological diversity and inter-institutional and international cooperation; the identity of the GEALin group, on the other hand, is marked by its work to consolidate a specific theoretical perspective, named dialogical-discursive and multimodal. The results of the groups' work include

the organisation of periodic events (Meetings on Children's Language), academic publications (scientific articles, books, book chapters, etc.), and scientific dissemination (podcasts, videocasts, lives, interviews, posts on social networks, etc.), as well as the launch of an online platform for visiting the Virtual Exhibition "The child in language: step by step". These actions consolidate the work of the groups in the area of Language Acquisition in the Global South.

RESUMO

Este texto tem como objetivo apresentar os grupos NALíngua-CNPq (Núcleo de Estudos em Aquisição da Linguagem) e GEALin (Grupo de Estudos em Aquisição da Linguagem), bem como as ações por eles desenvolvidas. Ambos os grupos atuam fortemente no Brasil, produzindo pesquisas científicas e conteúdo de divulgação científica para democratização do acesso ao saber na área de Aquisição de Linguagem, além de trabalharem para a constituição de um Banco de Dados composto por registros em vídeo e áudio de crianças brasileiras, monolíngues e bilíngues, coletados dos 0 aos 7 anos em contexto naturalístico e também em sala de aula. O grupo NALíngua tem como suas principais características a diversidade teórico-metodológica e a cooperação interinstitucional e internacional; a identidade do GEALin, por sua vez, é marcada pelo trabalho para a consolidação de uma perspectiva teórica específica, nomeada como dialógico-discursiva e multimodal. Como resultados da atuação dos grupos, temos a organização de eventos periódicos (Encontro sobre a Linguagem da Criança), publicações acadêmicas (artigos científicos, livros, capítulos de livro etc.) e de divulgação científica (*podcasts, videocasts, lives, entrevistas, postagens em redes sociais etc.*), além do lançamento de uma plataforma on-line para visita na Exposição Virtual "A criança na língua: passo a passo". Essas ações consolidam a atuação dos grupos na área de Aquisição da Linguagem no Sul Global.

KEYWORDS

NALíngua. GEALin. Language acquisition. Scientific dissemination.

PALAVRAS-CHAVE

NALíngua. GEALin. Aquisição da Linguagem. Divulgação científica.

LAY SUMMARY

In this article, we present two research groups that produce scientific research and content for the internet on "how children learn to speak (one or more languages) and write": the NALíngua-CNPq (Centre for Studies in Language Acquisition) and GEALin (Language Acquisition Study Group) groups. They are made up of professors, researchers, psychologists, and educators working at universities in Brazil and France. In order to carry out their research, these researchers record, on audio and video, children interacting with their parents at home or interacting with teachers at school. By analysing these recordings, they try to identify the processes that children go through during their language acquisition journey. As well as publicising this research in scientific journals, these groups have produced podcasts, videocasts, lives, interviews, posts on social networks, etc., and launched an online platform for visiting the Virtual Exhibition "The child in language: step by step". All of these actions show the importance of the work of both groups in the area of Language Acquisition in the Global South.

Introduction

The aim of this text is to publicise the work carried out by the groups - NALíngua-CNPq (Language Acquisition Studies Centre) and GEALin (Language Acquisition Studies Group), in view of the qualitative and quantitative results of their work in scientific research in the area of Language Acquisition in the Global South, especially in Brazil, but also in partnership with foreign groups and researchers. To do this, we will proceed as follows: at first, we will present NALíngua and its composition, emphasising the Database that has been set up and the group's productions; then, we will present GEALin, which under the coordination of professor Alessandra Del Ré, has taken on the role of building a theoretical-methodological path for the research carried out by the group, based on the reflections of Bakhtin and the Circle (BAKHTIN, 1987; 2006; VOLÓCHINOV, 2017, 2019; MÉDVEDEV, 1994, among others), in dialogue with researchers in the field of psychology (VYGOTSKY, 2005; 2007; BRUNER, 1984; 2004a; 2004b; 2007; WOOD; BRUNER; ROSS, 1976, among others) and acquisition itself (FRANÇOIS, 1988; 1989; 1993, 1994, 2004, 2006; SALAZAR-ORVIG, 1999, 2003, 2005; SALAZAR-ORVIG et al., 2005; 2006; 2013; SALAZAR-ORVIG; WECK; HASSAN, 2021, among others), known in Brazil as the dialogue-discursive perspective (DEL RÉ; HILÁRIO, 2014; DEL RÉ; HILÁRIO; VIEIRA, 2012; 2021; DEL RÉ; SALAZAR-ORVIG, 2021; DEL RÉ; HILÁRIO; RODRIGUES, 2016, among others) and multimodal (McNEIL, 1985; 2000; 2005; CAVALCANTE, 1994; CAVALCANTE; BRANDÃO, 2012; CAVALCANTE; FARIA, 2015). The second part of this text will therefore be dedicated to presenting this theoretical-methodological perspective and the group's main actions since its creation.

1 NALíngua-CNPq (Centre for Studies in Language Acquisition)

NALíngua-CNPq¹ is a research group coordinated by professor Alessandra Del Ré (UNESP/FCL-Ar) who brings together researchers (linguists, psychologists, speech therapists, and educators) from different Brazilian and French universities with diverse and complementary theoretical approaches. Their goal is to set out to analyse the same set of data, with specific cut-outs of the objects of analysis, intending to understand the process of constitution of the child as a speaking subject, from the first vocalisations, prosodic elements, and gestures, to the entry into writing (DEL RÉ; HILÁRIO; RODRIGUES, 2016). When it was founded in 2008, professor Márcia Romero (UNIFESP) took over as vice-coordinator of the group, a role held by professor Marianne Carvalho Bezerra Cavalcante (UFPB) since 2022. Since its creation, the group has played an essential role in inter-institutional and international exchange. The following researchers integrate it: Alessandra Del Ré (UNESP), Alessandra Jacqueline Vieira (UFRGS), Angelina Nunes de Vasconcelos (UFAL), Carmem Luci da Costa Silva (UFRGS), Cibele Krause-Lemke (UNICENTRO), Christelle Dodane (Université Sorbonne Nouvelle), David Sena Lemos (UERR), Eduardo Calil de Oliveira (UFAL), Eliza Maria Barbosa (UNESP), Irani Rodrigues Maldonado (UNICAMP), Jose Temístocles Ferreira Júnior (UFRPE), Lourenço Chacon Jurado Filho (UNESP), Márcia Romero (UNIFESP), Marianne Carvalho Bezerra Cavalcante (UFPB), Marlete Sandra Diedrich (UPF), Marly de Bari Matos (USP), Paulo Vinícius Ávila Nóbrega (UEPB), Rosângela Nogarini Hilário (UNESP), Selma Leitão Santos (UFPE), Suzana Rosa de Almeida (UFRB), as well as undergraduate, master's, doctoral, PhD and post-doctoral students linked to the professors mentioned. In such a heterogeneous group, made up of researchers who take on different theoretical and methodological perspectives, unity is achieved through the creation of a shared database, primarily longitudinal and naturalistic, but also with records in the school context, made up of video recordings of monolingual and bilingual children aged 0 to 7. This data has been the starting point for discussions about the process of the child's constitution as a speaking subject, from the first vocalisations, prosodic elements, and gestures, to the entry into writing, allowing collaborative research to be carried out with other international research groups, shared especially at national meetings and in works published from these meetings. We'll cover these points below.

1.1 The NALíngua-CNPq Database

Since 2008, NALíngua-CNPq has been collecting data from monolingual and bilingual children to set up its Database (DEL RÉ; HILÁRIO; RODRIGUES, 2016), in order to provide the group's researchers - and other interested researchers - a longitudinal and naturalistic *corpus* in which various

¹ Available at <https://dgp.cnpq.br/dgp/espelhogrupo/25793> Accessed on 29 October 2023.

phenomena can be analysed from different points of view and different theoretical-methodological perspectives, especially considering the changes that occur in the language acquisition phase and which can be registered over time. The proposal for setting up the Database is, therefore, to ensure regular and systematic collection (1 hour per month) from monolingual and bilingual children, with a middle-class and upper-middle-class socioeconomic profile, recorded on video from birth to the age of 7, preferably in a family environment, in a naturalistic context and in the presence of their parents, as well as in a school environment. The database currently consists of² :

i) videos collected over a short period of time: Mar., 2;5 to 3;2 years old (bilingual, BP/FR); C., 6;10 to 8;11 years old (bilingual, BP/SP); Me., 2;1 to 2;11 years old (monolingual, BP); F., 5 to 6 years old (bilingual, PB/ ES); An., 1;1 to 2;9 years old (monolingual, PB); L., 8;0 to 9;0 years old (bilingual, BP/GE); G., a child with ASD³, 5 and 5;7 years old, bimonthly recordings and reports of daily activities made by the researcher and the family (monolingual, BP);

ii) videos collected over a long period of time: seven monolingual children (Gus., So., M., Ma., Leo., O., E.), recorded from birth until the age of 7; two monolingual twin children (Lu. and Le.), who have been recorded since birth at home, in a school environment (from the age of 4) and in private English lessons (from the age of 4) - the collection will continue until the age of 7;

iii) videos collected in the school environment: S., 6;0 to 10;10 years old (with quadriplegic dystonic cerebral palsy, filmed every week for 1 hour and with written productions); 25 students in the ninth year of primary school (14-15 years old) at a public school in Sertãozinho, São Paulo (two classes/debates recorded on video, plus around 100 written productions by these subjects over the course of 1 year); recording at a bilingual school (BP/EN) with children attending nursery school, filmed in monthly sessions of around 40 minutes; G. (BP/EN), 2; 10 to 7 years old, recorded monthly in English classes at a language school, approximately 10 sessions a year, for about 1 hour, with the last year of recording taking place in the context of *online* teaching due to the COVID-19 pandemic; recordings of around 20 children, aged between 4 and 5, who attend a public nursery school in a city in São Paulo countryside, filmed in scheduled activities, in total 16 sessions of approximately 30 minutes each.

In addition to strict methodological and ethical criteria for data collection (video recordings are made in high definition, using semi-professional camcorders or good quality cameras attached to smartphones, according to the guidelines contained in the *Child Language Data Exchange System*, or CHILDES platform⁴, respecting collection protocols so that there is minimal interference by the researcher in the data, The data is also transcribed using the international convention CHAT (*Codes for Human Analysis of Transcripts*), with the help of the automatic transcription and data analysis programme called CLAN (*Child Language Analysis*), both freely available on CHILDES

² In this text, BP is used for Brazilian Portuguese; EP, for European Portuguese; FR, for French; SP, for Spanish; GE, for German; EN, for English.

³ ASD - Autistic Spectrum Disorders.

⁴ Available at <http://childes.psy.cmu.edu/> Accessed on 29 October 2023.

(MACWHINNEY, 2000). The aim is that once all the transcriptions have been revised, the data will also be made available on this platform, which is currently the world's largest database on language acquisition. With the adoption of a multimodal perspective, some of the data has also been transcribed using the ELAN (*Eudico Linguistic Annotator*) programme, as it allows for finer annotation of gestures and body movements that may or may not accompany vocal productions.

1.2 "National Meetings on Child's Language" and works published by the NALíngua-CNPq group

One of the permanent actions of the NALíngua-CNPq research group is the organisation of a triennial meeting which is a space for sharing and discussing the results of research carried out by group members and guest researchers. Since its first edition, the meeting has aimed to: 1) enable the exchange of experiences between students, teachers, and researchers interested in the area of Language Acquisition; 2) contribute to the quality of scientific production related to reflections on child's language; 3) provide a space for dialogue between researchers from different theoretical-methodological approaches on issues relating to language acquisition - speech and writing - and the language teaching-learning process, dealing with the singularity constitutive of these processes when they involve children; 4) to encourage theoretical and methodological diversity in order to contribute to the multidisciplinary and critical training of primary and higher education professionals, professionals interested in social practices linked to childhood, researchers in the field of language and undergraduate and postgraduate students involved in the event.

The "1st National Meeting on Child's Language: meaning, body and discourse" was held in 2010 and included the participation of the group's researchers and other guests, such as professors Rosa Attié Figueira (UNICAMP), Luci Banks Leite (UNICAMP) and Cláudia Riolfi (USP), among others. Rosa Attié Figueira (UNICAMP), Luci Banks Leite (UNICAMP) and Cláudia Riolfi (USP), among others. The discussions were published in the book "Na língua do outro: estudos interdisciplinares em Aquisição de Linguagem" (In the language of the other: interdisciplinary studies in Language Acquisition) (DEL RÉ; ROMERO, 2012).

In 2012, the meeting was held at UNESP/FCL-Ar, in partnership with NEAr-UNESP (Araraquara Teaching Centre), coordinated at the time by professor Francisco Mazzeu. Thus, the programme covered both the discussions of the "II National Meeting on Child's Language: meaning, body and discourse" and those of the "I Colloquium on Literacy at the Araraquara Teaching Centre".

The "III Meeting on Child's Language: Knowledge in Counterpoint" was held at the Institute of Letters of the Federal University of Rio Grande do Sul (UFRGS) in May 2015. For the first time, the event was attended by a foreign researcher, professor Christelle Dodane (Université Paul Valéry - Montpellier 3, France), thus assuming an international character. The full papers presented at the meeting were published in the book "A criança na/com a linguagem: saberes em contraponto" (The child in/with language: knowledge in counterpoints) (SILVA; DEL RÉ; CAVALCANTE, 2017).

The "IV Meeting on Child's Language: 10 years of NALíngua" was held in 2018 at the Federal University of Paraíba (UFPB) in João Pessoa and its international character was highlighted by the presence of

professors Christelle Dodane (Université Paul Valéry - Montpellier 3, France) and Aliyah Morgenstern (Université Sorbonne Nouvelle - Paris 3, France). Christelle Dodane (Université Paul Valéry - Montpellier 3, France) and Aliyah Morgenstern (Université Sorbonne Nouvelle - Paris 3, France). The results of the discussions presented at the event were recorded in the book "Olhares diversos NALíngua(gem) da criança" (Different perspectives on the child's language) (DEL RÉ et al., 2020).

The most recent event organised by the NALíngua-CNPq group was the "V Meeting on Child's Language: the language-discourse relationship in prospective acquisition studies", held in 2021 at the University of Passo Fundo, this time in remote mode due to the COVID-19 pandemic. The debate "windows" once again included the group's researchers and Brazilian and foreign researchers guests, including professors Lodenir Karnopp and Luisa Milano, both from the Federal University of Rio Grande do Sul (UFRGS), Adriana Leitão Martins, from the Federal University of Rio de Janeiro (UFRJ), professor Christelle Dodane (Université Paul Valéry - Montpellier 3, France) and professor Cecilia Rojas Nieto (Instituto de Investigaciones Filológicas - Universidad Nacional Autónoma de México). The results of these discussions are recorded on video⁵ and in the book "Língua, discurso e suas relações na aquisição da linguagem" (Language, discourse and their relationship in language acquisition) (DIEDRICH; OLIVEIRA; DEL RÉ, 2023).

2. GEALin (Language Acquisition Study Group)

We can say that GEALin is an "arm" of the NALíngua-CNPq group located at UNESP/FCL, Araraquara campus. The group is formed by undergraduate, master's, doctoral and post-doctoral students from this university who are interested in academic research and the dissemination of work on Language Acquisition.

Founded in 2008 and coordinated by professor Alessandra Del Ré, over the years GEALin has seen its members conduct their research and improve their training in the field, maintaining an ongoing commitment to contribute to the group's growth and development. The first studies were based on discussions proposed by professor Alessandra Del Ré on the acquisition of language by monolingual and bilingual children in a naturalistic context and also on issues related to the acquisition/learning of foreign languages. The unity of the group is due to the adoption of a theoretical perspective that has been outlined over time, starting in particular with Del Ré's master and doctoral research (1998; 2003; 2011) and the publication of the book "Aquisição da linguagem: uma abordagem psicolinguística" (Language acquisition: a psycholinguistic approach), organised by her (DEL RÉ, 2006). Internships abroad provided the opportunity to work with some important names in the field of language acquisition, including professor Frédéric François (Université Paris V), professor Anne Salazar-Orvig (Université Sorbonne Nouvelle, Paris), professor Aliyah Morgenstern (Université

⁵ Playlist of the V Meeting on Child Language available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPpI87okOQKbXB4LIHjt0qcc>. Accessed on 29 October 2023.

Sorbonne Nouvelle, Paris) and professor Christelle Dodane (initially from the Université Paul Valéry - Montpellier 3 and now from the Université Sorbonne Nouvelle, Paris). In addition to looking at language acquisition, the work of these researchers is based on a dialogical-discursive, Bakhtinian, and multimodal perspective, which we will present later. It is important to say that these partnerships have influenced both - the adoption of a theoretical-methodological basis and the selection of research topics developed by the group: bilingualism and heritage language (BULLIO, 2014; BUENO, 2017; DE SANTIS; DEL RÉ, 2019; MARQUES, 2019; MOREIRA, 2021, among others); language acquisition/learning (FALASCA, 2012; 2017); reference (BULLIO, 2014; BUENO, 2017); acquisition and use of the nominal plural in BP, FR, and EP (HILÁRIO, 2013; 2015; 2020a, 2020b; HILÁRIO; ROMERO, 2017; HILÁRIO; DEL RÉ, 2023); humour (DEL RÉ, 2011; DEL RÉ et al., 2015; 2017; 2019; MCROZINSKI, 2015); argumentation (VIEIRA, 2015; VASCONCELOS, 2017; GRECCO, 2017; CURY, 2011); language acquisition by a child with ASD (CANÔNICO; DEL RÉ, 2022); acquisition by children with cerebral palsy (VASCONCELOS; DEL RÉ, 2017); as well as issues related to child-directed language, joint attention, genres and formats in the acquisition, children's narratives, multimodality, among other topics.

As the research developed, the group's researchers joined other institutions, expanding the cooperation network and, consequently, the topics of interest. Professor Alessandra Jacqueline Vieira, for example, one of the researchers who was part of the initial formation of the group, is currently a lecturer at the Institute of Letters at the Federal University of Rio Grande do Sul (UFRGS) and coordinates the Centre for Studies in Language Acquisition and Sign Language (NEALLS), which is an important extension of GEALin in the south of the country, now focusing on argumentation and the acquisition of Libras. More recently, professor Rosângela Nogarini Hilário, a researcher who has also participated in GEALin since its foundation, joined the Department of Linguistic and Literary Studies at UNESP, Assis campus, thus creating a new hub for the group at the institution. It has broadened the dialogue and cooperation between the different UNESP campuses and between different universities, further strengthening the group.

2.1 The dialogue-discourse and multimodal approach

As we have said, GEALin's identity is mainly constituted by its affiliation with a dialogical-discursive theoretical perspective (DEL RÉ; HILÁRIO, 2014; DEL RÉ; HILÁRIO; VIEIRA, 2012, 2021, DEL RÉ; SALAZAR-ORVIG, 2021; DEL RÉ; HILÁRIO; RODRIGUES, among others) and multimodal (MCNEIL, 1985; 2000; 2005; CAVALCANTE, 1994; CAVALCANTE; BRANDÃO, 2012; CAVALCANTE; FARIA, 2015), based on the reflections of Bakhtin and the Circle (BAKHTIN, 1987; 2006; VOLÓCHINOV, 2017; 2019; MÉDVEDEV, 1994; among others), psychology authors such as Vygotsky (2005; 2007) and Bruner (1984; 2004a; 2004b; 2007; WOOD; BRUNER; ROSS, 1976), and acquisition researchers such as François (1988; 1989; 1993; 1994; 2004; 2006) and Salazar-Orvig (1999; 2003; 2005; SALAZAR-ORVIG et al., 2005; 2006; 2013; SALAZAR-ORVIG; WECK; HASSAN, 2021; among others). This approach prioritises looking at the child's language in terms of discursive movements, collusion between interlocutors,

verbal interaction, dialogism, the relationship between the child and the other, discursive genres, among many other fundamental concepts. It is not our aim here to explain this theoretical perspective but to briefly outline the path that has led to it, highlighting essential aspects and citing the main publications, in order to give the reader references to get to know it.

A first joint effort to delimit the theoretical discussions proposed by GEALin was the article "Subjectivity, individuality and singularity in the children: a socially constituted subject", published in *Bakhtiniana: Revista de Estudos do Discurso* (DEL RÉ; HILÁRIO; VIEIRA, 2012). Before that, there were some publications, such as the book "A criança e a magia da linguagem: um estudo sobre o discurso humorístico infantil" (The child and the magic of language: a study on children's humorous discourse), as a result of Del Ré's doctoral thesis (2003; 2011), book chapters by Vanzo and Del Ré (2009) addressing issues such as dialogism and polyphony in a bilingual *corpus*; about the relationship between argumentation, explanation and the constitution of children's linguistic subjectivity by Vieira and Del Ré (2011), and "Contributions of Bakhtin's Circle to studies in Language Acquisition" by Hilário (2012). However, the theoretical perspective, which was always present, had yet to be named and delineated. With the publications of the works resulting from the meetings of the NALíngua-CNPq group and the participation of GEALin members in scientific events such as ENAL (National Meeting on Language Acquisition) and those organised by GEL (Group of Linguistic Studies of the State of São Paulo), by the Language Acquisition Commission of ABRALIN (Brazilian Linguistics Association) and by the Working Group "Studies in Oral and Written Language Acquisition" of AN-POLL (National Association of Postgraduate Studies and Research in Letters and Linguistics), the concepts underpinning the group's research have gradually been more clearly explained. In 2014, two works were dedicated to reflecting on Language Acquisition from a Bakhtinian perspective, both published by Editora Contexto: "A linguagem da criança: um olhar bakhtiniano" (DEL RÉ; DE PAULA; MENDONÇA, 2014a) and "Explorando o discurso da criança" (DEL RÉ; DE PAULA; MENDONÇA, 2014b), organised by the professors Alessandra Del Ré, Luciane de Paula and establishing a solid partnership between the groups: GEALin, SLOVO (Discourse Studies Group) and GED (Group of Discursive Studies) Also in 2014, the chapter "Sobre os estudos da linguagem da criança: a pertinência de um novo olhar dentro da multiplicidade de perspectivas" (On child language studies: the relevance of a new look within the multiplicity of perspectives) (DEL RÉ; HILÁRIO, 2014) was published, as a result of the participation of GEALin members in SIED (International Symposium on Discourse Studies), an event organised by GED at UNESP/FCL, Assis campus.

In parallel with the theoretical work, an effort was made to create a methodological approach that was coherent with the group's research proposals. In this sense, it was after a course in automatic data transcription and analysis using CLAN/CHAT, given by professor Christelle Dodane during her time at UNESP/FCL-Ar as a visiting professor in 2009, that the hard work of transcribing the data collected by GEALin researchers (which make up the NALíngua-CNPq Database) began. In addition to the data transcribed and available for analysis, this effort resulted in a series of transcription courses given at various Brazilian universities - such as UNESP, UFPEL, USP, UNIFESP and UFPB - by GEALin members (Rosângela Nogarini Hilário, Paula Bullio, Andressa dos Santos Mogno, Heitor

Quimello, Ananda Brasolotto de Santis, among others) and the publication of two CLAN/CHAT manuals (DEL RÉ; HILÁRIO; MOGNO, 2011; HILÁRIO et al., 2012), as well as other publications specifically aimed at methodological discussions (DEL RÉ; ROMERO, 2012; DEL RÉ; HILÁRIO, 2013; DEL RÉ, 2014; DEL RÉ; HILÁRIO, 2014; DEL RÉ; HILÁRIO; MOGNO, 2014; HILÁRIO; DEL RÉ, 2015; DEL RÉ; HILÁRIO; RODRIGUES, 2016; among others).

In 2021, an article was published in order to explain the concepts and the research carried out from a dialogical-discursive perspective, based on a dialogue between Brazil and France. It is a special issue of *Bakhtiniana: Revista de Estudos do Discurso*, organised by professors Alessandra Del Ré and Anne Salazar Orvig (2021⁶). In this issue, Del Ré, Hilário and Vieira (2021) trace the history of the theoretical approach that began to serve as a basis for thinking about the child's entry into language, in Brazil and abroad - especially in France - and discuss how theoretical and methodological issues are aligned from this perspective. To do this, they take up the research of the authors who inaugurated it, especially Frédéric François and Anne Salazar-Orvig, in a kind of retrospective, and present some results of work by GEALin and NALíngua-CNPq. They also explain the fundamental theoretical concepts, such as subject, language, discourse genres, other, utterance, responsive-active attitude, subjectivity, singularity and identity; and address the methodological aspects involved in research in the area, such as data collection and transcription, analysis guidelines, the importance of considering the cultural aspects involved, etc.

It's important to note that the partnership with professor Marianne Carvalho Bezerra Cavalcante and the other researchers at LAFE-UFPA (Laboratory for the Acquisition of Speech and Writing) brought to GEALin's research a closer look at the multimodal aspects (gesture, gaze, etc.) that were involved in the phenomena analysed by the group's researchers. From this partnership, the adjective "multimodal" has been added to the dialogic-discursive perspective, explaining the importance of considering not only vocal elements but the whole plurality of possibilities for (co)constructing meanings when children enter language.

2.2 Actions of the GEALin group

Since 2016, the GEALin group has been working together to publicise its research into Language Acquisition. The general objective of the proposed actions is to disseminate the results of these studies on the acquisition of speech and writing by monolingual and bilingual children to a more general audience, with the purpose of making knowledge accessible to everyone. In particular, the initiative aims to reach parents, educators, health professionals, researchers in the field of Language Acquisition, and all those interested in children's language. In addition, it aims to implement scientific education and dissemination actions, with a view to the continuous improvement of educators and researchers, as well as facilitating the exchange of experiences with professionals from different

⁶ Available at <https://revistas.pucsp.br/index.php/bakhtiniana/issue/view/2484> Accessed on 28 October 2023.

fields of knowledge. Through various strategies, such as live broadcasts, interviews with researchers in the field, guidance on language acquisition, and references to relevant bibliographical works, the aim is to bring issues discussed by the research group and researchers from different regions of Brazil and the world to audiences outside academia, broadening the scope of the knowledge produced and emphasising its relevance to society, particularly in the context of early childhood education, going beyond the boundaries of academia.

The first work to emerge from these efforts was the Itinerant Bilingual Exhibition "The child in language: step by step/L'enfant dans la langue : pas à pas"⁷, created by professors Alessandra Del Ré and Christelle Dodane in 2016. It aims to make research in the field accessible to a general audience, inviting them to explore the development of children's language, from their first vocalisations to the production of their first sentences. The exhibition is the result of a partnership between GEALin and the Université Paul Valéry-Montpellier 3, in collaboration with the NALíngua and SLOVO groups. Its target audience includes parents, early childhood professionals (psychologists, pedagogues, speech therapists, teachers), researchers, and students of language, linguistics, and speech therapy, among others. In its first version, physical and itinerant, the exhibition travelled to various venues, being presented mainly at universities in Brazil and France during Scientific Events - UNESP/FCL-Ar, UNESP/FCL-As, UFPR, UFPB, UNIFESP, UFRGS, UPF, Université Paul Valéry-Montpellier 3, among others. In 2018, it was given a permanent space at the Araraquara Science Centre⁸ (CCA-UNESP, Brazil), which is part of the city's museum circuit and is frequented by students and teachers from public and private primary and secondary schools. In 2020, the exhibition started to be remodelled and resulted in a virtual version⁹. It took approximately two and a half years of work, from the design of the platform for the virtual tour of the exhibition to its launch in August 2023. The online version¹⁰ offers an interactive experience in a virtual environment, providing knowledge from scientific research in the field of Language Acquisition. This modality broadens the audience's access and guarantees the democratisation of access to knowledge, as the virtual environment provides free and unhindered access to all the available content. Details of the project can be found in the article "Exposição A criança na língua: passo a passo" (Exhibition The child in language: step by step) (DEL RÉ

⁷ Scientific and institutional partnerships and support: ANR Colaje, grupo de pesquisa NALíngua-CNPq, CNRS Délégation Occitanie Est, Laboratoire Praxiling, Institut des Technosciences de l'Information et de la Communication (ITIC), Université Paul-Valéry Montpellier 3, Universidade Estadual Paulista (UNESP), Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), CAPES-PRINT Institutional Internationalisation Programme - Brazil.

⁸ Call n.. 02/2018 - PROEX - University Extension Project - Dissemination of knowledge. Title: The child in language, step by step: the creation of a permanent exhibition at the Araraquara Science Centre. Partner institution: Université Paul Valéry - Montpellier 3. Planned period: 04/05/2018 to 31/12/2018.

⁹ Available at <https://exposicaoacriancanalingua.com.br/> Accessed on 29 October 2023.

¹⁰ Call n.. 01/2021 - PROEX - Artistic/Cultural Production and Dissemination - 2021. Proposal title: Platform for virtual exhibition tour "The child in language: step by step". Responsible for the proposal: Alessandra Del Ré.

et al., in press), published in the "Jornada Internacional de Iniciação Científica e Extensão Universitária/2023"¹¹ (International Journey of Scientific Initiation and University Extension/2023), held by the Portuguese Centre for Support to Scientific Research and Culture.

The second set of actions proposed by GEALin in 2020¹² is part of the project "Dialogues between university and society: popularising research into language acquisition"¹³. With the social distancing caused by the COVID-19 pandemic, it has been necessary to use means other than the physical to bring people together, especially parents, teachers, and professionals who work with children. With this in mind, GEALin used its social networks, such as Facebook pages¹⁴, Instagram¹⁵, and a YouTube channel¹⁶, to share research not only made by the group but also by collaborators.

One of the longest-running actions was the series of live broadcasts entitled "E por falar em linguagem da criança...", (And speaking of children's language...), held both on GEALin's Facebook page and YouTube channel. At the beginning, in 2020, the broadcasts took place weekly and, from 2021, they were held fortnightly. The online events were led by members of the group, with the participation of guest professors from different institutions and research groups, proposing interaction with different types of audiences, including parents, educators, and health professionals. Interaction with the audience took place both synchronously, with questions asked during the live broadcasts, and asynchronously, through polls on the group's social networks. The broadcasts had a technical and support team responsible for creating a script based on the references brought by the guests, introducing them to the series proposal and the tool used by the group (*StreamYard*), separating the material to be used during the broadcast, publicising the event on social networks and other UNESP media, among other activities that each live required. The series covered a variety of topics related to language and early childhood education, including errors in children's speech,

¹¹ To be made available at <http://jiiceu.pt/publicacoes/> Accessed on 29 October 2023.

¹² Project "Dialogues between the university and society: popularising research into language acquisition" - Scientific and Technological Dissemination. Planned period: 02/03/2020 to 21/03/2021. Coordinator: Alessandra Jacqueline Vieira. Call n. 04/2020 - PROEX - University Extension Project - Dissemination of Scientific Knowledge "Dialogues between the university and society: popularization of research in Language Acquisition". Planned period: 08/03/2021 to 31/12/2021. Coordinator: Alessandra Del Ré. University Extension Project - Dissemination of Scientific Knowledge "Language acquisition and its interfaces: dialogues with society". Planned period: 07/03/2022 to 31/03/2023. Coordinator: Alessandra Del Ré.

¹³ The details of the project can be found in the article "Dialogues between the university and society: popularising research into language acquisition" (VIEIRA et al., prelo), published in the "International Conference on Scientific Initiation and University Extension/2023", held by the Portuguese Centre for Support

to Scientific Research and Culture. To be made available at <http://jiiceu.pt/publicacoes/>. Accessed on 29 October 2023.

¹⁴ Available at <https://www.facebook.com/grupogealin> Accessed on 29 October 2023.

¹⁵ Available at https://www.instagram.com/gealin_unesp/ Accessed on 29 October 2023.

¹⁶ Available at <https://www.youtube.com/@gealingrupodeestudosemaqui9597> Accessed on 29 October 2023.

spelling in literacy, the importance of language acquisition studies, bilingualism, multilingualism at school, multimodal clues in interactions with babies, child-directed language, multimodality and literacy, language and teaching, children in speech and writing, childhood, language and education, argumentation in early childhood education and language acquisition in deaf contexts, among others. A considerable body of work was built up over the three years of the project and can be seen in the playlists of the live broadcasts in 2020¹⁷, 2021¹⁸, and 2023¹⁹ on the group's YouTube channel, a total of 50 videos.

With the success of the lives, the idea also arose to share the content, originally broadcast on video, in book format. Thus, the publication "E por falar em linguagem da criança..." (And speaking of children's language...) (VIEIRA; DEL RÉ; HILÁRIO, 2023) was organised, an extension of the series of live broadcasts carried out by the GEALin group in 2020. The book aims to present, in a light and accessible way, the results of scientific research that were discussed during the broadcasts and can be accessed free of charge on the Zouk publishing house website²⁰ in E-book format.

Throughout 2020, GEALin also held a series of fortnightly interviews, interspersed with the live broadcasts of the series "And speaking of children's language...". These interviews were shared on the group's Instagram page. The technical and support team was responsible for conducting these interviews, following a format that was similar to that of the live series, but more concise, lasting between 20 and 30 minutes. The main purpose was to publicise the work carried out by GEALin and its partner groups, as well as to recommend books, films, documentaries, social projects, and other materials related to Language Acquisition. All of this content, ranging from short videos to texts and posters, was carefully planned and produced by the group's members, maintaining GEALin's characteristic visual identity.

Another series produced was "Getting to Know Important Authors" (Conhecendo autores importantes). For this action, four videos were created with the aim of highlighting some of the authors whose theories are fundamental to studies on Language Acquisition. Each video was developed by a researcher in the field who knows a specific author: Michael Tomasello was presented by professor Marianne Cavalcante (UEPB); Adam Kendon by professor Paulo Ávila (UEPB); Alexander Luria by

¹⁷ "E por falar em linguagem da criança..." 2020, available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPqrHLL0a0uCpltAXzhFN6c> Accessed on 29 October 2023.

¹⁸ "E por falar em linguagem da criança..." 2021, available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPqIA8zor4Xgbi9BBYivTrjS> Accessed on 29 October 2023.

¹⁹ "E por falar em linguagem da criança..." 2022, available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPr5-WO4VwjNXsNxOCDon892> Accessed on 29 October 2023.

²⁰ Available at <https://www.editorazouk.com.br/pd-954ead--e-book-e-por-falar-em-linguagem-da-crianca.html?ct=&p=1&s=1> Accessed on 29 October 2023.

professor Eliza Maria Barbosa (FCLAr/UNESP); and Émile Benveniste by professor Carmen Luci da Costa e Silva (UFRGS). The videos were published on Facebook, Instagram, and YouTube channels²¹.

With the aim of sharing suggestions for films, documentaries, books, and other works that address issues related to Language Acquisition, GEALin has also produced the "GEALin Tips" series (Dicas GEALin). All these recommendations, along with other posts made up to the year 2023, are available in a guide on the group's Instagram profile²².

As well as cultural tips, the group's activities have also given rise to theoretical discussions, albeit "translated" into language that is more accessible to the general public. One of these proposals is the "Acquisition Moment" series (Momento Aquisição), which sought to facilitate access to the main theorists in Language Acquisition. The posts deal with topics such as "Origins of the field of Acquisition", "Skinner and Behaviourism", "Vygotsky and Interactionist Cognitivism", "Piaget and Constructivism", "Chomsky and Generativism", and "Bruner and Sociointeractionism". These publications are also available in a guide on the group's Instagram page.²³

Another action carried out by GEALin with the aim of addressing theoretical issues related to the area of Language Acquisition, especially from the perspective of a dialogical-discursive approach, was the "Theory in more or less 1 minute" series. The proposal arose from the need to communicate fundamental concepts for studies in the area and the group - such as subjectivity, dialogue, language and language, discourse genres, mother tongue acquisition, bilingualism, literacy, among others - without, however, using the jargon so common to the academic community. Presented in the form of podcasts and videocasts lasting approximately one minute, the series of sixteen episodes in three languages (presented by professor Rosângela Nogarini Hilário in Portuguese²⁴, by professor Marie Leroy-Collombel in French²⁵ and by Alistair Clark in English²⁶) is the result of serious teamwork and many collaborations.

²¹ Playlist of the series "Conhecendo autores importantes" on YouTube available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPrewMUWOoKd697W8xBcBnXE>. Accessed on 29 October 2023.

²² Guide to the "Dicas GEALin" series on Instagram available at https://www.instagram.com/gealin_unesp/guide/dicas-gealin/17973831748594744/?igshid=NTc4MTIwNjQzYQ==. Accessed on 29 October 2023.

²³ Guide to the "Momento aquisição" series available at https://www.instagram.com/gealin_unesp/guide/aquisi-o-da-linguagem/18246595936129913/ Accessed on 29 October 2023.

²⁴ Playlist of the Portuguese series "Teoria em mais ou menos um minuto" available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPrf8gkbLNbgr1Vb2bBUaKf> Accessed on 29 October 2023.

²⁵ Playlist of the French series "Théorie en 1 minute environ" available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPrLuNp9XT36zfHfIHl3i0AD> Accessed on 29 October 2023.

²⁶ Playlist of the English series "Theory in about 1 minute" available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPrF3KCogCFvWiFAsmRyKm7T> Accessed on 29 October 2023.

The theme of "bilingualism" was also the focus of one of the actions proposed in the project. The series "Famílias Bilíngues" (Bilingual Families), produced in ten episodes and available on GEALin's social networks²⁷, presented, in a light and relaxed way, the varied environments where multiple languages are present. Professor Paula Bullio interviewed families with different experiences and approaches to bilingualism at home. In the audio-recorded interviews, they shared the richness present in the plurality of languages, senses, tastes, customs, meanings, and cultures, showing how this diversity is reflected in the formation of individuals who are remarkably different, yet equally unique.

In addition to the activities carried out by GEALin, partnerships were made with researchers from the NALíngua-CNPq group, both for the production of the series of lives "E por falar em linguagem da criança...", for the organisation of the book of the same name, and for the production of other content. Among these, we would highlight the series "Olá! Um convite à escuta"²⁸ (Hello! An invitation to listen), created in collaboration with the Federal University of São Paulo (UNIFESP-SP) and the Araraquara Science Centre (CCA, UNESP), with the aim of captivating children and all those who enjoy good storytelling. The series was organised and produced by professor Márcia Romero (UNIFESP-SP), who selected four stories to be read aloud, including "Um garoto chamado Rorbeto" (PENSADOR, 2020), "O distraído Sabido" (MACHADO, 2010), "Marcelo, marmelo, martelo" (ROCHA, 1999) and "O feitiço do Sapo" (FURNARI, 1999).

Also as part of the activities of the "Dialogues with society" project, an intervention was conducted in 2023 with Teaching without Borders²⁹ (TWB), a remote English language teaching project with Fraternity without Borders³⁰ (FWB), a humanitarian organisation founded in 2009 that operates both in Brazil and in African countries. TWB, made up of volunteer English teachers from Brazil and abroad, is coordinated by Fernanda Martins Moreira, a researcher at GEALin. The project works in vulnerable contexts with a vast linguistic and cultural diversity, including an orphanage in Senegal, young people from villages in Mozambique, university students from the south of the island of Madagascar, people in the process of recovery at Clínica da Alma in Campo Grande, and FWB employees in Brazil. The five meetings held in 2023 with the group of teachers via the Zoom platform were intended to promote dialogue between the members of the project and the research group, leading them to reflect on issues related to language, culture, and multilingualism. As a result, it was possible to encourage the teachers to reflect on their teaching practices within the TWB framework and on the importance of valuing the languages and

²⁷ Playlist from the series "Bilingual families" available at <https://youtube.com/playlist?list=PLzhiGqZtQfPqE63QNbOM4DHllxf0CYhel&si=vMZCyXpjbYCM7gi>. Accessed on 29 October 2023.

²⁸ Playlist from the series "Olá! Um convite à escuta" available at <https://www.youtube.com/playlist?list=PLzhiGqZtQfPq3FqQwRW8mj-FIigS-LIV>. Accessed on 29 October 2023.

²⁹ TWB Instagram profile available at https://www.instagram.com/teachingwithoutborders_/ Accessed on 29 October 2023. Project page on the Fraternity Without Borders website in the United States available at <https://www.fraternitywithoutborders.org/teaching-without-borders/> Accessed on 29 October 2023.

³⁰ Fraternity Without Borders website available at <https://www.fraternidadeseemfronteiras.org.br/>. Accessed on 29 October 2023.

cultures of the students involved, understanding English as just another language within the multilingual scenario in which most students find themselves.

With the end of the social distancing guidelines and the resumption of face-to-face activities, an intervention was also proposed at a public nursery school in Araraquara (CER). The action was formalised in the project "Argumentation and humour: theoretical and practical issues applied in different contexts of language acquisition and learning", which aimed to investigate how argumentation and humour can be promoted through playful activities for children aged between 4 and 5. The project involved a team of professors and undergraduate and postgraduate students for its planning and implementation. The activities took place from 6th March 2023 to 30th June 2023, once a week, with data being collected in storytelling/reading sessions lasting 30/40 minutes each. During the activities, the children were encouraged to present justifications, oppositions and responses, and urged to negotiate alternatives to the narratives, developing argumentation skills. Concerning the teachers and parents of the students taking part in the project at the school, an initial meeting was held to present the aim of the intervention and all the details pertinent to the collection. In the end, the group organised a meeting with them to present the research results. In addition, training was offered to the school's teachers by professor Angelina Nunes de Vasconcelos (UFAL) on argumentation in Early Childhood Education.

As can be seen from GEALin's activities in University Extension Projects and in encouraging research and culture, the group has shown itself to be active and attentive to the need for dialogue with society. Other actions, in addition to those mentioned above, are the collection of cards showing examples of children's speech, called "Fala, criança!" (Talk, kid!); the "Citações GEALin" series (GEALin Quotes), with excerpts from essential works in the field; posts with the hashtag "#tbtGEALin", which shows excerpts from the videos produced in the "E por falar em linguagem da criança..." series; and the sharing of photos and information about the group's researchers in the "Meet GEALin" series (Conheça o GEALin), covering their academic paths, research topics, motivations and general curiosities. All this content, which is permanently available on the group's social networks (Instagram, Facebook and YouTube) and on the websites of GEALin and partner groups, constitutes a rich and diverse collection, capable of guaranteeing a wide audience of enjoyable contact with scientific knowledge made available in accessible language, contributing to the popularisation of science, the democratisation of access to information and relevant cultural experiences, as well as quality contact between the academic community and society in general.

Conclusion

Our aim in this article was to publicise the work carried out by two research groups that have a strong presence in Brazil, producing scientific research and disseminating scientific content in the area of Language Acquisition, aimed at both the academic community and the general public. We have therefore sought to present the groups NALíngua-CNPq (Centre for Studies in Language Acquisition) and GEALin

(Study Group in Language Acquisition): the researchers associated with them; the specificity of the groups (in the case of NALíngua-CNPq, its strengthening through the constitution of a shared Database, which guarantees unity amidst theoretical-methodological diversity, and its consistent performance in inter-institutional and international cooperation; in the case of GEALin, its consolidation as a representative of a specific theoretical perspective, named as dialogical-discursive and multimodal); the actions proposed, whether at the forefront of scientific research and research projects in cooperation with national and international institutions, or in the organisation of Scientific Events and the publication of works aimed explicitly at publicising the results of this research, or in the proposal of University Extension Projects and incentives for research and culture.

With this presentation, we hope to give visibility to some of the research in Language Acquisition carried out in the Global South, especially in Brazil, in order to bring to light the theoretical and methodological diversity of the research carried out here - the central proposal of this thematic dossier.

Complementary Information

Authors' Evaluation and Response

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EVALUATOR 1

O texto é bem escrito, com referências importantes para a área de aquisição da linguagem. Somos apresentados a um dossiê de dois grupos de pesquisas e suas contribuições acadêmicas. A relevância tanto do texto como dos grupos é comprovada pelas relações entre as instituições que foram estabelecidas, bem como as parcerias internacionais. Os grupos trouxeram um novo olhar para a discussão da aquisição da linguagem, consolidado graças às pesquisas desenvolvidas.

EVALUATOR 2

O texto das autoras é uma contribuição de extrema relevância, quanto ao percurso histórico da constituição de grupos de pesquisa sobre Aquisição da Linguagem em territórios do Sul Global. Um texto que detalha períodos, atividades, nomes de pesquisadores e pesquisadoras dessa trajetória, bem como menções a instituições nacionais e internacionais, as quais estiveram, e estão, contribuindo para a expansão da AL em regiões brasileiras. Percebe-se o cuidado tomado pelas autoras, ao cumprirem cada requisito do Dossiê e da Revista, bem como o cuidado com a escrita formal, com as revisões, com a estrutura do artigo como um todo. Certamente, o conteúdo do texto não poderia deixar de ser apresentado ao Dossiê, tendo em vista as marcas históricas e de formação de pesquisadores tão bem detalhadas na escrita. Apresento, como sugestão, para aprimorar ainda mais o texto, apenas alguns pequenos pontos: verificar a padronização do uso de vírgula e de ponto e vírgula nas referências mencionadas (ao citarem mais de uma obra do mesmo autor, por exemplo); o uso de ponto e vírgula ou da conjunção "e", ao mencionarem mais de um autor na mesma obra; a menção a mais de três autores na mesma obra (verificar se a Revista permite, ou se precisa ser usado o "et al"); a instituição de um dos pesquisadores (em vez de UFPB, seria UEPB); o uso de palavras em língua estrangeira (algumas estão em itálico e outras, não); o uso da expressão "no prelo" (acredito ser possível deixar sem essa expressão, tendo em vista o tempo para a publicação deste artigo submetido); por fim, apenas mais uma sugestão: como estão sendo usadas expressões temporais (atualmente, mais recentemente etc.) seria interessante marcar o período sobre o qual estão se referindo, tendo em vista que, ao ser publicado este artigo, poderá ser lido futuramente e os leitores podem perder a

referência temporal. No mais, certamente, deverá ser publicado, como um produto necessário para o conhecimento de muitos outros pesquisadores.

Conflict of interest

The authors have no conflicts of interest to declare.

Research Protocol and Pre-Registration

Evaluating the itineraries proposed by Equator Network, we consider that none of them are relevant to the research at hand. We also inform that the research developed was not pre-registered in an independent institutional repository.

Data Availability Statement

Data sharing is not applicable to this article, as no new data was created or analyzed in this study.

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