

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Larbi Ben M'hidi Oum El Bouaghi



Faculty of Letters and Languages
Department of French & Laboratory Déclic



National Conference Call for papers Writing Workshop: reading- production space, communication and creativity

The conference will be held in a
virtual mode within the framework of
PRFU project

Advanced literacies, digital literacies: what
constraints, what support within the Algerian
context?



June, 20-21/2022

Important dates:

Submission deadline: **April, 20 2022**
Notification of acceptance: **May, 202022**
Conference sessions: **June, 20-21/2022**

Conference languages: **French & English**

Argument

As an undeniable factor of academic success, writing is currently one of the main concerns of foreign language teaching, influenced in particular by the contributions of textual genetics on the writing process. All writers, whether experts or novices, fueled by a sense of perfection and correctness, write, cross out, erase, tear up and often go back over their writings. In this regard, I. Fenoglio and S. Boucheron-Pétillon emphasize the recursive nature of the writing process "which, far from being part of a homogeneous and linear continuity, zigzags between reading, writing, rereading, rewriting, hesitations, decisions, in short all sorts of more or less interrupted, more or less continuous attempts" (2002:42).

One of the challenges of the research work carried out in the didactics of rewriting over the past thirty years is to help teachers modify the representations of young writers. In fact, rewriting often questions the non-transformist representation of the text by highlighting «the dynamic character intrinsic to writing» (Fenoglio & Boucheron-Pétillon, 2002: 5). Thus adopting the opposite view of an archaic conception according to which "crossing out is to miss one's work [and] to succeed is to be able to hand in one's copy to the first draft, is to work fast and well" (Bucheton, 1992: 130).

With this in mind, the interest in writing workshops has steadily increased since the 1960s, both within the school and outside its classrooms (with the two founding experiences of E. Bing at the Institute of Medical Education, 1976 and that of A. Roche in Aix en Provence, 1994).

The writing workshop is a communicative space that encourages writing and facilitates learning in a school environment where the learner becomes part of a community and engages in his/her own learning; "it is both a workplace and creative space" (Cuq, 2003). According to Louviot (2012), in the writing workshop, it is not only a question of complying with rules but also of playing with them. For the writer, language is not a constraint to be overcome in order to achieve pragmatic objectives, but a ground for exploration, trial and error and success.

Several studies conducted in writing didactics have shown that this device has positive effects on the text and on the writer himself. (Reuters, 2002; Lafont-Terranova, 2009; Robet, 2012; Bucheton, 2014; Penloup & Petitjean, 2016). Indeed, it allows those who benefit from it to gain confidence, become autonomous, to dare to write, and even to write and rewrite better. (Niwese and Bazile, 2014).

Workshop participants often develop different skills: they read different types of texts, they write more, discuss and exchange with others. In this sense, Bucheton points out that "the oscillation between the read texts, the written text, the rigorous analysis of both, develops important linguistic analysis faculties which can foster the learner's competences for self-assessment". (Bucheton, 1992:101).

She carries on that the forms of writing in workshops are often playful (assonance games, anagrams, pastiches and parodies, etc.) and meet a particular need: "the aspiration of becoming an author. An amateur author, perhaps, but an author nonetheless" (Bucheton, 1992: 172). Although writing workshops have appeared in schools and universities, and are highly recommended as academic or artistic practices, in Algeria, few studies have focused on the implementation of writing workshops or the type of interaction that take place there and the characteristics of texts written.

The first national conference under Declic laboratory aims at initiating a dialogue on the relationship between the didactics of writing and the textual genetics of academic writing in workshops, mainly its activity, the different phases of the workshop, the processes of passage from reading to writing, the tools/ constraints facilitating or preventing writing, the forms of reading, the feedback (comments, collective reflexive analyses) or the ways of assessing the productions, the personal and social challenges of such practice.

We invite papers from a wide range of disciplines including, but not limited to textual data and their exploration. We welcome papers that address the following areas:

Selected references

- BUCHETON, D. (1992). *Écriture, réécritures, récits d'adolescents*. Thèse de doctorat publiée en 1995, Berne : Peter Lang.
- CUQ, J.-P. (2003). *Dictionnaire de didactique du français langue étrangère et seconde*, Paris, CIE international.
- DELAMOTTE, R., PENLOUP, M.C. & PETIJEAN, AM. (2016). « Didactique de l'écriture en situation de raccrochage : une entrée par les compétences ? Un début d'étude collaborative au micro-lycée de Paris ». FÉNOGLIO, I. & BOUCHERON-PETILLON, S. (2002). *Processus d'écriture et marques linguistique*, *Langage n°174*, Paris : Larousse.
- LAFONT-TERRANOVA, J. (2009). *Se construire, à l'école, comme sujet-écrivain - l'apport des ateliers d'écriture*. Namur : Presses universitaires de Namur.
- LOUVIOT, M. (2012). *L'atelier d'écriture en classe de FLE*. Éditions Didier.
- NIWESE, M & BAZILE, S. (2014). « L'atelier d'écriture comme dispositif de diagnostic et de développement de la compétence scripturale: du centre de formations d'adultes à la classe », *Pratiques* [En ligne], 161-162 | 2014, mis en ligne le 05 juin 2014.
- REUTER, Y. (2002) : *Enseigner et apprendre à écrire*, Paris, ESF.
- ROBET, C. (2013). « Pour un historique des ateliers d'écriture à l'université d'Aix-en Provence (1968-2010) ». In V. Houdart-Merot & C. Mongenot (dir.). *Pratiques d'écriture littéraire à l'université* (p. 61-70). Paris : Champion.

Workshop 1: Writing, rewriting and textual genetics

In what type of writing are learners the most successful? How does the workshop nourish the interactions between the writer and the reader? What representations do these workshops alter in terms of writing, rewriting, reflexivity, inspiration and creativity? What is the contribution of textual genetics, raising the veil on the scenarios of the making of literary works, to the learning of academic writing?

Workshop 2: Writing workshop and teachers' training

What kind of training for teachers in the existing workshops? Which approach should be used in the writing workshop? What type of assessment should be used?

Workshop 3: Writing workshop and autonomy of writing subjects

What are the links between writing workshops and the development of learners' autonomy in managing their writing? How can we manage the transition from individual to collaborative writing? What is the contribution of the writing workshop to the learning of other knowledge.

Workshop 4: Writing workshop and Communication technologies

What are the new technology-mediated forms of the writing workshop (tele-collaborative writing and rewriting, digital workshops, fan fictions...)? What are the constraints encountered when assessing these writings?

Terms of submission:

The organizers expect abstracts highlighting the context of the discussion, methodology and results of the research. The abstract should not exceed 500 words, bibliography not included, and a short bibliographical note. Proposals should be sent to both addresses:

atelier.ecriture2022@univ-oeb.dzsouadbenabbes04@gmail.com

Participation fees

Regular fees (2000 Da) : teachers and trainers
Doctoral student fees (1000 Da) : promotes the participation and dissemination of the works of young researchers

The event honorable presidents:

Prof. DIBI Zoheir, Rector of the university of Oum El Bouaghi
Prof. CHAKER Lokmane, Dean of the faculty of letters and languages

Conference's president:

Dr. Souad BENABBES, University of Oum El Bouaghi

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