

Review of: "SAM: A Language for Education"

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Potential competing interests: No potential competing interests to declare.

After reviewing the document, I am convinced that it represents more of an essay than a scholarly article resulting from specific scientific research. This distinction may be questioned given the content of Dowling's text, which more or less implicitly critiques the current construction of scientific categorizations. However, simultaneously, the text presents challenges and issues for the scientific community.

Science must assume change and adaptability while maintaining analytical rigor and methodological precision. Furthermore, it must increasingly contextualize research findings to clarify their implications. This notion is pervasive throughout the text "SAM: A Language for Education."

Regarding the interplay between language, sociocultural environments, and semiotics, the writing introduces several significant concepts. Notably, it advocates for a precise definition of the scope of each research endeavor, considering how language is utilized and its relationship with the originating practices. The notion of practice, or praxis, which manifests in linguistically validated scientific statements, encompasses diverse activities such as theory construction, data acquisition and analysis, and the analyst's interpretive abilities.

Semiotics, influenced by Greimas' framework and the works of Jacques Fontanille, highlights the complexity of cultural practices and the interpretive nature of data analysis scenes. These scenes are subject to established strategies within sociocultural environments, shaping outcomes for specific purposes. While contemporary semiotics demands rigor and clarity, it also necessitates explicit methods for correlating data, theory, and practice—a crucial aspect of training for new researchers. There is a coincidence between this and Dowling's statements, who underscores the influence of the author's social and cognitive context, which impacts decision-making within the linguistic marketplace and the competitive academic environment, often creating spheres of privilege and disadvantage.

In summary, the document contributes significantly to the discussions and reflections of aspiring researchers, particularly in the humanities. However, it also underscores the indispensability of recognizing the social embeddedness of analysts' perspectives in contemporary semiotics, linguistics, and educational sciences. These perspectives influence various stages of research, including problem definition, theory selection, data interpretation, and result evaluation.