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DARWINIA AND LANGUAGE LEARNING


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Darwinia and Language Learning

as found in the Post-scriptum of my book


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Towards a Reticular Language Learning and Teaching (R2LT)

Vers une didactique réticulaire *
* i.e. a connection device between didactic resources

This is a free training tool, not intended for commercial purposes. You can use it and distribute it as you wish. It is recommended to give it to the participants before a session.

Please share your comments and opinions here: pierre.martinez@univ-paris8.fr

Thanks to Maria Lucia Venegas-Otoya, Univ. de Strasbourg

Pierre MARTINEZ / 2019
In the company of Darwinia, in this fable we will see emerge a possible future of how languages will be learned and taught.

A future that is perhaps not so far away ...
That morning, Darwinia puts her Nbk under her arm and joins her friends.

The small group goes to the Cédric-Villani* Secondary School.

When they go through the front door, a facial recognition system greets them and records their arrival.

* Young french mathematician (*Fields Medal*, 2010)
The Nbk is a connected, interactive object. It provides Darwinia with all the information that will help her in her daily activities. It works as a personal voice assistant. It manages the student’s activities and anticipates her expectations, all while indicating what she will need, and providing it.
On simple voice command, it also answers all questions and can translate into a large number of languages.

It also stores all data concerning Darwinia in the *cloud*. 
Thanks to this data, Darwinia is regularly invited to take part in the content of her learning.

Based on the common curriculum proposed by the education system, she can set personal goals, self-evaluate and choose the most appropriate scenarios for success, all in cooperation with the machine.
Every Wednesday, she and her classmates, accompanied by one of their teachers, attend the *Fab Lab* neighborhood.

Recently, the group entered a virtual learning village.

True hologrammatic mobility at Shakespeare’s house in Stratford-upon-Avon! Everyone had fun.
It reminds the students of their very real immersion course, entirely in English, which they had experienced during the first trimester of school.

Regarding this, the students heard their teachers talking in the corridors about Intercomprehension between languages, Education to multi / plurilingualism, Interculturalism, Adaptive pedagogy, Reticular Language Learning and Teaching...

It appeared to be a lively discussion!

Pierre MARTINEZ / 2019
A small group of students presented a school project: a multimedia and multilingual exhibition. The subject was the position and role that society assigns to boys and girls in France and in the United Kingdom.

"Gender" is a topic that will necessarily interest these adolescents. We will soon be able to organize a flipped class, where reflection will be shared and discussed when the time comes.
Then, we structure the knowledge in more formal sequences of activities to better anchor it in the minds of students. Darwinia is one of those students who loves that. She has the « grammarian profile ».

That day in class, collaborative activities are on the menu. We are dealing with the rather complex issue of gender and number in both French and English.
The session ends by raising cultural awareness of what linguists call *Linguistic Arbitrariness*. Students will find this interesting phenomenon when they learn in German class that the moon is *der Mond* (masculine) and the sun, *die Sonne* (feminine), etc.

Darwinia is able to make a contribution because she is fluent in German, her first foreign language, learned earlier in kindergarten.
Miss Crowne and her colleagues regularly report on the difficulties that the software has identified or that the students are expressing themselves. Individual remedies are proposed and discussed.

In a world of generalized connection, the traditional "One hour, one class, one teacher" idea is gone. It would be rather hard to justify it.
School is a meeting point where we do a regular assessment of our work, receive indications and advice, see each other and share.
This week, Darwinia won points: she just read the bilingual version of *A Brave New World*, a comics edition. She downloaded it and then, to finish, she played a *serious game* about Aldous Huxley's book. It was her Australian e-*tandem* correspondent who had suggested the novel to her.

Something to think about the world as it is in this year 2028 and as it could become... not necessarily better, seems to say the author.
All the data provided by the student's daily activities, her *big data*, will also help the teaching team develop an adaptive pedagogy for her.

It takes into account her biorhythm, her preferences, her attitudes, her cognitive behavior when facing problems, her agenda, their successes and errors and her productions, including those she makes on social networks.
Everything Darwinia does in addition to classroom activities, such as the time she devotes to informal and personal learning, is also recorded and taken into account in the evaluation thanks to the collection of her *metadata* by an *Open Badge*.

Complementary work is assigned a coefficient defined by the official curriculum, but weighted by the teacher.
These elements will be automatically taken into consideration at the end of each course period and at the end of the school year.

In addition, Darwinia has been equipped with an intracorporeal chip that is connected to the medical practice affiliated with the school. Everything related to her physical well-being is thus recorded: growth, diseases, incidents, progress.
Everything is evaluated and controlled for her current benefit or as a preventive measure. She works effortlessly and longer.

If necessary, the family doctor is automatically notified and prepares to intervene. There are now excellent molecules to increase memory or resistance to effort.

With the physical and chemical means she benefits from, Darwinia retains better what she learns, she reads better, she hears a phoneme or an intonation better.
We have entered a new society, that of Web 4.0, where objects are connected to each other and to humans immersed in networks.

The economy, health, media and work are undergoing changes as a result of innovation in science, technology and organizations.

Why should school (and only school) not need to be deeply rethought?
<table>
<thead>
<tr>
<th>GLOSSARY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Activities</td>
<td>Reticular Language Learning and Teaching (R2LT)</td>
</tr>
<tr>
<td>Early Learning</td>
<td>School as a Meeting Space</td>
</tr>
<tr>
<td>Informal Learning</td>
<td>Error / Success</td>
</tr>
<tr>
<td>Personal Voice Assistant</td>
<td>E-tandem</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Evaluation, Assessment</td>
</tr>
<tr>
<td>Flipped, inverse Class</td>
<td>Preferences – Motivation</td>
</tr>
<tr>
<td>Cognition (Cognitive Behaviour)</td>
<td>Humans, Enhanced Humanity</td>
</tr>
<tr>
<td>Widespread Connectivity</td>
<td>Immersion</td>
</tr>
<tr>
<td>Intercultural, cross-cultural</td>
<td>Plurilingualism</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Fab Lab</td>
<td>Learning Style</td>
</tr>
<tr>
<td>Serious Games</td>
<td>Personal Remediation</td>
</tr>
<tr>
<td>Big Data</td>
<td>Networks</td>
</tr>
<tr>
<td>Meta-data</td>
<td>Social Networks</td>
</tr>
<tr>
<td>Mobility</td>
<td>Scenarios</td>
</tr>
<tr>
<td>NBIC</td>
<td>Knowledge-structuring Techniques</td>
</tr>
<tr>
<td>Adaptive Pedagogy</td>
<td>Virtual</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Intercomprehension</td>
</tr>
<tr>
<td>Aims, Goals</td>
<td>Innovation</td>
</tr>
</tbody>
</table>
Innovation au service de la pédagogie.
Et pas l’inverse!

Mercredi 21 novembre 2018

Conférence préparée et animée par Maud Vincent, rédactrice en chef déléguée d’EducPors by l’Etudiant.