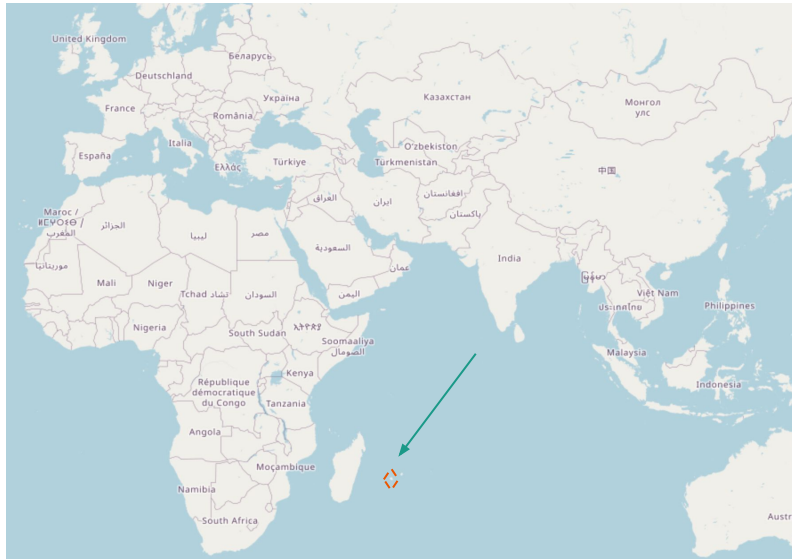

Enseignement et apprentissage des langues sur des plateformes participatives - De (nouveaux) rôles pour l'enseignant

Teaching and learning languages with participative platforms - (New) roles of teachers

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La Réunion / Reunion Island (France)



- A French *département* in the Indian Ocean
- 9 400 km from Paris
- 9 200 km from Beijing
- 950 km from Antananarivo (Madagascar)
- 220 km from Port Louis (Mauritius)

- 2 512 km²
- 850 000 inhabitants



Using/learning languages in the “digital wilds”

- Cognition “in the wild” (Hutchins, 1995, p. xiii)
 - “refers to human cognition in its natural habitat—that is, to naturally occurring culturally constituted human activity”
- CALL in the digital wilds (Sauro & Zourou, 2019, pp. 2-3)
 - “within a digital context or community that is not governed or developed by a formally recognized school, university, or education provider”;
 - “does not take place [...] with a primary goal of language teaching and learning”;
 - “impetus to learn [...] originates in the learner and not from curriculum guidelines, educational policy, or teacher direction”;
 - “learning is not directly mediated by curriculum guidelines, educational policy, teacher practice, or norms of evaluation”.
- Benefits
 - Member of a community / Real large audience
 - Authentic and meaningful communication
 - New identity: language users (vs. learners), experts
 - Language learning



How to take advantage of these benefits?

Promoting learning in the digital wilds

Giving the opportunity to (inter)act (and learn) in
the digital wilds in the classroom

Connecting the classroom with the digital wilds



Pedagogical framework

- A socio-interactional approach (Ollivier et projet e-lang, 2018)
 - Communication is social (Hymes, 1972; Jacques, 2000; Culioli, 1990; Brassac, 2004...)
 - Social interactions shape (and are shaped by) communication (*primum relationis*, Grillo, 2000; Jacques, 1979)
 - Necessity to learn how to (inter)act in specific social interactions
 - Tasks, which allow learners to experience authentic communication within authentic social interactions



Real-World Tasks (tâches ancrées dans la vie réelle)

- Specificities
 - RWTs are tasks: “by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between. ‘Tasks’ are the things people will tell you they do if you ask them and they are not applied linguists” (Long, 1985, p. 89 / 2017, p. 208).
 - Real-World Tasks
 - exists prior to any pedagogical action
 - are anchored in the educational and in the real world (digital wilds)
 - are completed
 - on participative websites
 - within authentic social interactions
 - the outcome/output is evaluated within the authentic social interactions
- Examples:
 - contributing to an online tourist guide (Wikivoyage)
 - commenting a newspaper article
 - sharing a cooking recipe in an online forum

(New) teachers' roles



Roles of the teacher

- What the role does not involve
 - Evaluation
 - Task design
 - Owning or administrating the platform
- What the role involves
 - Prospection (curation)
 - Motivation
 - Designing “workplans”
 - Support and facilitation
 - Promotion of autonomy and use of (digital) tools and resources - Helping students to
 - identify difficulties and useful tools / resources to overcome these difficulties
 - learn how to effectively use these tools / resources
 - **reflect on the use of these tools / resources (consequences for communication, multilingualism, language learning...)**
 - integrate them (or not) in their learning environment



Example (recommendations for Wikivoyage)

The teacher

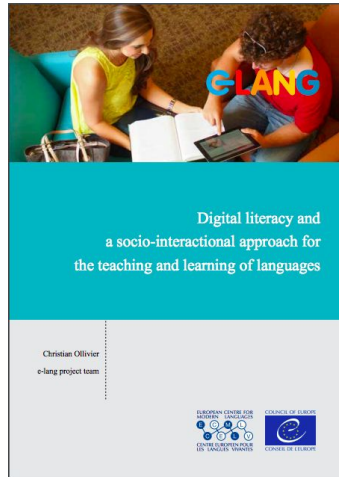
- finds the task (<https://www.wikivoyage.org/>)
- *proposes* the task to the learners
- helps them to identify the socio-interactional context
- designs a “workplan”, proposes coherent activities, which help the students completing the task and acquiring necessary knowledge and competences
- offers support, strategies, (digital) resources and tools
 - analysing and using similar texts, re-using expressions
 - using machine translators
 - using a search engine as a concordancer
 - using spell checkers
 - ...
- **promotes critical reflexion on the use of digital tools**



Perspectives

Teacher promoting
autonomisation
critical digital literacy
for and through participation

For further information



e-lang projects (at the ECML)

Digital literacy: <https://www.ecml.at/elang>

Digital citizenship: <https://www.ecml.at/elang2>

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