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Redefining relationships in the learning space – Part I Jérôme Collin, France

In this presentation, I wanted to redefine the relationships between decision makers, teachers and students in the learning space.

I presented the old pedagogical conception, which is based on the image of a teacher possessing knowledge and transmitting it to his students by the authority of his status.

I have shown that this conception, which can be perceived as aggressive and lead to a blocking reaction, has been complemented by the discovery of the educational field in which the teacher contributes, by establishing an affective link, to the student's personal development.

The educational field can be frustrating for the teacher who must then recover his status and authority in order for the educational contract to be respected between him and his students.

This shows the fragility of this contract: the teacher is always balancing between the instructive and educational fields. By using a semiotic square, I have shown that the teacher oscillates at every moment between the “wizard” and the “fraud”.

Another weakness of the two fields described is that they put the teacher at the center of the students' attention. Even if the architecture of classrooms has evolved, the teacher remains the center of gravity.

However, in military language teaching, the teacher is not a reference for either military knowledge or language. It is the military who master the military subjects, and the students are not researchers in linguistics, the reference in language is the language spoken outside the classroom.

I therefore proposed two configurations, one centripetal to address the military topics, which favors interactions between students, the other centrifugal to address the practice of the language, which favors interactions with speakers outside the classroom space.

In order to implement these two types of configurations, I have shown in the end that teachers must be given a great deal of autonomy. Decision makers cannot be recruiters and order givers, but selectors who delegate an assignment.

Teachers must reappropriate the mission and develop winning strategies with students who are co-creators.

- Jeanine Filloux, *Du Contrat pédagogique*, coll. « Sciences de l'éducation », Dunod, 1974, 368 p.

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