

# THE ASSEMBLAGES OF RHIZOMATIC LEARNING OF ENGLISH OF SECONDARY SCHOOL STUDENTS

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## Abstract

The branch of postmodernism is poststructuralism - in fact, it was called French poststructuralism, with the dominant philosophy being "68 philosophy" (Marshall, 2004). The article is based on poststructuralist representatives Deleuze and Guattari (2004) theoretical insights on rhizome and assemblage, which are presented in the "Thousand Plateaus". "There are only many multiplicities that make up a single assemblage operating in the same assemblage" (Deleuze and Guattari, 2004, p. 34). It also appeals to other authors such as Manuel DeLanda (2016), who interprets the idea of the Deleuze and Guattari assemblages. Thus, the problem-related question arises: what are assemblages of rhizomatic learning? The aim of the research – to reveal the English learning assemblages of secondary school students based on the theoretical insights of the Deleuze and Guattari rhizomes in informal and non-formal learning contexts. A total of 8 interviews were conducted with twelfth-grade students. A semi-structured narrative interview according to Barkhuizen (2020) was conducted with each of them. Respondents were selected by targeted criterion selection (Patton, 1990) from two gymnasiums. Also, a cartographic method (Okada et al., 2014) was used to create rhizome maps. In order to distinguish assemblages' peculiarities, the rhizomatic maps of two classes were constructed. The conducted thematic analysis allowed to disclose reading-listening, reading-writing, reading-speaking, speaking-listening, listening-writing assemblages. It was noticed that students develop English through watching movies, music videos, or educational material with subtitles. Learning English through music allows you to learn new words, tenses, learning English from movies and their subtitles develop the phonetic subtleties of pronunciation. The scientific analysis revealed that rhizomatic learning develops through Deleuze and Guattari concepts: assemblage, becomings, etc. Comparing the narratives of a smaller town and larger town students, it was found that more English learning opportunities are created in the larger town. Students participate in a project as "Unifying power of arts" and other non-formal activities.

Keywords: Rhizomatic learning, assemblages, rhizomatic map, English learning.

## 1 INTRODUCTION

The current international situation of the English language has been largely determined by globalization, especially over the past few decades. Today, we should already recognize English as a global language in which English is used for intercultural communication purposes. In today's postmodern world, things are changing, constantly changing. Postmodernism is one of the most important epoch-making turning points in the history of human civilization, related to the transition from local histories of civilization to global metacivilization, i.e., from the eurocentric to the polycentric global vision of the world established in postmodernism (Andrijauskas, 2010). Our society is becoming a consumer society "after all, the consumer has endless spaces full of new points, and therefore extraordinary possibilities" (Bauman, 2011, p. 70-71), where the nature of freedom of consumption is determined by the socio-cultural system, and it is implemented on the basis of the creation of a market for trade and realization of all areas of human life (Rubavičius, 2010). In such a world, a person becomes not only a consumer, but also a traveler, a solver of complex "equations" of life, a discoverer. Mason (2019) believes that capitalism has connected millions of people, able to reach the full message of humanity with the flick of a finger. And has created a historically new subject of change for educated and connected people. As liberation from the grips of capitalism, the author predicts the emergence of postcapitalism. We can also see alternative relations in education. In the educational process, mass media are being introduced, artificial intelligence is being inculcated, postmodern new spaces are being built, and learning is becoming chaotic, students are learning from different places, connecting or creating their own personal learning network. During the learning process are increasingly encouraged to develop competencies of critical thinking, decision making, poststructuralism constructivism, divergent thinking. In addition to the usual concepts in education, the following concepts emerge as becoming, nomad, rhizome, deterritorialization and reterritorialization, in

"betweenness" and other concepts (Duoblienė, 2018). In the Britannica Encyclopedia, rhizome, also called creeping rootstalk, horizontal underground plant stem capable of producing the shoot and root systems of a new plant. Rhizomes are used to store starches and proteins and enable plants to perennate underground. Rhizomes are horizontally growing underground stems. Rhizomes are distinguished from roots in having nodes with reduced leaves. Rhizomes are horizontal, usually subterranean shoots with scale leaves and adventitious roots on the underside. Most rhizomes are perennial, sending up new shoots from the nodes and spreading the colony (Britannica Encyclopedia, <https://www.britannica.com/science/rhizome>). The metaphor of the rhizome was visually described by Deleuze and Guattari, who developed "moving" concepts. They first used this term in *Kafka: Towards a Minor Literature* (1975) when analyzing Kafka's work "The Cave", "The essence of this work is the rhizome, the cave" (Deleuze and Guattari, 1986, p. 3). The concept of rhizome was later discussed in the "Introduction to Rhizome" (1976) and in their book *A Thousand Plateaus: Capitalism and Schizophrenia* (2004). According to them, the rhizome is a derivative that has neither a beginning nor an end, but always has a middle from which it grows and develops (Deleuze and Guattari, 2004). We can equate this development of rhizome with nomadism. Nomads are members of a community, not having a clear direction, path, or ground. Such nomadism, without finding a permanent land, takes place in the immanent smooth plane called Deleuze and Guattari (2004) creates an unknown direction of deterritorialization "par excellence," and when new land is found and established in it, or reterritorialization occurs upon return to the same land (Deleuze and Guattari, 2004). According to the authors, the directions of deterritorialization are drawn by lines of flight. In such an immanent plane, also known as Deleuze and Guattari (2004) calls it "*plane of the body without organs*", changes take place, becoming created. According to Deleuze and Guattari (2004), becoming is the transition from quantitative (macro) to qualitative (micro) multiplicity. "*Becoming – is not conformity or similarity, imitation or identification. Becoming does not occur in the imagination, even when the imagination reaches its highest cosmic or dynamic level, as in the work of Jung or Bachelard*" (Deleuze and Guattari, 2004, p.238). On the other hand, Žukauskaitė analyzes in more detail the concept of Deleuze, Guattari becoming and, in her opinion, "*Becoming is a specific state of movement and calm, speed and slowness, intensity flow*" (Žukauskaitė, 2011, p. 117). The concept of individuation is used to better understand becoming. Individualization, as a process of becoming, allows to being both an exclusive and a part of the entirety (Duoblienė, 2018). Human becoming a beetle is described in detail in Kafka's "Metamorphosis". New rhizomes multiplicities overlap and form assemblages. Žukauskaitė (2011) delves into the concepts of Deleuze and Guattari, and notices that they call the plane of consistency a network or a sieve, and chaos does not always take place in it, here the merging of machine assemblages and multiplicities into the rhizome takes place. Deleuze and Guattari (2004) in his book "A Thousand Plateaus" describe in detail becoming a woman, becoming an animal, becoming a minority, becoming imperceptible, etc., and in his book "Anti-Oedipus" describes territorial, despotic and capitalist machines. The state machine is not the only machine operating in the social field. In the opposite direction is the assemblage, a war machine, called by Deleuze and Guattari (Žukauskaitė, 2011). As can be seen, there is a variety of concepts that can manifest in different areas of learning.

**The philosophy of the research.** The article draws on the theoretical insights of poststructuralist Deleuze and Guattari (2004) on rhizome and assemblage, which they presented in "The Thousand Plateaus". It also appeals to other authors such as the philosopher Manuel DeLanda (2016), who interprets the idea of Deleuze and Guattari assemblage. An assemblage is a derivation composed of multiplicities "*There are only multiplicities of multiplicities forming a single assemblage, operating in the same assemblage: packs in masses and masses in packs*" (Deleuze and Guattari, 2004, p. 34). The concept of assemblage is widely used in art, computer archeology, philosophy, in computer science. The concept of assemblage was first proposed by Johndan Johnson-Eilola (author of Cloud Computing) and Stuart Selber (2007) in the journal "Computers and Composition". Here, assemblage means a text that is first and foremost created from existing texts to solve writing or communication problems in a new context (Johnson-Eilola and Selber, 2007). Otherwise, assemblage is understood in art, here "assemblage" is a work created by attaching together cut or torn pieces of paper, newspaper clippings, photographs, pieces of clothes, fragments of wood, metal or other similar material, seashells, etc. (Seitz.,1961). And yet another assemblage is found in archeology, which is an assemblage of artifacts or ecofacts found together from the same place and time (Pearsall,2008), while architectural styles intertwining in architecture are overlapping assemblages. In philosophy, assemblages are a collection of heterogeneous parts that convey a certain collective character (Žukauskaitė, 2011). Assemblage elements can include sounds, gestures, signs, and more. Personas are entities or objects involved in the process of creating assemblages. Deleuze and Guattari (2004) assemblage is located between two layers, between the interstratum and the metastratum, i.e. the

plane of the "body without organs" of consistency. Manuel De Landa (2016) distinguishes out these features of assemblages: 1) assemblages have a fully contingent historical identity; 2) assemblages are always composed of heterogeneous components; 3) assemblages can become component parts of larger assemblages; 4) assemblages emerge from the interactions between their parts. Žukauskaitė (2011) emphasizes that Deleuze and Guattari distinguish between molar and molecular structures, which are also called macro- and micro-multiplicities. The molar structure is defined by class, gender, race, nation, and at the molar level it is not a stable identity, movement, becoming. This means that the entirety consists not only of molar units but also of smaller molecular parts. Deleuze (1995) emphasizes that there is an experience that allows learning as a way of constructing new knowledge using cognition as well as enriched with emotions and desires, that is, by enabling "the creation of something new" (Deleuze, 1995).

**Deleuze and Guattari ideas in education.** Rapidly Deleuze and Guattari's (2004) ideas began to spread in education as well. The ideas of Deleuze and Guattari in education can be found in the works of Lithuanian professors Baranova and Duoblienė (2019) and in scientists' works of Garbauskaitė Jakimovska (2018), Junutytė (2016). Duoblienė (2018) defines the participants of education as travelers who are not afraid to expand territories. Learners move in different directions, mostly horizontally, through natural development, although not necessarily, but abandoning vertical stature, namely traditional learning. The content of education expands, changes, merges with non-formal and informal education, taking into account the interests of the learner. Duoblienė and Baranova (2019) believe that the integration of cinema into the subject, its discussion with philosophical concepts, essay writing makes the lesson postmodern and encourages students' critical thinking. Garbauskaitė - Jakimovskaja (2018) describes the phenomena of non-formal learning according to Deleuze and Guattari (2004) concepts and emphasizes that rhizomatic learning can take many forms. Rhizomatic learning is learning that is not hierarchically organized, that is unsystematic, implemented in different forms, in different contexts, at different times (Garbauskaitė - Jakimovska, 2018). Junutytė (2016), presenting the insights of Deleuze describes a sense of art and music through the power of rhythm. Ideas of rhizomatic learning in language learning are more widely explored by foreign authors (Lian and Pineda, 2014; Semetsky, 2013; Waterhouse, 2011; Masny, 2011). Semetsky (2013) argues that learning cannot be based on the a priori principle, i.e. mechanical repetition, and encourages learning together. Lian, and Pineda (2014) constructs a personal learning network that is dynamic, open, and unpredictable, and suitable for language learning. Masny (2011) develops the theory of multiple literacy, which Waterhouse (2011) effectively applies to immigrant language learning by creating becomings. Thus, it can be assumed that learning takes place in the form of assemblages, which makes it rhizome-like. Rhizomatic learning is learning based on the metaphor of Deleuze and Guattari's (2004) rhizome, which has a middle but no beginning or end, like a learning process (Cormier, 2011) that creates a dynamic, open, personal learning network, and is responsive to the needs of learners (Lian and Pineda, 2014). One of the first authors to describe rhizomatic learning in detail is David Cormier (2008), who integrates the concepts of rhizome, becoming, nomad, assemblage into learning based on the ideas of Deleuze, Guattari (2004) book of "a Thousand Plateaus: Capitalism and Schizophrenia". As a manifestation of rhizomatic learning, we can find when we are talking about distance learning (Bozkurt et al., 2016; Mackness and Bell, 2015), curriculum formation (Chan, 2011; Cormier, 2008), personal environment creation (Trang, 2016), learning through games (Sanford et al., 2011), the creation of becomings (Waterhouse, 2011). According to Cormier (2008), a curriculum is developed in real time in the learning process. It is a community that shapes the content of education, spontaneously shapes, constructs, and reconstructs, and responds rhizomatically to changing environmental conditions, and rhizomatic learning is applied to the learning process. The curriculum is designed to help students develop skills, and their "voice" is heard (Chan, 2010). According to Sanford et al., (2011), rhizomatic learning is a complex learning to observe and recognize "reality". The authors' rhizomatic learning relate to learning through games that can be played online. Other authors (Bozkurt, 2016; Mackness and Bell, 2015) associate rhizomatic learning with Massively Open Online Courses (MOOC) where the learning course is widely available to anyone from anywhere in the world. Trang (2016) encourages students to create a "Do it yourself" website for learning purposes and use it in the learning process. Waterhouse (2011), draws on the theoretical insights of Deleuze and Guattari (2004) and reveals the peculiarities of immigrant language learning, cases of becoming a Canadian as "a nomadic invasion that takes away territories, opening up smooth space and enabling becoming" (Waterhouse, 2011, p.271).

**Nomadism in English language learning.** A language learning nomad is a learner whose goal is not to "integrate" into another culture, to be tied to one place and social norm, but to move freely, to be in transit in a constant process of becoming (Ros, 2016). Such a learner deviates from traditional

learning content and embarks on a personal journey. He is rhizoactive, can study while traveling abroad, interacting with peers from other countries or others. He creates *lines of flight*, and experiences various becomings. Such learning can lead to digital techno-nomadism, which is self-contained and free, and which is sometimes characterized by burnout syndrome (Cook, 2020). Changes take place in the nomadic immanent plane - in nomadic pedagogy.

**Nomadic pedagogy** draws attention to places and spaces, as well as dynamic forces that can influence and implement change. It is a practice of concept development. Deleuze's own philosophical work and his partnership with Guattari created new concepts: rhizome, assemblage, nomad, fold, body without organ, etc. Namely pedagogy - in art, science and philosophy - must educate us, respectively, by becoming able to feel, know and think: it is to create concepts. (Semetsky, 2008). As mentioned before, rhizomatic learning is learning based on the metaphor of Deleuze and Guattari's (2004) rhizome, which has a middle but no beginning or end, like the learning process (Cormier, 2011) that creates a learner's personal learning network for learning English (Lian and Pineda, 2014). Learning English is continuous learning that takes place all the time and is responsive to the ideas of lifelong learning. Rhizomatic learning is characterized by the concepts distinguished by Deleuze and Guattari (2004), innovation, personal networking. Thus, it is likely that students' English learning may have a rhizome manifestation, so the problem-related question arises: what are assemblages of rhizomatic learning of secondary school students?

**Participants of the research.** A total of 8 interviews were conducted with twelfth-grade students. Braun and Clarke (2013) indicate that 6-10 interviews are sufficient for thematic analysis. A semi-structured narrative interview according to Barkhuizen (2020) was conducted with each of them. Respondents were selected by targeted criterion selection (Patton, 1990) from two gymnasiums: one 12th grade English group of a smaller town students and the other 12th grade English language group of a larger town. Also, a cartographic method (Okada et al., 2014) was used to create rhizome maps. In order to distinguish assemblages' peculiarities, the rhizomatic maps of two classes were constructed.

**The research process.** In a semi-structured narrative interview, participants were asked a key question: *1. How do you develop English language skills from grade 11 to the present?* Participants also were asked clarifying questions during the narrative interview. Learners were asked to tell their English learning history in the most consistent sequence of events possible: English reading learning - English writing learning - English listening learning - English speaking learning. The interview lasted 45 min–1 h with each participant.

## 2 METHODOLOGY

**The method of the research.** The data collection method is a narrative semi-structured narrative interview (Wengraf, T. (2004). A narrative is an oral or written text that presents an individual's (based on his or her own experience) story, history about chronologically related events (or actions) (Creswell, 2007). Big stories must give way to small ones (Lyotard, 1993), i.e., students' stories. According to Barkhuizen et al. (2014) narrative research is a particularly appropriate way to explore language teachers and learners in a social, historical, and cultural context in which the lives of teachers and learners are considered a priority (Barkhuizen et al., 2014, 11). Barkhuizen et al. (2014) note that language teaching / learning has this specificity: 1) stories about personal experiences; 2) stories about language teaching and learning experiences in the context of real or imagined daily life; 3) this includes aspects of narrator identity. Narrative data are collected according to Barkhuizen, (2020) a five-dimensional narrative interview. The first dimension is - narrative as a research object. Here, researchers focus on narrative features. The second dimension -stories as interaction. The third dimension is less research engagement. The fourth dimension - short narrative stories. Short stories (Barkhuizen, 2016) are characterized by the following features: 1) Tells about past or imagined future experiences. It tells what happened or will happen in the life of the narrator. 2) Stories are reflective, emotional beliefs related to experiences that take place at a particular time. 4) Stories embody "action". Something in a story happens at a certain time. 5) Stories implicitly or explicitly indicate who participated in the action of the story (actors), when the action took place (time) and where it took place (place and space). The fifth dimension is narrative analysis - thematic analysis. Short stories are analyzed thematically in terms of their content, (Barkhuizen, 2020). Polkinghorne (1995) distinguishes two main types of narrative analysis, i.e analysis of narratives and narrative analysis. In this case, narratives are analyzed using the thematic analysis of Braun, Clarke (2006). A cartographic method (Okada, 2014) was also used to create rhizomatic maps.

### 3 RESULTS

The conducted thematic analysis allowed to distinguish the assemblages of reading-listening, reading-writing, reading-speaking, and speaking-listening, listening-writing.

#### 3.1 Reading-Listening Assemblages

The research has shown that students mostly enjoy watching movies with English subtitles. An assemblage of reading - listening is formed in this activity. Films are about our lives, the present moment; films are not just stories but also dialogue with us, they test our values, boundaries, attitudes, and tolerance. Donaghy K. (2019) notes that in society there is an opportunity to capture moving images with digital cameras and mobile devices. Some films require philosophical reflection and discussion. The subtleties of Deleuzian film are widely discussed in the works of Baranova (2014), Duoblienė (2018), Žukauskaitė (2011). Duoblienė (2018) note that cinema helps to learn creativity, which is dictated by a visual movement that reflects a dialectical chronological sequence. Žukauskaitė (2011) believes that contemporary political cinema not only reflects the current stratification, but also connects different derivations and layers. Meanwhile, Baranova (2014,) notes that in film - philosophy, Deleuze does not use the concept of a body without organs. In film- philosophy, Deleuze returns to the pre-schizophrenic vision of the Artaud Theater of Cruelty, in which the main role is played not by body intensities but by body gesture. Students in both the city and town are watching Oscar-winning films towards simpler ones. *"I think it's best to watch movies in English and it very develops vocabulary, I would especially advise watching movies that are usually on the tops, have won an Oscar, one of them a "Parasite" (P1).* After all, Bong Joon-ho's film "Parasite" can be bravely called a minor cinema, because above all, during more than 90 years of the film award, a non-English-language film has been recognized as the best. There we can see the visual-time distinguished by Deleuze (2012), and visual movements that appear in the film as a tense time, and life - movement with rupture, which is provided by the movement of the camera; however, by choosing English subtitles, it is possible to learn English. A film like J. Demmes "The Silence of the Lambs" has won five Oscars. At the Cannes Film Festival, R. Polanski's "Pianist" won the main prize - "Golden Palm Branch", and was awarded 3 Oscars for best director, best actor, and best screenplay. *"Now I watch "The Silence of the Lambs, The Pianist in English Now" in English only" (P.3).* This student gradually came from watching English with subtitles to watching films in the original language, passed the exam for 100, so we can assume that watching films in English significantly contributed to the results of English achievements. Students also watch films as Lone Scherfig's "One Day", Nick Cassavetes "The Notebook" Lisa Azuela's "Lol", David Yates's according to J.K. Rowling's novel "Harry Potter". *"My favourite genre of films are romantic films, I watched many of them. The most memorable film "One day", but somehow I can no longer find it online. I watched so many of them, I still like "The Long Haul", another "The Notebook" movie, very thoughtful, deep. There everything was there such a guy met a girl, they fell in love <...>. I've watched that movie "One Day" a few more times, maybe I've watched such an English movie "Lol" 5 or 6 more times, I don't know how here, just to call it. This is such a teen movie, with the idea, such a classic, and all kinds of dramatic love, that's what I liked very much too <...>" (P.8).* Fragments of most narratives show that movies are watched several times. This leads to Deleuze's (2004) idea of difference and repetition. The concept of difference Deleuze (2004) derives from Nietzsche's idea of eternal return *"It is the same here: the eternal return is indeed the Similar, repetition in the eternal return is indeed the Identical - but precisely the resemblance and the identity do not pre-exist the return of that which returns"* (Deleuze, 1994, p. 300). Each repetition is unique, it is not a copy. Repeated viewing allows to understand not only English words but also phrases. Reading-listening assemblages manifest by watching music videos. Actually listening to Gorrilaz's song "The Pink Phantom," one can enjoy more than just listening when the essential phrases of a song appear in a vortex of animated characters. In addition, through the refrain "Long summer nights, Held you a long time, put your name in my rhyme " (Summer nights), it is possible to learn rhythmic English, and by delving into the lyrics of the song, also is possible to discover the phrasal verbs "put out", the sentences of the future continuous time "I'll be waiting for you on the other side" and others. Students use supporting measures, such as Google translator and search system.

#### 3.2 Reading-Writing Assemblages

Reading-writing assemblages emphasize communication both with oneself and with others. Most reading - writing assemblage manifests itself in writing letters, playing computer games, reading various foreign news and writing comments, solving crossword puzzles. Klimova, B., Kacet, J. (2017) note that the use of computer games is a characteristic feature of current foreign language learning.



This creates many benefits, such as the use of the target language, greater involvement in playful activities, enhanced communication, and vocabulary development. On the other hand, there are some limitations, such as too much interactivity can trouble the acquisition of vocabulary and learning, not all games are useful for language learning. Fragments of student's narratives reveal that they play a variety of games from games where a lot of people gather to logical ones. Students in both: in larger and in smaller towns, especially boys, play computer games. However, in English, there are more opportunities for larger town students to correspond with peers through nonformal activities *"Anyway, I correspond with my peers, via Facebook, Instagram. I communicate, because especially when the Erasmus project "The Unifying Power of Arts" failed during the quarantine, we formed a group, we talk to the people from Erasmus virtually, we write and communicate through Zoom. When it was real, we went to Macedonia and there we met Turks, Romanians, and Croatians. That project is aimed at young people aged 15-18 from 5 countries who are engaged in learning activities, getting to know the cultures of other countries in different countries, such as cuisine, music, art, dance, history. We had to introduce the personalities who make their country famous, to discuss"* (P.7). Thus, it can be assumed that larger town students are having more possibilities in non-formal activities.

### 3.3 Speaking-Listening Assemblages

One of the four language skills in learning English is speaking skills, which are the first and the main form of communication. Information obtained, understood in speaking or discourse than in writing. Speaking is a vital activity. Researching students' narratives reveal that speaking and listening skills are improved by playing computer games. Technologies such as video games and highly miniature screens seem crucial in creating current forms of "privacy". Video game culture is very focused on the individual struggle and unearthly war. Here are Hightech technologies of maximum mobility and great exchanges (Haraway, 2000). Students fast understood the essence of these technologies." *"And there was a game - virtual reality lives, it's an English server, it won't run without English, it plays situations, the police stop, ask for a document in English, have to answer in English or you have to communicate in English while working as a salesman, you have to practice such a thing, there is a need to talk"* (P.5). Also language learning through traveling. *"Traveling encourages you not to be mistaken and able to express yourself, although it will not be very smooth, because if you speak with a slight stutter and hesitate, it will be difficult for the interlocutor to understand. I become braver, and for me it easier, an important breakthrough occurred. I have visited Sweden, England, France, Germany, the Czech Republic, Latvia, Poland"* (P.3.). This shows that students develop speaking skills through playing games, or travelling.

### 3.4 Reading-Speaking Assemblages

Reading-speaking assemblages occur when a book is read and discussed. The students really enjoyed the teacher's non-formal educational activities when they were able to read and discuss works of fiction. Some students are loyal to minor literature and miss Melville's "Moby Dick" readings. *"Reading fiction is not obligatory with us, but as far as I can remember the teacher had a module, we read Moby Dick, Sherlock Holmes"* (P7). Students apprehend that reading fiction is no longer available in some schools. Deleuze and Guattari the term "minor literature" seems to refer to "minority" literature. Although Herman Melville was American, his life was quite nomadic. He was also a bank employee, a farmer, a local school teacher, also worked on a whaling ship, his nomadic way of living allowed him to live for six months in the Taipi tribe, one of the "minor" personalities who experienced such a life. There are also spaces in the literature. Melville's Moby Dick fights at sea - in a smooth space. The action takes place not only on the deck of the ship, when one is confronted with the ocean, yet the narrow line of the extinct shore horizon is replaced by the breadth of the ocean and sky, and man is left free to reflect on everything. The situation is similar in game theory, where the action of smooth space presupposes a striated chess space. Other students are faithful to the Great Literature, i.e. Shakespeare classics, *"I like such older times, maybe some kind of Shakespeare hero, drama. Even Hamlet ... in English"* (P2). *"<...> I recommend Shakespeare's Sonnets"* (P1). This shows that in nonformal activities, students sometimes read both American and English literature.

### 3.5 Listening-Writing Assemblages

Listening-writing assemblages occur in communicating with peers through social networks, playing computer games. *"I use Skype, where I can talk and write. I like to talk to others about feelings in English. Both at school and elsewhere, and online with friends"* (P.3). Listening, reading, writing, and speaking English can be learned from Youtube. Alhamami, M. (2013). highlights 5 Youtube

characteristics that encourage learning English, i.e: a) video characteristics (sound quality and video quality); b) attractiveness; c) clarity); d) reaction; e) content. "Through Youtube, I sometimes read and listen to English-specific - educational lessons, but in reality, I learn English programming through Youtube. I learn to program in several languages, i. sequential functional chart (SFC) programming language, Python, C ++ since school. Quite interesting, needed. There are also those Entertainments on Youtube that I am sending videos just for fun" (P.7). Obviously, the student does a lot of programming, also reads information about programming in English, and do programming tasks after reading. In addition, the entertainment is watched on Youtube for pleasure, usually with subtitles. According to Deleuze and Guattari (2004) pleasure is the affection of a person or subject; it is the only way for individuals to "find themselves" in a process of desire that transcends them; pleasures, even the most artificial ones, are reterritorialization. In this case, the student leaves the English programming learning area, and through new flight lines, watch entertainments, dominated by the already leisure English language enjoyment of the machine operation principle.

### 3.6 Rhizomatic Maps of Secondary School Students

Due to the fact, that rhizomatic learning is related to a person's learning network, rhizomatic maps were drawn for x and y gymnasiums students. Rhizomatic maps of Deleuze and Guattari (2004) are characterized by rhizome principles: connection and heterogeneity, multiplicity, a signifying rupture, cartography, and decalcomania, i.e. when the original art image is transferred to another surface. The first and second principles are connection and heterogeneity, which means that any point in the rhizome can be connected to any other point. The third principle is multiplicity, which means that the rhizome is made up of multiplicities. The principle of rupture means that the rhizome can be broken, interrupted at any point, and restart from the old or new line. The principles of decalcomania and cartography mean that the rhizome is creating its own map. This map maintains connectivity and heterogeneity, e.g. if a student watches movies, then the movies he watches are connected to watching movies. The rhizomatic map of students is multifaceted, made up of assemblages of various English language skills that lead to becoming a google diver, becoming audio-man, and more. The principle of rupture is revealed when students start one activity and continue or discontinue it after an interruption. The principle of cartography allows to create a map, and decalcomania to depict it. Thus, it can be assumed that informal and non-formal English language learning creates a rhizomatic learning network.

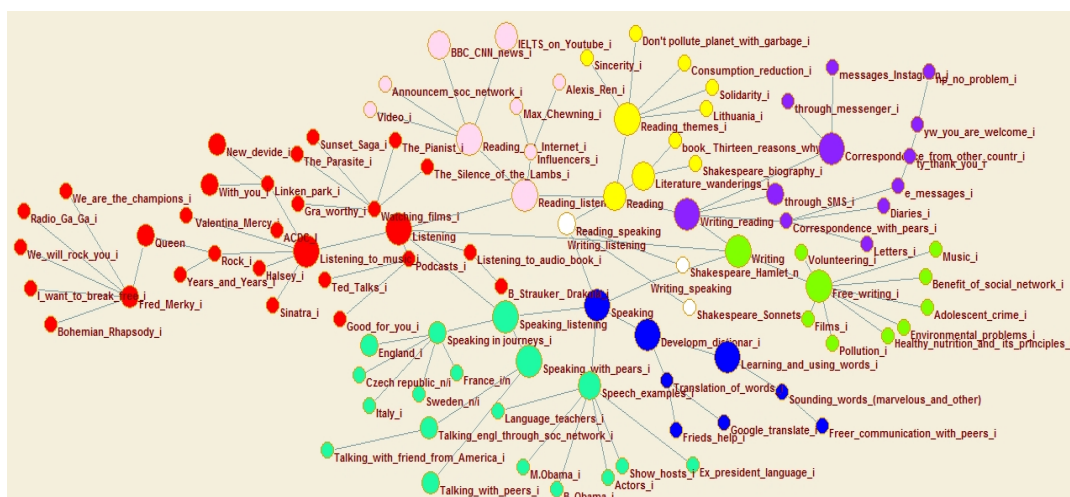


Figure 1. Rhizomatic map of secondary school students in X school.

The rhizomatic map of school X shows the principles of connection and heterogeneity. Every activity of the English language is connected. The rhizome map has many multiplicities. Reading-writing skills consist of reading-writing assemblages, the reading-writing point indicates that student's correspondence in English with peers from Lithuania and other countries. Students read and listen to BBC, CNN news, speak and listen to when they travelling. No rupture lines have been identified. The principle of cartography is manifested in the fact that the map is created, and decalcomania is expressed in the fact that this map can be shown interactively. The rhizomatic map of school X shows that in this school, students listen to a lot of English music, listen to various groups such as Queen, Sinatra, and Linken park fan (becoming an audioman) plans to study the music industry in Scotland.

Shakespeare's works have been read by students. Loop reading, becoming an audio-man, manifests itself as essential features of rhizomatic learning.

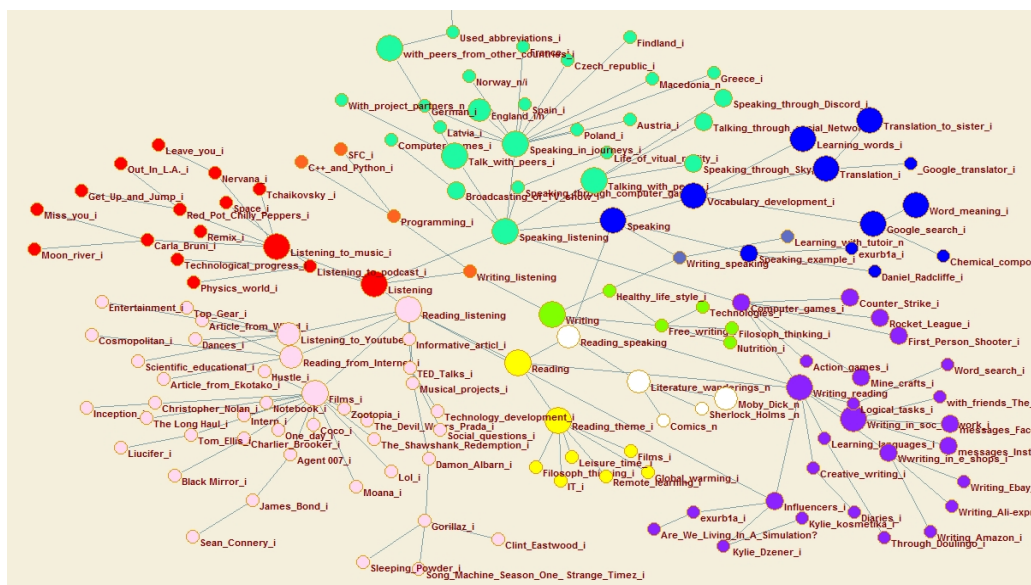


Figure 2. Rhizomatic map of secondary school students in Y school.

The rhizomatic map of school Y shows the principles of connectivity and heterogeneity. As can be seen, the ability to read-listen consists of watching movies with subtitles. Students watch a lot of movies like "Inception", "Lucifer", "The Shawshank Redemption", "Notebook", "Lol". In addition, there are students who develop their listening and writing skills by learning programming. This map is multifaceted, e.g. students travel a lot, so the listening-speaking assemblage manifests students learn English by traveling through non - formal activities around different countries and talking to foreign people. No rupture lines have been identified. The principle of cartography is manifested in the fact that the map is created, and decalomania is expressed in the fact that this map can be shown interactively. Writing –reading is developed through correspondence with English speakers and, in particular, through participation in projects such as "The Unifying Power of the Arts". Comparing the data of the research of students of smaller towns and larger towns, it was found that students of larger towns participate in project activities and non-formal education activities. Students from both schools watch movies and listen to music. The spectrum of films and music is very similar, but students of a larger town listen to science, technology shows in English, while students in smaller towns sometimes read and listen to BBC, CNN news.

## 4 CONCLUSIONS

- 1 A thematic analysis disclosed reading-listening, reading-writing, speaking-listening, reading-speaking, listening-writing assemblages.
- 2 The analysis of the reading-listening assemblages revealed, that students develop English through watching movies, music videos, or educational material with subtitles. Learning English through music allows you to learn new words, tenses, and learning English from movies and their subtitles develop the phonetic subtleties of pronunciation.
- 3 The analysis of reading-writing assemblages disclosed that students correspond with their peers from Lithuania and other countries. This develops networking by being "in betweenness".
- 4 The analyses of speaking-listening assemblages disclosed that students develop their English language skills on trips, talking with peers, broadcasting their programs, and playing computer games. The game of virtual reality creates becoming a virtual and a travel-becoming a traveller.
- 5 The analyses of reading-speaking assemblages disclosed that student develop English language skills by reading fiction and playing computer games. Students read only a few books in English per year. Exposed by "pleasure" machine they choose to listen to audio books, and exposed by "traditional" teaching machines choose Lithuanian books from the obligatory bibliography.



- 6 The analyses of listening-writing assemblages disclosed students develop English language skills by communicating with peers through social networks, playing computer games, learning through Youtube.
- 7 Comparing the narratives of a smaller town and larger town students, it can be assumed that more English learning opportunities are created in the larger town. Students participate in project activities, non-formal educational activities.
- 8 In order to produce the functioning of the English language learning machine, a favourable micropolitics that initiates molecular change through a free learning paradigm is needed.

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