



Language Learning in the Wild

Guided participation in real-life interactions

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Presentation Itinerary

1. Introduction
2. Ideology and Language Learning in the Wild
3. A novel way – three projects and assignments
4. Students, mentors and director's voices





Ideology

- LLIW is a novel educational method with roots in Ethnomethodology and CA-SLA's focus on L2 learning.
- L2 learning as a social activity, in classrooms, in tasks designed for language learning, and in real-life situations.
 - New research show that language use outside the classroom is important for SLA
 - Real life interactions are significant for language learning



Language Learning in the Wild

- Language Learning “in the Wild” is a new approach that supports learners to use their own daily life, their interests and experiences for language learning.
- Interactions in everyday life situations involve a wide variety of actors, places and practices for learning opportunities.
- Adapting the wild where there are unimaginable number of possibilities into a pedagogical structured program gives us purposeful learning.



Language Learning in the Wild

- We have designed pedagogical structures, assignments and guidelines around target interactions in supporting situated experiential language learning in general.
- The key to successful in-the-wild learning is to pursue situations, topics, and people in relation to the learners own biography and interestes.
- The LLIW approach shifts from solely learning in the classroom to using the classroom to reflect upon what was learned outside the classroom through everyday activities.



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Language Learning in the Wild

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University of Southern Denmark + University of Jyväskylä + Tampere University + University of Iceland + Interactive Institute Swedish ICT = **Language Learning in the Wild**



Language Learning in the Wild

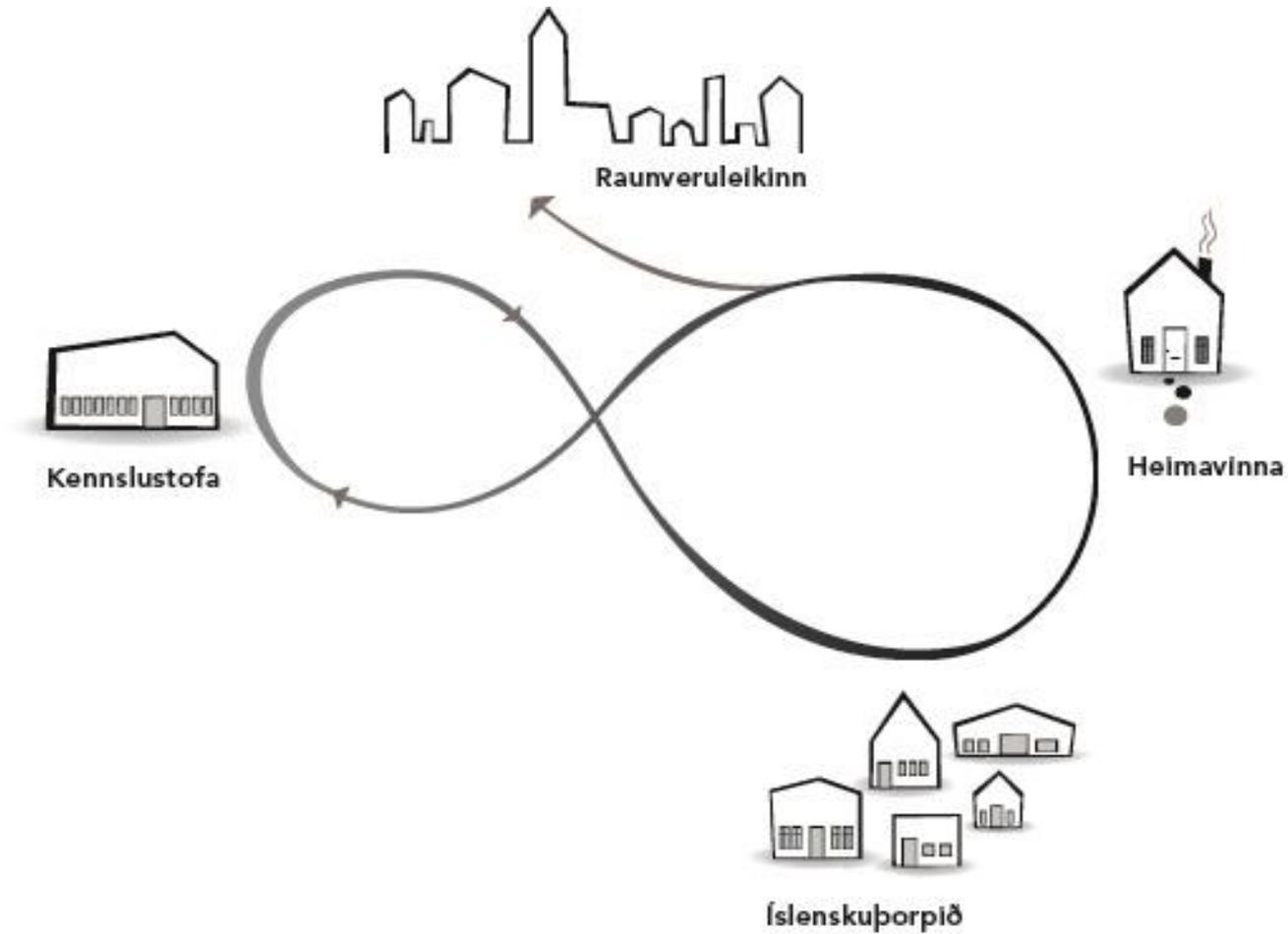
Three projects

- **The Icelandic Village** (beginners)
 - a network of local businesses where the staff has been trained and students can use their Icelandic in their daily life activities
- **The Rally Course** (advanced)
 - students are co-designers of their out of classroom language learning, molding their tasks to their own interests
- **Icelandic in the workplace**
 - two-directional flow between classroom controlled activities and the wild at a workplace where students have support from mentors and staff members



ÍSLENSKUÞORPIÐ

THE ICELANDIC VILLAGE





HÁSKOLI ÍSLANDS

Participating
companies



Record – Record – Record





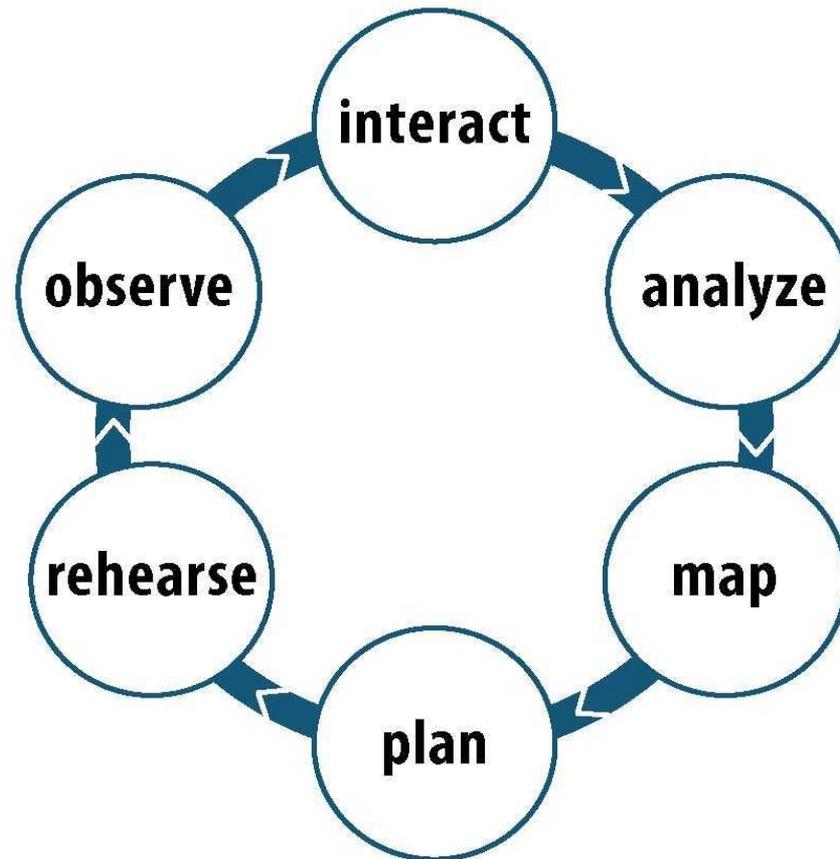
The Rally course





Interests and needs are the driving force in students language learning

“Learning is a consequence of doing interesting things.”





Novel assignments

- My Icelandic Network
- Language Journey
- Interaction Navigator
- Scouting
- One Shot Video
- Photo Journal



My Icelandic Network





Photo Journal + Scouting

Ljósmyndadagbók Sydney Ross Singer

Föstudagurinn minn



- Ég sál hári ég vakna klukkan átta á morgunina
- Ég borða vörpulega halfrænsuð og banana í morgunmat. Mér finnst gott að borða rétt þegar ég vakna.
- Af hverju er alltaf svona málhúsvottur? Ég veit það ekki en ég átti að þvo þvottinn

Föstudagurinn minn



- Ég set tótt mitt í forðamal og finn tvefjórten menn.
- Ég sæk þakka á pósthúsið það er góður dagur til. Ég geng um þar með til eldru.
- Því meður er allt sem ég þvoti enn að þáfa eftir mér þegar ég kom heim. Ég þvegi haer upp til að þerra.

Föstudagurinn minn



- Ég vil fenna köttinn. Ég finn hana kúandi í þróna körfunni.
- Til að vera heiðarleg. Ég spóði máldum tíma með köttinum. Hún heitir Kisa og við kúnum í löggi.
- Það er súða í matinu með meðleigjanda mínum klukkan sex.

Föstudagurinn minn



- Klukkan sjö er kominn tími fyrir heimasímin. Mér líkar ekki heimasímin, en þetta verkefni er í lagi.
- Ég tók þágu fyrir te klukkan átta! Mér finnst allar tegundir af te svo góðar.
- Meiri heimasíminna til ný. Þessi heimasíminna er alls ekki skemmtileg.

Föstudagurinn minn



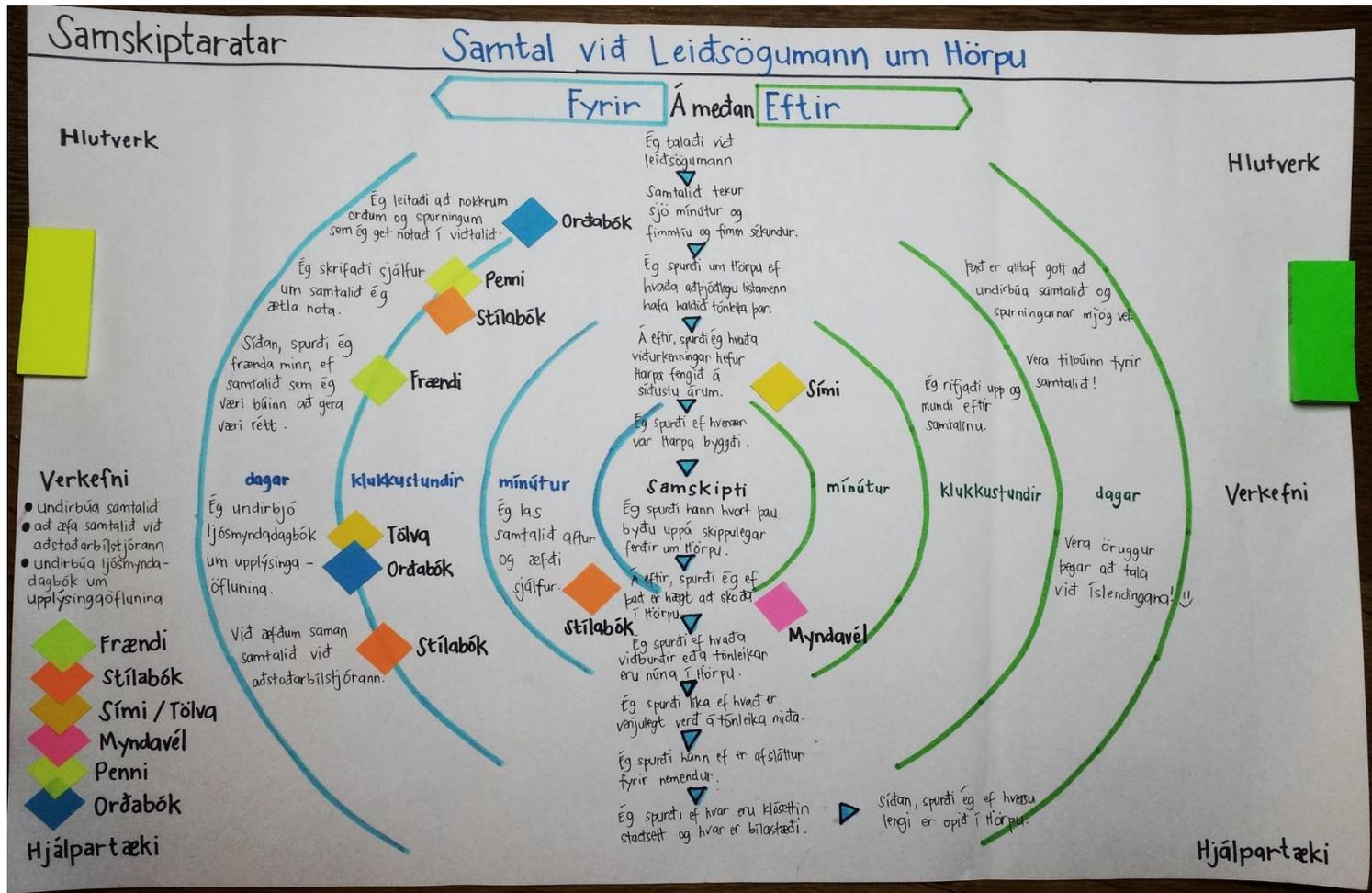
- Hvað er ég að gera á morgun? Ég man ekki, svo ég lít á dagbókina mína í fimin mínútur aða sex.
- Meðleigjandinn minn vill spila frívo Crowns. Það er góður lekur, og við að spila til tíu.
- Þá er það aftur að sofa og ég les bókina mína til eldru.



Language Journey - One Shot Video



Interaction Navigator





Student's voices

“The teacher should be more in the role of a teacher and actually teach new things instead of being the moderator of the assignments, where basically everything is done by the student in a kind of self study.”

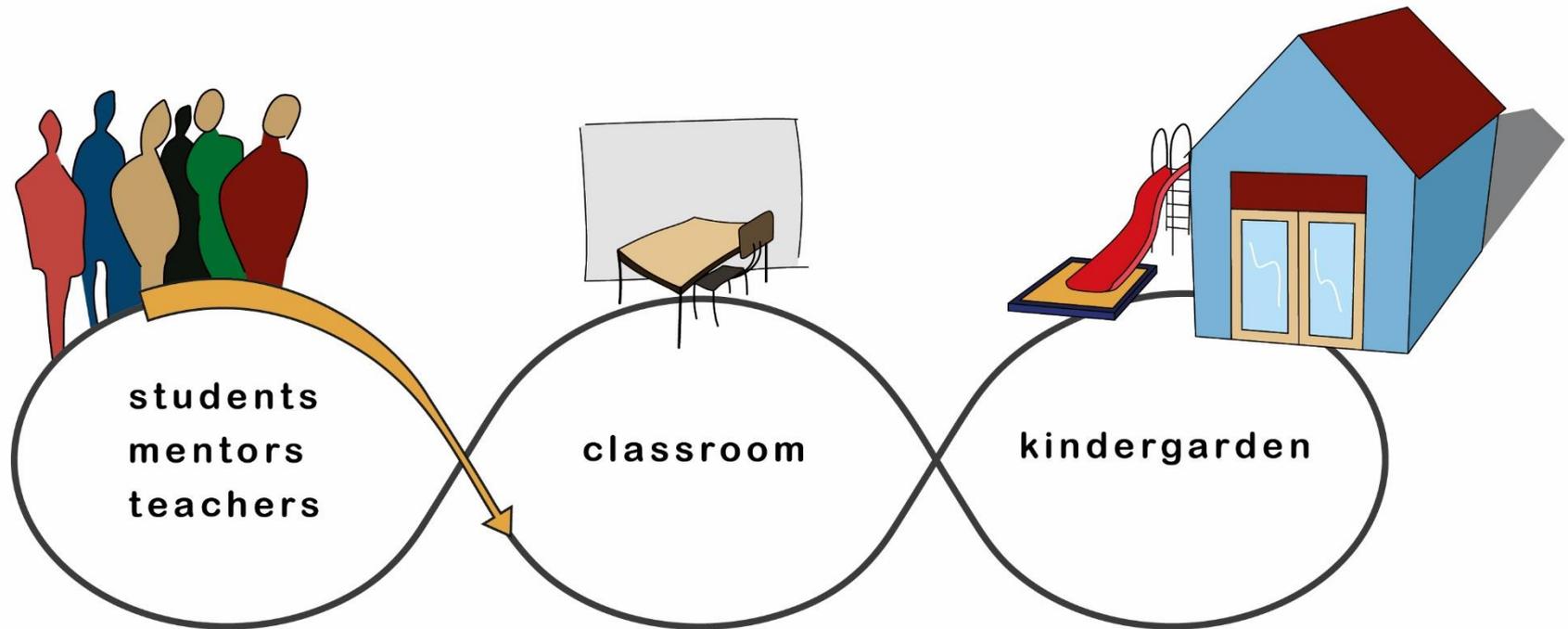
(student from Speech and Pronunciation II, 2017)





Icelandic in the workplace

Two directional flow





Two directional flow

- Classroom
- Workplace
- Students
- Mentors
- Teacher
- Staff members



Directors and Mentor's voices

- „I found the course to have great significance for X and for our preschool. X displays more interest in her job and confidence in speaking she asks more questions now than before taking the course. X put forth a lot of effort in order to attend the course because X found the course to be relevant and helpful. The best part of the course was that the mentor also had projects to support and encourage X to use and practice speaking Icelandic.“ *Director 2*
- „The course reminded me to be conscience of my responsibility to be a role model and coworker by teaching and assisting X with speaking Icelandic also to discuss more about our job and our preschool in general. I was aware immediately of X's improvement. X was more confident in asking me questions and in showing initiative at work. Also I was more aware of the importance of diversity in the workplace.“ *Mentor 1*



References

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