Language Learning in the Wild
Guided participation in real-life interactions

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Guðlaug Stella Brynjólfsdóttir,
Adjunct in Icelandic as a Second Language at the University of Iceland and Project Manager for The Icelandic Village.
gudlaugs@hi.is
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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 purposful 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.
Scandinavian Cooperative Network
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
Participating companies
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
Language Journey - One Shot Video
Interaction Navigator
“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

students
mentors
teachers

classroom

kindergarten
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

