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**Co-designing a “navigation system” for language learning in-the-wild**

Interactional competence entails more than just the ability to speak a language. It entails the ability to recipient-design one's actions so that co-participants are able to recognize them and respond to them. It also involves the ability to fit one's actions to the contingencies and material ecologies of unfolding interaction in different social environments. Recent CA-SLA research has shed light on the co-constructed nature of interactional competence and given examples of how it develops over time (See e.g. Hall, Hellermann & Pekarek Doehler 2011, Pekarek Doehler & Berger 2015). In addition, pedagogical initiatives have been launched to support the development of learners' interactional competences in settings inside and outside classrooms (see e.g. Clark et al., 2011, Wagner 2015). This paper is based on one such initiative taken up in courses on conversational Finnish.

The courses were aimed for beginning learners of Finnish and based on experiential pedagogy: the students were in the center of the learning process. The language learning activities in the courses were designed adapting the sit-talk-sit pedagogical model developed in Sweden (see Clark & Lindeman 2011). First, the students prepared themselves for everyday encounters "in-the-wild" by observing language used in them, by collecting vocabulary and by planning their tasks. Second, they participated in the everyday encounters and video-recorded them in pairs. Third, back in the classrooms, they shared their experiences and reflected upon them. The videorecordings of the out-of-classroom encounters and the group discussions back in the classroom serve as data for this paper. The paper uses multimodal conversation analysis to describe how students navigate the unpredictability of the in-the-wild encounters and how they reflect upon them back in classroom. The analysis focuses on moments in the reflection discussions during which the students use their smart phones to watch the videos of the everyday encounters.

The analysis demonstrates that with the help of the smart phone the students are able to make sense of the encounters they have had "in the wild". The smart phone also helps them to focus on very detailed aspects of language and interaction in their reflections and this way creates "a bridge" between the classroom and the outside ("the wild"). The pedagogical model used in the course encourages students to identify objects of learning in their reflections and to have elaborate discussions on these. The analysis thus gives insights on how such experiential pedagogy supports language learning as social activity and discusses how the findings can contribute to designing learning and teaching practices that support the development of interactional competences on the basis of learners' own needs and goals.

References:

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