Co-creating language learning journeys: A designerly approach to supporting experiential language learning practices

A resource for teachers and teacher educators

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Introduction to KONECT Teaching Materials

M. Dooly

There has been considerable talk about the future of research and practice in education. Occasionally the discourse tends to the euphoric, sometimes it strays more to the dystopic. Public debates often explore how educators can and should meet society's demands in the globalized, interconnected geopolitical situations of today. Voiced concern about learners (as future ‘global’, ‘digitalized’ citizens) regarding what skills and competencies that they must have and what knowledge they are constructing (or not), both formally and informally, are prevalent in frequent public debates. However, no matter where one stands on the issues of debate, there is a general consensus that education will be transformed in the next decades in order to accommodate the rapid technological, sociopolitical, geographical, and environmental changes the world is experiencing, not to mention the many changes on the human level that we all live on a daily basis.

Of course society –and subsequently education- have always undergone continual change. Nonetheless, the past decades have brought about an almost vertiginous sense of change. Twenty years ago Appadurai (1996) described these changes in model of ‘transcultural flows’ that theorizes five different domains of transcultural movements: ethnoscapes (involving flow of people); mediascapes (flow of information); technoscapes (flow of technology); financescapes (flows of finance); and ideoscapes (flow of ideology or ideas). These changes have an impact on how the world is perceived: for millennia social life was largely inertial; traditions marked and influenced learning and individuals perceived a relatively finite set of possibilities for their future.

Now education must find a way to encompass, address and embrace all of these shifting ‘scapes’. This can be disconcerting. As the online journal ‘Education Week’¹ has pointed out, "When it comes to predicting the future of work, top economists and technologists are all over the map". And faced with this uncertainty, teachers, administrators and policy makers inevitably feel consternation and anxiety. Educational research, carried out in conjunction with teachers and students, can provide key answers to how to shape the future of learning.

The KONECT² project (EDU2013-43932-P) set out to gather and analyze innovative approaches to education in primary and secondary education in several countries in

order to draw up guidelines and teaching materials that are based on transnational, technology-enhanced, multilingual, interdisciplinary and issue-based teaching and learning. These materials are compiled in this set of teaching modules. The modules can be used as stand-alone materials or as whole sets and range across a wide array of themes and approaches, with the nexus of a focus on preparing students of today with some of the required competences for tomorrow (or to repeat a now familiar phrase, preparing them with 21st century competencies).

The modules do not follow a set format given that the subjects are very diverse and do not necessarily have to be addressed in a similar fashion. Moreover, in a nod to one of the recognized 21st century competencies; creativity, we have opted to allow each of the teacher/author’s ‘voice’ and personality to come through in the texts. And of course, these materials are aimed as guides, not as top-down models of how these topics should be dealt with in different classes around the world.

In the spirit of knowledge-sharing, the materials are open educational resource and are available in at least two of these four languages: English, Spanish, Catalan and Chinese (choice made by the individual authors). We hope that other teachers around the world find them useful for their own contexts and we would enjoy hearing about how others have used these materials in their own classrooms.3

Dr. Melinda Dooly
Universitat Autònoma de Barcelona

Reference:

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3 Feel free to contact the lead researcher of the KONECT Project at [projectkonect@gmail.com](mailto:projectkonect@gmail.com)
Modules in the KONECT Teaching Materials

Module 1: Teaching critical digital literacy to combat fake news. A resource for teachers and teacher educators. Ron Darvin, University of British Columbia


Introduction to the module
B. Clark & N. Torretta

There is often a great difference between what a student learns in a second language class and the competence a student needs to use a second language in the context of everyday life. The ability to speak a language and the ability to participate in everyday activities using a language are tightly linked. Spoken and written language are a large part of the shared reference world available for communication in the context of everyday activities. For many, the goal of language learning is to be able to participate competently in activities with other people using the target language, whether it is in a simple service interaction such as ordering food at a restaurant, or joining a conversation with colleagues during a break at work, or more involved types of participation such as interacting with the hospital staff during an emergency, or giving a presentation to a room full of colleagues, investors, or a scientific community. Each of these situations can be seen as an interactive experience that is potentially influenced by the physical environment, interaction with materials, gestures and actions of the body. Additionally, these situated interactions are influenced by what each of the participants may have been doing before and what they are intending to do afterward, and the practices they have developed in similar situations, and the relationships they have developed with the other participants. As Dewey puts it, “what he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow.” (Dewey, 1938, p. 44). We have taken a “designerly approach” to exploring how adult learners can be supported in co-designing their own learning journeys using their own daily life - their own interests and experiences - as the engine driving their learning. A “designerly approach” refers to the learners and their supporters exploring existing resources and developing new resources, including physical material, to support experiential language learning. We have explored this approach with language learners, teachers and researchers, independent of a formal class (Clark & Lindemalm, 2011), as well as with language teachers and researchers to integrate an “in the wild” approach into formal course structures in Iceland, Finland, Sweden, Denmark and Norway (Lilja, Clark, Torretta & Piirainen-Marsh, forthcoming; Wagner, 2015).

This contribution introduces a set of concepts, materials and examples for supporting a reflective experiential language learning practice where the learner uses the social interactions in everyday situations as the basis for reflection and future action. The approach places the learner in the center of their own learning journey, being enrolled by, and enrolling, people and materials in supporting interactions before, during and after targeted interactions. Special attention is given to the role that interested supporters, such as a teacher, coach or friend, can play in supporting a learner to turn their interactions into learning. Together the learner and supporter learn to focus on aspects of experiential learning such as the sequence of interactions; the way materials are, or can be, used in interaction to talk with or to talk about; identifying situations to
stimulate different types of interaction addressing different topics; and ways a learner can benefit from other people along the way.

The materials are organized in three sections: The first section establishes the context of language use outside of the classroom setting. The second section provides an extensive introduction to a designerly approach to supporting language learning in the context of our collaborative work with language researchers and teachers in the language learning in-the-wild network in Finland, Denmark, Sweden, and Iceland. The third section introduces the framework for supporting co-created language learning journeys, and a set of eight support tools to support language learners and those that wish to support their experiential reflective language learning practices.

I. Context: Language In Use

Learning a new language is often connected to learning a new way of organizing life with those who speak the language. In The Stranger (1944), Alfred Schuetz highlights the processes involved in a newcomer learning to participate in local “recipes” of behavior, and the dislocation the stranger experiences due to the mismatch between their own basic assumptions of those recipes and how they are organized locally.

The recipe works, on the one hand, as a precept for actions and thus serves as a scheme of expression: whoever wants to obtain a certain result has to proceed as indicated by the recipe provided for this purpose. On the other hand, the recipe serves as a scheme of interpretation: whoever proceeds as indicated by a specific recipe is supposed to intend the correlated result. (Schuetz, 1944, p. 501)

At the same time that learning to participate in situations involves much more than understanding language, the context of language use has not generally been embraced as a resource for formal language learning. The “whole set-up” of a situation in the context of everyday life has not been the predominant focus of classroom-based language learning. Rather, the language teaching focus has been upon the language that could potentially be used in “any type of situation”: vocabulary, grammar and syntax and the ability to understand it when triggered to produce it orally and in written form (Firth & Wagner, 1997, 2017).

By viewing the ultimate goal of language learning as to competently interact with people in context, our question from a design perspective has been: How can we develop pedagogical structures around target interactions? This question has allowed us to re-evaluate the role of the teacher-mediated classroom and common language learning resources in relation to potential learning resources in and around target interactions in context, and to explore how those resources can be activated.
II. Approach: A Designerly Approach to Language Learning

Once the doors of the controlled language learning classroom are flung open to the messiness of “the wild”, the learner is faced with an unimaginable number of possibilities, without obvious structures for purposeful learning. In the classroom, written and spoken language competence can be taught and tested in a controlled manner. The content used is not directly dependent upon the experience of the learner. On the other hand, a shift to everyday life situations as a site for learning not only allows the personal life of the learner to play a role, but is dependent upon an intermingling of the interests and characteristics of the learner and their pursuit of learning opportunities. But how does the learner develop structure, such as reflective space, and the necessary repetition of similar situations and content, in order to learn? Looking to contributions from Conversation Analysis (CA) to understand language use and learning, Eskildsen and Theodorsdottir (2017) argue that the interacting in the classroom and interactions outside the classroom offer different possibilities for constructing second language (L2) learning spaces. They use examples of an Icelandic learner’s (Anna) interactions while ordering a hotdog in Iceland during her second month of language learning, while also enrolling the hot dog vendor to engage with her for the purposes of Anna’s language learning. The data demonstrates how Anna first negotiated a type of language contract with the hotdog vendor, or clerk as they say, to both conduct their business in Icelandic. Anna, as an Icelandic learner, would be using the interaction for learning purposes, and therefore the clerk, as an expert of the language, would support her in that endeavor. The L2 space is constructed through candidate ideas that are confirmed or corrected by the native speaker. In this sense, Anna and the clerk have created an L2 learning space with the freedom to “collaboratively arrive at a correct version of ordering a hot dog” (Ibid, p. 151). It is precisely the design of this type of situated L2 learning space that we see as benefiting from a design approach. At the same time, experiential learning benefits from space and time to reflect.

We draw on design-related disciplines for inspiration and guidance in supporting situated experiential language learning in general, and the co-creation of language learning journeys in particular. A design perspective to language learning brings focus to both the physical and digital materials involved in social interaction, or potentially could be involved, as well as the role physical and digital material can play in supporting the design process toward future social interactional practices. Anthropology and sociology provide concepts and methods for experiential learning and learning to participate in new environments.

Design as action

Herbert Simon famously claimed that “everyone designs who devises courses of action aimed at changing existing situations into preferred ones” (Simon, 1996, p. 111). In the broadest sense, design seeks to understand the existing situation as the basis for changing it into a preferred situation. The scope of design is not just the material world
of products, services, and infrastructure, but also includes speculating about the potential practices that could emerge with the support of the designed products and services. Design focus is on the future. Design methods therefore focus on how to learn about the existing situation of people in action with material, and how to explore what could be possible in the future situation. In the case of Anna ordering a hot dog, through her actions, she was able to use the spoken word to design extra space for the trial and error of language learning in her everyday engagement with the assistance of the hot dog clerk. While we see Anna and the clerk’s situation a positive example, we ask the question, what could support Anna and the clerk in designing a preferred learning space?

**Design as conversation**

Rather than viewing the designer as an all-knowing individual producing finished designs from her imagination, Donald Schön (1983) sees design as a reflective practice combining periods of “reflection-in-action” with less pressed moments of “reflection-on-action”. He argues that design involves a “reflective conversation with the materials of the situation”. The designer makes a “frame experiment” by introducing design material, and receives “back-talk” from the situation: “He shapes the situation, in accordance with his initial appreciation of it, the situation "talks back," and he responds to the situation's back-talk” (Schön, 1983: 79). In contrast to “feedback”, back-talk includes responses beyond the intended consequences that are often surprising and unanticipated. The designer is an active agent in the situation, asking, “what if” the world were different, and exploring those possibilities in a reflective conversation with the materials of the situation. We draw on this conception of designing as a potential resource for language learners when considering the potential physical resources available to support their interactions and learning, and when could be considered before and after an interaction to develop preferred learning spaces.

**Design anthropology**

In traditional anthropology, the “participant observation” approach to doing research places the researcher and their experiential learning processes of learning to participate at the center of the research endeavor aimed at understanding a cultural group in context. The goal of the anthropologist was to explore people and understand “their view of their world” (Malinowski, 1932). Participant observation refers to the approach of the anthropologist spending at least a calendar year participating in an unknown cultural environment using his or her own participation as the main research instrument. The participation is not only in ongoing activities as usual however, but also involves initiating activities devised solely for learning purposes such as conducting different types of interviews and mapping activities. While participating, the anthropologist documents in different ways, turning observations, interviews, and experiential reflections into objects for reflection and analysis to contribute to theory about the worldview of the targeted cultural group. We draw on this model when considering newcomers learning to participate in a new environment and language.
The breakdowns in interaction become opportunities for the learner to explore the taken-for-granted ways of behaving as a legitimate response to a stranger to that context. Similar to the specific service encounter of Anna in Iceland, the position of the anthropologist as an outsider striving to become an insider provokes the insiders to “socialize” the anthropologist to behave “properly” from a local perspective, thereby revealing more about their taken-for-granted norms than under “normal circumstances”. It is not only during the interaction that support can come, but before and after interactions.

**Participatory design**

Collaborative design traditions explore how designers and non-designers design together. The model of mutual learning between designers and “users” is based on the premise that designers share the latest technological advancements as well as introduce the process of design to users, while the users share their skilled practices. Drawing on Wittgenstein, Ehn framed the activities of design between users and designers of new technical systems as *language games* that seek to break the Cartesian separation of description and action. Coming from two separate professional practices or language games, the goal is to develop a third *language game* that has a *family resemblance* to each of the professional practices, but does not belong entirely to either (Ehn, 1988). Since skilled practice cannot be easily accounted for in formal description, Participatory Design has developed a variety of learning-by-doing techniques that support mutual learning.

Emerging from these design-related approaches, the toolbox we introduce below arose out of our collaborations with different constellations of learners, teachers and researchers exploring language learning in the wild. This collaboration has taken place through three main projects: *Språkskap*, *The Icelandic Village*, and a network project called *Language Learning in the Wild*.

Our first project combining a designerly approach with adult language learning was rather experimental and focused on how to scaffold learners in turning their everyday interactions into experiential language learning situations (Clark & Lindemalm, 2011). In the *Språkskap* project, we experimented with materials and structures for supporting learners to turn their in-context interactions into learning occasions. For example, we explored how to use the rhythm of shopping at a store such as IKEA could be adapted to a language learning focus. We introduced the Sit, Talk, Sit model as similar to how the shopping process unfolds, but with an emphasis upon developing a reflective structure around the target interaction to attend to language matters. Before interacting with the clerk, the learner “sits” and writes down some ideas about what he or she will say, then talks to the clerk, and afterward sits again to reflect upon what took place.

The *Språkskap* project resulted in a vision and concrete examples of what could be done to support interaction in the wild, predominantly focusing on what could be done before
and after a targeted interaction. However, those concepts were not tied into an educational infrastructure for engaging learners. The question of how to introduce socially situated models for language learning is confronted by the dominant model of classroom-based learning of language (Firth & Wagner 1997, 2007) and how learners and educators recognize as language learning.

The subsequent project, focusing on Icelandic language teaching & learning called The Icelandic Village⁴, was our first attempt at integrating these concepts into an educational infrastructure. The Icelandic Village combines classroom activity with out of classroom interaction in a network of local businesses where students can use their Icelandic, the staff have been trained not to switch to English and the learners have permission to record their interactions. The students then use their recorded interactions as the basis for learning activities in the classroom setting and to plan their next interactions (We used a collaborative design approach to marry the concepts coming out of the Språkskap project with the goals and practicalities of the Icelandic Village during a 3-day workshop).

The most recent set of efforts, first in Finland and then Iceland, involve a transformation in the role of the classroom in relation to language learning in the wild, and the roles of the teachers and other students (Lilja, et al. forthcoming). Learners are considered co-designers of their out of classroom learning tasks, molding their tasks to their own interests. Based on a Rally Course metaphor of car racing that uses the natural environment as the race track, the role of the co-pilot is key in supporting the learner in navigating upcoming interactions. In this case, the classroom is transformed into a space for supporting learners to navigate and engage outside the classroom. Learners work in pairs with one as the main learner (the driver) and the other in a supportive role, identifying potential resources to support interaction.

Whereas the Språkskap project allowed us to begin understanding the challenges of supporting real life interaction through experimentation, the Icelandic village demonstrated possibilities for creating a two-directional flow between the everyday interactions in the wild, and the controlled environment of the teacher-mediated classroom. The Finnish Rally Course was a major shift for the role of the classroom as a place to support interaction in the wild (Lilja, et al. forthcoming).

III. Toolbox for Co-design Learning Journeys

How can we activate students to pursue their own interests? There is a great tension in giving assignments to provoke learners to follow their own interests. This toolbox is made of a set of formats and activities that seek to raise awareness of learners, and those that seek to support their learning, to the available resources and potential ways

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⁴The Icelandic Village has been led by Guðrún Theodórsdóttir at the University of Iceland. For more information see: Theodórsdóttir, G., & Friðriksdóttir, K. (2013).
of engaging in context, while also creating space and structure for reflection. We present the tools here in an arbitrary order. The tools have worked successfully in collaboration with different learners, researchers, designers, students and teachers. We encourage teachers and learners to explore different formats and combinations of formats to support language learning in the wild.

There are two roles to consider to develop a participatory learning dynamic:

**I. A learner interested in developing their ability to participate** in the target language and to use their own life situations to do so.

**II. An active audience** such as a coach, facilitator, or teacher as a sparring partner and/or audience of learner's journey who is willing to co-identify resources and learning rhythms, be an active listener, and seek ways of activating the learner to engage in experiential language learning.

Like the traditional anthropologist doing fieldwork in a foreign environment, the learner is attempting to both participate successfully in the situation at hand in the new environment, as well as seek to use the situation as an object of reflection and learning. As a newcomer to the context, navigating the behavioral norms, the local "recipes" for behavior, can be a valuable context for learning. Moving from one situation to the next, it is challenging to understand the various power relations, the norms, and to understand what is taking place.

Experiential learning practice combines active periods attempting to engage in real life practice, with reflective times of thinking about, attempting to use, playing with, or discussing. In our approach, the techniques we have developed for students and teachers to support learners in engaging their own lives and own environment have a set of fundamental principles:

- **Personal** - The key to successful in-the-wild learning is to pursue situations, topics, and people in relation to the learner's own biography and interests.
- **Relational** – Learning is dependent upon the ability to interact with available resources and people.
- **Temporal** - Learning opportunities are developed in the rhythm of everyday life, exploring the sequences of activities both on a microscale of interaction, and a macro scale of how situations are unfold throughout the day or week.
- **Opportunistic** - Learners and their supporters look for opportunities to interact in different situations and to identify and embrace different resources.
- **Challenging** – Learners seek out situations where they are exposed to language slightly beyond their current.
- **Iterative** - Through repetition of reflective process, learners develop individualized learning practices.
TOOLBOX

Below we introduce eight formats, that we call tools, for mapping learning resources and learning opportunities in daily life. Through the practice of creating materials about language learning in-the-wild, and sharing with others, learners turn their everyday experiences into objects of learning.

Toolbox for Experiential Language Learning

Tool 1 – Scouting: What are the resources available in this location and what types of interactions do or could take place here?

Tool 2 - Photo Diary: What do the settings of my daily interactions look like?

Tool 3 - Journey Mapping: What types of interactions do I have, where, with whom? How are my interactions sequenced?

Tool 4 - Interaction Navigator: If I focus on one target interaction, what can I do before, during, and after the interaction to improve the interaction, and to learn language from it?

Tool 5 - My Network map: Who are the people I speak different languages with?

Tool 6 - My Places: What are the places I speak the target language? Where could I?

Tool 7 – Expander: How can we expand an interaction making it allow for longer turn-taking and become more complex in its level of detail about specific topics?

Tool 8 - One-Shot Video: Use your smartphone video camera to film the context of the video up close, describing it in narrative form throughout.
Toolbox 1: Scouting

Authors: Clark & Torretta

Scouting consists of surveying the environment to assess how the context is organized. Scouting is an observation exercise aimed at identifying potential resources that can support interactions in a specific context. When scouting, a learner pays attention and takes note of the social aspects of the space: types of interaction, people and order/rules of the interactions that take place in the context; as well as material aspects: written and unwritten material that can be used to facilitate and support an interaction.

Instructions:
When observing a place for potential interactions, a learner can use the questions below to guide the observation. The learner documents through a combination of text and images in a similar PowerPoint template.

Guiding questions:
- What types of interactions occur in the chosen place?
- Who are the people?
- What are the legitimate ways to participate in the place?
- What can you talk and/or ask about here?
- What are the natural breaks in interaction?
- What is the “written” and/or “unwritten” material available that can act as scripts (helpers) or mediating objects (thing to talk about or use while talking) during interactions? What can you ask about them?
- What potential interactions can be pursued based on what is found?
Example of scouting

In this image a group of learners are observing a place for possible interactions. While scouting, they identify and document (photos) all the written language that can serve as scripts and/or vocabulary for interacting in that context.
**Toolbox 2: Photo diary**

Authors: Clark & Torretta

One step for raising awareness about the potential of everyday interactions for language learning encounters is to bring to light the interactions that language learners are involved in during their everyday lives. Through a photo journal, the interactions that a student had during a specific timeframe can be made visible through pictures and supporting text. A photo journal consists of photographing daily interactions during a specific period of time (for example: commuting home, one day, one weekend or between two classes). The learner then places the pictures on a template including a short description of each interaction photographed. The result of a photo journal is a pool of possible interactions that the language learner can use as language learning opportunities.

**Instructions:**
Throughout the day, take photos of different social situations you find yourself in, and place the photos in a PowerPoint template, writing a short description under each picture. The photo journal can also be used in a Journey-mapping session (described below).

1. Take photos of the places and people you interact with during a day
2. Print out and cut out the photos before class
Example of a photo diary:

- Calling adopt and possible mentors for a meeting in Sundsvall October 25. I give information and ask if they need to know anything else, make sure we will meet that day.

- Bokklubb – book club. We met and had dinner and discussed this very interesting book. My role is to participate as one of the members, but I learned this month.

- Phone meeting to prepare Monday next week. I am going to have a process with a company, they are not happy about the office.

In this Photo Diary the learner is listing the interactions she had the day before coming to the language class. Both face-to-face interactions as well as phone conversations can be potential interactions for engaging in the target language.
Toolbox 3: Journey mapping

Authors: Clark & Torretta

Journey Mapping is a tangible interview technique that visualizes events and interactions in a sequential way. The goal of a journey map is to reach a more nuanced view of a day in the life of the learners in order to find moments that can support language learning. Journey mapping sessions work best with two or more people - an interviewer and an interviewee. The interviewer asks questions about a specific day in the learner’s life and draws the answers on a paper making a continuous line. A journey map can also be done mixing drawing and pictures (from a photo journal) of the learner’s interactions. When the journey map is ready, learners can identity moments in a day where more interactions could happen as well as identify possible moments/resources that can support those interactions as opportunities for preparation, rehearsal, practicing and reporting.

Instructions
Interview a learner and draw the answers on big sheet of paper creating a continuous story line about a day in the life of the learner.

*Step 1 – Explore and map*
In pairs, students ‘map’ out a specific day in their lives that stretches from when they wake up in the morning to when they go to bed. Using an A3 sheet (or two A4-sheets) of paper one student, taking the role of the interviewer, facilitates the interview and sketches/builds the interviewee’s responses onto the paper. Interactions, places and people can be sketched out or can be represented with pictures from a Photo Journal.

**Step 2 – Possible Interactions**

Once the interview is finished the pair of students can revisit the Journey Map and identify instances in the journey where interactions could’ve happened. The possible interactions are written or sketched out (preferably a differently colored pen) in the Journey Map. Take a single photo of the entire map.

**Example of a journey map:**

![Example of a journey map](image)

In this journey map, a pair of English-learners mapped a day in one of their lives. After the mapping, the learners identified which interactions are currently in English and which could be used as opportunities to practice the target language.
The interaction navigator (Clark & Torretta, 2016) is a template for planning and reflecting upon the before, during and after moments of an in the wild interaction. By placing a target interaction in the middle of the template, a learner can plan and reflect upon what can support such the interaction minutes, hours and days before, and opportunities for repeating the content of the interaction minutes, hours or days afterward (for example, 3 minutes, 3 hours, 3 days). The interaction navigator can be used for three different phases on in the wild learning: (1) planning, (2) reporting and (3) reflecting.

1- Planning for interaction: This tool can be used by a learner to plan how to prepare days, hours and minutes before the interaction.

2- Reporting: The Interaction Navigator can be used as a report tool in which the learner traces his path through the before, during and after of an interaction mapping what happened in these different moments around the central interaction.

3- Reflection: When a learner has a Interaction navigator filled with both planning and reporting, the template can be used as a reflection tool. In this case, the learner can
focus on what went different than planned and why, and consequently try to identify ways to improve the before, during and after of future interactions.

Instructions:
For a first contact with the Interaction Navigator, it is recommended the learner start by using it as a tool for reporting a reflection. In this case, the learner starts by choosing one interaction to analyze (for example, from a Journey Map). The learner then uses questions such as the following to add details about the interaction:

1- During: What was the interaction? What did you talk about? How did it go? Which tools (phone, printed material, etc.) did you use? How long did it last? What were the tools, roles and activities involved?

2- Before: How did you prepare? Which tools did you use? What activities (visits, places, asking, scouting, rehearsing) did you do as preparation?

3- After: What did you do to that supported learning from the interaction? Which tools did you use (note taking, phone, messaging)? Did you talk about your interaction with others? Did you repeat the interaction or reuse its vocabulary on another occasion? Did you try the same interaction again elsewhere?

After the interaction is described and mapped on the template, the learner can reflect on the interaction. Guiding questions for the reflection are, for example: What could have been done differently to make the interaction and experience better? What could have been done before and after the interaction to increase the knowledge gathered? These reflections should then be added to the Interaction Navigator, preferably using a different color pen so the learner can differentiate between the descriptive and the reflective activities.

Once the learner is familiar with the Interaction Navigator by analyzing an interaction through it, the learner can start using the template for planning future interactions. In this case, when an interaction is planned with using the Interaction Navigator, it is beneficial to, afterwards, do the reporting and reflection on the same paper.
Example of an Interaction navigator:

In this interaction Navigator a learner of Icelandic described through text and drawing the activities, materials and interactions involved in the before, during and after of a central interaction.
Expander is a reflective activity for listing possible ways to make an interaction longer in time and/or more complex in conversation. In this exercise, the learner searches for things such as topics, phrases, words, sentences and ideas that can expand an analyzed interaction. Expanders can be used both when planning for and reflecting on an interaction. The Expander card is a frame to be placed on top of an interaction - on an Interaction Navigator or Journey Map - but can be also used as a list to be taking during an interaction.

**Instructions**
After choosing an interaction, the learner can use questions, such as the ones listed below, to create a list of possible ways of expanding an interaction in time and complexity.

1- Expand in time: What else is related to the topic of this interaction? What else can you talk about that is legitimate to this interaction? What else can you ask about the objects/people/place of this interaction?

2- Expand in complexity: How can you get the interaction to be more about personal interests/opinions? Which details can you ask about the place/object/context/interaction/people? Can you add humor/feelings/personal experiences into the conversation?
**Example of Expanders:**

*Time:*
- Talk about ingredients
- Other options?
- Are you vegetarian?
- Allergy (octose, vegan?)
- What else should I get with it?

*Complexity:*
- Ask for personal opinion
- Describe my taste and ask for help based on that
- What can I use to describe my taste?

In this expander list, a language learner lists possible ways of expanding a cafeteria encounter in time and complexity. For example, to expand in time, the learner listed things like asking for other options such as vegetarian or vegan ones, and asking about other things he could have with what he will order. In complexity, the lists focuses more on personal taste, listing a few ways of having a conversation about personal tastes in relation to the objects (food) that will be the center of the interaction.
Toolbox 6: My places

Authors: Clark & Torretta

My Places (Clark & Lindemalm, 2011) is a technique for mapping out places where the learner can have interactions in the target language - for example, a restaurant with personnel that speak the target language. My Places can be used as an individual mapping exercise as with the ‘Journey Map’ but it can also be used in a more collaborative format on platforms such as Google Maps. In the case of using digital platforms, learners can pin different places and write short descriptions about them, creating a shared poll of places to interact in the target language. Creating a ‘My Places Map’ is especially useful when learners are learning a language that is not the local one (like learning Spanish in Stockholm). Nevertheless, when learning the local language, this activity can be used for tagging of specific places such as, for example, places in which the learner is interested, places where people are friendly/supportive towards language-learners, places where a learner can have longer interactions, and so on.

Instructions
Using a physical map or a digital map, the learner pins the places for possible interactions and adds a short description of each. This description should contain information on the type of place, the type of interaction and possible topics and vocabulary that can be used to interact in that place. Questions like the following can guide learners to create descriptions of the places: What makes this place special? What kind of context is it? What kind of interactions happen there? What is the relationship between the people there and the types of interactions? What is your relationship to the people there?
Example of a My Places Map:

In this example, language learners used the online service “My Maps”, provided by Google, to map places for potential interactions in the target language. Taking advantage of the online tool, learners are also able to add descriptions and videos of their own interactions in the places tagged on the map.
Toolbox 7: My network map

Authors: Clark & Torretta

The network map (Clark & Lindemalm, 2011) is a template for mapping the network of people around a language learner. As a reflective tool, the network map helps identify the actual people that a learner is interacting with in the target language in everyday life. For this, the network map asks the learner to position herself in the middle of the map and then place the people around her by levels of proximity based on criteria like comfort in speaking with, number of interactions per day. The Network Map helps learners focus on finding people for more challenging interactions, such as choosing to interact with people that were positioned in the outer circles. Once a learner creates one map based on a specific question, the learner can then recreate it as the learning journey continues and thus see how their target language network has grown and changed over time.

Instructions
The template can be filled-in or drawn on a blank sheet of paper. The learner can create the map based on different questions, such as: “With whom will you speak the target
language today?” With whom could you speak the target language, but don't? With whom is it most comfortable to speak the target language?”

Example of a network map:

In this example, a learner has made a network map listing the potential people for interacting in the target language. She uses a combination of colors to identify and categorize the people with whom she could interact. This categorization then helps the learner selecting a person for her next in-the-wild interaction.
Toolbox 8: One-shot video

Authors: Clark & Torretta

One-shot video is technique that uses a smart phone to provoke collaborative performances at the end of working session. The technique uses up-close video-capture of the material generated during a meeting (on the whiteboard, table or notebook) with narration that structures the ideas the material represents. The short, one-shot video format encourages people to re-perform and summarize together what they consider to be the most important points of a meeting or material they have been working on. It creates a rich collaborative expression becomes a content take-away, which can be used for reflection, to kick-off the next session, supporting continuity from one interaction to the next. One-shot video is an easy-to-use technique that is flexible and works well for learners to document the results of using the templates above.
**Conclusion**

Establishing a reflective experiential language learning practice that uses the daily life of the learner as the main resource demands new forms of learning practice and support. We have introduced a designerly approach for supporting learners and their supporters in using and developing tools for reflective practice around participation in targeted interactions in the life of the learner. We see this as co-creation where the learners enroll, or are enrolled into, situated interactions with people outside of the classroom setting. The role of a dedicated supporter can be crucial in shifting focus from language alone, to participation in social interaction, what can be done before, during and after those situations to improve participation. The toolbox for experiential learning is a set of mapping templates and techniques for supporting the co-creation of experiential language learning that we have developed for adult learners in the Scandinavian context. The tools are not meant to be structured in a specific way, but rather must be adapted to the conditions of learners and their supporters combining times of interaction with space for experimentation and reflection. Through repetitive use, the tools support a practice of identifying resources, opportunities and ways of organizing actions in tandem with participating in daily activities.

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