

**The Rally Course:
Learners as co-designers of out-of-classroom language learning tasks**

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Abstract

This chapter introduces a Rally Course, a novel CA-inspired approach to teaching second languages. This approach is motivated by an understanding of language learning as a social process that is inextricably tied to L2 speakers' evolving membership in the surrounding community and by the need to develop experiential pedagogies that widen the learners' opportunities for interaction and support the socialisation process. Building on recent pedagogical initiatives supporting language learning in the wild (see e.g. Clark & Lindemalm 2011, Clark et al. 2011, Wagner 2015), we illustrate the overall structure of the Rally Course, describe the main materials that were designed to support the learning objectives and present a case analysis of one student carrying out a pedagogical activity supported by the materials. The chapter argues for experientially-based pedagogical practices that connect the language use environments in L2 users' life-worlds with classroom practices.

1 Introduction

Contemporary societies are rapidly changing due to increased mobility of people and rapid technologization impacting the ways people use languages and interact. This diversity of contemporary life (sometimes referred to as the era of superdiversity, Vertovec 2007, Douglas Fir Group 2016, Thorne 2013) makes it necessary to develop pedagogical practices that react to the needs of today's language learners. Sustainable pedagogical practices can only be developed on the basis of research that advances our understanding of how second and additional languages are used in the complexity of social interactions and how these language use situations afford occasions for learning.

This chapter introduces a novel CA-inspired approach to teaching second languages by linking real-life social tasks to classroom learning. This approach is centred around a participatory teaching process that allows second language learners to self-design their own learning journeys. It is motivated by an understanding of language learning as a social process that is inextricably tied to L2 speakers' evolving membership in the surrounding community and by the need to develop experiential pedagogies that

widen the learners' opportunities for interaction and support the socialisation process (e.g. Gardner & Wagner 2004, Hellermann 2008, 2011, Pekarek Doehler & Berger 2016; this volume, Eskildsen et al. this volume). Building on recent pedagogical initiatives supporting language learning in the wild (see e.g. Clark & Lindemalm 2011, Clark et al. 2011, Wagner 2015), we argue for experientially-based pedagogical practices that connect the language use environments in L2 users' life-worlds with classroom practices.

The use of authentic materials and the importance of learners' personal experiences in language learning have long been emphasized in task-based language teaching (see e.g. Samuda & Bygate 2008). However, so far only limited attention has been paid to the learning potentials of out-of-classroom social tasks (however, see Eskildsen this volume). Developing pedagogical tasks that move beyond the classroom extends the potential opportunities and spaces for learning into the unknown relationships and contingencies of the full ecology of socio-material resources that everyday interactions are embedded in. Designing and carrying out such tasks, however, may pose challenges both for the teacher and for the learners. In this chapter, we identify some of these challenges and present ideas of how to overcome them and how to create classroom spaces that scaffold learners in their language use and learning outside the classroom walls.

From an ethnomethodological perspective learning is grounded in the sense-making procedures and methods that enable members of a community accomplish any social activity in different settings (Lee 2010). Language learning is thus closely intertwined with those interactional resources that speakers use to organize their social world and to understand each other. In this sense, learning is rooted in action and involves the development of a repertoire of linguistic and other semiotic resources for context-sensitive conduct; i.e. resources that enable L2 speakers to participate in social activity in their life world (see e.g. Hall, Hellermann & Pekarek Doehler 2011, Kasper & Wagner 2011, Eskildsen & Wagner 2015.)

Earlier work applying the CA perspectives to second language teaching has highlighted the importance of using authentic conversations in teaching in order to expose language learners to real-life language and to help them become aware of language use in interaction (Barraja-Rohan 2011, Betz & Huth 2014). As language learners work with transcribed excerpts of authentic interactions, they can learn to notice for example how turns at talk are organized as paired actions or how certain linguistic structures work differently in speech than in written format. The use of recordings enables learners to pay attention to the nuances of spoken language and opens up opportunities for participating in social interaction in culturally appropriate

ways (Betz and Huth 2014, Taleghani-Nikazm 2016). Central to all CA-inspired pedagogical development work is the conception of language as action. In interaction, participants do not so much focus on monitoring the linguistic detail of each other's turns but rather on finding out what the co-participants try to achieve by what they are saying, i.e. what they are doing by their turns-of-talk. This kind of conception of language has – or it should have – radical consequences also for language teaching.

The Rally Course is based on collaborative work in a Nordic network of researchers, language teachers and designers that aims to develop theoretically grounded and socially anchored pedagogic practices that facilitate newcomers' learning journey on their individual paths into a new language and the new society (see *Designing for Learning in the Wild*). The network has its roots in the pioneering work by Gudrun Theodorsdottir and Johannes Wagner in developing the Icelandic Village in Reykjavik (see Wagner 2015). The Icelandic Village is an innovative project in which second language teachers of Icelandic have established a network of service providers to support second language learning by interacting with learners in Icelandic. This way language learning spaces are extended beyond the language classroom and the learners can feel safe in using their second language in various everyday interactions (in a bookshop, bakery, swimming pool etc.) (see Theodórsdóttir 2011a, 2011b, 2018, this volume; Theodórsdóttir and Eskildsen 2011). The pedagogic process in the Icelandic village involves preparing for the interactions outside the classroom, recording one's own interactions and reflecting on them back in the classroom (see Wagner 2015). The ideas of the Icelandic Village have also been put to use in the Swedish Språkskap-project (see Clark & Lindemalm 2011) and in Finland (Lilja & Piirainen-Marsh 2016 & under review, Piirainen-Marsh & Lilja, this volume). The Rally Course is an outcome of this ongoing collaborative design process that combines action research and an empirically based understanding of the processes of second language learning and teaching.

We begin by introducing the theoretical underpinnings of the Rally Course. After that, we illustrate the overall structure of the course and describe the main materials that were designed to support the learning objectives. This is followed by a case analysis of one student carrying out a pedagogical activity supported by the materials. The analysis, informed by conversation analytic methodology, illustrates the possibilities for language use and learning that were afforded by the activity. We conclude by discussing the findings and outlining directions for future research and pedagogical development.

2 Theoretical underpinnings

Underpinning the design of the Rally Course was the idea of a car rally: in the same way as a rally course involves navigating unknown terrain and adapting to changing conditions, language learning involves adaptation to continually changing environments and sociocultural landscapes through situated interaction. One can prepare for a rally course but it is impossible to plan and prepare for every contingency. Important is also the idea of co-operation: a rally driver needs to rely on a co-pilot to navigate the course, and in a similar way, a language learner needs other people to support her in language use and learning.

The metaphor of a car rally resonates with our understanding of language learning. Following previous CA-SLA studies we view learning as *situated*, *occasioned* and *embodied* participation in social activities (see Firth and Wagner 1997, 2007, Markee 2008, Markee & Seo 2009, Kasper & Wagner 2011, Eskildsen & Wagner 2013, 2015). Language learning is also a continuous process: language use environments are in constant flux and a language user needs to be able to adapt to these changing contexts. This has brought about the need to redefine the target of learning and reconceptualise linguistic and interactional competence. Our work relies on an understanding of interactional competence as the repertoire of methods that a language user is able to use in interaction to accomplish meaningful social actions that are context-sensitive and recognizable to others (see e.g. Hall, Hellermann & Pekarek Doehler 2011, Pekarek Doehler & Pochon-Berger 2015).

Because of the situated and occasioned character of language use and learning, it is important for a learner to gain access to many different kinds of language use situations that are relevant in his or her linguistic environment. Participation in relevant interactions in different contexts makes it possible to develop rich interactional repertoires (Douglas Fir Group 2016, Pekarek Doehler & Pochon-Berger 2015, Wagner 2015, Eskildsen, this volume). From the viewpoint of language teaching, this can be a challenge since it is not possible for a teacher to know or estimate what the relevant language use environments for each individual student are and how to best support their participation in them. In the design of the Rally Course, we address this challenge by guiding the students first to become more aware of the type of interactions that are relevant for their everyday life and then to observe the linguistic and interactional structures that are recurrent in these.

In recent years, more attention has been paid to the embodied and material dimensions of language use and learning. In particular, CA-SLA research has demonstrated the central role of gestures and material resources in achieving and maintaining intersubjectivity (see e.g. Majlesi & Broth 2012; Lilja 2014, Eskildsen & Wagner 2015). Our own previous studies (see Lilja & Piirainen-Marsh 2016, under

review) illustrate how smart-phones as material objects create affordances for learning activity and structure learners' analysis of their language use experiences. Eskildsen and Wagner (2015) demonstrate how certain types of gestures accompany certain linguistic structures repeatedly over time. This gesture-vocabulary-coupling suggests a strong link between gesture and L2 vocabulary learning.

Most of the research analysing interactions from the multimodal perspective focuses on language use situations in classrooms settings. Not so much is known about how the material ecologies of language use environments outside classrooms afford for language use and learning (but see Kasper & Burch 2016, Greer, this volume, Piirainen-Marsh & Lilja, this volume). The importance of material practices and embodied aspects of interactions was a central guiding principle in designing the Rally Course. The aim was to develop tangible materials and flexible practices that would facilitate learners' participation in interactions in their lifeworld.

The design of the Rally Course relies on the view that L2 learning is a process of identity work, and the identity of a learner is not the only identity relevant for a second language user (Firth and Wagner 1997, 2007, Douglas Fir Group 2016). The identities of different learners shape their interactions in many ways and vice versa: the identity of a person may also develop through the experiences gained in interactions (see e.g. Norton 2013). Because of this, The Rally Course is based on a radically student-centred idea of teaching: the students are encouraged to assess their own interactional competences and identify the real-life language use situations they want to practice. They are also asked to reflect on their own goals, including linguistic features that they aim to understand better. Based on this self-assessment, the students choose what kinds of interactions they want to observe, participate in and learn from. In this way, the students may focus on interactions and learning targets that are relevant for them and continue building their language learning biographies and constructing their identities in situations of their own choice.

3 The Rally Course in action

The Rally Course has been taught in Finland twice for advanced students of Finnish at the University of Tampere¹. In the first course, there were 13 and in the second course 9 participants who were either exchange students or international masters' students. They had all studied Finnish for several years either in their home universities (in the case of exchange students) or on other courses of Finnish in Finland. Their language proficiency level was assessed as part of the entrance examination for studies of

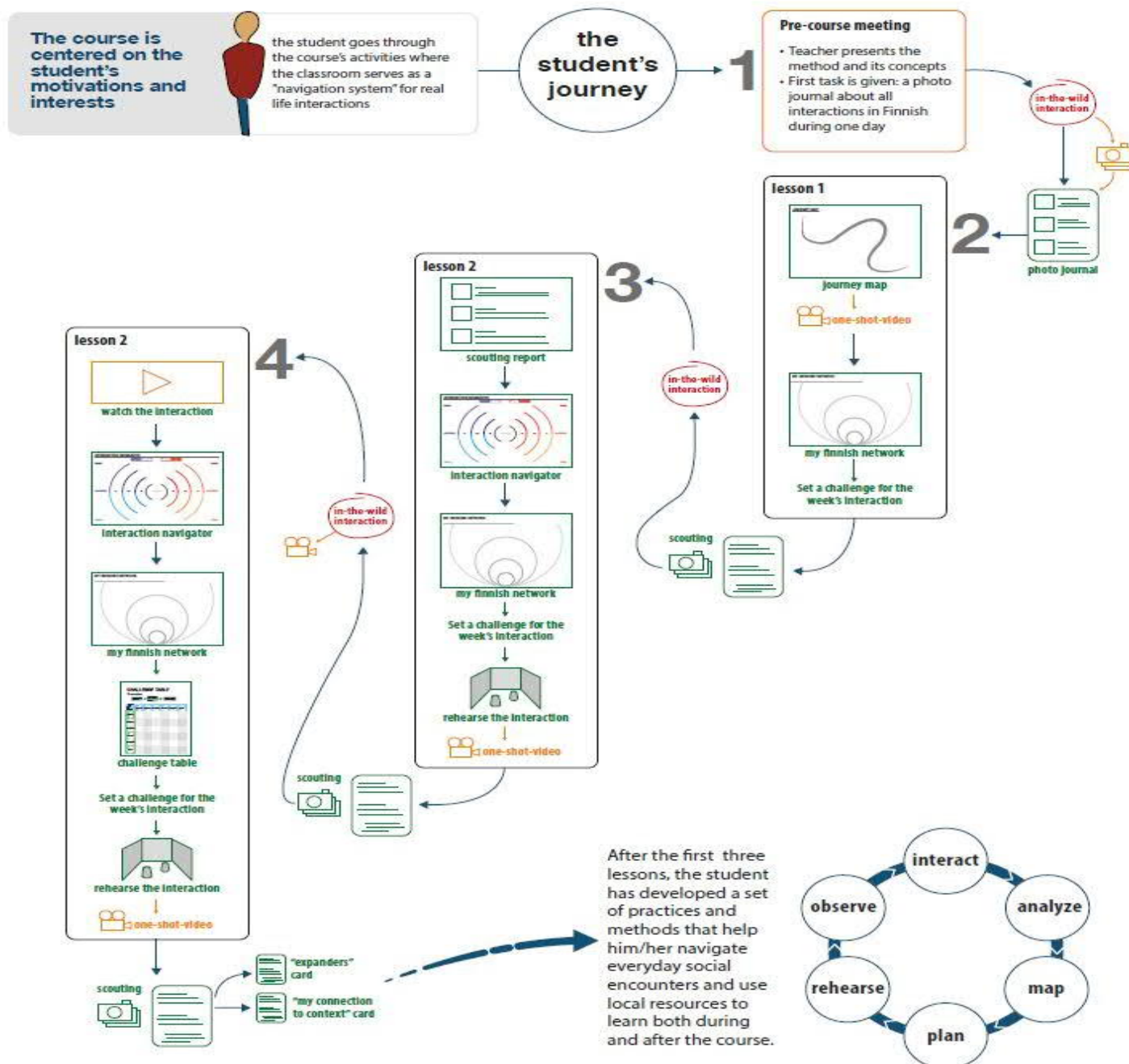
¹ After the courses in Finland, the same course and material have been adapted to beginning learners of Icelandic in Iceland.

Finnish. All participants were at least at the level of B1 in the Common European framework of reference for languages (CEFR). However, for most of the students, using spoken Finnish was a challenge. Some had not had many opportunities to speak Finnish in their own countries. For those living in Finland, it is sometimes difficult for second language speakers to get opportunities to engage in conversations in Finnish because co-participants often switch to English (see also Wagner 2015, Eskildsen & Theodórsdóttir 2017). In addition, the written and spoken versions of Finnish differ considerably. The difference between these two forms of language is so evident that learners commonly complain about the challenges of having to learn two different languages at the same time.

The process of designing the overall structure for the Rally Course and the pedagogic and material practices was based on the experiences gained in adopting the ideas of the Icelandic village to teaching Finnish as a second language. On courses of conversational Finnish for beginning learners, we also established a network of service providers who agreed to interact in Finnish with the students and gave consent to be videorecorded. The students' participation in service encounters was structured around a three-part pedagogical task: they first planned their excursions 'to the wild' in the classroom, and then went out and videorecorded their own interactions, which they later analysed back in the classroom (see also Piirainen-Marsh & Lilja, this volume). In the analysis of data collected during these courses we observed that some of the students' interactions in the service encounters showed features of pre-rehearsed performances and did not show sensitivity to the ecology of the out-of-classroom settings. This brought about the need to tie the out-of-classroom activities more closely to the interests of the learners to make the activities more authentic and relevant for them. Second, we observed the importance of the de-briefing phase where the students shared their language use experiences and discussed them (Lilja & Piirainen-Marsh, under review, see also Wagner 2015), but also recognized the need to develop more flexible spaces for the students to reflect on their L2 use experiences and to design materials to support this. To this end, we organised a workshop with Finnish teachers and interaction designers to develop an experientially based language course that would be centred on the students' own needs and interests. The curriculum for the Rally Course is an outcome of a collaborative design process that was initiated in the workshop and continued throughout the first time the course was taught.

In order to make the learning activities relevant for the students, the teacher organized pre-course meetings with each individual student to get information about the learning goals of the students and to gain understanding on their needs and future plans in relation to Finnish language. Figure 1 shows the basic structure of the whole Rally Course.

Figure 1. The structure of the Rally Course



As Figure 1 shows, the first three lessons introduced and repeated the same kind of learning activities. The purpose was to get the students acquainted with these activities so that they be able to use the same methods in their everyday language use situations also beyond the course.

3.1 Raising awareness of language use situations through mapping activities

The first learning activities in the course all aimed to raise the learners' awareness of where and with whom they use Finnish and of the potential places and interactions in which they are not yet using Finnish but could use if they wished. These mapping activities included a photo journal, a journey map and 'my Finnish network' (about mapping activities see also Clark & Lindemalm 2011, Wagner 2015).

The photo journal assignment was given to the students before the course started. The students were instructed to take photos of all the situations in which they used Finnish during one typical day in their life and to write a little note about each situation.

Figure 2 gives an example of a part of a photo journal.

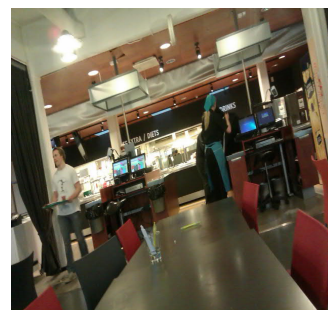
Figure 2. An example of a Photo journal



Kun minä heräsin, minä menin kauppaan ostaakseni jotakin syötävää. Minä en puhunut suomea paljon. Minä vain kysyin myyjältä missä mehuja ovat. Sitten tietysti 'kiitos'.



Parin tunnin päästä menin kirjakauppaan, koska tarvitsin vironkielinen kirja. Kysyin myyjältä onko heillä on jotakin minulle. Hän vastasi, että kaupassa ovat vain suomenkielisiä ja englanninkielisiä kirjoja.



Minulla oli nälkä. Siksi minun piti mennä syömään jotakin. Juvenes-ravintola oli hyvä paikka. Mutta siellä minä vain sanoin, että en tarvitse kuittia.

In Figure 2, a student presents photos of three typical encounters during his day. In his comment about the photo of a supermarket he reports that he did not use much Finnish: he only asked about the whereabouts of juices and thanked the clerk who answered him. In a bookshop, he had enquired about a book written in Estonian and learned that they only sell books in written Finnish or in English. In a student restaurant, the only thing he said was that he did not want the receipt.

The idea of a photo journal is that it makes the variety of everyday language use situations observable. For example, the journal illustrated in Figure 2 shows that all the interactions are different types of basic service encounters in which there is not a lot variation in interactional or linguistics structures. The journal also makes it easier to identify what is possibly missing from the daily interactions and to imagine what the situations could be in which the students would like to use their second language if possible.

The photo journals were then used as a basis for another mapping activity: a journey map. The pedagogic objective of this activity is similar to that of the photo journal: to help the students become aware of the typical language use situations they encounter during one day and to reflect on the variety of the situations. In the course, the journey maps were compiled on the basis of the photo journals. The students were instructed to compare their journals in small groups and to identify the language use situations that were similar and recurrent in their journals. Based on these, they abstracted the language use situations of a typical student during one day and drew a chronological illustration of these (see Figure 3).

Figure 3. An example of a journey map

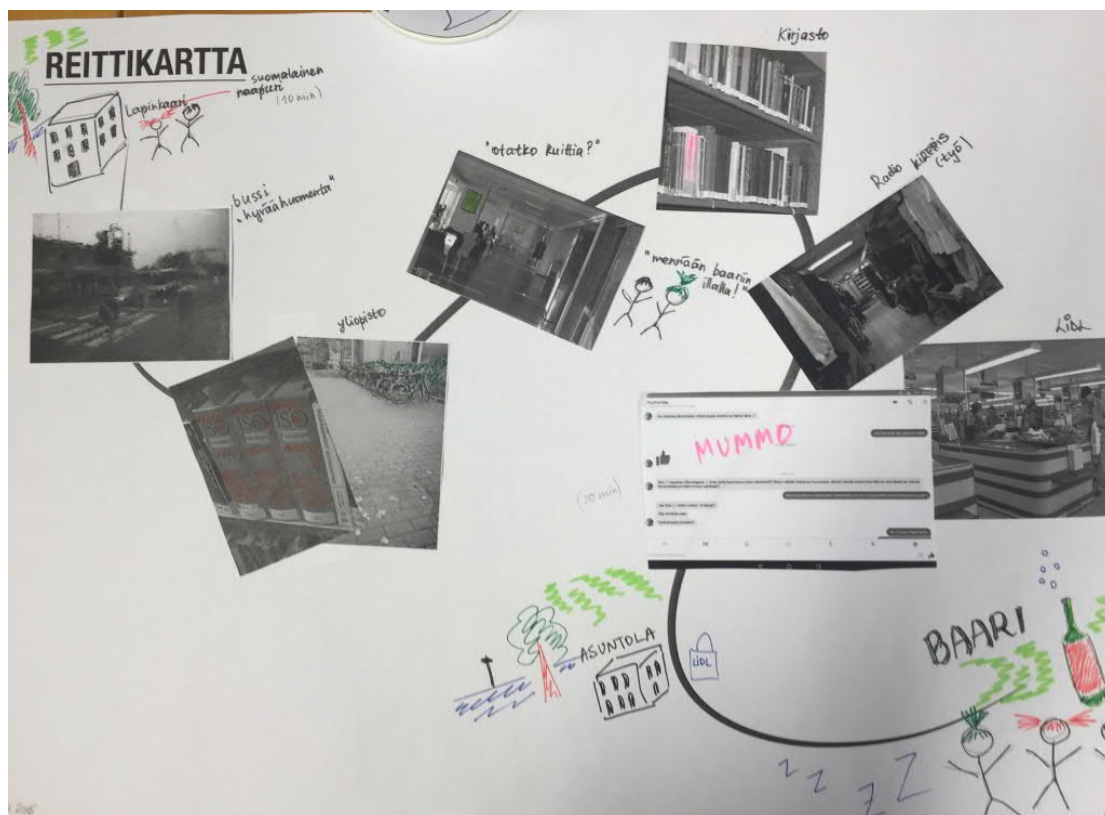
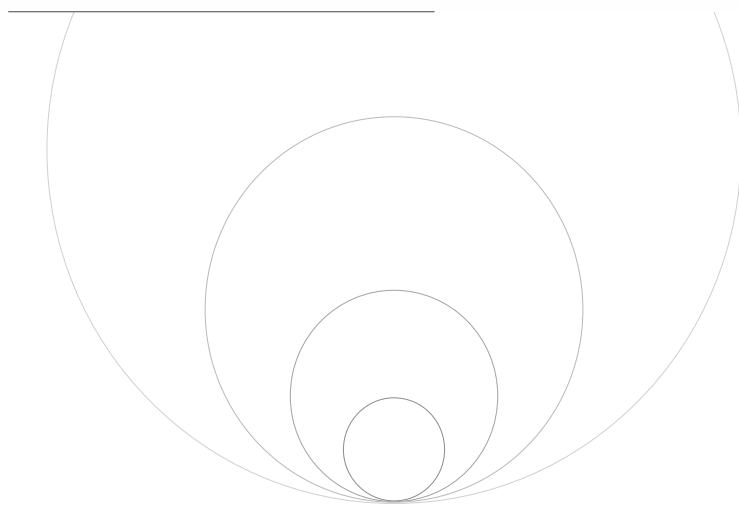


Figure 3 exemplifies a journey map that one group of students compiled based on their photo journals. Like the photo journal in Figure 2, also this journey map demonstrates that the typical everyday encounters that the students identified are mostly service encounters, such as a conversation with a bus driver, with a cashier in a student restaurant and a conversation at a supermarket till. In addition, the students also identified some other types of interactions, like a short 10-minute conversation with a neighbour (presented in the upper left corner of the map) and a night out in a bar with a group of friends (see lower right corner). These more personal exchanges bring variation to the language use situations identified.

Another type of mapping activity used in the Rally Courses was “My Finnish network”. In this activity, the students used a simple template (Figure 4) to identify the persons with whom they use Finnish. The drew themselves in the centre of the template and added their network of people around themselves following the logic that the persons that they use Finnish most often with are drawn closer and the others in outer circles of the template. This activity was also repeated towards the end of the course in order to analyse whether the network had expanded during the course.

Figure 4. My Finnish network

MINUN (SUOMEN KIELEN) VERKOSTONI

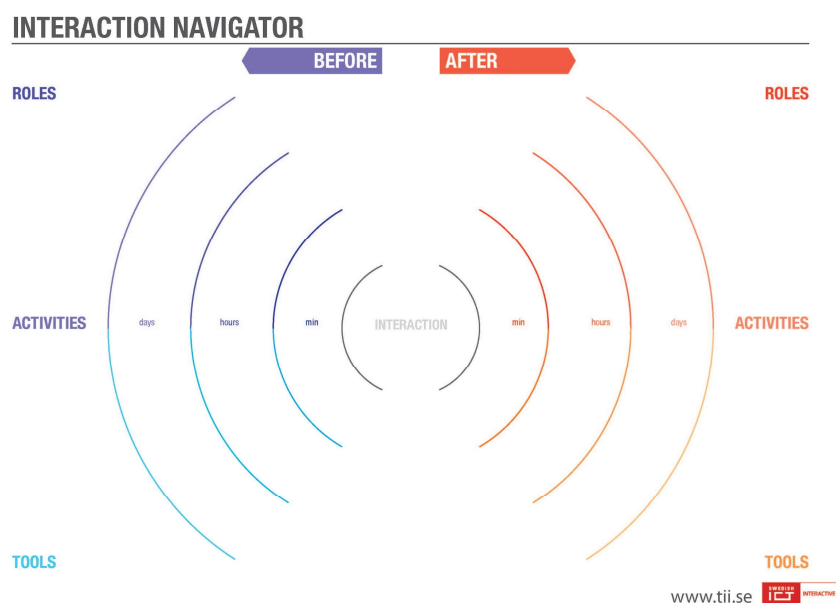


A homework routine for the students consisted of scouting activities. Scouting means visiting different physical places in which people are interacting, observing language use practices and material ecologies visible and hearable in them, and documenting the observations by taking photos and making notes. The aim of the scouting activities is to sensitize the learners to noticing the linguistic and material resources available in their physical surroundings and to encourage them to pay attention to language use resources in their environment.

3.2 Material practices for planning and rehearsing: Interaction Navigator and one-shot-video

Another material practice structuring and supporting learners' participation in everyday language use situations was the Interaction Navigator. For a learner, the Interaction Navigator is a paper-based template with a simple structure for identifying a central interaction and considering what can or did take place before, during and after the interaction (see Figure 4). During the Rally Course the interaction navigator served as a tool for the learners to design their own learning journeys.

Figure 5. The Interaction Navigator



The Interaction Navigator was used together with the other pedagogical activities and material resources to support students to prepare for interactions in the wild, to engage in learning activity outside the classroom, and to create more flexible spaces for reflection on site and later on in the classroom.

Next, we will show how the Interaction Navigator was used on the course together with the other activities and materials and analyse how the central ideas behind it shape the students' interactions. Our focus is on one student, Silvia. We noted that for some of the students it took more time to get used to the teaching and learning practices than for others and Silvia was selected as the focal participant because she

exemplifies a student who appeared resistant in the beginning of the course, but then accommodated herself to the study methods used in the course rather well. However, she is not representative of all students who participated in the course.

The examples to follow demonstrate how Silvia co-designs an out-of-classroom learning task to meet her own needs and interests with the support of the teacher and the pedagogical framework. The examples illustrate the preparation, participation and de-briefing phases of the first excursion to the wild in the Rally Course. The students got to choose what kind of interaction they wanted to participate in, but they were encouraged to choose interactions that were somehow relevant for them at the time. Silvia wanted to visit a bookstore because she was searching for a book for her mother as a gift. She went to the store with two other students and they planned the visit together.

A number of studies have shown that planning for L2 use situations is a complex task and may lead to learner behaviours that are not necessarily intended by task design(ers) or by the teacher (see e.g. Mori 2002, Hellermann & Pekarek Doehler 2010, Piirainen-Marsh & Lilja, this volume). It has also been shown that as L2 speakers plan their future language use situations, they may focus on vocabulary and grammar (Markee & Kunitz 2013). While such focus on linguistic detail may sometimes be warranted, in the Rally Course we wanted to encourage the students to focus on the interactional contingencies of the future interactions instead, i.e. to think about the overall structure of the interaction, about the participants roles and the interactional and cultural expectations that these may bring about (see also Lee & Burch 2017).

The planning of the interactions was supported by different kinds of pedagogical and material practices. In the classroom, the students worked in groups in order to prepare for the interactions of their choice and rehearsed them using tangible materials: they built a scene for the interaction using a cardboard stage and acted out the interaction with the help of small paper-cup figures representing the participants (see Figure 6). These rehearsals were recorded as one-shot-videos by the participants themselves using their own mobile devices. A one-shot-video is a videorecording that has not been edited and that lasts no more than three minutes. The idea is that the camera does not focus on the person speaking but rather on the materials that have been used to support the activity at hand. The value of making one-shot-videos is in the idea of potential audiences: the filming often brings about an idea of the possible audiences of the film – sometimes the future audiences may be known and sometimes only imagined. The idea of audience brings some challenge to the situation and accordingly also pushes the performers to do their best. In a language class, this kind

of activity works as a practice for speaking at the same time as it can be used to work towards other goals.

Figure 6. Recording one-shot-videos



Excerpt 1 comes from a one-shot-video that captures how Silvia rehearses her planned interaction in the bookstore.

Excerpt 1

- 01 Sil: okei joo (.) eli tässä (.) olen minä (.)
okay yeah so here I am
- 02 ja sitten ää menen kirjakaupalle (.)
and then I go to the book store
- 03 ja pysähdyn vielä hetken kirjakaupan eteen
and in front of the book store I stop
- 04 ja mietin vähän näitä kysymyksiä (.)
and think about these questions
- 05 joita haluaisi kysyä ja (.)
that I want to ask and
- 06 sitten menen kirjakaupaan ja etsin myyjää? (.)
then I enter the store and look for the clerk
- 07 ja ää kysyn sitten (.) tai ää (.)
and ask then (.) or
- 08 ensin selitän tilannettani ja
first I explain my situation and

The excerpt shows that as Silvia talks about the imagined scenario in the bookshop, her focus is not on detailed linguistic aspects of the task: she does not report on the questions that she intends to ask, nor does she pay attention to the language she intends to use. Instead, she describes the preparatory phase and the beginning of the service encounter. After identifying herself as one of the figures, she narrates what she plans to do before she enters the bookshop. She has prepared some questions beforehand and she plans to “stop and think” about the questions before walking in (l. 1–5). After that she describes what she anticipates happening after she enters the bookshop. The way she portrays the first moments in the bookshop shows awareness of the ecology and overall organisation of the interaction. Silvia’s self-repair in lines 7–8 displays sensitivity to sequential features related to the task she has planned: she begins to describe asking a question as the first action (l. 7), but changes direction and describes how she will open the encounter with preliminaries instead (l. 8).

Previous research has shown that it is challenging for language learners to prepare for the unpredictability of the interactions outside of classroom (see Wagner 2015). Moreover, detailed preparation may turn the planned interactions into interview-like encounters in which the conversation does not unfold naturally but is based on consecutive question-answer sequences (Mori 2002, Piirainen-Marsh & Lilja, this volume). Excerpt 1 shows how material resources and pedagogic practices that support planning as a process can sensitize students to interactional features that might otherwise be difficult to prepare for. Extract 1 shows that Silvia pays attention to the overall structure of the planned bookstore interaction. In addition, the extract demonstrates that Silvia is aware of the process-like nature of the planning. This shows in her expression about stopping before entering the store and thinking over the questions she is going to ask.

3.3 Interacting in the wild: Silvia in the book store

An essential part of the Rally Course were the interactions outside classroom. The following excerpts from Silvia's visit to the bookstore demonstrate that the interaction is driven by Silvia's personal interest in finding the right book for her mother. This real need is addressed throughout the encounter as Silvia repeatedly refers to her mother and evaluates the suggestions made by the clerk from the point of view of her mother's needs. We join the conversation as Silvia has greeted the clerk and starts to explain what she is looking for. This explanation works interactionally as a pre-request after which the actual request for help is uttered. Silvia's explanation is quite extensive and well formulated (l. 1–15).

Excerpt 2²

- 01 SIL: öö mä mä etsin (.) öö joululahjaa mun
I'm I'm looking (.) for a Christmas present for my
- 02 äidille? (.)
mother?
- 03 CLE: juu?
yes?
- 04 SIL: ja siis ööö hän on kans saksalainen ja
and so she is also german and
- 05 (.) hän ei os[aa
she does not know
- 06 CLE: [juu
yes
- 07 SIL: vielä niin hyvin lukea suomea
how to read Finnish so well yet
- 08 hän vasta (.) alkanut (.) opis[kella
she has only just started to study
- 09 CLE: [°joo°
yes
- 10 SIL: mutta (.) mm (.) joo siis mä mietin
but yes so I was thinking
- 11 että (.) että mä voisin hankkia
that that I could get
- 12 hänelle sellaisen kirjan (.) josta
her a kind of book that
- 13 (.) hän=hän voisi oppia joka (.)
she she could learn from that
- 14 olisi myös sellainen (.) motivaatio
would also be a kind of motivation
- 15 (.) hänelle [mutta
for her but
- 16 CLE: [°mh°
- 17 SIL: mä en tiedä onks (0.4) on- onks
I don't know if there are if
- 18 sellaisia kirjoja olemassa (.)
such books exist

² The clerks had been contacted before the visit and they knew that one of the purposes of this visit was to practice speaking Finnish.

19 jotka voi (.)
that could

20 CLE: nii englan[ninkielisellähän
yeah in English language

21 SIL: [°nii°
yes

22 CLE: kielel- kielellä ku siellä on semmosia
langua- langauge there are such

23 helppolukuisia että kun alot[taa
easily readable booka available for you when you start

24 SIL: [mmh

25 CLE: englannin kieltä [mutta
learning English but

Silvia gives several reasons that motivate her search for a book: she wants to find a book that is going to be a Christmas present for her mother, and she also wants the book to be a source of motivation for her mother's Finnish studies. By detailing her reasons, including her mother's language skills, Silvia follows her own plan of explaining her situation prior to asking any questions. She then solicits assistance from the clerk by making explicit her lack of knowledge about such books (1.17–19). This turn also simultaneously works as a request for the clerk to help in finding a suitable book and is recognised as such by the clerk, who offers a response in the next turn. The clerk explains that she knows about English books that are written for learners of the language but doubts whether such books are written in Finnish. She then suggests that a children's book might be an option (Excerpt 3, l. 1–3). However, Silvia rejects the offer and makes a suggestion based on her own ideas.

Excerpt 3

01 CLE: suomen kielessä ei sitten=oo
In Finnish there are no such

02 (ne on sten) enemmän (.) semmosia (.)
they are then more (.) like (.)

03 lastenkirjoja varmaan s[it niinku
children books supposedly then like

04 SIL: [mmm

05 CLE: mikkä on sellasia helppolukusempia
that are like easier to read

06 ja tällasta (.) mutta (.) että voitais
and like that but we could

07 ihan niinku aikuisten kirjaa sitten
like an adult book then

08 kuiteskin (.) [°mut°
anyway (.) but

09 SIL: [mmm (.) noo yhyh siis
well

10 eh- ehkä niinku=niinku teemasta tää
maybe like like about a theme this

11 lastenkirja ois vähän [(.) vähän
a childrens book might be a bit

12 CLE: [hehehe

13 SIL: tyls[ä mutta=mutta
dull but but

14 CLE: [liian (.) fniinf
too (.) yeah

15 SIL: hän=hän ei pysty vielä (.) lukemaan
she she is not yet able to read

16 (.) romaania (.) mmm (.) mut mä
novel but I

17 mietin kun tää (.) Mauri Kunnas
was thinking that this Mauri Kunnas

18 (.) [on aika paljon
is quite a lot

19 CLE: joo [aattelinkin sanoa justiin
yes I was just going to say

20 että joo ([°- -°)
that yea

21 SIL: [joo tää on aika paljon
yea this has been quite a lot

22 käännetty saksaksi (.) ja: sitten mä
translated into german a:nd then I

23 mietin että onks teillä (.) niin kuin (.)
was thinking that do you have so that

24 ku meillä kotona on=on tämä (.)
like we have=have this at home

25 ööö saksaksi tää öm: (.) vampyyri (.)
in german this vampire

26 Vampyyrivaarin (.) tarinoita (.)
Tales of the vampire grandpa

27 esimerkiksi (.) [ja hän
for example and he

Silvia rejects the clerk's offer with an account referring to her mother's limited language skills (l. 15–16). After that she produces an alternative suggestion by naming a well-known Finnish author (Mauri Kunnas) whose books have been translated into German (l. 17, 21–22). The clerk promptly displays recognition, and in partial overlap with Silvia, produces an aligning response that suggests that she had a similar alternative in mind (l. 19). However, Silvia continues in the new turn constructional unit (l. 21) and explains that she has one of the books of this author at home and then inquires whether the same book would also be available in Finnish (i.e. the original version).

The example shows how Silvia's own real-life project drives the interaction and enables her to draw on existing knowledge in formulating her turns. It also shows how her planning and rehearsing of the visit may have helped her to deal with the contingencies of the interaction. Silvia's turns clearly include elements that she had planned beforehand (e.g. details about her mother and about the book she had thought about). At the same time, her interactional conduct shows how she adapts to the contingencies of the interaction. Recall that in the previous example (Ex. 2), Silvia's expression of lack of knowledge served to recruit the clerk's assistance. Instead of having to make a direct request, this solicited an offer of assistance and a proposal from the clerk that Silvia is able to reject on the basis of her first-hand-knowledge (i.e. the suitability of the suggested book for her mother). This enables Silvia to expand the interaction in collaboration with her co-participant: it presents an opportunity for Silvia to display relevant cultural knowledge and articulate her own ideas as an alternative which is based on her real-life needs. All this shows her interactional competence and establishes a more symmetrical relationship between her and the clerk.

Silvia's suggestion is taken up by the clerk and next they move close to a shelf where books by the author named by Silvia are on display. The clerk searches for the book but does not find it. Instead, she finds another book by the same author (Figure 7) and hands it to Silvia. Holding the book in her hands, Silvia proceeds to evaluate it - again from her mother's perspective.

Figure 7



Excerpt 4

- 01 SIL: hm (.) joo mu- minusta tää on ehkä siinä mielessä hyvä
hm yeah I think this is maybe good because
- 02 että (.) että hän >hän< on tosi kiinnostunut
she is really interested in
- 03 niinku suomalaisessa kirjallisuudesta että
like Finnish literature so
- 04 CLE: **hm**
- 05 SIL: että tästä olisi [aika helppo niinku
so that it would be quite easy to
- 06 CLE: [joo
yeah
- 07 SIL: **ämm**
- ((20 omitted lines))
- 28 CLE: tai siis gallen Kallelan niinku (-)
or like Gallen-Kallela's like
- 29 taideteoksiin perustuvia sitten niitä
paintings those are based on
- 30 SIL: **hm?**
- 31 (~4.0) ((Silvia browses the book))
- 32 SIL: juu eh (.) ehkä (.) ehkä tästä minun
yeah maybe maybe I should give her
- 33 pitäisi antaa hänelle niinku vähä- vähän sanastoa (- -)

some vocabulary of this

- 34 (.)
- 35 CLE: °eh°
- 36 SIL: tai jotenkin auttaa kääntämään mutta (1.0)
or somehow help her to translate but
- 37 no joo? (.) se olis hyvä idea että (.)
well yeah? it would be a good idea to
- 38 mutta mä mietin nyt (.) tätä vielä vähän
but I will think about this for a while
- 39 CLE: joo saatte miettiä [ihan rauhassa
yeah you may think about it in peace
- 40 SIL: [joo okei kiitos
yeah okay thanks

The book is *The Canine Kalevala*, a simplified version of the well-known Finnish national epic. Silvia's evaluation of the book (l. 1–3) makes explicit her knowledge about the book and its cultural references. This assessment opens a space for the clerk to provide a second assessment and to promote the book. However, the clerk turns the focus of the conversation to the illustrations in the book and begins an elaborate explanation about them (l. 8–27, omitted). The illustrations are extraordinary, because they are canine versions of very well-known Finnish paintings that have been inspired by the national epic. In this way, the clerk's turns are designed to a recipient who already has relevant knowledge and has shown interest in Finnish arts and culture. Silvia, however, shows no real interest in the drawings. Instead, after the clerk's long explication of the paintings, she turns the focus back to language and contemplates that she would probably have to translate parts of the book for her mother (l. 32–36). Here again, the real need of finding the right book for the mother's needs emerges as the driving force for the interaction: because of the real need, Silvia is able to comment on the clerk's turns and ideas even if she does not go along with them.

Silvia's interaction in the bookshop illustrates how the task that she herself had co-designed is configured through emergent interaction in the socio-material environment of the bookshop. The excerpts illustrate how the interaction is driven by Silvia's real-life concerns that motivated her choice of setting and the activities that she planned beforehand. There is authenticity in what Silvia is doing: her turns-at-talk show sensitivity to the contingencies that arise in the interaction. For example, instead of simply asking information-seeking questions, she is able to solicit recommendations which enable her to expand the interaction further and to draw on her own first-hand knowledge in responding to the clerk's suggestions. This is visible also in the way that she rejects the clerk's attempt to draw her attention to pictures in

the book and instead focuses on language of the book.

3.4 Analysing and reflecting

One of our aims in designing the pedagogic and material practices for the Rally Course was to make the process-like nature of both planning and reflection visible and more noticeable and to guide the students to start reflecting on their interactions right after the encounter had taken place. The Interaction Navigator template (Figure 5) was one of the material resources that was designed to support this. However, while the process-like nature of planning was observable in Silvia's rehearsal talk (Excerpt 1), we do not have recordings from the moments right after the interaction in the book shop. Neither did the students report on how they might have reflected on the interactions before coming back to classroom. Back in the classroom, however, the students were given the task of reflecting on their interactions in small groups. In this discussion Silvia pays attention to the important role of objects in organising interaction and to their potential for supporting understanding and learning.

Excerpt 5

- 01 SIL: niin siinä kirjakaupassa alussa siis ei ollu
 yeah in the book store at the beginning there was not
- 02 mutta sitten kun hän ää näytti minulle sen kirjan (.)
 but then as she showed me the book
- 03 niin siinä on ai- aina hyvä jos on semmonen (.) niinku (.)
 so it is al- always good if there is such like
- 04 sellanen objekti (.) >jo- jo- josta voi< voi puhua
 an object that you can talk about
- 05 eli sitten hän hän kertoi vähän siitä
 and then she told a bit about it
- 06 että ne kuvat siinä olivat niinkun vähän ää vähän vähän
 that the pictures there are like like a little
- 07 samallaisia kun ne olik se nyt aleksi gallen gallelan=
 similar to was it Aleksis Galle-Kallelas
- 08 TEA: joo
 yeah
- 09 SIL: kuvat ja sitten on on helpompi ymmärtää
 paintings and then it is easier to understand
- 10 ja puhua siitä kun se on ihan (.) ihan silmien edessä
 and talk about it when it is just in front of your eyes

In excerpt 5, Silvia reports how the clerk showed her a book and how this made

available an object that could be talked about. Although the interaction in the bookshop does not show how the book may have facilitated understanding, here Silvia herself explicates that the pictures “just in front of your eyes” made it easier to understand and to keep up the conversation. One of our aims in designing the Rally Course was to raise the students’ awareness of the different situated material resources and ways in which these can be used to make the interactional spaces in the wild more comfortable and more secure to interact in. In this sense, Silvia’s comment about the material objects that support understanding and help finding topics to talk about is important.

At the end of the course, the students were given an assignment to write a letter to future students of the Rally Course. They were asked to write about their experiences during the course and to give advice to the future students for managing the course activities. The goals of this assignment were twofold. On the one hand, the letter was a form of feedback to the teacher giving information about what the students thought about the pedagogic process and how they had felt about the activities. On the other hand, the letter also works as a form of reflection as the students had to verbalize their experiences and feelings and to guide the imagined future students on the basis of their own experiences.

In her letter, Silvia commented on the use of the tangible materials and how these changed her way of thinking about interactions.

Excerpt 6

“Minusta eri materiaalien käyttö oli alussa melko outo (vaikutti siltä, että se olisi ollut vain turhaan tarkoitukseen käytettyä paperia), mutta sitten huomasinkin, että se auttoi muotoilemaan ajatuksia. Opin tästä kurssista paljon, enkä tarkoita vain sanastoa vaan myös opetusmetodeja ja miten voisin käyttää niitä itseopiskelussa (esim. puheen nauhoittamisen)”

“At first I thought that the use of different materials was a bit weird (it seemed that it is just wasted paper) but then I noticed that it helped me to design my thoughts. I learned a lot in this course and I don’t mean just vocabulary but also teaching methods and how I could use them for my self-study (e.g. recording speech).”

Silvia’s comment highlights how her initial reservations about the use of different material resources were overcome when she noticed that it helped her to formulate or design her thoughts. We interpret this as referring to her own process of exploring, planning, experimenting and reflecting on her goals and language use at different phases of the task process. What is more, Silvia’s case shows how the course helped

her rethink learning as involving something more than “just vocabulary” by making her aware of methods that she could use to support her learning in the future. The process of co-designing her own learning path drew Silvia’s attention to her own responsibility for her learning process.

4 Concluding remarks

In this chapter, we have introduced the Rally Course and illustrated the material and pedagogic practices that were designed to raise students’ awareness of the language resources in their everyday language use environments and to support them in navigating interactions outside language classrooms. In addition, we have demonstrated how one focal student, Silvia, carried out an out-of-classroom learning task. While the experiential dimension of learning has long been recognized as important by language educators (e.g. Knutson 2005, Kohonen et al. 2011), it is still a challenge for language pedagogy to make use of language learners’ own experiences for teaching and learning as these experiences are usually not straightforwardly available for reflection and analysis. The pedagogic and material practices that we have illustrated in this chapter exemplify one attempt to build on the learners’ own experiences and needs in language teaching by guiding the students to identify them, to capture them (by videorecording) and then to analyse and reflect on them.

Our goal in designing the Rally Course was to make the language learning tasks authentic and meaningful by giving the students a lot of freedom in co-designing them. The students were encouraged to identify and observe the language use situations that are relevant and recurrent in their everyday life. Mapping activities were used to enhance students’ awareness of their everyday language use environment. In our experience, especially the photo journal is a motivating activity for the students and helps them to see the variety (or the lack of variety) in their everyday interactions. Also the material support for planning and rehearsing for interactions in the wild works well in our experience. The one-shot-videos, in particular, are an effective method to capture the outcome of the planning and to practice speaking at the same time. An important aspect of one-shot-videos is that in making them, the focus is on the content that needs to be delivered succinctly (because of the time limit of three minutes) and not on linguistic structures. When watching and listening to the videos the students are often surprised by the fluency of their speech. In this way, the videos also work as a source of important feedback for the students. Reflection is a crucial part of learning (see e.g. Farrell 2007, Walsh & Mann 2015), and practices to support analysis and reflection are a key focus in our future work.

For the teacher, a design-based approach to teaching requires a change of position from being in control of planning and implementing tasks to facilitating collaborative experimenting with materials and pedagogical processes. The excerpts from Silvia's interactions showed how her participation in the different phases of the task was supported by her real-life need of finding a book for her mother. This authentic need made it possible for her to tailor her interactional conduct to the different phases of the task. In particular, in the bookstore, the real-life need made it possible for her to pursue the conversation and to react to the clerk's suggestions and question in a meaningful way. The focus was not so much on struggling with linguistic structures but on the contents of the interaction and on getting the business done. The role of the teacher in all this was minimal. Most explicitly the teacher interfered with the process during the reflection phase as she asked questions about the students experiences in the interaction in the wild. However, one of our future challenges is to develop materials that would support more flexible reflection so that the students would learn how to make reflection a recurrent part of the language use situations that they want to learn something from.

The design of the curriculum for the Rally Course has been inspired by the conversation analytical understanding of language use as action and is based on existing research on second language learning in interactions outside classrooms (see e.g. Theodórsdóttir 2011a & b, Lilja 2014, Pekarek Doehler & Pochon-Berger 2015, Eskildsen & Theodórsdóttir 2017). In the Rally Course, our aim has been to guide students to focus on the structures of interaction and on the language use practices that are relevant and recurrent in interactions in the students' everyday life-worlds. The learning target for many (if not most) second language learners is not only to acquire the language but rather to be able to participate in the society through the new language. This requires an expanding repertoire of methods for accomplishing meaningful social actions. Expanding the repertoire means that the methods for social action become more diversified and context-sensitive (see Pekarek Doehler & Pochon-Berger 2015). A learner thus becomes able to act in socially appropriate ways in an increasing variety of social interactions in the community. Language pedagogies should be able to support this and to provide learners with learning methods and techniques that facilitate them in learning and developing also after language courses and outside of the walls of language classrooms (see also Thorne 2013). We hope that the ideas presented in this chapter would inspire future teachers to explore novel ways of teaching and of supporting their students in participating and becoming members of their new language communities.

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