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**Designing for Language Learning in the Wild: creating social infrastructures for second language learning**

When newcomers have arrived in a new society, the new language plays an immediate role in their everyday lives. As a minimum, newcomers are *overhearers* of and *eavesdroppers* to spoken and written encounters in public life, education, or at workplaces and in the media. There exist ample daily opportunities for contact with the second language. In this way, the second language has a paramount presence in the learners’ daily lives even before they have acquired the nuts and bolts for using it actively.

When seated in classrooms, newcomers experience radically different opportunities for participation compared to those experienced in situations outside, since the conditions for interacting are rather different. Classroom activities are usually well ordered, based on written material and performed sitting on chairs at tables while language ‘in the wild’ happens in a chaotic, fully embodied environment of which the learners need to make sense of.

The paper discusses theories to understand and practices to promote the use of a second language outside of classrooms. Are these ‘wild’ language contacts useful in the light of learning theories? And if they are - how can they be practically supported? The paper discusses models for second language acquisition that may underpin changes in the division of labor between the classroom and everyday second language life.

In the second part of the paper I will report about a cooperation between second language practitioners, researchers and interactive designers from Sweden, Denmark and Iceland. The project explores ways of building support structures in the everyday life environment of the learners and intends to make the learners’ explorations into the ‘wild’ available for teaching practices in the classroom.