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Nota di contenuto	Introduction; Søren W. Eskildsen, Simona Pekarek Doehler, Arja Piirainen-Marsh, and John Hellermann -- Part I. Learning in the wild: Development of interactional competence -- We Limit Ten Under Twenty Centu Charge Okay?: Routinization of an Idiosyncratic Multi-Word Expression; Sangki Kim -- On the Reflexive Relation Between Developing L2 Interactional Competence and Evolving Social Relationships: A Longitudinal Study of Word-searches in the 'Wild'; Simona Pekarek Doehler and Evelyne Berger -- Turn Design as Longitudinal Achievement: Learning on the Shop Floor; Hanh thi Nguyen -- Part II. Configuring the wild for learning: Learners in-situ practices for learning -- Learning Behaviors in the Wild: How People Achieve L2 Learning Outside of Class; Søren W. Eskildsen -- Noticing

Words in the Wild; Tim Greer -- Part III. Designing infrastructures for learning in the wild: Bridges between classroom and real-life social activities -- How Wild can it Get? Managing Language Learning Tasks in Real Life Service Encounters; Arja Piirainen-Marsh and Niina Lilja -- Building Socio-Environmental Infrastructures for Learning; John Hellermann, Steven L. Thorne, and Jamaleh Haley -- The 'Rally Course': Learners as Co-Designers of Out-of-Classroom Language Learning Tasks; Niina Lilja, Arja Piirainen-Marsh, Brendon Clark, and Nicholas Torretta -- Part IV. Epilogue -- Towards an Epistemology of Second Language Learning in the Wild; Johannes Wagner.

Sommario/riassunto

This volume offers insights on language learning outside the classroom, or in the wild, where L2 users themselves are the driving force for language learning. The chapters, by scholars from around the world, critically examine the concept of second language learning in the wild. The authors use innovative data collection methods (such as video and audio recordings collected by the participants during their interactions outside classrooms) and analytic methods from conversation analysis to provide a radically emic perspective on the data. Analytic claims are supported by evidence from how the participants in the interactions interpret one another's language use and interactional conduct. This allows the authors to scrutinize the term wild showing what distinguishes L2 practices in our different datasets and how those practices differ from the L2 learner data documented in other more controlled settings, such as the classroom. We also show how our findings can feed back into the development of materials for classroom language instruction, and ultimately can support the implementation of usage-based L2 pedagogies. In sum, we uncover what it is about the language use in these contexts that facilitates developmental changes over time in L2-speakers' and their co-participants' interactional practices for language learning.
