

Rewilding language learning resources in higher education

An example focusing on vlogs and vlogging

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Here's the plan

- We are mostly talking about changes to English teaching in the context of students' extensive **informal activities** in English
- Why rewilding?
- What rewilding?
- What do the students think?
- Pedagogical materials or material pedagogies?

What sort of informal learning?

- A Ed Sci reference for you: Schugurensky (2007)

	intent	awareness
Self directed learning	yes	yes
incidental acquisition	no	yes
socialization	no	no

- Mostly incidental, with attention to meaning but often not to form

Why Rewilding?

- Ecological approaches:
- Soulé & Noss, (1998) rewilding encourages reintroducing fauna and flora to ecologies that have **lost biodiversity** through human habitation, cultivation, and urbanization.
- Does my teaching lack real world biodiversity?
- Thorne , Hillerman & Jakonen (2021) : Rewilding Language Education.
- the **ecological alignment** of domesticated instructional spaces vis-à-vis the heterogeneity, complexity, and unpredictability of interaction in the wild
- Because for language education, the wild is only a click away.



What rewilding?

- How should/can classroom learning interface with these practices?
 - Watching series and movies in English
 - Social media, vloggers etc in English
 - Enjoying pop music and lyrics
 - Multiplayer online gaming in English
- Research suggests that most students do this in English for hours each week.

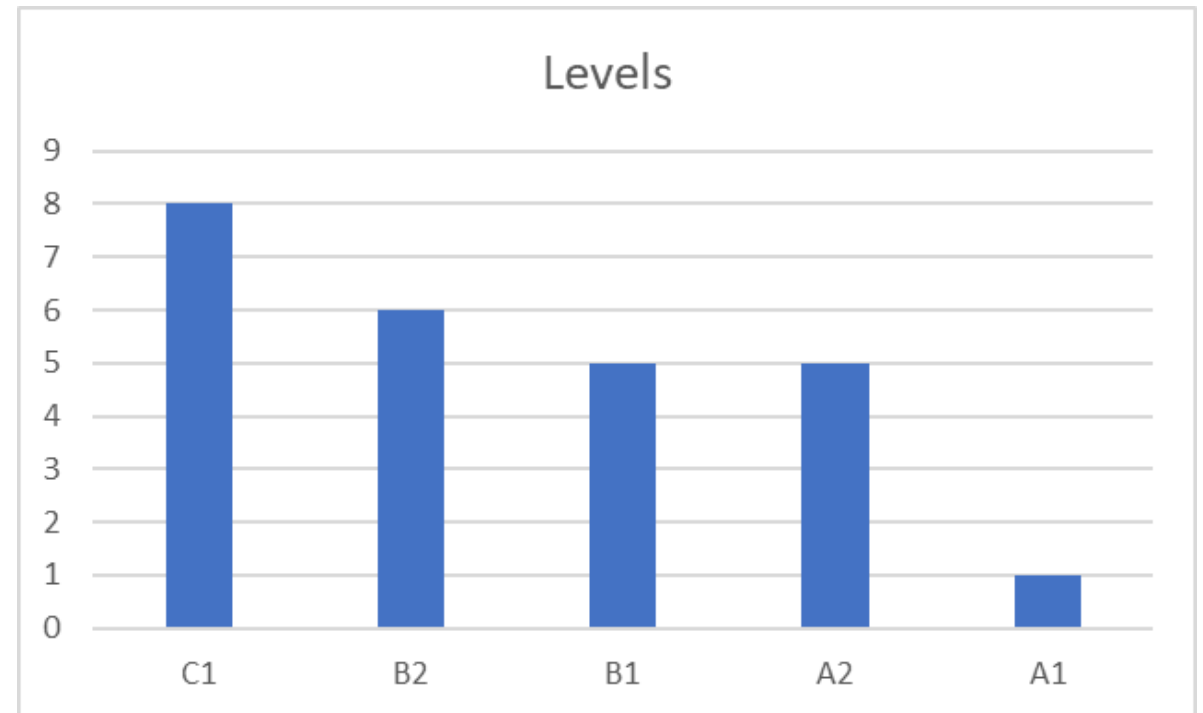


So, what to do in English class?

- Some options:
 - Ignore the ecology, formal is formal, informal is informal?
 - Do the opposite since the informal stuff is already covered?
 - Train the students to do more sensible things outside the classroom?
 - Let the wild into the classroom to build relevant skills for a lifetime of doing them?

Some real students in my undergrad English classes

- At Paris Cité: between 15 and 48h of English classes per year in undergrad
- Not always streamed for level, not always in groups of less than 20
- Experts and beginners together
- C1 is very fluent
- B2 is supposed to be Uni level
- A2 is supposed to be junior high



What is their take on the wild thing?

- Let's ask them : Do you consider that your level of English comes more from classes or more from your informal activities? 0-10
- The Cs score **7.6** (mostly informal)
- The Bs score **7.6** (mostly informal)
 - 24% of the English I know is from school !
- The As score **3.5** (mostly classroom)

A big thank-you to the students who allowed me to share some clips today



Vlogging (youtubers) vs Movies/Series



- Vlogging:
 - Frequent informal videos usually addressed to the viewer
 - Low word type count. Sometimes only 5000 different words.
 - Some are non-native.
 - Often showing what the word means (hair & makeup..)
 - Can be selected for familiar or favorite topics.
 - Vloggers interact with the audience through the comments
- Series and movies: higher word counts, usually not addressed to the viewer.
- So following vloggers is easier and could be a pathway to other informal practices

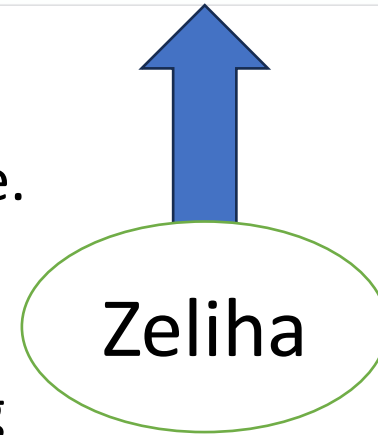
A student-vlogger-focused class

BRING YOUR OWN ENGLISH 2: Attack of the Vloggers



Some tasks from this class:

- Decide which studytuber gives the best advice on...
- Make your own vlog about study skills or student life.
 - post on Moodle, others react...
- Read articles about vloggers for class discussion
- Analyse qualitative data from articles about vlogging
- Weekly games (Kahoot etc) to review contents



Studytubers
at:

Durham
Exeter
UCLA
Dublin



English for specific purposes

Less than 3 minutes of Hailey talking about Linguistics 🤗



What do people misunderstand about Hailey's studies? *What do people misunderstand about your studies?*

What different areas of Linguistics does she mention? *What areas do you study? What's your favorite/ least favorite?*

What is her professional goal? *What's your professional goal?*

What is ASL? You can guess at the end of the video? *What languages do you speak?*

What is her personal reason for studying linguistics? *Do you have a personal reason for studying linguistics?*

University methodology

Study tips (of course) from Vee (of course)

What are the basic steps which Vee recommends when making notes from readings?

Which of her tips do you find most useful?

What do you do when making notes from readings?

1. Colour system (1:15-2:35) ?
2. Reading with a purpose?
3. Reading online or on paper?
4. Highlighting?
5. Mini summaries?
6. Audio books?
7. Critical thinking?
8. KWL(RT) chart? (6:44-8:03)



What were the good and bad things about Vee's video?

WEEK 3: Too many YouTubers can be a bad thing



FICHIER

Why I no longer compare myself to Studytubers 

Document PDF

One student describes the pros and cons of watching too many StudyTubers

Grammar time: My Taylor is Swift

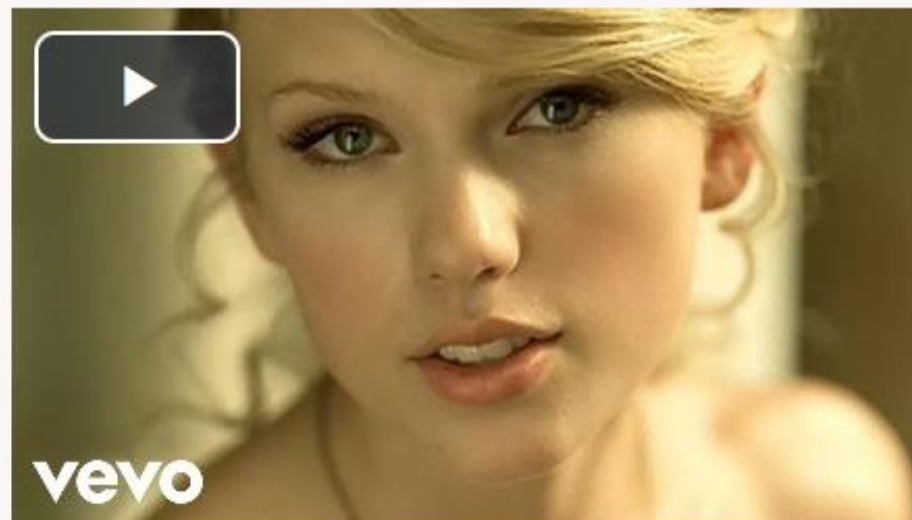
What's the difference between... ?

The simple past

- We were both young when I first saw you
- He knelt to the ground and pulled out a ring

The imperfect

- you were throwing pebbles
- I was begging you, "Please don't go,"
- I was crying on the staircase



Fill in the blanks with the correct form of the verb (in brackets)

The studytuber (talk) about his weekend when his telephone rang.

The studytuber (fall) down while he was talking to the camera.

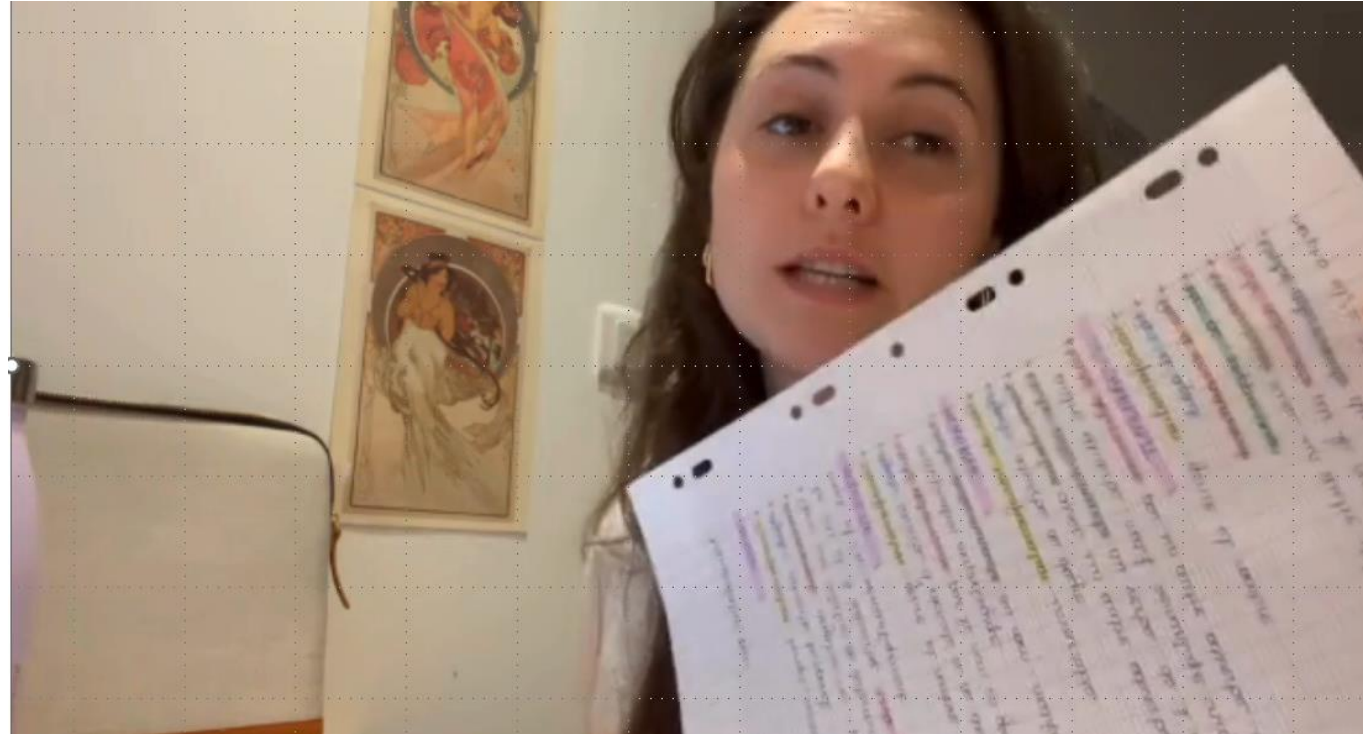
I (feel) inferior since I watched a studytuber last week.

The studytuber (press) 'record' and (begin) to talk.

Jack and Ruby (talk) about how many books they had read when I (fall) asleep.

✓ Vérifier

Do the vlogs
that they make
resemble
informal or
classroom
production?



Does the online chat resemble classroom or informal production?

[redacted]'s video

par [redacted] dimanche 3 mars 2024, 20:10

Hi guys; here is my "day in my life", hope you enjoy it 😊))



Re: [redacted]'s video

par [redacted] dimanche 10 mars 2024, 11:38

I loved your video [redacted] it was so great, you're so positive in it! Now I want to try matcha to see if it's that bad lol.

you're so positive in it! Now I want to try matcha to see if it's that bad lol.

Does the
online chat
resemble
classroom
or informal
production?



Re: [redacted]'s video

par [redacted] dimanche 10 mars 2024, 18:07

The video conveys your **good mood and the** work you do for class. I loved the matcha setting.

's your good mood at

Re: [redacted]'s video

par [redacted] lundi 11 mars 2024, 11:04

I loved your video, you took lots of time of your day to explain your day. I **really laugh to the** part when you try the matcha
It was really good, thank you

ay. I really laugh t

Re: [redacted]'s video

par [redacted] mardi 12 mars 2024, 12:39

Hi [redacted] I really liked your video !

We can see that you're a natural in front of the camera, you **should do more vlogs !!**

You also motivated me a lot, thank youuu <33

, you should do more vlogs !!

Re: [redacted]'s video

par [redacted] dimanche 17 mars 2024, 16:28

Hi [redacted] ! Your video was great, and with **great music 😊**)

Your English is really good

with great music 😊

What did they think about making vlogs?

- Making a vlog instead of an oral presentation to the class is...
 - Less stressful (x10)
 - Gives more of a chance to weaker students (x 3)
 - Fun and creative (x5)
- Group cohesion (commenting)
- Teaching yourself to make a video
- Being at home

Conclusions: pedagogical materials or material pedagogies?

- So in this context, it's not too difficult to see how rewilding works.
- Other areas where informal learning is prevalent?
 - Computer sciences?
 - Creative arts?
 - Other languages?
 - Maybe you have examples?
- We always say that we are in the business of promoting skills rather than presenting knowledge. But presenting knowledge is easier than promoting skills. Maybe we need to stop thinking we have some magic materials that will change their lives and make our pedagogies material to the real lives of our students out there in the wild.

Thanks for listening!

How might any of this be relevant for your areas of study?

What are your thoughts?

