

# From Language Lab to Language Learning Space

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A Panel Presentation  
presented at IALLT 2009 in collaboration with:

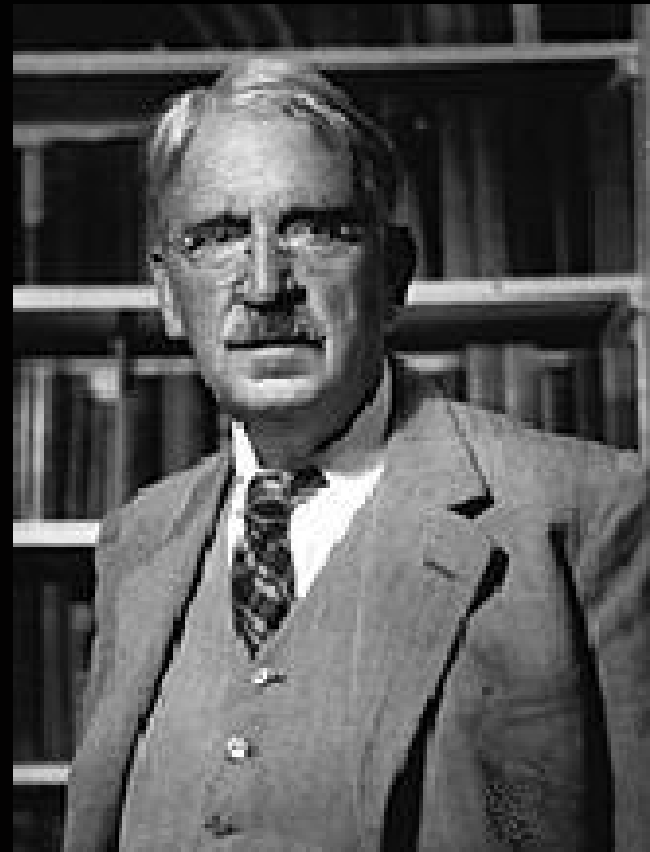
Harold Hendricks & Sharon Lee Boyle (BYU),  
Dennie Hoopingarner (MSU), &  
Daryl Glazier (Missionary Training Center)

- What **concepts** might inform the design of language learning environments?
- How might selected **design principles** assist us in better supporting the development of language proficiency?
- What are some of the **tensions and questions** invoked by these ideas?



*The general pattern  
of school organization  
[results in] a kind of  
institution sharply  
marked off from  
any other form of  
social organization*

- John Dewey, 1938



# Think of Your Favorite Spaces...

What about them makes you want to spend your discretionary time there?

What do  
they have  
in common?

What messages  
do they  
send?

What makes  
each space  
unique?

Physical characteristics --> emotional effects -->  
support social interactions



# Activity for Home...



VS.



<http://bit.ly/dunkinstarbucks>

# Well-designed learning environments:

**Capture Attention**

**Engage & Immerse**

**Prevent  
Disengagement**

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**What kind of spaces put you in “flow?”**

(Csikszentmihalyi, 1996)





# Design as Communication




- Conveys **philosophy** and **purpose**
- Establishes **expectations**
- Influences **behavior**
- Shapes **culture** of the social interactions in the space

- D. habrá podido
- D. Por meses
- ... el caso tuyo
- ... contra/niebla
- ... película
- ... esfuerce
40. ¿Qué cosa tan curiosa! La torre de Pisa en Italia ...  
 A. estuviera cayéndose B. está caída
41. No me parece que esto ... una utopía.  
 A. estaría B. era
42. Roberto, estoy sin un cobre. Tengo que vender ...  
 A. a quién ... venderás? B. te lo
43. Disculpa Marcos, la solución que das ...  
 A. al/adecuada B. a el/correcto
44. ¿Me puedes explicar por qué tú ... a ...  
 A. niegas B. dices
45. Este abrigo de visón le ... muy bien.  
 A. siente B. ... negativamente
46. ...  
 A. hayan cerrado

# From Grammar and Vocabulary to Proficiency





Designing language learning spaces is about making “rhetorical moves” that foster the development and maintenance of communities

*Space as a Form of Rhetoric*





Rhetorical Moves: Strategic decisions about the structure and content of a "text" based on the author's **purpose**, **relationship** with the audience, and the **context** of the communicative act



Image: Cherice Montgomery



So Let's Take a Look  
at Some Spaces that  
Illustrate These Points...

**Pedagogy**









Image purchased from istockphoto.com





Image: Cherice Montgomery

"Technology can support relationships, but it cannot create them"  
(Block, 2001, p. 177)



What are some pedagogical possibilities for this space?



# Aesthetics



Image: [Jisc Infonet](#)





Image: Vicky S.



**Collaboration**



Image: Cherice Montgomery







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**Flexibility**





Image: Cherice Montgomery





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**Privacy**



Learning does  
not happen  
solely in  
classrooms



[Photo by Jisc Infonet](#)



Photo by Jisc Infonet

Technology

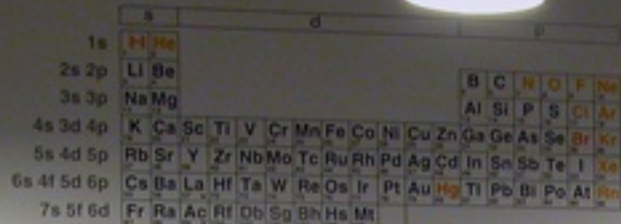




Photo by [Jisc Infonet](#)



Image: Cherice Montgomery



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Image: Cherice Montgomery





"**Architecture** . . . is about configuring spaces that both **anticipate and direct activity**."

Residents of an architectural space **adapt their activities to fit the space**, and adapt the space to fit their activities--the relation is always both ways, and it is in this reciprocal adaptation that a space becomes a place....

In this sense, **people always help build the buildings they occupy**, and the **buildings are not fully finished until they have been used for awhile**"

(Burbules & Callister, 2001, p. 162).

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