

# Entering the Adventure

## - Aesthetic Learning Processes in Second Language Education

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### OBJECTIVES

- To shed light on a knowledge gap in The National Curriculum (“Kunnskapsløftet 2020”) and in National guidelines for teacher education programmes regarding aesthetic learning processes and teenage learners
- To study what impact such learning processes have on teaching and learning a second language.

### RESEARCH QUESTION

*How can experiencing and aesthetic learning processes enhance language learning?*



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### METHODS

A qualitative study consisting of three articles. Each article studies different aspects of aesthetic learning processes linked to teenage learners. The PhD project also includes a summative and state of the art review of the articles.

### RESULTS

The use of drama and play, music, drawing, reading in roles, analysis of films, engaging in multimedia, and creating stories and presentations, are some examples of ways of incorporating aesthetic learning processes into Second Language Education. Each of these invite the learners into diverse adventures, and learners enter and experience their journeys differently.

### CONCLUSION AND IMPLICATION

Aesthetic learning processes engage. Involvement, reflection, individual effort and cooperation with other learners are all characteristics of this engagement. It requires; 1) Innovative and curious teachers who are willing to invite the learners into the adventure, and 2) Learners who are prepared for joining the adventure and sharing experiences.

Even though aesthetic learning processes can be enjoyable and educational, and socially rewarding, the challenging and unfamiliar nature of such learning activities can cause discomfort. This suggests that learners need to practice and engage with aesthetic learning processes more often, where the teachers' role is to confidently and safely guide their learners into the adventure.

# VENTURE INTO WONDER

## - Aesthetic Pathways to Learning English as a Second Language

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### OBJECTIVE

To study how teachers make use of aesthetic learning processes in teaching English as a second language in upper secondary school, and what impact this has on the learners.

### RESEARCH QUESTION

*How can aesthetic learning processes influence the teaching and learning of English as a second language in upper secondary school?*

### METHODS

A qualitative study which investigates aesthetic learning processes in three different lesson plans: 1) the use of performance and play when learning about British history and civilization, 2) the use of reading roles when reading a novel, and 3) the use of multimedia when learning about a challenging topic.



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### RESULTS

Aesthetic learning processes are varied, ranging from the explicit use of drama and roleplay, to activities where the aesthetic learning processes are implicit in the lesson plans. Some characteristics of such learning processes are that they offer variation, curiosity, a sense a freedom, wonder and attachment to English as a subject, to the self, and to the other participants.

### CONCLUSION AND IMPLICATION

To venture into wonder is demanding for both learners and teachers, as it requires involvement, effort, creativity, reflection and time. The reward is that this creates engagement and meaningful learning, and robust learning environments. However, while most learners find aesthetic pathways to learning enjoyable and educational, some learners are reluctant to participate. This suggests that pupils in upper secondary school need more practice in aesthetic learning processes to become comfortable and confident to join the adventure and experience the purpose of venturing into wonder.



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