Why is language learning beyond the classroom important?

- Deconstruction of traditional classroom instruction – self-access centres, distance learning, workplace learning, learning for practical purposes, etc.

- Globalization and the shrinking world – media technologies and mobility; access to 'authentic' language (Kramsch 2014)

- Learners often begin in the classroom and continue elsewhere

- Pickard (1995) – learners attribute high levels of proficiency to learning beyond the classroom

[Language Learning Beyond The Classroom](#)

Chun Lai

Language Learning Beyond The Classroom:

Language Learning Beyond the Classroom David Nunan,Jack C. Richards,2015-01-30 This volume presents case studies of language learning beyond the classroom The studies draw on a wide range of contexts from North and South America to Europe and the Asia Pacific region Each provides principled links between theory research and practice While out of class learning will not replace the classroom ultimately all successful learners take control of their own learning This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning Although English is the primary focus of most chapters there are studies on a range of other languages including Spanish and Japanese **Autonomous Language Learning with Technology** Chun Lai,2017-06-29 This book looks beyond the classroom and focuses on out of class autonomous use of technology for language learning discussing the theoretical frameworks key findings and critical issues The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change The book will stimulate discussions on how to support language learners to construct quality autonomous technology mediated out of class learning experience outside the classroom and raise greater awareness of and research interest in this field Out of class learning constitutes an important context for human development and active engagement in out of class activities is associated with successful language development With convenient access to expanded resources venues and learning spaces today s learners are not as dependent on in class learning as they used to be Thus a deeper understanding of the terrain of out of class learning is of increasing significance in the current educational era Technology is part and parcel of out of class language learning and has been a primary source that learners actively use to construct language learning experience beyond the classroom Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts Insights into learners out of class autonomous use of technology for language learning are essential to our understanding of out of class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out of class learning experience **The Routledge Handbook of Language Learning and Teaching Beyond the Classroom** Hayo Reinders,Chun Lai (Language teacher),Pia Sundqvist,2022 Informal language learning beyond the classroom plays an important and growing role in language learning and teaching This Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom Researchers from a range of backgrounds however have started to realise the important contribution of informal language learning both in its own right and in its

relationship with classroom learning Studies in the areas of learner autonomy learning strategies study abroad language support learners voices computer mediated communication mobile assisted language learning digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their own language learning experiences drawing from a wide range of resources including materials teachers self study technology other learners and native speakers This Handbook provides a sound and comprehensive basis for researchers and graduate students to build upon in their own research of language learning and teaching beyond the classroom **Language beyond the Classroom** Jann Purdy,2018-04-18 Language beyond the Classroom is an edited volume of essays that offers detailed how to guides for developing implementing and evaluating service learning programs for a variety of languages Contributions here present civic engagement programs for several languages including French German Russian and Spanish with curricula that can be adapted to any language program The authors of each essay engage with the growing pedagogical emphasis on experiential learning providing theoretical and practical advice including syllabi for language educators Language beyond the Classroom is a timely exploration of the variety and richness of service learning in language instruction and contributes to a 21st century emphasis on community engagement and cultural contextualization in second language pedagogy Museums as Sites of Transformative Foreign Language Learning Beyond the Classroom Fabiana Fazzi,2025-01-23 This book takes a look at the affordances of engaging second foreign language students in educational projects that bridge the gap between the classroom and the museum Studies on language learning and teaching beyond the classroom have shown that students learn in different settings and through different types of activities and that their learning is influenced by the intersection of different dimensions Drawing on both language and museum learning and teaching research this book discusses the aspects that make the museum an ideal language learning setting and then outlines evidence based pedagogical guidelines to design effective learning experiences for language learners across the classroom and the museum It will be of interest to graduate students language teachers teacher trainers museum educators and researchers in fields including Educational Linguistics Anthropological Linguistics and Museum Studies Education *Autonomous Language Learning with Technology Beyond the Classroom* Chun Lai,2017 **The Routledge Handbook of Language Learning and Teaching Beyond the Classroom** Hayo Reinders,Chun Lai,Pia Sundqvist,2022-05-30 Informal language learning beyond the classroom plays an important and growing role in language learning and teaching This Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom Researchers from a range of backgrounds however have started to

realise the important contribution of informal language learning both in its own right and in its relationship with classroom learning Studies in the areas of learner autonomy learning strategies study abroad language support learners voices computer mediated communication mobile assisted language learning digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their own language learning experiences drawing from a wide range of resources including materials teachers self study technology other learners and native speakers This Handbook provides a sound and comprehensive basis for researchers and graduate students to build upon in their own research of language learning and teaching beyond the classroom **Language Learning and Leisure** Denyze Toffoli,Geoffrey Sockett,Meryl Kusyk,2023-07-04 The study of informal involvement with additional languages has recently emerged as a dynamic research field in SLA With the rapid development and spread of internet based technologies contact with foreign languages outside the classroom has become commonplace While this can take multiple forms online contents are a major driving force because they present learners with unprecedented opportunities for exposure to and use of target languages regardless of their physical location Research from diverse geographical educational and socio economic contexts bring a rich variety of perspectives to this book It explores these phenomena via a range of theoretical frameworks and methodological approaches focusing particularly on individual differences and language development The volume proposes that teachers in formal learning settings should seek to support and facilitate the development of these identities and practices and it indicates means they can adopt to best do so *Innovation in Language Learning and Teaching* Diego Mideros,Nicole Roberts,Beverly-Anne Carter,Hayo Reinders,2023-09-05 This book presents a unique perspective from an underrepresented region in the Global South The volume features four different countries in the region Barbados Guyana St Lucia and Trinidad and Tobago as well as Martinique an island located just north of St Lucia which is an overseas region of France It documents innovations in learning and teaching Spanish French and Chinese in the case of the English speaking countries and English as a foreign language EFL in the case of Martinique The chapters cover different aspects of language education in the Caribbean and will be of particular interest to those involved in managing change in language education that attempts to mediate between global trends and local needs The Routledge Handbook of Second Language Acquisition and Language Testing Paula Winke,Tineke Brunfaut,2020-12-27 This Handbook with 45 chapters written by the world s leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and

social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers   **Autonomous Language Learning with Technology** Chun Lai,2017-06-29 This book looks beyond the classroom and focuses on out of class autonomous use of technology for language learning discussing the theoretical frameworks key findings and critical issues The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change The book will stimulate discussions on how to support language learners to construct quality autonomous technology mediated out of class learning experience outside the classroom and raise greater awareness of and research interest in this field Out of class learning constitutes an important context for human development and active engagement in out of class activities is associated with successful language development With convenient access to expanded resources venues and learning spaces today s learners are not as dependent on in class learning as they used to be Thus a deeper understanding of the terrain of out of class learning is of increasing significance in the current educational era Technology is part and parcel of out of class language learning and has been a primary source that learners actively use to construct language learning experience beyond the classroom Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts Insights into learners out of class autonomous use of technology for language learning are essential to our understanding of out of class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out of class learning experience   **Beyond the Language Classroom** P. Benson,H. Reinders,2011-07-27 This comprehensive exploration of theoretical and practical aspects of out of class teaching and learning from a variety of perspectives and in various settings around the world includes a theoretical overview of the field 11 data based case studies and practical advice on materials development for independent learning   *The Routledge Handbook of English Language Teaching* Graham Hall,2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the

volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh **Explorations of Language Teaching and Learning with Computational Assistance** Zou, Bin,2012-07-31 Computer based technologies can enhance language learning and help students embrace the complexities of an additional language Due to rapid technological changes innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching Explorations of Language Teaching and Learning with Computational Assistance provides cutting edge research which evaluates improves and applies effective pedagogy in the fields of computer assisted language learning CALL and foreign language learning It expands on the principles theories design and implementation of computer assisted language learning programs **Teaching Language and Literature On and Off-Canon** Correoso-Rodenas, José Manuel,2020-06-26 Language and literature teaching are a keystone in the age of STEM especially when dealing with minority communities Practical methodologies for language learning are essential for bridging the cultural gap Teaching Language and Literature On and Off Canon is a critical research publication that provides a multidisciplinary multimodal and heterogenous perspectives on the applications of language learning and teaching practices for commonly studied languages such as Spanish English and French and less studied languages such as Latin Gaelic and ancient Semitic languages Highlighting topics such as language acquisition artistic literature and minority languages this book is essential for language teachers linguists academicians curriculum designers policymakers administrators researchers and students *Faces of English Education* Lillian L. C. Wong,Ken Hyland,2017-04-28 Faces of English Education provides an accessible wide ranging introduction to current perspectives on English language education covering new areas of interest and recent studies in the field In seventeen specially commissioned chapters written by international experts and practitioners this book offers an authoritative discussion of theoretical issues and debates surrounding key topics such as identity motivation teacher education and classroom pedagogy discusses teaching from the perspective of the student as well as the teacher and features sections on both in and out of class learning showcases the latest teaching research and methods including MOOCs use of corpora and blended learning and addresses the interface between theory and practice analyses the different ways and contexts in which English is taught learned and used around the world Faces of English Education is essential reading for pre and in service teachers researchers in TESOL and applied linguistics and teacher educators as well as upper undergraduate and postgraduate students studying related topics **International Students' Challenges, Strategies and Future Vision** Anas Hajar,2018-12-05 Study abroad is now both an international industry and an experience that can have a deep impact on students linguistic cultural and personal development This book explores the social turn in the fields of study abroad and language learning strategies The longitudinal qualitative study reported in this volume investigates the international

educational experiences of Arab university students from diverse countries Iraq Libya Jordan Saudi Arabia Syria and the United Arab Emirates and represents one of the few empirical studies to capture an in depth understanding of the study abroad experiences of newly arrived international students in higher education Particular attention is paid to their changing learning goals underlying motivations and strategy uses during their attendance on both short and long academic programmes in a study abroad context It also examines their past language learning experiences in their homelands retrospectively Readers will gain a better understanding of international students study abroad experiences in terms of their expectations aspirations diverse difficulties and the strategies they deploy to deal with these difficulties   The Handbook of Informal Language Learning Mark Dressman,Randall William Sadler,2020-02-03 Provides a comprehensive and unique examination of global language learning outside of the formal school setting Authored by a prominent team of international experts in their respective fields The Handbook of Informal Language Learning is a one of a kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning along with the growing area of digital language learning and the future of this relevant field in national development and language education The Handbook of Informal Language Learning examines informal language learning from both theoretical and practical perspectives Structured across six sections chapters cover areas of motivation linguistics cognition and multimodality digital learning including virtual contexts gaming fanfiction vlogging mobile devices and nonformal programs and media and live contact including learning through environmental print tourism study abroad The book also provides studies of informal learning in four national contexts examines the integration of informal and formal classroom learning and discusses the future of language learning from different perspectives Edited by respected researchers of computer mediated communication and second language learning and teacher education Features contributions by leading international scholars reaching out to a global audience Presents an exciting and progressive selection of chapters in a rapidly expanding field of research and teaching Provides a state of the art collection of the theories as well as the historical cultural and international cases relating to informal language learning and its future in a digital age Covers 30 key topics that represent pioneering findings and new research The Handbook of Informal Language Learning is an essential resource for researchers students and professionals in the fields of language acquisition English as a second language and foreign language education   The Handbook of Technology and Second Language Teaching and Learning Carol A. Chapelle,Shannon Sauro,2017-06-28 The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning The rapidly evolving language technology interface has propelled dramatic changes in and increased opportunities for second language teaching and learning Its influence has been felt no less keenly in the approaches and methods of assessing

learners language and researching language teaching and learning Contributions from a team of international scholars make up the Handbook consisting of four parts language teaching and learning through technology the technology pedagogy interface technology for L2 assessment and research and development of technology for language learning It considers how technology assists in all areas of language development the emergence of pedagogy at the intersection of language and technology technology in language assessment and major research issues in research and development of technologies for language learning It covers all aspects of language including grammar vocabulary reading writing listening speaking pragmatics and intercultural learning as well as new pedagogical and assessment approaches and new ways of conceiving and conducting research and development The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive multifaceted implications of technology for language teachers learners materials developers and researchers **Language Learning Environments** Phil Benson,2021-06-04 This book is the first in depth examination of the application of theories of space to issues of second language learning The author introduces the work of key thinkers on the theory of space and place and the relevance of their ideas to second language acquisition SLA He also outlines a new conceptual framework and set of terms for researching SLA that centre on the idea of language learning environments The book considers the spatial contexts in which language learning takes place and investigates how these spatial contexts are transformed into individualised language learning environments as learners engage with a range of human and nonhuman and physical and nonphysical resources in their daily lives Revisiting linguistics and language learning theory from a spatial perspective the book demonstrates that the question of where people learn languages is equally as important as that of how they do so This work is essential reading for any researcher wishing to research the role of the environment as an active player in SLA

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