



# **Researching language learning and teaching beyond the classroom**

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# Language Learning Beyond The Classroom

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## **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.

**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 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

**Student Engagement in the Language Classroom** Phil Hiver, Ali H. Al-Hoorie, Sarah Mercer, 2020-12-02 This book defines engagement for the field of language learning and contextualizes it within existing work on the psychology of language learning and teaching Chapters address broad substantive questions concerned with what engagement is or looks like and how it can be theorized for the language classroom methodological questions related to the design measurement and analysis of engagement in language classrooms and beyond as well as applied issues examining its antecedents factors inhibiting and enhancing it and conditions fostering the re engagement of language learners who have become disengaged Through a mix of conceptual and empirical chapters the book explores similarities and differences between motivation and engagement and addresses questions of whether how and why learners actually do exert effort

allocate attention participate and become involved in tangible language learning and use It will serve as an authoritative benchmark for future theoretical and empirical research into engagement within the classroom and beyond and will be of interest to anyone wishing to understand the unique insights and contributions the topic of engagement can make to language learning and teaching *The Cambridge Guide to Learning English as a Second Language* Anne Burns,Jack C. Richards,2018-03-15 This volume provides an up to date and comprehensive coverage of second language learning The focus throughout the book is primarily on language learning but each chapter also discusses the implications for teaching and assessment thus informing both understanding and practice The book contains nine sections which aim to organise and reflect different dimensions of the diverse and complex scope of learning English as a second or additional language Four themes which permeate the chapters are learning and learners learning and language learning and language development learning and learning context The 36 chapters are up to date and authoritative written by experts in the field The content is accessibly written with questions for discussion and follow up reading suggestions provided **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 **New Learning Environments for Language Learning** Jean E. Conacher,Helen Kelly-Holmes,2007 Chiefly papers presented at the 10th International Colloquium on Foreign Language Teaching hosted by the Centre for Applied Language Studies at the University of Limerick on 11 12 June 2005 *Computer-Supported Collaborative Chinese Second Language Learning* Yun Wen,2019-09-25 This book explores the implementation of an online representational tool GroupScribbles in Chinese as a second language classrooms from primary school to secondary school It demonstrates the effectiveness of combining online representational tools with face to face classroom learning and provides a workable approach to analysing interactions interweaving social and cognitive dimensions which take place in the networked classroom A series of suggestions regarding networked second language learning will help educators effectively implement information and communication technology tools in the classroom **Innovation in Language Teaching and Learning** Hayo Reinders,Stephen Ryan,Sachiko Nakamura,2019-03-30 This book examines a wide range of innovations in language learning and teaching in Japan Each of the chapters describes the impetus for a change or new development in a particular context from early childhood to adult learning details its implementation and provides an evaluation of its success In doing so they provide a comprehensive

overview of best practice in innovating language education from teaching practice in formal classroom settings to self directed learning beyond the classroom and offer recommendations to enhance language education in Japan and beyond The book will be of interest to scholars of applied linguistics and language development and in particular to those involved in managing change in language education that attempts to mediate between global trends and local needs 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 *Conceptions of Language Learning Beyond the Classroom* Mayumi Kashiwa, 2016 The participants were ten international students who enrolled in a ten week pre university English course at a university English Language Centre This qualitative research was conducted through multiple data sources namely semi structured in depth interviews diaries and class observation Narrative inquiry is employed as the method for analysing the data *An Ecological Perspective on Language Learning Beyond the Classroom in a Challenging Environment* Moncef Bendebiche, 2022 *Autonomy Support Beyond the Language Learning Classroom* Jo Mynard, Scott J. Shelton-Strong, 2022-04-04 Through the application of self determination theory SDT to research and practice this book deepens our understanding of how autonomous language learning can be supported and understood within environments outside of the classroom Theoretical empirical and practice focused chapters examine autonomy support in a range of contexts and settings dealing with learning environments and open spaces communities and relationships and advising and self access language learning They reveal what occurs beyond the classroom how socializing agents support autonomous motivation and wellness and how SDT can enhance our understanding of supporting language learner autonomy It will be of interest to language teachers university lecturers and learning advisors who are providing support outside the classroom as well as to graduate students and researchers who are working in the fields of applied linguistics and TESOL **Emerging Practices in Scholarship of Learning and Teaching in a Digital Era** Siu Cheung Kong, Tak Lam Wong, Min Yang, Cheuk Fai Chow, Ka Ho Tse, 2017-02-22 In this book we put forward a holistic conceptual framework for implementing Scholarship of Learning and Teaching SoLT in higher education Unlike previous SoLT studies which usually focus on a specific aspect

here various aspects are integrated into a holistic framework Further it identifies three main stakeholders namely the higher education institution teaching staff and students These stakeholders are in turn connected by four interlocking themes staff professional development enhancement of student learning experiences assessment and digital technologies Presenting chapters that address these four themes this book supports the advancement of SoLT in higher education in relation to existing theories and emerging practices By helping academics and leaders in higher education to implement SoLT for the improvement of student learning and teaching practices it also makes a valuable contribution to the field of teacher education

**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

*Frontiers of Translation in Korean Language Education* Simon Barnes-Sadler,Jieun Kiaer,2025-02-20 *Frontiers of Translation in Korean Language Education* makes the case for the continuing relevance of translation in Korean as a Foreign Language KFL education This book presents practical case studies of developing and implementing translation in KFL on scales ranging from extended programs for example the integration of a translation and interpreting internship program which responds to local community needs into the higher education curriculum to single activities such as the comparison of English to Korean literary translations of the same source text to improve linguistic and cultural awareness More theoretically oriented works on the relationship of translation in KFL with fast developing translation technology the language of South Korean mass media and the social processes of globalisation are included alongside practical contributions The substantive contributions are bookended by an introduction and conclusion which provide overviews of the history and current disposition of translation in KFL and a prospectus for its future respectively Drawing on the work of researchers and practitioners based in higher education institutions across North America Europe and South Korea both the practical and theoretical strands included in this collection come together to provide a well rounded account of the most recent developments in Korean language pedagogy which will appeal to language teachers particularly Korean language teachers and the institutions that employ and train them

The Autonomy Approach Brian Morrison,Diego Navarro,2014-03-27 *The Autonomy Approach* presents an important departure from the theoretical discussions which underpin the majority of work on learner autonomy It introduces a practical perspective to self directed language learning teachable learnable activities rooted in principles of learning which draws on aspects of study skills and strategies as well as a variety of approaches namely differentiated individualised self directed self access and open access learning With the Autonomy Approach emphasis is placed on students being supported in class to learn at their own pace away from the classroom in other words self directing their own learning The authors examine and explain the theory behind metacognitive knowledge and skills and support this with an extensive sequence of activities for the teacher and the learner

to use to help learners take the development of their language learning into their own hands The activities in this book aim not to teach a language but rather to raise awareness of different aspects of language learning to encourage learners and teachers to share select and try out activities and to reflect on the effectiveness of what they have tried The activities are suitable for developing a self directed learning course or for supplementing an existing course This book is intended for Language teachers and learning advisors Trainers involved in professional development Materials developers for self access centres or distance education The Autonomy Approach contains three distinctive parts which focus in turn on theory practice and development Part A offers a detailed breakdown of the philosophy behind the Autonomy Approach Clear rationales are established for promoting self directed learning and teachers are invited to reflect on the benefits of learners taking more responsibility for their own learning Part B is packed with step by step activities to support learners through the development implementation and modification of an emerging individualised learning plan Part C promotes a deeper understanding of the Autonomy Approach and includes strategies to develop professional practice for us as language learning facilitators to learn and grow from our own experience



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### **Language Learning Beyond The Classroom Introduction**

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