

+ Language learning beyond the classroom: examples

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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.

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 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. **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 **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 *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 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 **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 **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 **New Learning Environments for**

Language Learning Jean E. Conacher,Helen Kelly-Holmes,2007 This volume seeks to provide a broader interpretation for language learners teachers and researchers who are increasingly involved in language learning beyond the traditional environment of the classroom *Beyond the Boundaries: Changing Contexts in Language Learning* Roberta

Lavine,2001-03-15 McGraw Hill World Languages is pleased to announce our collaboration with the Northeast Conference on

the Teaching of Foreign Languages in the publication of their annual conference report commencing with the 2001 report The chapters in *Beyond the Boundaries* reflect and comment on the new contexts for language learning that continue to emerge in this country These changes motivated by factors such as changing societal attitude towards language learning globalization of U S economy and increased global awareness include a growing interest in study abroad opportunities community based outreach programs and life long learning *Beyond the Boundaries* is ideal for use in teacher education and methods courses or for undergraduate and graduate seminars that deal with issues in language education or language acquisition

Multilingualism in European Language Education Cecilio Lapresta-Rey, Ángel Huguet, 2019-05-09 This book explores how different European education systems manage multilingualism Each chapter focuses on one of ten diverse settings Andorra Asturias the Basque Country Catalonia England Finland France Latvia the Netherlands and Romania and considers how its education system is influenced by historical sociolinguistic and legislative and political processes and how languages are handled within the system stressing the challenges and opportunities in each area of study The chapters provide the reader with insights around three key aspects the management of the guarantee of the rights of regional language minorities the incorporation of the language background inherited by immigrants living in Europe whether they are European citizens or not and the need to promote the learning of international languages Individually the chapters offer deep insights into a specific education system and together the studies allow for a comparison and holistic understanding of multilingualism in European education

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

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 *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 **2nd International Conference on Lifelong Education and Leadership for ALL-ICLEL 2016** Prof. Dr. Osman TITREK,Res. Asst. Gözde Sezen Gültekin,Assoc. Prof. Dr. Ilze Mikelsone,Assoc. Prof. Dr. Linda Pavitola,2016-12-29 All rights reserved by ICLEL Conferences **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 Informal Language Learning Marian Amengual-Pizarro,Rosa Alonso Alonso,2024-08-21 This insightful book explores the impact of internet based technologies on second language acquisition focusing on informal learning It traces the evolution of informal learning emphasizing the crucial role of input interaction and output in acquiring English as a second language The book analyzes diverse out of school practices such as watching TV gaming and social media engagement and their impact on L2 development Additionally it delves into various intervening variables age gender proficiency engagement and affective variables highlighting the personalized nature of L2 acquisition It also addresses the challenges encountered by L2 teachers advocating innovative teaching methods to bridge the gap between classroom teaching and the real world This book is an invaluable resource for enthusiasts interested in the intersection of language acquisition teaching methodologies and modern technologies *Second Language Literacy Practices and Language Learning Outside the Classroom* Miho

Inaba, 2018-11-21 This book presents a comprehensive and detailed study of literacy practices and language use outside of the classroom by university students of Japanese. It investigates both tasks related to classes (e.g. homework and preparation for classes) and voluntary activities in the target language (e.g. watching TV and writing emails) and discusses how values, motivations, and types of activities differ between the two contexts. It employs sociocultural perspectives to observe reading and writing activities within and under the influence of individual and social contexts such as learner motives, peer networks, and the language classroom, and contributes to the related research areas in the field of second language acquisition such as motivation, autonomous language learning, and language learning strategies. Crucially, the book not only documents out-of-class literacy activities but also examines which teaching practices facilitate and promote such out-of-class language learning and use. It considers which literacy activities in the target language students undertake out of class, which factors encourage or discourage such out-of-class activity, and how and with which tools they undertake these activities. As such, the book provides guidance for classroom teaching and suggests that slight changes to teaching practices in the classroom may enhance autonomous learning outside the classroom.

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