**$SAGE

The Changing Face of Language Learning: Learning Beyond the Classroom

Jack C. Richards

University of Sydney, University of Auckland, RELC Singapore

Abstract

There are two important dimensions to successful second language learning: what goes on inside the classroom and what goes on outside of the classroom. While language teaching has always been seen as a preparation for out-of-class uses of language, much of the focus in language teaching in the past has typically been on classroom-based language learning. At the same time the limitations of classroom-based learning have been frequently acknowledged. The opportunities for learning or 'affordances' available in the classroom are hence quite restricted, consisting of a limited range of discourse and literacy practices. Today, however, the internet, technology and the media, and the use of English in face-to-face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom. In view of the growing range of opportunities and resources available to support out-of-class learning the paper examines what some of these opportunities are, how they are used, the kinds of learning affordances they provide, and the issues they raise for classroom based teaching as well as second language teacher education.

Keywords

Introduction

There are two important dimensions to successful second language learning: what goes on inside the classroom and what goes on outside of the classroom. While language teaching has always been seen as a preparation for out-of-class uses of language, much of the focus in language teaching in the past has typically been on classroom-based

Corresponding author:

Jack C. Richards, Apt 3403 The Horizon, 184 Forbes St, Darlinghurst NSW 2010, Australia
Email: jcrichards1001@yahoo.com

language learning. Research, theory and practice has generally centered on how the classroom, together with teachers, learners and learning resources can provide the necessary conditions for learning to occur. Hence a major focus in language teaching in the last 100 years has been on the design of syllabuses, methods and materials and on training teachers in how best to exploit the classroom as a source of meaningful input to learning as well as of opportunities for authentic communication and language use. The textbook and other classroom resources were seen as crucial carriers of both content and learning. The reasons for the focus on classroom-based learning are both practical as well as logistical. Much classroom-based language teaching serves either to support school-based learning across the curriculum or to prepare students for tests of one kind or another. And until recently, particularly in contexts where English is described as a 'foreign language', students had little opportunities to use English outside of the classroom.

At the same time the limitations of classroom-based learning have been frequently acknowledged. These include *unfavorable class-size*; classes of 50 or more students are not uncommon in some countries making opportunities for authentic communication difficult; *time limitations*; the school curriculum may only allow for a few hours for English instruction per week; *other issues;* these may relate to inadequate teaching materials, the English teachers' limited English proficiency, and a test-driven curriculum. The opportunities for learning or 'affordances' available in the classroom are hence quite restricted, consisting of a restricted range of discourse and literary practices.

Today, however, the internet, technology and the media and the use of English in face-to-face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom. As Lankshear and Knobel (1997) and Jones and Hafner (2011) point out, these learning opportunities are more likely to be interactive, social, and multimodal. Learners can interact using English with people in almost every part of the world. They can download Apps that support many aspects of language learning and can use these while waiting for the bus or train or travelling to school. And when they get home they may enter a chat room to interact with other language learners or with native speakers, they may enter game sites and play video games that require them to understand and use English, or they may watch a TV programme or movie in English, following with subtitles if necessary.

Anecdotal evidence often confirms the power of such out-of-class learning. For example, it has been observed that young people in the northern European countries, such as Finland and Denmark, have good listening skills and are often quite fluent in English compared to their counterparts in countries such as Portugal and Italy. It has been suggested that the reason for this is that in the northern countries, English language movies on TV and cinemas are shown in their original language with subtitles, while in many other countries they are dubbed, hence denying young people exposure to comprehensible input in English. Kuure (2011: 36) comments:

> *English has gained a particularly prominent role in Finnish homes through various media technologies. Films and television programmes, for example, are not usually dubbed. Internet sources are abundant and available, as are iterate games, console games, computer games and music. Many children also seem to be fearless in looking for solutions in various manuals, instructions, tutorials and "walkthrough" in the English language.*

A Finnish learner (cited in Benson and Reinders, 2011: 52) observes:

> *You can hear English all the time - on television, on the radio, you see it on the internet, in newspapers, etc. I'm sure you learn something even in a passive language contact situation like this, at least the language starts to sound familiar. Above all you understand how ubiquitous and important a language English is!*

Perhaps this accounts for the fact that one often meets young people in countries where English has relatively restricted usage but who have achieved an advanced level of ability in spoken English despite the fact they that have never lived outside of their country or had prolonged opportunities for face-to face contact with native-speakers of English or advanced users of English. Typically, learners such as these realized that they would only make progress in learning English if they made use of opportunities to learn English out of the classroom. In their own words:

> *I was consciously searching for opportunities to practice my English after class. I was actually eager to have a conversation with foreigners in English. I joined a debating club in my undergraduate year so I could practice public speaking in English. I consciously chose to mostly read books and newspapers in English, and I watched most of the movies in English and sometimes with English subtitles. Virak. Cambodia*

> *I was always looking for practical uses for it. I volunteered at the hostel, I had penpals and I was doing independent reading in English on a whole range of topics, including linguistics, pedagogy, philosophy, psychology, theology, literature and many others. It was also helpful to charge my friends and relatives for translations related to their majors or jobs. Husai, Mexico*

> *I try to listen to spoken English, as much as I possibly can, and take note of any new lexical item, phrase or idiomatic expression that I come across. I started compiling a list of the aforementioned elements back in the year 2009, and, thus far, the list currently numbers 46 pages. I go over three pages every day to make sure I keep that knowledge fresh in my head. A great deal of all the vocabulary I have collected over the past three years I owe to English dubbed anime (Japanese animated shows that are dubbed in the United States). I started watching these series in 2008, but didn't start compiling the list I mentioned until the following year, when I realized how much potential they actually had). These dubbed TV shows have been an invaluable source of information and practice; the language used is as authentic and contemporary as it can be, the accents portrayed are, in general, standard American English, although, at times, British, Australian and even European accents are used. In fact, I owe a lot of my strong listening skills to constantly watching these TV shows. Jesu, Columbia.*

It would not be difficult to find further anecdotes and accounts of things successful second language learners did to learn from experiences beyond the classroom, and such accounts typically illustrate a great diversity of features in terms of the *where*, the *what* and the *how* of learning (Benson, 2011). In view of the growing range of opportunities and resources available to support out-of-class learning this paper seeks to explore what some of these opportunities are, how they are used, the kinds of learning affordances they provide, and the issues they raise for classroom based teaching as well as second language teacher education.

Developing Communicative Skills Through Using English as a Medium of Interaction

Using English for social interaction in out-of-class situations provides many opportunities for learners to maintain and extend their proficiency in English. For example, Nikki and his brother use English in Finland to maintain their social networks. They moved to Finland as teenagers with their Finnish mother, having grown up in Brazil where they had acquired Portuguese as their primary language, fluent English as their second language learned from their mother and from school friends, and a smattering of Finnish from visits to their Finnish grandparents. Initially when they arrived in Finland they were only able to communicate with Finnish friends through English. Now, some ten years later and fluent in Finnish, many of their Finnish friends continue to prefer to speak to Nikki and his brother in English – as an opportunity to maintain and develop their own English. Nikki and his network of English-speaking friends have now become a learning community. In Hong Kong, many Chinese families employ a Filipino domestic helper, one of whose roles is to use English in communicating with young pre-school children in the family, providing them with some rudimentary skills in English that will serve them when they enter an English-medium primary school. Here are some further examples of how interactional and transactional uses of English beyond a formal instructional setting provide opportunities to use and develop proficiency in English.

Chat Rooms

One of the easiest ways for learners to engage in real communication out of class is through an on-line chat room. Chat rooms enable people with similar interests to interact, either through written text-based messages or in the spoken medium. Chat rooms are organized by topics and there are literally thousands of them on the internet. Some are intended specifically for language learners at different levels of proficiency and enable learners to use their English language resources to engage in real-time communication and interaction with other language learners as well as with native speakers. Whereas classroom-based communication in English is stressful for many learners, sometimes making them unwilling to communicate (MacIntyre, 2007), the chat room is a stress-free context for the use of English. The participants are not handicapped by their limited English proficiency or fear of making mistakes in front of their peers. Consequently chat room interactions often result in more successful comprehension as well as a greater quantity of target language production than classroom-based communication. There are many accounts of the nature of chat room discourse (e.g. Jenks, 2010) and of how chat-room participation can support out of class learning (e.g. Pellettier, 2000). Chat room interaction may not only raise awareness of the language participants use, providing opportunities for self-repair and negotiation of meaning (e.g. Yuan, 2003), but can also provide opportunities for learners to construct their identities as second-language speakers of English (e.g. Lam, 2004).

Self-access Centres

Self-access Centres are an established feature of many educational institutions but are also found in other settings, providing a site where learners can access a range of different

learning resources. Murray (2011) describes a self-access centre for adult learners in a small Japanese city that was established to meet the needs of business people and other salaried workers who could not attend regular taught classes. The aim was to provide a stress-free context for using and learning English where learners could practice using English within a supportive learning community. Key features of the self-access centre were:

> *The learners identified their goals (what they wanted or needed to learn), chose materials, decided on activities and strategies, and assessed the outcome … the members learned through direct contact with language materials, including computer software, DVDs of movies and television programs, books and magazines accompanied by audio recordings and so on. … Other features included conversation groups, workshops, and social events …. Participants kept language learning portfolios, containing their long-term learning plans and their learning logs, which included a reflective component* (Murray, 134).

Part of the success of the self-access centre was attributed to the fact that it was a social learning space where the adult learners could feel relaxed and comfortable, willing to try out their English and to support each other's attempts to use communicate in English As one of the participants learners remarked (cited in Murray, 2011: 142):

> *The learners who are coming here, our purpose is the same, so we can understand each other. And some members are older than me and they are very kind to me. I like them. That's one reason I like to come here, and I can ask them how they study English and that helps me.*

Interviews

Attempting to communicate with native-speakers, although commonly recommended as an out-of-class activity, can be threatening for many learners who may feel embarrassed or awkward because of their perceived limitations in using English. Grau and Legutke (2014) describe how they addressed this issue in a programme for student teachers in a German university. The student teachers worked with local high school students in a German city with a large tourist population. To prepare the high school students to interview foreigners the students were first trained in interview skills and rehearsed the kinds of topics and questions they would use. They were also taught how to use a microphone and digital audio recorder. The student teachers later reviewed their experiences in preparing the high school students for the interview experience. One of the student teachers commented:

> *When I listened to the interviews at home afterwards, I was quite impressed I must say. The students recorded very good interviews, and I could notice that they got more and more confident with each interview. In one of the last interviews, they even inserted questions they just thought of and which fit to their interview partner, and did not only stick to the questions they prepared before. I felt quite proud when I listened to the interviews…. (Grau and Legutke, 2014: 265).*

The interviews were also motivating for the high school students, since through the experience they realized that they actually *were* capable of maintaining an intelligent conversation with someone using English.

Language Villages

Another approach to providing out-of-class situations that require learners to try out and develop their communication skills in English is through 'language villages', a number of which have been established in Europe as well as in Asia particularly in South Korea and Japan. In Spain a typical language village experience for Spanish learners of English would consist of a period of residence (e.g. a week) in a village setting. Other residents would be native speakers from different English-speaking countries who are offered a free six-day stay in Spain during which they stay in a village and they help Spanish students to improve their conversational skills in English (Arnold and Fonseca-Mora, 2014). The programme is described as follows:

> *Sessions started at 9.00 with breakfast, and then learners were paired each hour with different native speakers for one-to-one activities in English such as practicing telephone conversations, talking about common interests or preparing presentations on a given topic. The afternoon sessions included general group dynamics activities for team building and preparation of the entertainment for the evening sessions. After dinner, there were social activities, including drama, karaoke singing, telling jokes, poetry reading or dancing, which lasted until around 11 pm (Arnold and Fonseca-Mora, 2014: 228).*

In an intensive village experience such as this, learners have an opportunity to improve their language skills as well as their understanding of different cultures, and they do so in a setting that is stress free and social in nature.

Comments

The out-of-class activities discussed so far above reflect a number of different features:

Intentionality: activities may differ in the extent to which they support intentional versus incidental learning. For example when Hong Kong domestic helpers use English to communicate with their employers' children or when young people in Finland use English for social networking, the language learning that may result is not planned but is incidental to other activities. This is also true of participation in some chat rooms. However chat rooms may also be designed specifically to promote the use and mastery of English. Similarly in the case of the self-access centre, student interviews, and the language village, the experiences were designed specifically to provide language learning opportunities and are examples of intentional learning. Benson (2011: 11) points out that intentional learning may also evolve into incidental learning:

> *… the learner sets up a naturalistic learning situation with the intention of language learning, but once engaged in the situation, switches the focus of attention to communication, enjoyment or learning something other than the language itself.*

Agency: agency has been defined as 'the socioculturally mediated capacity to act' (Ahearn, 2001: 112). Kalaja et al., (2011: 47) comment: 'L2 learners are no longer viewed as individuals working on their own to construct the target language, but very much as social agents collaborating with other people and using the tools and resources

available to them in their surrounding environment'. In the four examples cited the learners are engaged actively and purposefully in their language-using experiences. The learners set goals for themselves and make use of the situation and resources available to them to achieve their goals.

Motivation: the learners in each activity were sustained by experiences they found motivating and fulfilling. Students often spend sustained periods of time in chat rooms, since they can serve a variety of social as well as cognitive purposes. The German high school students reported that their interviewing activities were motivating since they discovered that they actually could carry out meaningful interactions with other people in English. Some students who had been shy and uncommunicative in class were much more willing to communicate in the interviews. The adults in the self-access centre as well as the language village similarly developed confidence in using their L2 since they participated in success-oriented activities in a non-threatening supportive atmosphere.

Interaction-based: Each activity involves learners in collaborative interaction and negotiation of meaning, processes that play an important role in second language learning. Through constructing meanings over successive turns learners are likely to benefit from feedback, clarification requests, recasts and the use of communication strategies to help them achieve shared understandings. Social interaction is also a feature of some chat room activities as well as learning in a self-access centre. Participants can experience a social learning space that is made up of a community of people with shared interests, concerns, and needs and that constitutes a community of learners.

Expanding the Learner's Proficiency in Different Skill Areas

Many out-of class learning opportunities are experiential in nature, providing opportunities for comprehensible input and output and involve interactional processes that are likely to support the learners' overall second language development. They involve either intentional or incidental learning but may not address a specific learning outcome. The next examples of out-of-class learning are instances of intentional learning and show how technology and the internet can be used to foster the development of specific language skills.

Digital Games

Most young people as well as many adults, play digital games and these offer possibilities both for entertainment as well as language learning. Chik (2014) describes how digital gameplay can contribute to second language learning, particularly in developing familiarity with topics and vocabulary that may not be included in a regular language course. Chik followed a learner who wanted to move beyond the language of academic discourse (the focus of his university English programme) in order to become familiar with the vocabulary and expressions needed to talk about topics such as sport – a topic that he wanted to be able to talk about in casual conversation. Chik comments:

> *Taking my advice from a gaming friend, Edmund started playing digital basketball games on his PC. He enjoyed the in-game audio commentaries and jokes, and read all the instructions*

dutifully when he played as the manager of his fantasy team. Transferring the learning strategies acquired from school, Edmond used an electronic dictionary and kept a vocabulary book. Even though the audio commentaries and on-screen texts were repetitive, he worked hard to memorize the terminology. He also thought the repetition helped him to acquire the basketball vocabulary and names of basketball players. At the same time, he searched for gaming strategies from online discussion forums. He found a number of Chinese and English forums and blogs discussing different sports games, but the more popular Chinese forums specialized in football game series. As Edmond combed through online communities, he connected with other gamers using sports games to learn English to better enjoy live sports TV programs. After playing digital basketball games for more than six months, Edmond found it a lot easier to understand the conversation with his international team players (Chik, 2014: 76).

Listening Logs

There are a huge numbers of opportunities to hear authentic English out of class and many teachers look for ways of helping their learners navigate their way through potential learning situations and experiences. Gilliland (2014: 13) describes the use of an activity that makes use of listening logs as a way of improving students' listening abilities. She describes the procedure as follows:

Listening Logs are an ongoing assignment through which students document their participation in out-of-class activities and reflect on how such participation helped them improve their listening abilities. Listening Log assignments require students to attend a variety of authentic (real world) events, take notes on the content, and reflect on their own comprehension of each event. Teachers initiate the process in class by introducing students to a range of extensive listening strategies and modeling how to summarize and reflect on the experience. Students are then free to choose what to attend and when to go as they document their experiences in the community.

The activities Gilliland's students participated in included TV comedies, dramas, and feature films (the most favoured) as well as lectures, the news, and documentaries the least favoured).

Their Listening Log entries include a brief summary of the event, their personal response to the content, reflection on the listening experience, including a plan for improving comprehension in the future, and a record of new idioms, expressions, or vocabulary learned through the experience.

Online Resources

The internet is a major source of a variety of spoken and written texts. Coxhead and Bytheway (2014) describe the potential of an on-line source known as TED Talks for developing different language skills (http://www.TED.com/talks). There are high interest talks on almost every topic on the site, with talks of different lengths, difficulty levels, and genres. They may include transcripts as well as translations into different languages and people can share reactions to the talks with others by posting messages. Some of the talks available on TED Talks have received over 12 million views and the site is

regularly being updated with new talks of different lengths and difficulty, many of which are of high interest level. Although the site is not designed for second language learners it has great potential as a learning resource. Coxhead and Bytheway observe:

> *… learners can listen before or after reading a transcript, for example, or choose short talks on topics they already know something about before moving on to more difficult topics. They could read the transcript of a talk in their first language and then listen in English. This means that even on a day when learners don't have much time for independent listening practice, they could just focus on a couple of short talks on topics that are not so conceptually challenging, such as Ric Elias talking about '3 things I learned while my plane crashed' from the Business section of TED Talks* (2014: 67).

Social Media

Social media plays an important role in the daily lives of most people including language learners and can also be used to support language development. Righini (2014) describes how social media can be used to develop skills needed to read authentic texts and news articles from the electronic media. News articles on topics of interest were taken from BBC News, CNN World, *The Guardian, The New York Times, The Australian*, and assigned at the end of each lesson as self-study. Students were asked to choose one a week and teachers were encouraged to create a blog where students would upload comments on their chosen news article and comment on their peers' posts. In order to encourage student participation teachers employed different forms of interacting with students on the blogs and also with different social media tools, such as voice recording capable websites (voicethread or voxopop, for example) and micro blogging, mainly Facebook.

Mahoney (2015) in London describes how he uses blogging in a writing course, making use of Creative nonfiction (CNF) – the use of creative literary techniques and devices when writing about non-fiction events, e.g. diaries, memoirs, autobiographies, essays, obituaries, journalism and travel writing.

> *I begin by showcasing blogs to the class as a whole using the classroom computer and screen, e.g. a leading newspaper, The Guardian, ran a blogging competition and I bring up the winning sites, e.g. 'Scaryduck. Not scary. Not a duck.' This blog is full of short, often witty pieces, about whatever interests the blogger. The blogs express a particular point of view, are funny and aimed at a younger adult audience, which reflects the age range and interests of my students. The blog is reader-friendly consisting of short, lively texts liberally punctuated with photographs. I find that my students engage very quickly. I look in more detail at one of the blogs eliciting ways that the writing is creative, e.g. use of adjectives, irony, voice, register, metaphor. My students bring their tablets, laptops, smartphones to class and after the showcase I give them the web address for three other suitable blogs and ask the students to browse them and be prepared to comment.*

> *I then set up their blogging task. Each student has to set up an online blog and then blog on five separate subject areas from a choice of eight subject areas: food, music, transport, sport, media, politics, religion, fashion. Students are encouraged to read and interact with their fellow students' blogs. After each set of blogs I give a whole class commentary on selected student*

blogs highlighting areas of successful creative writing, e.g. alliteration, original use of adjectives, realization of a distinctive voice. I also give personal, online feedback to my students about their blogs through one to one emails. The intrinsic interest of their chosen material and freedom to express their own point of view has a highly motivating effect on my students and there is a crossover into their academic writing, which I foster in class and through individual feedback to their academic writing tasks (Mahoney, 2015: 36).

Comments

These out-of-class learning activities reflect a number of features:

Collaborative Learning: the potential of collaborative learning is seen in several of the examples presented here. In the case of digital games Kuure (2011: 37) comments:

Games are seen to foster learning through collaboration and sharing of ideas and strategies … Players seem to orient to the situation-specific opportunities for language learning afforded by the game and employ these affordances creatively in organising their own activities, for example, by recycling game vocabulary between themselves in interaction while playing.

Coxhead and Bytheway describe how follow up collaborative activities that can be used with TED Talks, such as 'a class wiki where learners post their recommendations to class mates for TED Talks to listen to, along with comments and questions for discussion based on the talks'. Similarly Righini's reading programme and Mahoney's creative writing course both involved a variety of forms of interaction among students and between teachers and students.

Multimodal Input: Both digital games and Ted Talks involve multimodal sources of language input. Chik points out that in digital games, players encounter different kinds of texts – often on-screen texts with dialogues between game characters as well as in-game dialogues delivered in English (with subtitles in different languages), and when playing games, players often repeat the phrases and dialogues used by characters in the game. In the case of TED, Students following TED talks can access both spoken and written forms of texts and both watch and listen as they follow the talks.

Learner Validity: Digital games and social media are used by learners out of class for entertainment and for social interaction. Through linking language learning to these resources one builds on the learners' everyday activities and experience, and from the leaners' point of view this can be said to be valid and authentic.

Authentic Input: Unlike classroom-based learning, which often makes use of limited types of discourse such as teacher-talk and the specially written texts found in classroom materials, the use of listening logs to monitor authentic listening experiences as well as on-line resources such as TED Talks introduce learners to authentic language use from different genres and styles of spoken and written discourse. With TED Talks learners also have the opportunity to hear or watch a talk as many times as they like, providing the opportunity for learning through repeated exposure to authentic input.

Autonomous Learning: Many out-of-class activities encourage autonomous learning. With TED Talks, students can decide what kinds of speech events they will select, based on their interests. Similarly with listening logs, students can choose what kinds of events

they want to participate in and what strategies to use to help them follow an extended listening experience. In both cases learners can develop the skills involved in organizing and managing their own learning.

Imagined Worlds: digital games and electronic media also enable learners to participate in imagined worlds and to participate in virtual communities linked by common interests that transcend their individual realities.

Using Technology to Facilitate Peer-Supported Learning

Many in-class activities employ peer-supported learning, and pair and group-based activities are core aspects of communicative language teaching and task-based teaching. Technology makes it possible to take peer-supported learning out of the classroom and make it a feature of on-line out of class learning.

E-mediated Tandem Learning

Sasaki (2014) describes how he linked teenage-language learners learning each other's language through e-mail-mediated tandem language learning – a web-based language learning activity in which two learners with a different native language (L1) use their L2 (the partner's L1) to exchange e-mails. During their exchanges they talk about topics of mutual interest such as school life and cultural activities. Sasaki linked Japanese learners of English in Japan with American learners of Japanese in California. During their exchanges they may pose questions, give clarification, ask for suggestions, and so on, and they also give feedback to each other on the appropriateness of their language use. The students communicated with each other out of class over an eight week period using PCs at their home and/or in the school's CALL labs. Throughout the process the learners kept a journal that was shared with the teacher, in which they wrote about their partner's language use as well as reflected on the process of tandem learning.

Using Voicethread

Pontese and Shimamuzi's (2014) describe how they used an on-line programme to improve their learners' speaking skills in preparation for the Cambridge Proficiency Exam (CPE). They made use of the on-line programme *Voicethread*© to enable the students to improve their speaking performance. The students were assigned a topic, asked to prepare a short recording on the topic, (an average of approximately two minutes each) and upload it to their restricted area on *Voicethread*©.

> *Once all of the recordings had been uploaded, teachers and learners would listen to them and record their comments, impressions and general feedback. Learners would then listen to the comments made on their production, and record different versions each time, incorporating aspects they considered relevant from their peers' or teacher's feedback …After having recorded and posted their contributions, depending on how their peers reacted to their posts, they would*

revisit their work either in terms of grammar (accuracy), vocabulary (lexical appropriacy), or pronunciation (prosodic features), leading to their linguistic development (Pontese and Shimamuzi, 2014: 181).

Comments

Some of the features of these two activities are:

Intercultural Awareness: In the tandem-learning project the participants acquired not only language but knowledge of aspects of each other's culture through discussion and comparisons of school life, customs and other topics of cross-cultural interest.

Peer Feedback: Both activities involved feedback from a peer or peer in which learners become responsible for and help each other's learning, sharing concerns and working together to help achieve their individual goals.

Targeted Learning: The activities are intended to improve levels of language performance in targeted areas of language learning.

Collaborating on Out-of-Class Projects

The use of out-of-class projects has often been used in language teaching as an opportunity for learners to use their language resources for an authentic communicative purpose. Technology has extended the opportunities and potential for project-based learning, which is illustrated in the next set of examples.

A Video Documentary

Miller and Hafner in Hong Kong describe how students in an ESP course collaborate out-of-class to produce a video (Miller and Haffner, 2014: 212).

[In this project] university students invest their time beyond the classroom when asked to create a digital video project, which documents a simple scientific investigation. This digital video project is part of a credit-bearing EAP course all science students have to take in order to complete their programme in an English medium university in Hong Kong. The project is structured as an integral part of the course and students work in groups outside of class time to create their own scientific documentary which they then up-load onto YouTube. During the course, the students are introduced to the concept of how scientific texts can be presented using different genres: the scientific documentary vs the lab report. They are also introduced to some simple technology which they can use when making a digital video. Then, the students are given freedom to decide on the type of documentary (observational, expository, participatory); write their own script; prepare a storyboard; record the video footage; and present their scientific findings in as creative a fashion as they like. The results show that when given responsibility for creating a scientific documentary these students invest a large amount of their own time out of class and develop a number of skills: cooperative learning, learner autonomy, and language skills. They invest their time for a number of reasons: They are aware of a potentially large authentic internet audience who may view their work; they want to present their oral skills well on video; they enjoy the process of being creative and want to showcase their work to the best of their ability.

Public Service Announcement Video

In Singapore, teacher Chee (2015) asked students to prepare a video on a social issue of their choice in the form of a public service announcement that would later be included in their final class presentation.

> Since we had an Apple lab in the school, I thought it would be exciting for us to learn to use the iMovie® software installed in the Apple computers (they were all PC users). First, I produced a two-minute video myself over the weekend. When they saw how I could create a video out of a short recording made with my cheap Nokia phone, they were keen. In our introductory lab session, they came with some video recordings shot with their iPhones® so that they could "fiddle" with the different functions and effects available in the software. I walked them through the basic steps of importing the recordings, cutting up segments, inserting transitions and adding visual and sound effects. But quite quickly, they took over the learning themselves in their groups. And then they were left to make their videos in their own time. They were basically in their element, and the mode used for the task was something they were cognitively linked to. This is the generation of 'digital natives', and when we deliberately plan for language learning to take place in a multimodal setting, one they feel comfortable in, we stand a good chance of engaging them instantly (Chee, 2015: 652-53).

Comments

Two features of out-of-class learning are seen these activities:

Learner Validity: Both of these video projects make use of activities that learners engage with in their everyday lives and involve them in using technology in ways that reflect their out-of-class practices.

Collaborative and Autonomous Learning: In project-work students develop collaborative skills as well as skills for autonomous learning.

Using Television as a Learning Resource

Successful second language learners often mention that watching movies and other programmes on television is an important source of learning English for them. Television viewing has been found to support many aspects of language learning, including listening comprehension, vocabulary acquisition, as well as cross-cultural awareness (Danan, 2004; Vanderplank, 1998, 2010). The following examples show how connections between television viewing and language learning can be made.

Television Series

Hanf (2014) describes the use of a multi-episodic television series linked to a cognitive strategy called 'resourcing' – which involves the viewer taking notes on words or expressions they wish to learn or understand. To do this they make use of textual captions/subtitles. Captions refer to a script in the target language (e.g. English) that allows learners to visualize what they hear. Subtitles refer to a script which has been translated into the learner's native language. Which aid to comprehension the learner uses will depend on the level of the learner. The learner can also control their learning experience, pausing

a scene when necessary or replaying it several times in order to understand it. Hanf notes that 'as their listening and "resourcing" skills improve, they are able to "catch" longer streams of language with less difficulty'.

Internet Television

Lin and Siyanova-Chanturia (2014) point out many young people like to watch TV dramas, soap operas and comedies as a source of input of authentic, everyday English but that until recently, accessing them has been problematic in many situations. However with the advent of internet television (television delivered on any internet-enabled devices such as smartphones, tablets, personal computers using video streaming), the learner can take internet television with them wherever they go, accessing their favorite programme with just a few clicks on the internet-enabled smartphone. With internet television readily available, learners are no longer limited to watching movies in a self-access centre and can spend 'dead time' on the subway, bus, or bus stop, watching television programmes in English.

Extensive Viewing

Webb (2014) describes the use of extensive viewing – an activity that involves regular silent uninterrupted viewing of television both inside and outside of the classroom – as a means of improving vocabulary as well as to improve listening comprehension. The in-class viewing component is used to develop skills needed for out of class viewing. Webb suggests that to benefit from television viewing the learners should have mastered the 2000 highest frequency words in English and recommends a narrow viewing approach. This involves,

> … watching different episodes of the same program in chronological order. Through narrow viewing students should develop background knowledge of the characters and their relationships, the setting, and the storyline that aids comprehension of subsequent episodes. Comprehension can also be supported through the creation of glossaries that list key words and materials designed to increase background knowledge of the characters and storyline. As extensive viewing programs are developed, libraries of materials to support comprehension of different programs can be created and made available to students for their own use (Webb, 2014: 163).

Comments

Television viewing has a number of features that make it a useful out-of-class learning activity:

Accessibility: The ability to watch television on mobile technology means that the learning situations available for the learner are extensive.
Intensity of Exposure: Learners are likely to spend extended periods of time watching television, providing much greater exposure to meaningful input than they can get in the classroom.

Motivational: Watching television constitutes entertainment for many people, and is hence likely to be an activity students enjoy.

Flexibility: Students can choose different ways of watching television, such as showing or hiding subtitles, repeated viewing of scenes.

Multimodal: Television provides input in several forms, orthographically, aural and visual.

Notice Gaps: When students watch television they often see examples of English being used for informal social interaction in everyday situations. If their exposure to English has largely been classroom-based learners may now have the opportunity to observe how English is really used and spoken, to notice gaps in their own knowledge, become more aware of differences between spoken and written language and learn some of the ways in which English is used for casual interaction, including small talk, humour, and for expressing feelings and emotions.

Implications

The out-of-class activities reviewed here have a number of distinct characteristics. For example they may differ along several dimensions:

Location:	*(e.g. home, library, museum, park, cinema)*
Modality:	*(e.g. in speech or writing, whether face-to-face, on-line, e-mail)*
Learning Aims:	*(e.g. intentional, incidental, general, specific)*
Control:	*(learner managed, teacher managed, other-managed)*
Type of Interaction:	*(e.g. one-way or two-way)*
Language register:	*(e.g. scripted, unscripted, casual, formal, native-speaker, non-native speaker)*
Logistics:	*(e.g. demanding, complex, simple)*
Task demands:	*(e.g. listen, repeat, rephrase, respond, summarize, question, react)*
Manner:	*(e.g. individual, pair, group)*
Means:	*(e.g. computer, mobile phone, television)*

Another way of characterizing out-of-class experiences is in terms of the opportunities they provide for second language learning as well as the benefits they offer to learners:

Learning benefits: Out-of-class activities offer a wider range of affordances for language use and second language acquisition than are generally available in the classroom. They can provide opportunities for learners to:

- develop aspects of linguistic, communicative, and pragmatic competence
- learn through interaction and negotiation of meaning
- improve their levels of both accuracy and fluency
- have extended contact with English
- make use of multimodal sources of learning
- develop skills of autonomous learning
- develop the use of communication strategies

Out-of-class language learning raises issues for second language acquisition theory, and as Benson (2011: 15) suggests, challenges us to develop 'a theory of second language learning beyond the classroom similar to the theory of instructed second language acquisition proposed by Ellis (1995)'. Jenks (2010) contrasts the models of SLA typically seen in classroom based learning, which focus on acquisition of grammatical rules that develop in a linear fashion, with a socio-interactional view of language learning that is more relevant to many instances of out-of-class learning such as chat room participation:

> *Language learning can be observed as changes situated in social interaction. As reasons, purposes, norms and expectations of communication change according to the context in which language is used, language learning is conceptualized as a multidirectional change (or adjustment) in language that fulfills a socio-communicative goal* (Jenks, 2010: 148).

Learner Benefits: They also offer a number of advantages for the learner. For example they:

- allow for flexibility and convenience in learning so that learners can manage their place, mode and manner of learning
- provide a pleasurable and positive language use experience
- reflect learners' needs and interests
- reflect their out-of class activities
- allow for social interaction with others
- help them recognize the role they can play in managing their own learning

However Bailly (2011: 128) points out that the success of out-of class learning may vary for individual learners:

> *…successful out-of-class learning depends on learners fulfilling at least three necessary conditions, or success factors: motivation, learning resources and learning skills. Some students can easily find or develop these ingredients in their environment but others cannot. If one element is lacking then the learning process is likely be interrupted.*

Teacher Benefits Include: There are also benefits for teachers. Out-of-class activities can:

- provide learning opportunities that are difficult to create in the classroom
- enable links to be made between classroom and out-of-class learning

Thus the growth in affordances for out-of-class learning available to language learners today creates challenges as well as opportunities for teachers and learners. New roles emerge for teachers as learners become more actively involved in managing aspects of their own learning. A starting point is to recognize that language learning *can* occur in many contexts beyond the classroom. Teachers need to become familiar with the range of activities learners make use of and the potential such experiences have for making connections with classroom-based teaching. Teachers may also need to acquire the skills needed to guide their learners in effective ways of using out-of-class learning to support

their in-class learning. Many of the activities described in this paper involve careful preparation and follow up on the part of the teacher, and in this way the out-of-class activities serve as additional input to classroom-based teaching. Hence the curriculum of teacher-education courses needs to acknowledge that good teaching means preparing learners for learning both inside and outside of the classroom and that preparing teachers for this new reality is an important aspect of teacher education today.

Funding

References

Ahearn L (2001) Language and agency. *Annual Review of Anthropology* 30: 109–37.

Arnold J, Carmen Fonseca-Mora C (2014) Language and cultural encounters: opportunities for interaction with native speakers. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge, 225–33.

Bailly S (2011) Teenagers learning languages out of school: what, why and how do they learn? In: Benson P, Reinders H (eds) *Beyond the Language Classroom*. London: Palgrave Macmillan, 119–31.

Benson P (2011) *Teaching and Researching Autonomy in Language Learning (2*nd *Edition)*. London: Longman.

Benson P, Reinders H (eds) (2011) *Beyond the Language Classroom*. London: Palgrave Macmillan.

Chik A (2014) 'I don't know how to talk basketball before playing NBA 2K10': using digital games for out-of-class language learning. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge, 75–84.

Coxhead A, Bytheway J (2014) You will not blink: learning vocabulary using online resources. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge, 65–74.

Dana M (2004) Captioning and subtitling: undervalued language learning strategies. *Meta: Journal des Traducteurs/Meta: Translators' Journal* 49(1): 67–77.

Gilliland B (2014) Listening logs for extensive listening practice. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge.

Grau M, Legutke M (2014) Linking language learning inside and outside the classroom: perspectives from teacher education. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge, 262–70.

Hanf A (2014) Resourcing authentic language from television series. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge.

Jenks C (2010) Adaptation in online voice-based chat rooms. In: Seedhouse P, Walsh S, and Jenks C (eds) (2010) *Conceptualising 'Learning' in Applied Linguistics*. London: Palgrave Macmillan 147–62.

Jones RH, Hafner C (2011) *Understanding Digital Literacies: A Practical Introduction*. London: Routledge.

Kalaja P, Alanen R, Palviainen A, and Dufa H (2011) From milk cartons to English roommates: context and agency in L2 learning beyond the classroom. In: Benson P, Reinders H (eds) *Beyond the Language Classroom*. London: Palgrave Macmillan, 47–58.

Kuure L (2011) Places for learning: technology-mediated language learning practices beyond the classroom. In: Benson P, Reinders H (eds) *Beyond the Language Classroom*. London: Palgrave Macmillan, 35– 46.

Lankshear C, Knobel M (1997) Different words? Technology-mediated classroom learning and students' social practices with new technologies in home and community settings. In: Lankshear C et al. (eds), *Changing Literacies*. Buckingham: Open University Press, 164–87.

Lam WSE (2004) Second language socialization in a bilingual chat room: global and local considerations. *Language Learning and Technology* 8(3): 44–65.

Lian S (2014) Finding activities that engage learners. In: Richards JC (ed.) *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.

MacIntyre PD (2007) Willingness to communicate in the second language: understanding the decision to speak as a volitional process. *Modern Language Journal* 91(4): 564–76.

Mahony D (2014) Using blogging as a resource. In: Richards JC (2014) *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.

Miller L, Hafner C (2014) Taking control: a digital video project for English for science students. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge, 212–22.

Murray G (2011) Older language learners, social spaces and community. In: Benson P, Reinders H (eds) *Beyond the Language Classroom*. London: Palgrave Macmillan, 132–45.

Nunan D, Richards JC (eds) (2014). *Language Learning Beyond the Classroom*. New York: Routledge.

Pellettieri J (2000) Negotiating in cyberspace: the role of chatting in the development of grammatical competence. In: Warschauer M, Kerns R (eds) *Network-Based Language Teaching: Concepts and Practices*. New York: Cambridge University Press, 59–96.

Pontes C, Shimazumi M (2014) Learning-to-learn with ourselves and with our peers through technology. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge.

Richards JC (2015a) *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.

Richards JC (forthcoming 2015b) Creativity in language teaching. In: Chik A, Costley T, and Pennington MC (eds) *Creativity and Discovery in the University Writing Class: A Teacher's Guide*. Sheffield, UK and Oakville, CT: Equinox Publishing, 15–44.

Righini M do Carmo (2014) The use of social media resources in advanced level classes. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge.

Sasaki A (2014) E-mail tandem language learning. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge.

Siyanova-Chanturia A, Lin P (2014) Internet television for second language vocabulary learning. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge.

Vanderplank R (1988) The value of teletext sub-titles in language learning. *ELT Journal* 42(4): 272–81.

Vanderplank R (2010) Déjà vu? A decade of research on language laboratories, television and video in language learning. *Language Teaching* 43(01): 1–37.

Webb S (2014) Extensive viewing: language learning through watching television. In: Nunan D, Richards JC (eds) *Language Learning Beyond the Classroom*. New York: Routledge.

Yi Y (2003) The use of chat rooms in an ESL setting. *Computers and Composition* 20(2): 194–206.