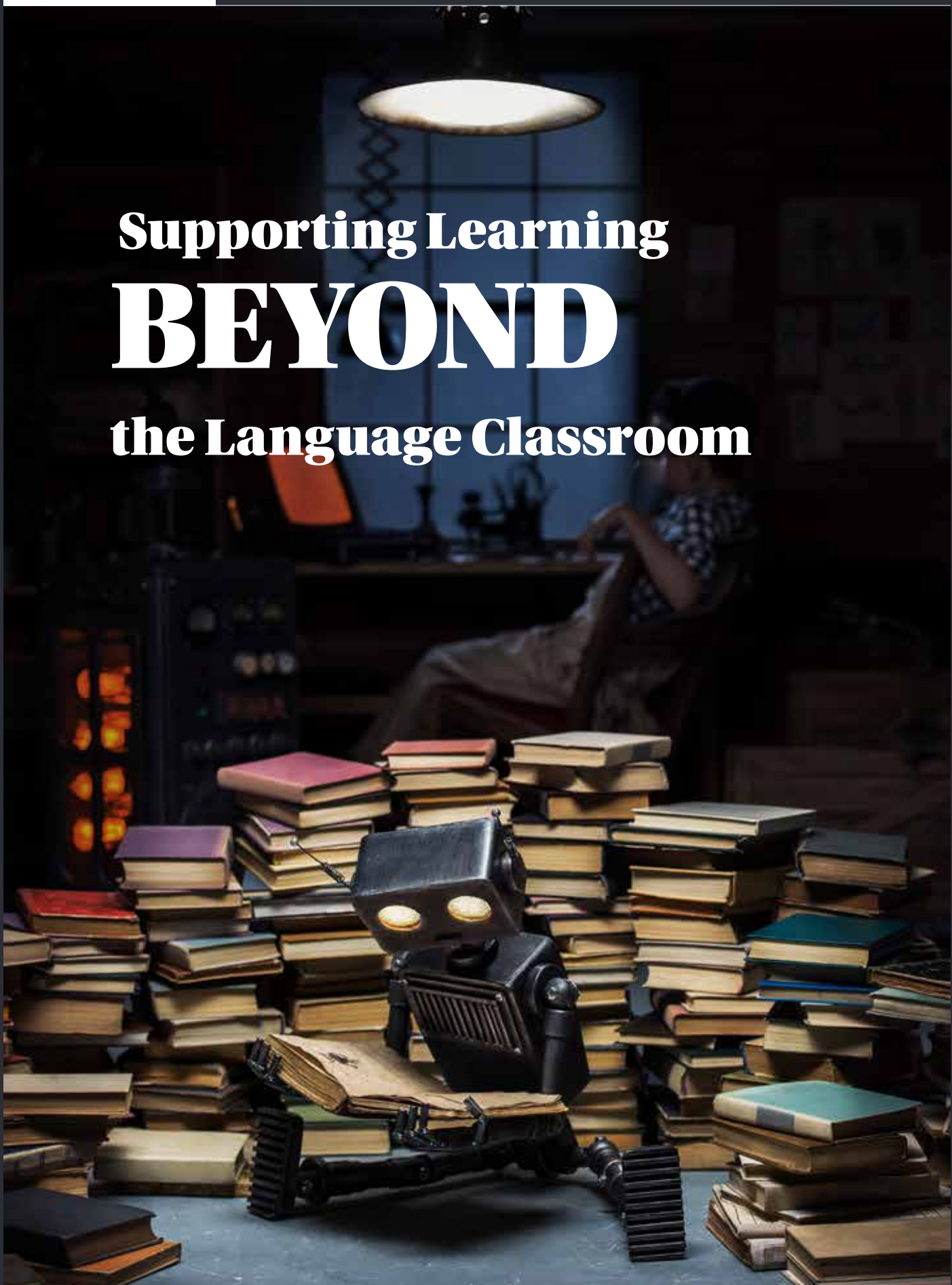


Supporting Learning **BEYOND** the Language Classroom



Learning Beyond the Language Classroom



Readers of the literature on language teaching might be forgiven an assumption that language learning takes place only in language classrooms. Studies that focus on the measurement of language learning variables, such as proficiency, motivation and learning strategies, are typically based on research among samples of classroom learners. However, it is likely that as much, if not more, language learning now takes place beyond the classroom. Although language learning beyond the classroom (LBC) has received less attention than classroom learning over the years, it is emerging as an important area that is ripe for the development of research agendas (Benson and Reinders, 2017). This includes research that, in the spirit of classroom research, treats the world beyond the classroom as “both the setting for and the object of investigation” (Bailey, 2006: 9) and research that examines language learning variables from the perspective of learners who populate this world. In this presentation I will begin by briefly describing what I mean by LBC and its different variants. Next, I will look at the existing research in three broad areas - settings for LBC, learning processes and the role of teachers in LBC - identifying gaps and proposing focus areas for future study. I will also consider a number of practical implications for language teaching and draw on a number of technological developments that can help to bring the classroom closer to learners’ interests and experiences beyond the classroom, such as the use of augmented and virtual reality.

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