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***Language Learning Beyond the Classroom*, David Nunan and Jack C. Richards. New York and Oxford: Routledge (2015). 302 pp., ISBN 978-0-415-71315-3 (hbk).**

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Successful language learners usually become involved in numerous out-of-class learning activities to fulfill their distinctive socio-psychological needs in language learning (Lai & Gu, 2011). However, most of the studies have so far concentrated primarily on learners' learning experiences inside the classroom, and this narrow focus on traditional scholastic activities and learning outcomes is essentially at odds with the ways in which learners learn across different social settings (Sundqvist, & Sylvén, 2014). Connecting inside and outside learning experiences has been distinguished as a basic issue in academic research and practice, and teachers have called for additional studies to improve their comprehension of how learners' interactions with different sources in their environments can encourage coherent meaning making (Greenhow, Robelia, & Hughes, 2009).

In an attempt to provide insights into the less-charted terrain of language learning beyond the classroom, Nunan and Richards' innovative and timely contribution, *Language learning beyond the classroom* (an edited volume in Routledge ESL & Applied Linguistics Professional Series) puts autonomous learning as a viable means of investigating and improving our understanding of learning outside the language classroom. Through a total of 28 well-arranged reports, it fleshes out how these experiences and sources can motivate a successful out-of-class learning. Penned by writers from different countries, either native or non-native, these reports feature projects and opportunities drawing on diverse contexts.

In addition to a reflective preface by the editors that both summarizes and evaluates the content of the book, there are five sections to this collection: the first part includes six chapters written by specialists in the field each addressing significant issues on the power of out-of-class learning in improving language skills. Day and Robb underscore the crucial points for extensive reading: principles for effective extensive reading, and benefits and challenges associated with it. Complementing the first chapter, the second chapter by Gilliland illustrates the advantages of listening logs over classroom based learning, which offers restricted types of discourse, in monitoring real listening experiences and on-line resources. These resources such as TED Talks,

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streaming audio radio programs, podcasts from VOA, BBC and NPR, movies and shows provide learners with authentic language use from distinct genres. Walters in the third chapter describes the use of vocabulary notebook in activating and helping learners keep track of the new words they encounter. In the next chapter, Kerekes shares her experiences in listening to songs and lyrics, singing them and translating them into Hungarian. She points to the facilitative power of songs in helping learners retain and recall words and structures of the language which “open doors to a more automatic language use” (p. 35). Long and Huang add to the book’s overarching framework by highlighting the strategic and leadership strategies needed for effective out-of-class pronunciation learning such as assignments, peer evaluation, examinations, e-mail communications and so forth. Appropriate use of strategies, together with the teacher’s patience in developing the learners’ ability to take control of their own learning, ensure success. Finally, Chiesa and Bailley’s chapter indicate how dialogue journals can serve as out-of-class resources in making the communication between the teacher and the learners systematically dialogic.

The second section is devoted to the use of technology and the internet which offer more opportunities for meaningful and authentic language use than are available in the classroom. Chapter 7 by Coxhead and Bytheway outlines some fundamental principles of vocabulary learning that integrate two online learning sources: TED Talks and MMOPPGs. Chik in the next chapter shows how digital game play can facilitate the target language learning, specifically the development of familiarity with topics and vocabulary which might not be covered in the classroom. Righini reports of a teacher’s use of blogs and Facebook groups to show the potential of social media in creating skills required for the reading of authentic texts using the electronic media. By means of blogs and different social media tools such as websites capable of voice recording, teachers would be more successful in learner engagement and out-of-class participation. Beatty continues this discussion by pinpointing the challenges involved in using online self-study learning resources which made him more critical of social media sites. Kozar in chapter 11 describes how modern day pen pals exchange language by means of e-mails, and instant audio and video conferencing. In this chapter, Kozar refers to some of the challenges associated with peer language support in spite of the great technical progress in this area. The final chapter of this section by Sasaki explores email-mediated tandem language learning by reporting his learners’ development of English skills through using the target language and obtaining feedback on their language production.

The third section (Chapters 13-16) is solely focused on different accounts of *Learning through television*. Curtis in the first chapter of this section demonstrates how television viewing can be turned into a useful out-of-class learning activity by giving the example of Pokemon phenomenon. Next, Hanf comments on the use of a multi-episodic television series which involves a cognitive strategy named resourcing, referring to the viewers taking notes on words or expressions they intend to learn by making use of captions or subtitles. Using the story of two Chinese learners of English, Lin and Siyanova-Chanturia provide recommendations on the implementation of internet television as an extracurricular English learning activity. Webb in the last chapter of this section talks about the application of extensive-viewing which requires silent and uninterrupted viewing of television both inside and outside the classroom to develop vocabulary growth and listening comprehension.

Section 4 consists of examples on project-based learning which helps learners use their language resources for an authentic communicative intention. Grode and Stady focus on the use of shadowing exercise as a multistage project which uses authentic materials and encourages self-guided project-based learning. Pontes and Shimazumi report on a technological tool called Voice Thread© online program where learners create a recording and upload it to their Voice Thread, enabling the teachers and learners to listen to them and give general feedback. Mercado and Calvert in the next two chapters give opinions on the ways out-of-class projects can lead to both language learning and accepting responsibility for their own learning. In support of this, Miller and Hafner in Hong Kong refer to the development of numerous skills in learners as a result of their use of a

digital video project as a part of their EAP course: collaborative learning, learner autonomy, and improvement of language skills.

Interacting with native speakers, another suggested out-of-class activity, might be intimidating for most learners since they can feel embarrassed due to their perceived limitations in using English. Arnold and Fonseca-Mora open this section by describing how they addressed this issue in a study-abroad and immersion program such as “language villages”. They argue that these programs in contrast to virtual contacts offer natural language encounters where learners learn by using the language and meanwhile receive the support of expert teachers. Macalister follows this argument by listing the advantages associated with the study-abroad educational experiences. Stanelly expresses her experience of learning Spanish by employing a number of communication strategies which she believes can be transferred to other learning contexts. Cadd discusses the cultural benefits of study-abroad programs and introduces 12 assignments which encourage learners to communicate with native speakers. Grau and Legutke propose the use of interview practice to deal with the learners’ awkward experiences in using English. The case report is about high school learners in German who were exposed to training in interview skills as a result of which, learners felt more confident since through this task they could understand that they had the capacity to converse with others using English. Kinoshita and Mori present a case study on the use of a Japanese language program called Community of Practice (CoP). They assert that “CoP can provide effective out-of-class learning opportunities which are authentic, meaningful and useful by deliberately interconnecting classrooms or sub-communities” (p. 272). Barkhuizen in the last chapter talks about one-on-one tutoring experience where volunteers tutor newcomers based on the immediate needs and desires of the learners.

Evaluating this book, readers would admire the high quality of the material in terms of its anticipated presentation since each section highlights the focal purpose of each chapter and all chapters follow a similar, clear structure in progression. Additionally, the use of narratives and case studies in each chapter help to clarify the opinions put forward by the authors. These additions permit readers to think about the development of autonomous learning within the literature encompassing aspects of English language teaching. There are a few caveats that readers need to consider before employing these out-of-class practices as a part of their classes or research. Out-of-class activities should not be misunderstood as a novel or better approach to teaching or research but rather as a change-oriented way to complement classroom life. Therefore, in approaching the content, readers should be comprehensibly grounded in the important issues in the field. Overall, taking the book’s many strengths and fresh contributions to the field, this is an indispensable resource for the whole gamut of ELT professionals, from planners to implementers, who are willing to engage in autonomous approaches to teaching, learning and research with an eye to offering the best learning solution for learners.

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