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## Supporting Students in Learning English Outside the Classroom

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### About the Author(s)

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### Keywords

English language learning, learning outside the classroom, project-based learning, use of technology, exploring social media, learning from tv and radio



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### Abstract

Both inside and outside the classroom are essential in learning a language. However, the importance of these two environments may change from here to there. For instance, in Afghanistan, English is a foreign language, and it is mainly learned inside the classroom. Therefore, the classroom is considered an essential place for learning. This paper aims to identify ways of supporting students in learning a language outside the classroom. Specifically, it will discuss ways of learning English outside the classroom, such as the flipped classroom approach, involving students in out-of-classroom learning, online learning, project-based learning, interacting with native speakers, surfing social media, and learning from television.

*Keywords:* English language learning, learning outside the classroom, project-based learning, use of technology, exploring social media, learning from tv and radio

### Introduction

Traditionally, language learning was learned inside the four walls of the classroom. Outside of the classroom was considered a place where the language was used. With the emergence of communicative language teaching, as Kohonen (1992) has stated, this notion has changed, and now, language learning is not thought to be learned only in the classroom. On the other hand, as Richards (2014) has claimed, limitations of classroom-based learning such as large classes, lack of time, curriculum restrictions, limited learning opportunities in the class, proficiency of the teacher, and restricted range of discourse and literary practice have raised the importance of outside classroom language learning. As Nunan and Richards (2015) have claimed, out-of-class learning activities provide opportunities that can address the limitations of traditional classroom learning. Accordingly, there are two dimensions to foreign language learning: inside and outside the classroom (Richards, 2010).

The 21st century has expressly provided many opportunities so that one can learn a

language everywhere with ease. Nowadays, foreign language learning should be broader than the classroom, and opportunities beyond the classroom should be noticed. In today's world, the Internet, the media, and the use of English face-to-face and through social networks provide more opportunities for meaningful and authentic language use than what is available inside the classroom (Richards, 2010).

According to Nunan (1991), applying learners' developing skills outside of the classroom plays a vital role in second language development. It has the same role in foreign language development as well. However, opportunities for applying foreign language skills outside the classroom may not be as numerous as in the case of a second language. Various ways can provide opportunities for learners to enhance and apply their foreign language skills (Nunan & Richards, 2015). Opportunities for learning English beyond the classroom might be more significant compared to other international languages (Nunan & Richards, 2015). This paper will provide an overview of a few ways, such as flipped classrooms, online learning, project-based learning, interacting with native speakers, and learning from TV, which can help with learning outside the classroom. Hence, the current study is a comprehensive review of previous research related to the core discussion of the topic.

### **Understanding Outside Classroom Learning**

Learning outside the classroom means learning everywhere except in the classroom itself. According to Benson (2011), outside-classroom learning refers to activities that finally lead to language learning. However, when saying learning *outside the classroom* in this paper, it refers to learning at home, at the workplace, or in the community.

Of course, learning inside and outside the classroom has its differences. Usually, when talking about inside classroom language learning, a structural context comes to our minds, such as the teacher standing in front of the students or moving among them; the board mounted on the wall; students seated in rows; and books opened on their desks. However, we may think of different environments and materials when discussing outside the classroom. As Reinders and Benson (2011) have stated, location, formality, pedagogy, and control are four dimensions in which outside-the-classroom learning may differ.

According to Reinders and Benson's description (2011), location refers to any physical or virtual space except a school where learning occurs. The second dimension refers to formality. It

means to what extent the outside classroom learning meets the formal qualifications. Even though learning outside the classroom differs from learning inside the classroom, it must be for the same purposes.

Pedagogy is another dimension proposed for learning outside the classroom by Reinders and Benson's description (2011); Pedagogy means to what extent the teacher is involved in the learning process outside of the class. Language learning is more effective with supervision and under the teacher's guidance. Finally, for Reinders and Benson (2011), control means who makes the decisions about learning. In traditional language learning, the teacher used to make the decisions. On the contrary, in outside classroom language learning, the learners usually make the decisions. They decide what to learn and how to learn.

### **Advantages of Language Learning Outside of the Classroom**

After the 'social turn,' studies paid more attention to learners' personal, social, and situated experiences in general (Block, 2003). In just the last few years, studies such as Nunan and Ricaherds (2015), Benson & Reinders (2011), and Nunan (1991) have investigated learners' internal lives, thoughts, beliefs, feelings, and personal lives, as well as the activities they engage in outside the formal context. However, more knowledge still needs to be about what goes on beyond the classroom.

The outside classroom environment is essential in language learning, not only for those who need to learn in such a context but also for learners who learn inside the classroom. A considerable number of people learn a language outside the classroom. It indicates how important it is for language learning to get out of the classroom environment. On the other hand, language learners cannot rely only on the classroom; they need to use it beyond the classroom environment for learning and applying what they have learned in the classroom. These learners may use, beyond the classroom environment for doing their homework, activities such as surfing the Internet, pleasure reading, playing digital games, listening to music, watching TV, and facing native speakers (Benson & Reinders, 2011; Nunan & Ricaherds, 2015).

Research conducted by School Travel Forum in 2016 showed that 60% of teachers witnessed an increase in the student's confidence, resilience, and well-being after participating in a school trip, and 61% of learners performed higher than expected. Likewise, a report by Ofsted (2008) found that beyond the classroom environment has a significant role in raising standards

and enhancing learners' individual, social, and emotional growth. Evidence shows that learning experiences beyond the classroom setting can raise learners' achievement, improve classroom behavior, and enhance learners' self-esteem, interest, and engagement. Jacobi-Vessels (2013) has claimed physical, cognitive, and social/emotional benefits to learning outside the classroom.

### **Expanding the Classroom to the Outside**

Flipped is a newly emerged teaching approach developed to eliminate the limitations of English language learning. According to Bergmann and Sams (2012), it connects the outside and inside of the classroom environment and helps students learn and apply language skills. As Milman (2012) has explained, learners read different materials from different sources, either provided by the teacher or the learner at home, workplace, or anywhere else. Then the learner tries to understand its meaning or identify areas of complexity. After that, students come to class to share their understanding with the rest of the class through interaction with other learners or asking questions of the teacher. For example, the teacher assigns learners to prepare and deliver a presentation on a particular topic. Learners go, search, and prepare outside the classroom and give presentations in the classroom the other day.

According to Braj Kachru's Circle of World Englishes (as cited in Crystal, 2003), in countries where English is a foreign language, the classroom is usually the only place where learners learn and use the language. However, learners can only improve slowly and effectively due to time constraints in the classroom and other factors. In such cases, connecting the inside of the classroom to the outside is critical. Teachers must prepare students to learn and use the language outside the classroom. Teachers must consider learners' interests when expecting them to learn outside the classroom. When expecting students to learn outside of the classroom, teachers must consider the students' knowledge level, needs, objectives, and facilities. Otherwise, their assistance will not assist learners in reaching the expected level (Noori, 2018; Takal & Binti-Ibrahim, 2019). Here are some ways to support and involve learners in learning a language outside the classroom.

*Extensive listening is an approach to learning a language outside of the classroom. It refers to any listening activity that allows learners to receive interesting and comprehensible listening input (Renandya & Farrell, 2011). Listening helps learners implicitly learn vocabulary and grammar through listening to texts and repeatedly hearing the exact words and the same*

structure. Nunan et al. (2015) suggest that teachers help learners choose appropriate listening materials and reflect on their learning. Some characteristics of appropriate extensive listening include being interesting and understandable without pausing (Waring, 2008). Listening to a favorite radio program, a celebrity's speech, an interview, a talk show, songs, and many other items can be extensive listening.

Learning to listen in a new language takes practice and time, often more than learners have in class, so extensive listening is another kind of outside-classroom learning activity. To improve listening abilities, learners must do more than listen to interesting programs---they must also think about how they listen and how to improve their listening skills (Nunan & Richards, 2015).

***Extensive Reading:*** ER "means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading "(Richards & Schmidt, 2002, pp. 193–194). According to Nunan et al. (2015), extensive reading in the target language is an excellent way to learn that language. They claimed that extensive reading not only helps learners with reading fluency and improvement of reading comprehension, but it also enhances writing, listening, and speaking skills.

Renandya and Farrel (2011) stated that extensive reading improves students' word recognition skills, vocabulary, reading comprehension, fluency, and general language proficiency. Besides, it makes students develop more positive attitudes towards reading and language learning. They believe that students get the benefits while enjoying what they are doing. What they need to do is choose understandable materials and read a lot.

Day and Bamford (2002) have stated ten principles for extensive reading when it is done for learning. Nunan et al. (2015) believe that five principles will assist learners in engaging in extensive reading outside of the classroom, while the remaining five will assist in learning the target language. The ten principles are as follows:

1. The reading material is easy.
2. A variety of reading materials on various topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.

5. The purpose of reading is usually related to pleasure, information, and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model for the reader.

(Day & Bamford, 1998).

Another way for foreign language learners, whose direct, face-to-face contact with native speakers may be limited, to access much new vocabulary is the Internet. This input contains a great deal of useful vocabulary that is meaningful to the learners (Nunan & Richards, 2015). Learners who notice and try to learn that vocabulary will improve their language skills in other areas, such as reading comprehension (Nation, 2001; Walters, 2006).

***Talking to Native Speakers:*** The best way to acquire or learn a foreign language is by being and interacting with native speakers. It helps learners develop communication skills based on contact with native foreign or English speakers outside the classroom. According to Davis (1991), when people learn to speak a language before any other language, this language is called a "native language," and these people are considered native speakers of that language.

There are specific ways of learning a foreign language through interacting with native speakers, such as studying abroad and living in a related language context. Learners living in a non-English-spoken country usually have a chance to study in an English-spoken country and reach English language competency. In particular, university students can study a language abroad where the target foreign language is spoken and get degree credits at their home university (Arnold & Fonseca-Mora, 2014). Besides this, living in a country where the target language is spoken, such as English, also increases language competence and cultural understanding. Specifically, in a natural interaction, learners practice listening and speaking. When speaking to learners, as Arnold et al. has mentioned, native speakers adapt and modify their speech to facilitate understanding.

Moreover, learners can negotiate with a native or fluent speaker through a language emersion program. According to Bostwick (2011), the language emersion approach requires



teachers to teach and conduct all activities in the target language. The Language Village is an immersion approach model designed to simulate an actual foreign language context. In a language village environment, well-trained and skilled teachers help villagers to understand what they hear, how to respond and interact, and finally acquire and practice new skills all the time and every day. The purpose of designing and creating such an environment is clear: no one needs to go abroad, pay for huge expenses, and spend several months in a foreign society to learn a language. According to Arnold et al., in contrast to an actual foreign language environment, language villages prepare direct and structured contact with the foreign language for a week or a few weeks. Furthermore, as Richards (2014) has mentioned, language villages provide a stress-free and social setting where learners improve language skills and increase cross-cultural understanding.

**Journaling:** According to Perham (1992), all kinds of journaling are a means for recording personal ideas, daily experiences, and evolving insights. When journaling, someone talks to him/herself, another person, or an imaginary person. It is the best approach for supporting learners to develop and improve their writing skills. In addition, it helps learners in terms of personal growth, synthesis, or reflection on what they have acquired. Teachers may encourage learners to write in a dialogue journal or keep other journals. Perham has named some kinds of journals, such as learning journals, diaries, dream books, autobiographies, spiritual journals, professional journals, interactive reading logs, theory journals, and electronic journals. Among all the kinds of journals, the dialogue journal is the one that helps the teacher guide and supervises learners' progress. Teachers may engage learners in dialogue journals and encourage keeping other journals.

A dialogue journal is a practical approach that keeps learners involved in language learning outside the classroom. It is a conversation between the teacher and the learners. Peyton (1993) has defined dialogue journals as reciprocal, ongoing, written exchanges between teachers and students used over time. Like other journaling, learners record their thoughts, experiences, and insights in a dialogue journal (RogHiemstra, 2002). For Peyton (1993), dialogue journals are conversations in which teachers and learners regularly communicate. Based on Peyton's description, learners write as much of a dialogue as he/she can, and the teacher writes back, replying to learners' questions and comments, introducing new topics, or asking questions. When

communicating with learners, the teacher's job is to communicate rather than evaluate, correct, or comment on the learners' writing.

However, today's social media, such as Messenger, What's Up, and others, may have reduced its importance to some extent, especially in developed countries. However, it is still a helpful approach in countries such as Afghanistan. Journaling has lots of benefits. One of the best advantages of the dialogue journal is that it helps teachers to understand their learners' zone of proximal development (ZPD) and provides more personal input to them (Chiesa et al., 2013). Chiesa et al. believed that in a foreign language environment, a dialogue journal gives students input and helps to generate their output. The developed output will not only improve foreign language skills but also improve students' cognitive skills. Furthermore, it helps students use the full range of available language functions, or "speech actions." Hiemstra (2001) has claimed personal growth and development, intuition, self-expression, problem-solving, reflection and critical thinking, stress reduction, and health benefits. Additionally, a dialogue journal is the best approach to support learners in improving their writing skills. As all language skills are interdependent, they will directly or indirectly improve other skills.

### **Project-Based Learning**

A study by Nunan (1989) showed that for most learners, classroom instruction needed to be improved to develop language competence. Students proposed outside-classroom activities to achieve tremendous success. Field (2007) also believed that learners must develop the ability to use technology inside and outside the classroom for learning. What learners learn inside the classroom may not be directly connected to the outside context, while what they learn outside the classroom will be directly connected to the real-world (Resnick, 1987). Considering this, language is more important and valuable outside the classroom than inside-the-classroom learning.

Project-based learning is an active approach to learning and teaching a language in which learners are assigned to explore real-world problems and issues. Moss and Van Duzer (1998) have defined project-based learning as an instructional approach in which learners are expected to solve a problem or develop a product. As its name suggests, project-based learning organizes learning around a project, which is usually complex tasks for learners, such as problem-solving, decision-making, and investigation.

Backett (2002) has stated that projects are considered long-term activities designed for instructional purposes to facilitate language acquisition, content, and skills. The primary purpose of assigning learners to a particular project is to produce a comprehensible output both during and at the end of the project. An experienced teacher will know how to integrate several skills into a project.

Stoller (2006) has stated that problem-based learning does not just engage students in the project; depending on the teacher, learners, and situation, it takes various forms. Some characteristics of project-based learning are as follows:

1. It has both a process and a product.
2. It gives learners some partial ownership.
3. It extends over a period of time.
4. It integrates different skills.
5. It develops learners' understanding of a topic through the integration of language and content.
6. It required learners to collaborate with each other and work on their own.
7. It requires learners to be responsible for learning by gathering, processing, and reporting information from target language sources.
8. It requires learners and teachers to change their roles over time.
9. It has a tangible final product, and
10. It reflects both the process and the product.

Stoller (1997) has stated ten steps for successfully implementing project-based learning. Some main steps are choosing the project, determining the outcomes, gathering and compiling information, presenting the outcome, and evaluating.

Lam (2011) has suggested some projects for learning English as a foreign language. They are summarized in the following table:

Area/ Skill	Projects
Listening	<ul style="list-style-type: none"> <li>• “TV or radio news in American/ British or Australian English and transcripts, BBC/ VOA news and transcripts,</li> <li>• a recorded cassette and transcripts,</li> <li>• the course lecture summaries and transcripts,</li> <li>• paragraph dictation,</li> <li>• summarized scenarios of a recorded media, etc.”</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• “Speeches and presentations on audio/video cassettes,</li> <li>• oral proficiency interview on audio/video cassettes, picture talk on audio/video cassettes,</li> <li>• songs on audio cassettes,</li> <li>• recorded talk journals,</li> <li>• videotaped poster board presentations or retelling,</li> <li>• panel discussions,</li> <li>• debates,</li> <li>• class discussions on audio/ video cassettes,</li> <li>• weather reports on audio/ video cassettes, English corner activities on audio/ video cassettes,</li> <li>• drama and play on audio/ video cassettes,</li> <li>• English speech contests on audio/ video cassettes,</li> <li>• conference/ business interpretation on audio/ video cassettes, and</li> <li>• newscasts on audio/ video cassettes, etc.”</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• “Reading logs,</li> <li>• reading responses,</li> <li>• readings about different topics,</li> <li>• book reports,</li> </ul>

	<ul style="list-style-type: none"> <li>• lab reports,</li> <li>• newsletters,</li> <li>• advertisements,</li> <li>• classified advertisements,</li> <li>• reflection papers,</li> <li>• published pieces of writings,</li> <li>• reading reviews of a movie/a story/a novel, and</li> <li>• newspaper article writings, etc.”</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• “Compositions and drafts,</li> <li>• guided writings,</li> <li>• journal entries,</li> <li>• diaries, letters to pen-pals,</li> <li>• e-mail correspondence,</li> <li>• book reports,</li> <li>• lab reports,</li> <li>• field trip reports,</li> <li>• newsletters,</li> <li>• advertisements,</li> <li>• brochure or booklet writing,</li> <li>• story rewriting,</li> <li>• academic paper writings,</li> <li>• reflection papers,</li> <li>• published pieces of writings,</li> <li>• reviews of a movie/ a story/ a novel,</li> <li>• newspaper article writings, and</li> <li>• problem/ solution essay project, etc.”</li> </ul>
Integrated Skills	<ul style="list-style-type: none"> <li>• “Questionnaire project,</li> <li>• listening and writing project,</li> </ul>

	<ul style="list-style-type: none"> <li>• reading and writing project, etc.”</li> </ul>
Translation	<ul style="list-style-type: none"> <li>• “Campus briefs,</li> <li>• company brochures,</li> <li>• articles,</li> <li>• stories,</li> <li>• technical writings,</li> <li>• travel guides,</li> <li>• advertisements,</li> <li>• literature translation, and</li> <li>• consecutive interpretation project, etc.”</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• “Lesson plans,</li> <li>• teaching vocabulary at different levels,</li> <li>• visual aids,</li> <li>• pictures for speaking class,</li> <li>• games for grammar lessons,</li> <li>• learning styles, and</li> <li>• motivation, etc.”</li> </ul>
Others	<ul style="list-style-type: none"> <li>• “Standardized tests and quizzes,</li> <li>• goal-setting worksheets,</li> <li>• self-assessment records that reflect linguistic competence of students,</li> <li>• projects for different specializations, e.g., linguistic project, British culture project, and culture portfolio project, etc.”</li> </ul>

### *The Use of Technology*

According to Milliken and Banes (2002), the traditional 'chalk and talk' approach to teaching is only sometimes useful and successful. Nowadays, as in other fields of life, teaching, and learning have also become dependent on technology. As Hashemi (2016) has stated,

technological changes have greatly affected foreign language teaching and learning. Of course, the percentage of this change and dependence may differ from one context to another. Countries such as Afghanistan still need help in getting advantages from technology. It is due to many reasons, such as traditional ways of teaching, lack of technological equipment, unfamiliarity with available technological facilities, cultural restrictions, learners' economic problems, language problems, and lack of electricity and access to the Internet.

Nevertheless, many changes have come, especially in the last two decades. However, the case of developed and developing countries is more different. Students in these countries are more involved in using mobile phones, interactive videos, and games (Moyle et al., 2012). Using technology in classes, as claimed by Hashemi (2016), will allow students to be faster, more effective, and more permanent learning.

Looking at the increasing role of technology in daily life, education systems should adjust themselves and take advantage of the great influence of technology over learners. Technology will not only help learners to learn independently but also collaborate with their fellows. One of the great ways of supporting learners outside the classroom to learn English with the help of technology is through online or e-learning.

According to Behera (2013), e-learning refers to acquiring and using scientific information distributed and facilitated by electronic media. As Nielsen (2012) has proposed, e-learning makes learning outside the classroom possible without the time pressure that usually exists when doing some activities in the classroom. In addition, it makes learners more self-directed and more autonomous in planning, monitoring, and evaluating learning according to their methods.

Although language skills have very close relationships and depend on each other, specific skills are improved through certain technological tools and in a specific way. For example, to improve learners' listening skills, they are advised to use smartphones, computers, broadcasting, CD-players, or tape recorders. As Hoven (1999) has stated, these tools will provide learners with visual and voice input, which will help them enhance their content knowledge and ideas and develop their listening skills. Voice chat via the Internet will help learners even more. It will improve listening skills and enrich communicative capabilities (Nomass, 2013).

Reading is another skill that can be improved through technology outside the classroom. Reading will help learners raise their knowledge level, enjoy literature and, more importantly, learn a language. Reading is a lot easier when it is with the help of technology. For instance, imagine reading on a computer or tablet. Learners can access thousands of books, search them in seconds, and read them on screen, and if they face any meaning or pronunciation problems, it is easy to check and listen. In addition, reading applications on smartphones, tablets, or computers has many facilities that are only easy to have with these technological tools. Ybarra (2003) mentioned that any language experience would help learners when learning the English language.

Technology helps in the improvement of speaking skills as well. The latest technological tools have provided various practical opportunities for learners. These tools improve learners' vocabulary and pronunciation (Nomass, 2013). Many apps are installed on smartphones and computers and can be used to practice language skills, including speaking. Besides that, with internet access, people can talk in real-time anywhere in the world with native speakers.

In addition, technological tools and facilities are widely used for the learning and improvement of writing skills among learners. There are a few opportunities for learners to learn about and improve their writing skills. As Lewis (1997) has stated, graphics make expressing thoughts more interesting and precise. Consider highlighting, underlining, bolding, italicizing, and changing font size and color. More importantly, technological rules, especially computers, automatically check and correct spelling and grammatical mistakes. Using a computer as a tool for studying grammar is a lot more encouraging compared to the past practice of using a pencil and paper (Ybarra & Green, 2003). Social media, such as Facebook and Instagram, has helped them unconsciously develop and improve their writing skills. Even though people who intend to develop and improve their writing skills can effectively express and transfer ideas and reply with the help of these utilities, Recent studies show that proper use of technology can assist the educational system in working better and more effectively (Jonassen & Reeves, 1996). Therefore, teachers and educational institutions are strongly advised to include technological facilities in their teaching and learning processes and practically encourage learners to use them.

As stated by Hashemi (2016), using computer technology as a tool in teaching will bring lots of benefits to the class.



- It increases students' interest and curiosity.
- It encourages interaction between the teacher and students.
- It enhances communication among students.
- It enhances cultural knowledge and understanding.
- It improves teaching.
- It makes course content flexible.
- It considers individual differences.

### **Exploring Social Media**

The revolution of technology has changed the world into a village, and the World Wide Web, especially social media, has a crucial role. Nowadays, Facebook, YouTube, Twitter, email, and digital tools are particularly widely used to share and get in touch with each other (Selwyn, 2007). Many learners use social media to discuss school, university, or classroom matters. A study by Omekwu et al. (2014) showed that learners use social media to communicate with friends, view movies, discuss national issues, and discuss academic purposes. As Yadav (2021) has stated, social media refers to a set of websites, web links, intranets, apps, and any net-based links, such as Facebook, WhatsApp, Twitter, Instagram, Messenger, Skype, and many more apps related to online English teaching-learning, like British Council, iWrtier, speaker, EDMODO, DUALINGO, and Podcasts are used the most on the worldwide university campuses.

Social media platforms help learners to improve English language proficiency in general. Specifically, it helps improve listening, reading, and writing skills and develop vocabulary. Yadav (2021) has stated that BBC news/radio, YouTube, Podcasts, and Audiobooks can help in the development of listening skills; making their own Facebook group talk and chat frequently can improve their speaking; Speed Reading, Readerly, Flipboard, Play Newsstand, and BBC News may be used for reading; and iWriter of OALD, English writing skills, and blogging are suggested to be used to develop and improve writing skills.

### **Learning from TV and Radio**

Radio and TV have always had an important role in acquiring and learning a second or, specifically, a foreign language. As Nunan and Richards (2015) have stated, watching television is commonly cited as a valuable input for outside classroom learning by learners. Based on research findings, foreign language learners are specifically encouraged to watch TV and English

movies. They support many aspects of language learning, such as listening comprehension, vocabulary enrichment, and cross-cultural awareness (Danan, 2004; Vanderplank, 1988; 2010). Listening to radio programs and watching TV provides a large amount of foreign language input.

According to Webb (2014), television programs are a widely available resource for language learners to improve their vocabulary and listening comprehension. As long as learners view TV programs regularly and for an extended period, their listening comprehension and vocabulary will improve.

According to Richards (2014), several characteristics of watching TV demonstrate how it is a good activity for learning a language outside of the classroom, including its accessibility, flexibility, intensity of exposure, stimulus, multimodality, and notice of gaps. Learners can watch TV on different mobile technologies in different ways. Also, learners tend to watch TV for long periods without getting bored. In addition, it provides its input in various forms, such as orthographically, aural, and visual. When learners watch TV, they will likely understand how English is used in different circumstances, in different forms, and for different purposes. Consequently, they will understand where and how to improve.

### **Discussion**

Keeping the fact that learning English is learned both inside and outside the classroom and the fact that English is mainly learned and taught inside the classroom has its strengths and weaknesses highlighted by studies conducted by Noor (2018) and Takal and Binti-Ibrahim (2019). Hence, the review of literature intends to explore ways to support students in learning a language, especially English language, outside the classroom with specific reference to the flipped classroom approach, involving students in out-of-classroom learning, online learning, project-based learning, interacting with native speakers, surfing social media, and learning from television.

The study found that Flipped Learning is a new teaching method developed to overcome the limitations of English language learning. According to Bergmann and Sams (2012), it connects the outside and inside of the classroom environments, allowing students to learn and apply their language skills in both. According to Milman (2012), learners read various materials from various sources, either provided by the teacher or the learner at home, work, or anywhere else.

The study also explored effective ways to support and involve learners in learning a language outside the classroom. First, extensive listening is an approach to language learning that takes place outside of the classroom. It refers to any listening activity providing learners with interesting and understandable input (Renandya & Farrell, 2011). Listening to texts and hearing the exact words and structure repeatedly helps learners learn vocabulary and grammar implicitly. Nunan et al. (2015) propose that teachers assist students in selecting appropriate listening materials and reflecting on what they learn. Second, extensive reading is also considered an essential outside-classroom activity in the target language. For instance, Extensive reading in the target language, according to Nunan et al. (2015), is an excellent way to learn that language. They claimed that extensive reading helps students improve their reading fluency and comprehension and their writing, listening, and speaking skills. The same has been supported by similar studies conducted by Renandya and Farrel (2011) and Day and Bamford (2002).

In addition, talking to native speakers is considered one of the most effective tasks for learning a language outside the classroom. In this connection, it assists students in developing communication skills through contact with native foreign or English speakers outside of the classroom. According to Davis (1991), when people learn to speak a language before learning another, that language is referred to as a "native language," and the people who learn that language are considered native speakers. Specific methods of learning a foreign language by interacting with native speakers, such as studying abroad and living in a related language context, exist. Learners from non-English-speaking countries typically can study in an English-speaking country and achieve English language competency. University students can study a language in a country where the target foreign language is spoken and earn credit for their degree at their home university (Arnold & Fonseca-Mora, 2014). Furthermore, through a language immersion program, learners can negotiate with a native or fluent speaker. The language emersion approach, according to Bostwik (2011) requires teachers to teach and conduct all activities in the target language. The Language Village is an immersion approach model cleverly designed to simulate an actual foreign language context.

Next, journaling is another effective way of supporting students outside the classroom, which is a method for recording personal ideas, daily experiences, and evolving insights. When someone is journaling, he or she is talking to himself or herself, another person, or an imaginary

person. It is the most effective method for assisting students in developing and improving their writing skills. Furthermore, it aids learners in personal development, synthesis, or reflection on what they have learned. Teachers can encourage their students to keep dialogue journals or other types of journals (Perham, 1992).

Besides this, the study further highlighted project-based learning as effective outside support for students learning a language. Nunan (1989) discovered that classroom instruction needed to be improved for most learners to develop their language competence. To achieve tremendous success, these students proposed extracurricular activities. Field (2007) also believed that learners should be able to use technology for learning inside and outside the classroom. What students learn in the classroom may or may not be directly related to the outside world, whereas what they learn outside the classroom will be directly related to the real world (Resnick, 1987). Keeping this in mind, language is more important and valuable outside of the classroom than inside. The use of technology, on the other hand, is also a way to support students in learning English outside the classroom (Milliken & Banes, 2002; Hashemi, 2016; Moyle et al., 2012). Finally, social media Selwyn (2007); Omekwu et al. (2014) and learning from TV and Radio Nunan and Richards (2015) are also considered important and influential ways of supporting students outside the classroom in learning a target language. Considering the above discussion, it is understood that outside-classroom activities greatly support students in learning a foreign language, especially English.

### **Conclusions**

Outside classroom learning refers to learning that occurs beyond the four walls of the class and without the direct supervision of the teachers. Learning other sciences and skills may or may not happen inside and outside the classroom, but language learning cannot be learned only inside the classroom. At least, if learners learn a language inside the classroom, they will need to use it beyond the classroom. On the other hand, according to Krashen (2009), the inside-the-classroom environment provides limited input compared to the outside and informal environment, no matter how 'natural' we try to make it. Outside the classroom provides opportunities to address the limitations of inside-the-classroom learning (Nunan & Richards, 2015).

With the rapid growth of technology, the world has become a village where people from one country or region depend on others. People from one part of the world speaking a specific language, whether willing or not, should interact and communicate with people in other countries and speak multiple languages. It is helpful for people to speak an international language such as English. According to McKay (2002), the English language is essential because it is used globally for international communication and in a local sense as a language of wider communication among multilingual communities.

Because of modern facilities and a suitable environment, learning English in developed or developing countries, precisely where English is spoken, is much easier. However, it is different for underdeveloped countries such as Afghanistan because, at least, the environment outside the classroom environment will not encourage language learning that much. Still, some ways can help teachers support English language learning outside the classroom. For example, as Richards (2010) has stated, the Internet, technology, the media, and face-to-face use of English and virtual social networks provide greater opportunities for authentic and meaningful language use.

This paper discussed helpful ways to support students in learning English outside the classroom, such as flipped learning, learners' involvement outside the classroom, project-based learning, use of technology, interacting with native speakers, surfing social media, and learning from radio and TV. As suggested by “Instructional Approaches” (1991), it is dependent on the curriculum, teachers' expectations, and students' prior experience and knowledge level, learning style, goals, dreams, interests, and developmental levels to see which way of learning English outside the classroom is most beneficial. This study is limited to secondary information available in the existing literature. However, a preliminary study, especially in Afghanistan, may evaluate and analyze the effectiveness and usefulness of the discussed methods of supporting students outside the classroom.

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