

## High Tech & Low Tech Out-of-Classroom Language Learning for Arabic L1 Speakers of English

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### Abstract

As early as the nineteenth century the value of foreign language learning outside the classroom was recognized. In the 1960s, a statistical correlation was found between learners' extracurricular use of the target language and their scores on standardized foreign language proficiency tests. Subsequently, a direct correlation was found between TOEIC/TOEFL scores and extracurricular use of English, as reported by test-takers. Finally, in the 1990s out-of-classroom language learning (OCLL) was dubbed a strategy. Increasingly, researchers are acknowledging that more second language acquisition takes place outside the classroom than inside. This article surveys research into both low-tech and high-tech extracurricular language learning in the light of measurable proficiency gains. High-tech includes blended learning and Computer Mediated Communication. Special attention is paid to the situation of Arabic L1 learners of English.

*Keywords:* blended learning, CALL, CMC, extracurricular learning, proficiency gains