

Learning English beyond the Classroom Setting: A Sociolinguistic Analysis

PDDD Wickramainghe

English Language Teaching Unit, Southern Campus, General Sir John Kotelawala Defence University

<dhanushkadihan@kdu.ac.lk>

Abstract - English, without any doubt, plays an important role in the lives of young people in Sri Lanka, both in terms of education and daily life. Since English is the most commonly taught foreign language in schools and private language institutes, learning English literacy takes place in formal classroom settings. Undergraduates, in addition to the educational sense, experience – and acquire– English literacy in a variety of non-educational settings. This study thus intends to investigate the ways in which 30 selected intermediate students (first year) of General Sir John Kotelawala Defence University, learn English beyond their classroom setting. Mixed analytical strategies were employed (i.e., in-depth interviews, questionnaires) with a purposive sample of 30 intermediate students, to investigate the essence and functions of their English activities in the cognizance of the role of emerging technology, and the potential relationships out-of-classroom setup. Based on research results, which are quite surprising, the two undergraduates participate in a variety of daily English literacy activities beyond their classroom setup, many of which are done unconsciously. Overall, significant findings concern two students' participation in English literacy practices that include collaborative dialogues, the use of new technologies, especially their more interactive applications (e.g., online chatting). In addition, watching films, tv series and YouTube videos.

Keywords: English, Learning, beyond Classroom