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	Nota di contenuto	pt. I Understanding Out-of-Class Autonomous Language Learning with Technology. 1.Introducing Key Concepts ; 2.Theoretical Backgrounds and Frameworks ; 3.The Nature of Out-of-Class Autonomous Language Learning with Technology ; 4.Factors that Affect Out-of-Class Autonomous Language Learning with Technology -- pt. II Promoting Out-of-Class Autonomous Language Learning with Technology. 5. Promoting Out-of-Class Autonomous Language Learning with Technology: Learner Training ; 6.Promoting Out-of-Class Autonomous Language Learning with Technology: Teachers' Role ; 7.Promoting Out-of-Class Autonomous Language Learning with Technology: The Resource and Environment Design -- pt. III Researching Out-of-Class Autonomous Language Learning with Technology ; 8.Towards a Research Agenda of Out-of-Class Autonomous Language Learning with Technology ; 9.Conclusion and the Way Forward.
	Sommario/riassunto	"This book looks beyond the classroom, and focuses on out-of-class autonomous use of technology for language learning, discussing the

theoretical frameworks, key findings and critical issues. The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change. The book will stimulate discussions on how to support language learners to construct quality autonomous technology-mediated out-of-class learning experience outside the classroom and raise greater awareness of and research interest in this field. Out-of-class learning constitutes an important context for human development, and active engagement in out-of-class activities is associated with successful language development. With convenient access to expanded resources, venues and learning spaces, today's learners are not as dependent on in-class learning as they used to be. Thus, a deeper understanding of the terrain of out-of-class learning is of increasing significance in the current educational era. Technology is part and parcel of out-of-class language learning, and has been a primary source that learners actively use to construct language learning experience beyond the classroom. Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts. Insights into learners' out-of-class autonomous use of technology for language learning are essential to our understanding of out-of-class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out-of-class learning experience."--Bloomsbury Publishing.