



APPL8260

Language Teaching and Learning Beyond the Classroom

Session 2, Special circumstance 2020

Department of Linguistics

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Unit Co-Convenor

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Margaret Wood

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Credit points

10

Prerequisites

Admission to MAppLingTESOL or MAppLing or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description

Language learning beyond the language classroom plays a crucial role in the development of high levels of language proficiency. Increasing attention to language learning beyond the classroom is also influencing thinking on key concepts in Second Language Acquisition (SLA) research that has hitherto been based largely on classroom research. In this course, students will explore recent research on language learning beyond the classroom, and examine its impact on SLA. Emphasising an ecological view of relationships between out-of-class learning and in-class learning, the course will cover the roles of intentional and incidental learning inside and outside the classroom, debates on the need for instruction in SLA, and the implications of research on language learning beyond the classroom for our understanding of the concepts of autonomy, learning strategies and motivation.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Articulate the contribution of in-class and out-of-class activities to your own second language learning

ULO2: Explain key terms and concepts that have been developed to account for language learning beyond the classroom

ULO3: Demonstrate an in-depth understanding of distinctions between intentional and incidental, explicit and implicit learning and their application to a range of in-class and out-of-class learning activities

ULO4: Critically evaluate research literature on autonomy, learning strategies and motivation from the perspective of language learning beyond the classroom

ULO5: Apply a theoretical understanding of ecologies of language learning to the learning of a particular individual or group of language learners

General Assessment Information

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via ASK@mq.edu.au and provide suitable supporting documentation.

Late Assignment Submission

- Late submissions without an extension may receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.

Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Assessment Tasks

Name	Weighting	Hurdle	Due
Language learning history	20%	No	Week 3 - August 10th, 11.59pm Sydney time
Concept check	30%	No	Week 6 - September 2nd-4th Sydney time
Independent inquiry project	50%	No	Monday, November 16th, 11.59pm Sydney time

Language learning history

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 10 hours

Due: **Week 3 - August 10th, 11.59pm Sydney time**

Weighting: **20%**

Students write their own individual language learning history, focusing on the relative contributions of in-class and out-of-class activities to their learning of one or more second or foreign languages (1000 words)

On successful completion you will be able to:

- Articulate the contribution of in-class and out-of-class activities to your own second language learning
- Apply a theoretical understanding of ecologies of language learning to the learning of a particular individual or group of language learners

Concept check

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 20 hours

Due: **Week 6 - September 2nd-4th Sydney time**

Weighting: **30%**

An online, short-answer quiz on concepts introduced in the first six sessions of the unit.

On successful completion you will be able to:

- Articulate the contribution of in-class and out-of-class activities to your own second language learning
- Explain key terms and concepts that have been developed to account for language learning beyond the classroom
- Demonstrate an in-depth understanding of distinctions between intentional and incidental, explicit and implicit learning and their application to a range of in-class and out-of-class learning activities
- Critically evaluate research literature on autonomy, learning strategies and motivation from the perspective of language learning beyond the classroom

Independent inquiry project

Assessment Type ¹: Report

Indicative Time on Task ²: 40 hours

Due: **Monday, November 16th, 11.59pm Sydney time**

Weighting: **50%**

A report describing and analyzing the language learning of an individual or group of language learners from a language learning ecology perspective. The report should include a short literature review (500-750 words) on key terms and theoretical concepts. The main body of the report should be based on an independent inquiry project and consist of an analytical description of the individual's/group's language learning, based on observation, interview or survey data within the parameters prescribed in the detailed assignment description (Total 2500 words)

On successful completion you will be able to:

- Explain key terms and concepts that have been developed to account for language learning beyond the classroom
- Demonstrate an in-depth understanding of distinctions between intentional and incidental, explicit and implicit learning and their application to a range of in-class and out-of-class learning activities
- Critically evaluate research literature on autonomy, learning strategies and motivation from the perspective of language learning beyond the classroom
- Apply a theoretical understanding of ecologies of language learning to the learning of a particular individual or group of language learners

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Online resources are available through the APPL8260 iLearn site. Weekly readings are available through Leganto on the Library website (and also accessible through iLearn). Weekly sessions will be conducted online via Zoom due to the global COVID19 pandemic. These sessions will be recorded and available on iLearn.

Unit Schedule

Provisional outline (There may be changes to this outline.)	
Topic	Pre-Readings
1. Language learning histories	<ul style="list-style-type: none"> • Oxford (1996)
2. Mapping language learning beyond the classroom	<ul style="list-style-type: none"> • Benson (2011)
3. How are languages learned?	<ul style="list-style-type: none"> • Cole & Vanderplank (2016) • Ellis (2008)
4. Motivation and identity	<ul style="list-style-type: none"> • Lamb, M. (2011) • Ushioda (2011)
5. Learning strategies	<ul style="list-style-type: none"> • Griffiths & Oxford (2013) • Pickard (1996)
6. Learner autonomy	<ul style="list-style-type: none"> • Benson (2013)
7. Ecologies	<ul style="list-style-type: none"> • Barron (2006) • Palfreyman (2014)
8. Spaces or places	<ul style="list-style-type: none"> • Murray, Fujishima & Uzuki (2014) • Kuure (2011)
9. Social networks	<ul style="list-style-type: none"> • Kurata (2010) • Palfreyman (2011)

10. Learning in and out of class	<ul style="list-style-type: none">• Lai (2015)• Kashiwa & Benson (2017)
11. Language learning and the internet; and mobile devices	<ul style="list-style-type: none">• Chik & Ho (2017)• Sylvén & Sundqvist (2017)• Beatty (2013)• Osborne (2013)
12. Research issues in language learning beyond the classroom	<ul style="list-style-type: none">• Reinders & Benson (2017)• Richards (2015)
13. Revision for final assignment	<ul style="list-style-type: none">• no set readings

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released

directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Pre-readings

Barron, B. (2006). Interest and self-sustained learning as catalysts of development: A learning ecology perspective. *Human Development*, 49, 193-224.

Beatty, K. (2013). Beyond the classroom: Mobile learning the wider world. *The International*

Research Foundation for English Language Education. (Online – use Google to search for title)

Benson, P. (2011). Language learning and teaching beyond the classroom: An introduction to the field. In P. Benson & H. Reinders (eds.), *Beyond the language classroom* (pp. 7-16). Basingstoke: Palgrave Macmillan.

Benson, P. (2013). Autonomy in language teaching and learning: How to do it 'here'. Unpublished paper. (Download from Dropbox link: <https://dl.dropboxusercontent.com/u/61188845/Benson%20Autonomy%20How%20To%20Do%20It%20Here.pdf>)

Cole, J., and Vanderplank, R. (2016). Comparing autonomous and class-based learners in Brazil: Evidence for the present-day advantages of informal out-of-class learning. *System*, 61, 31-42.

Ellis, N. C. (2008). Implicit and explicit knowledge of language. In J. Cenoz & N. H. Hornberger (Eds.), *Encyclopedia of language and education. Volume 6: Knowledge about language*. New York, NY: Springer, 1–13. (Online – use Google to search for title)

Griffiths, C. (2013). The twenty-first century landscape of language learning strategies. *System*, 43 (1), 1-10.

Illés, E. (2012). Learner autonomy revisited. *ELT Journal*, 66 (4), 505-513.

Kurata, N. (2010). Opportunities for foreign language learning and use within a learner's informal social networks. *Mind, Culture, and Activity*, 17 (4), 382-396.

Kuure, L. (2011). Places for learning: Technology-mediated language learning practices beyond the classroom. In P. Benson & H. Reinders (eds.), *Beyond the language classroom* (pp. 35-46). Basingstoke: Palgrave Macmillan.

Lai, C. (2015). Perceiving and traversing in-class and out-of-class learning: Accounts from language learners in Hong Kong. *Innovation in Language Learning and Teaching*, 9 (3), 265-284.

Lai, C., Zhu, W. & Gong, G. (2015). Understanding the quality of out-of-class English learning. *TESOL Quarterly* 49 (2), 278-308.

Lamb, M. (2011). Future selves, motivation and autonomy in long-term EFL learning trajectories. In G. Murray, A. Gao, and T. Lamb (Eds.), *Identity, motivation and autonomy in language learning* (pp. 177-194). Bristol: Multilingual Matters.

Lamy, M-N. & Mangenot, F. (2013). In M-N. Lamy, & K. Zourou (eds.), *Social media-based language learning: Insights from research and practice. Social networking for language education* (pp. 197-213). Basingstoke: Palgrave Macmillan.

Murray, G., Fujishima, N. & Uzuki, M. (2014). The semiotics of place: Autonomy and space. In G. Murray (ed.), *Social dimensions of autonomy in language learning* (pp. 81-99). Basingstoke: Palgrave Macmillan.

Nunan, D., and Richards, J. C. (Eds.) (2015). *Language learning beyond the classroom*. London: Routledge.

Osborne, M. (2013). An autoethnographic study of the use of mobile devices to support foreign

language vocabulary learning. *Studies in Self-Access Learning Journal*, 4 (4), 295-307.

Oxford, R. L. (1996). When emotion meets metacognition in language learning histories. *International Journal of Educational Research*, 23(7), 581-594.

Palfreyman, D. M. (2011). Family, friends, and learning beyond the classroom: Social networks and social capital in language learning. In P. Benson and H. Reinders (Eds.), *Beyond the language classroom* (pp. 17-34). Basingstoke: Palgrave Macmillan.

Palfreyman, D. (2014). The ecology of learner autonomy. In G. Murray (ed.), *Social dimensions of autonomy in language learning* (pp. 175-191). Basingstoke: Palgrave Macmillan.

Pickard, N. (1996). Out-of-class language learning strategies. *ELT Journal*, 50 (2), 150-159.

Richards, J. (2015). The changing face of language learning: learning beyond the classroom. *RELC Journal* 46 (1), 5-22.

Sockett, G., and Toffoli, D. (2012). Beyond learner autonomy: A dynamic systems view of the informal learning of English in virtual online communities. *ReCALL*, 24 (2), 138-151.

Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24 (3), 199–210.