



# APPL8260

## Language Teaching and Learning Beyond the Classroom

Session 2, Special circumstances 2021

*Department of Linguistics*

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).



Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

Peter Roger

[peter.roger@mq.edu.au](mailto:peter.roger@mq.edu.au)

Contact via [peter.roger@mq.edu.au](mailto:peter.roger@mq.edu.au)

12 Second Way Room 505 (12SW 505)

Any day by appointment

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

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

### Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see <https://students.mq.edu.au/study/my-study-program/special-consideration>

### Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Language learning history</a>	20%	No	Week 4
<a href="#">Concept check</a>	30%	No	Week 7
<a href="#">Independent inquiry project</a>	50%	No	Week 13

### Language learning history

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 4**

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 <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 7**

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

## Independent inquiry project

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **Week 13**

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
- 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

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<sup>1</sup> 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.

<sup>2</sup> 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

APPL8260 is delivered through a weekly two-hour on-campus seminar (lecture-workshop), which is also broadcast simultaneously on a videoconferencing platform (e.g. Zoom). These sessions are recorded and will be available on Echo 360. **It is essential for students to listen in full to these recordings each week if they are unable to attend in real time.**

Weekly readings for the unit will be available through the Leganto bock on the APPL8260 iLearn site. Lecture slides and other learning material will also be posted weekly on iLearn during the semester. There is no set textbook for this unit.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.