



APPL8260

Language Teaching and Learning Beyond the Classroom

Session 2, Online-flexible 2023

Department of Linguistics

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General Information

Unit convenor and teaching staff

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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 unit, you 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 unit covers 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: Reflect critically on the contribution of in-class and out-of-class activities and experiences to individual second or foreign language learning journeys

ULO2: Explain key terms and concepts that have been developed to account for

language learning beyond the classroom

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

ULO4: Critically evaluate research literature on learner autonomy, learning strategies, language learning ecologies, language learning spaces or motivation from the perspective of language learning beyond the classroom

ULO5: Apply a theoretical understanding of learning beyond the classroom to a specific site, space, application or resource used for language learning by individuals or groups of learners.

General Assessment Information

Important: Please refer to the detailed assessment instructions for each assessment task, which will be posted in the 'Assessment' block on the APPL8260 iLearn site. These instructions contain essential information about the ways that individual assessment tasks should be approached and presented.

All assessment tasks must be submitted in order to be eligible to pass this unit.

Use of Generative AI

Please refer to instructions from your lecturer on the use and acknowledgement of use of Generative AI in your submitted assignments.

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
Language learning history	20%	No	Week 4, Aug 16th
Case study presentation	30%	No	24 Sept 2023

Name	Weighting	Hurdle	Due
<u>Independent inquiry project</u>	50%	Yes	3 Nov 2023

Language learning history

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 10 hours

Due: **Week 4, Aug 16th**

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.

On successful completion you will be able to:

- Reflect critically on the contribution of in-class and out-of-class activities and experiences to individual second or foreign language learning journeys
- Explain key terms and concepts that have been developed to account for language learning beyond the classroom

Case study presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 20 hours

Due: **24 Sept 2023**

Weighting: **30%**

Students prepare an oral presentation in which they apply themes and concepts covered in the first half of the unit to a 'case study' of language learning beyond the classroom.

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
- Apply an in-depth understanding of distinctions between intentional and incidental, explicit and implicit learning to a range of in-class and out-of-class learning activities
- Critically evaluate research literature on learner autonomy, learning strategies, language

learning ecologies, language learning spaces or 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: **3 Nov 2023**

Weighting: **50%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students complete an in-depth report that describes and analyses a particular site, space, application or resource related to language learning beyond the classroom, from the perspective of one or more of the major theoretical lenses covered in this unit.

On successful completion you will be able to:

- Reflect critically on the contribution of in-class and out-of-class activities and experiences to individual second or foreign language learning journeys
- Explain key terms and concepts that have been developed to account for language learning beyond the classroom
- Apply an in-depth understanding of distinctions between intentional and incidental, explicit and implicit learning to a range of in-class and out-of-class learning activities
- Critically evaluate research literature on learner autonomy, learning strategies, language learning ecologies, language learning spaces or motivation from the perspective of language learning beyond the classroom
- Apply a theoretical understanding of learning beyond the classroom to a specific site, space, application or resource used for language learning by individuals or groups of 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

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.