APPL926
Language Teaching and Learning Beyond the Classroom
S2 Day 2018
Dept of Linguistics

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General Information

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C5A 514

Margaret Wood
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Credit points
4

Prerequisites
Admission to MApplingTESOL or MAppling

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 have 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://students.mq.edu.au/important-dates

Learning Outcomes

1. Articulate the contribution of in-class and out-of-class activities to their own second language learning
2. Explain key terms and concepts that have been developed to account for language learning beyond the classroom
3. 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.
4. Critically evaluate research literature on autonomy, learning strategies and motivation from the perspective of language learning beyond the classroom.
5. 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 will 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language learning history</td>
<td>20%</td>
<td>No</td>
<td>13/08/2018</td>
</tr>
<tr>
<td>Concept check</td>
<td>30%</td>
<td>No</td>
<td>12/09/2018</td>
</tr>
<tr>
<td>Independent inquiry project</td>
<td>50%</td>
<td>No</td>
<td>19/11/2018</td>
</tr>
</tbody>
</table>
Language learning history
Due: 13/08/2018
Weighting: 20%
Write your own language learning history, focusing on the relative contributions of in-class and out-of-class activities to your learning of one or more second or foreign languages. (Word count guide: 1,000 words)

This Assessment Task relates to the following Learning Outcomes:
• Articulate the contribution of in-class and out-of-class activities to their own second language learning

Concept check
Due: 12/09/2018
Weighting: 30%
An online, short-answer quiz on concepts introduced in the first 6 sessions of the course. (Opens 5/09/2018, Closes 12/09/2018)

This Assessment Task relates to the following Learning Outcomes:
• 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
Due: 19/11/2018
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 on key terms and theoretical concepts (500-750 words). 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. (Word count guide: 2,500)

This Assessment Task relates to the following Learning Outcomes:
• 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

### Delivery and Resources

2 hour interactive lecture.

Students are expected to read the assigned readings before each lecture. All readings are available online through the University Library catalogue.

### Unit Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Title</th>
<th>Topics</th>
<th>Pre-reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>02 Aug</td>
<td>Language learning histories</td>
<td>Telling our own language learning histories; the roles of in-class and out-of-class learning</td>
<td>Oxford (1996)</td>
</tr>
<tr>
<td>9 Aug</td>
<td>2.</td>
<td>Mapping language learning beyond the classroom</td>
<td>What is language learning beyond the classroom and why is it important? Key concepts and terms.</td>
<td>Benson (2011)</td>
</tr>
<tr>
<td>16 Aug</td>
<td>3.</td>
<td>How are languages learned?</td>
<td>What is involved in learning a second language? How much is learned outside the classroom and what are the roles of instruction?</td>
<td>Ellis (2008)</td>
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<td></td>
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<td>Cole &amp; Vanderplank (2016)</td>
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<tr>
<td>B</td>
<td>23 Aug</td>
<td>Learner autonomy</td>
<td>What does it mean to be an autonomous learner? How is autonomy related to learning beyond the classroom?</td>
<td>Benson (2013)</td>
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<td>Iliés (2012)</td>
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<td>Pickard (1996)</td>
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<tr>
<td>Date</td>
<td>No.</td>
<td>Topic</td>
<td>Description</td>
<td>References</td>
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<td>6 Sep</td>
<td>6.</td>
<td>Motivation and identity</td>
<td>How are researchers are rethinking language learning motivation in the light of new ideas on identity and learning beyond the classroom?</td>
<td>Ushioda (2011), Lamb (2011)</td>
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<td>(Assessment 2: Online quiz.</td>
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<td></td>
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<td>Opens 05/09/2018, Closes 12/09/2018)</td>
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<td></td>
<td>C</td>
<td>Settings</td>
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<tr>
<td>13 Sep</td>
<td>7.</td>
<td>Ecologies of language learning</td>
<td>How is language learning related to settings and resources? What roles do learners play in seeking out or creating their own contexts for learning?</td>
<td>Barron (2006), Palfreyman (2014)</td>
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<td></td>
<td></td>
<td>Technologies</td>
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<td></td>
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<td>Moving forward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Nov</td>
<td>13.</td>
<td>Research issues in language learning beyond the classroom</td>
<td>What are the challenges involved in researching learning beyond the classroom and what research methods are most appropriate?</td>
<td>Richards (2015)</td>
</tr>
</tbody>
</table>
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). 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.)

Undergraduate students seeking more policy resources can visit the 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).

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 shown in iLearn, 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.

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 improve your marks and take control of your study.
Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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.

Graduate Capabilities
PG - Capable of Professional and Personal Judgment and Initiative
Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome
- Apply a theoretical understanding of ecologies of language learning to the learning of a particular individual or group of language learners

Assessment task
- Independent inquiry project

PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:
Learning outcomes

• 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

Assessment tasks

• Concept check
• Independent inquiry project

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Articulate the contribution of in-class and out-of-class activities to their 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.
• Apply a theoretical understanding of ecologies of language learning to the learning of a particular individual or group of language learners

Assessment tasks

• Language learning history
• Concept check
• Independent inquiry project

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes
• 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

Assessment task
• Independent inquiry project

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes
• Articulate the contribution of in-class and out-of-class activities to their 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.
• Apply a theoretical understanding of ecologies of language learning to the learning of a particular individual or group of language learners
Assessment tasks

• Language learning history
• Concept check
• Independent inquiry project

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcome

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

Assessment task

• Independent inquiry project

Pre-readings


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)


