



TSL701 LINGUISTICS FOR LANGUAGE TEACHING T123 BRIEF

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.

Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

1. General Information

1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
Graduate Certificate TESOL Graduate Diploma TESOL Master of Arts TESOL	1 trimester	Postgraduate	Amanda Herring amanda.herring@koi.edu.au P: +61 (2) 9283 3583 L: Level 1-2, 17 O'Connell St. Consultation: via Moodle or by appointment

1.2 Core / Elective

This is a core subject for the above courses.

1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	GC TESOL 16; GD TESOL 32; MA TESOL 48

1.4 Student Workload

Indicated below is the expected student workload per week for this subject:

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours/week plus supplementary online material	7 hours/week	10 hours/week

* Total time spent per week at lectures and tutorials

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** Combination of timetable hours and personal study.

1.5 Mode of Delivery Face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

1.6 Pre-requisites Nil

1.7 General Study and Resource Requirements

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

Resource requirements specific to this subject: There are no specific resources for this subject.

2. Academic Details

2.1 Overview of the Subject

A foundation in linguistics, particularly systems of English grammar, is essential knowledge for the teacher in analysing texts and evaluating their students' language competencies. The approach in this subject is based on a functional model of language.

The functional model of language claims that because language is for getting things done, the structures of language should be seen as organised for that purpose; namely its functions. This is different to formal theories of grammar in that it demonstrates what language does and then identifies the elements of grammar that are used to carry them out. It looks at how language is used in communication and how the parts of language relate to each other to fulfil their roles in communication.

2.2 Graduate Attributes for Postgraduate Courses

Graduates of the *Graduate Certificate of TESOL*, the *Graduate Diploma of TESOL* and the *Master of Arts (TESOL)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for master's level degree are summarised below:

	KOI Master's Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement, decision-making and accountability required to begin professional practice

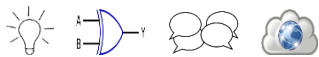
Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation** – Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate** – Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.

- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

2.3 Subject Learning Outcomes

Listed below, are key knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Explain why grammar is necessary for the understanding of a language, how it is essential for understanding the organisation of English and where and how that organisation differs from another language	
b) Apply a functional model of language to show how language can be used for understanding the world, interacting with other people and gaining and maintaining interpersonal relationships	
c) Identify and analyse the different categories/genres, of text and explain how they accomplish the tasks that the writer/speaker wishes to carry out	
d) Apply linguistic knowledge to specific tasks in teaching and learning English.	

2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
1 06 Mar	A functional model of language: language as a meaning making resource; functions of language	BFFS Ch. 1.	Discussion- Introduction to the course Tutorial exercise- presenting grammar
2 13 Mar	Analysis of field, tenor and mode	BFFS Ch. 2	Discussion- analysing text using a functional approach Tutorial exercise- using concept checking questions
3 20 Mar	Grammatical form and function	BFFS Ch. 3	Assessment 1: Moodle Quiz (30 mins) Discussion- research strategies and critical thinking skills (preparation for assessment 2)
4 27 Mar	Mood and speech acts	BFFS Ch. 5	Tutorial exercises- the ideational and interpersonal metafunction Discussion- preparing for assessment 2
5 03 Apr	Cohesion; approaches to grammar teaching.	TBA Moodle	Assessment 2 drafts and feedback

6 11 Apr (Tue)	Exploring Experiential, Interpersonal and Textual meanings	BFFS Ch. 9	Assessment 2: Critical review (individual written assessment) Tutorial exercise and discussion– analysing the field, tenor and mode of a spoken text
7 17 Apr	Genre Analysis	BFFS Ch. 9. Especially pp 221-227	Focus on Genre-based teaching- preparing the literature review section of assessment 3
8 24 Apr	Text Analysis: Structural elements, textual and grammatical features and register of genres	BFFS Ch. 10	Focus on text analysis- a step by step guide including discussion and tutorial exercises
9 01 May	Systemic Functional Grammar and Language Education	BFFS Ch. 11	Tutorial exercises and discussion- lesson plan ideas incorporating a genre-based approach to teaching
10 08 May	Text Analysis and Assignment Review	TBA Moodle	Assessment 3: Analytical assignment (individual written assessment) Assessment 3 drafts and feedback before submission
11 15 May	The Communicative Functions of Language	TBA Moodle	Tutorial exercises- the communicative functions of language Discussion- final exam information
12 22 May	Content Review and Exam Revision		Final exam preparation- content review and revision strategies
13 29 May	Study review week and Final Exam Week	Study review week and Final Exam Week	Study review week and Final Exam Week
14 05 Jun	Examinations Continuing students - enrolments for T223 open		
15 12 Jun	Student Vacation begins New students - enrolments for T223 open		
16 19 Jun	• Results Released • Review of Grade Day for 123 – see Sections 2.6 and 3.2 below for relevant information. • Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T223 03 July 2023			
1 03 Jul	Week 1 of classes for T223		

2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (1 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

Assessment Type	When Assessed	Weighting	Learning Outcomes Assessed
Assessment 1: Individual Critical review (1500 words -/10%)	Week 6	20%	a, b, d
Assessment 2: Analytic Assignment – Individual assessment – 2,500 $\pm$ 10% word response Part A Text Analysis (20%) Part B: Genre-Based Framework Lesson Plan (20%)	Part A: Week 9 Part B: Week 10	40%	c, d
Assessment 3: Final examination (2 hours plus 10 minutes reading time)	Final Exam Period	40%	a, b, c, d

Requirements to Pass the Subject:

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Texts:

Butt, D., Fahey, R., Feez, S. and Spinks, S., 2012. *Using functional grammar: an explorer's guide*. 3rd ed. South Yarra: Palgrave Macmillan. (BFFS)

Recommended reading for tutorial exercise:

Halliday, M., Matthiessen, C.M. and Matthiessen, C., 2014. *An introduction to functional grammar*. Routledge.

Thornbury, S. & Watkins P. A. 2007, *The CELTA course: trainee book*. 8th printing 2014. Cambridge: Cambridge University Press.

Recommended reading:

Burns, A and Coffin, C., 2001. *Analysing English in a global context: a reader*. Routledge.

Droga, L and Humphrey, S. 2002, *Getting started with functional grammar*, Target Texts, Berry NSW
Swan, M. 2006, *Practical English Usage*. 3rd edition, OUP.

Leech, G., Cruickshank, B. and Ivanic, R. 2001, *An A-Z of English Grammar and Usage*, Longman

Eggins, S. 2004, *An Introduction to Systemic Functional Linguistics*, 2nd Edition. New York:

Martin, J.R. and Rose. D. 2008. *Genre Relations. Mapping Culture*. London: Equinox.

Scrivener, J. 2010. *Teaching English Grammar - What to teach and How to Teach It*. Oxford: Macmillan Education.

Additional references:

Basturkmen, H., Loewen, S., & Ellis, R. (2002). 'Metalinguage in focus on form in the communicative classroom.' *Language Awareness*, 11, 1-13.

Berry, R., 2005. 'Making the most of metalinguage.' *Language Awareness*, 14, 3-20.

Berry, R., 2009. 'EFL majors' knowledge of metalinguistic terminology: A comparative study.' *Language Awareness*, 14, 3-20.

Crystal, D. 2008 *The Cambridge Encyclopaedia of the English Language* (2nd ed.). Cambridge, UK: Cambridge University Press.

Crystal, D., 2005. *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press.c

Crystal, D., 2006. *How Language Works*. Penguin Books.

Dixon, R.M. W. 2010. *Basic Linguistic Theory. Vol 2 Grammatical Topics*. Oxford: Oxford University Press.

Doman, E (ed.) 2014, *Insight into EFL Teaching and Issues in Asia*, Cambridge Scholars Publisher, Newcastle-upon-Tyne. Available from: ProQuest Ebook Central. [17 May 2020].

Ellis, E 2016, *The Plurilingual TESOL Teacher : The Hidden Language Lives of TESOL Teachers and Why They Matter*, De Gruyter, Inc., Boston. Available from: ProQuest Ebook Central. [17 May 2020].

Ellis, R. 2004, 'The definition and measurement of L2 explicit knowledge.' *Language Learning*, 54, 227-275.

García, MMDP, & Ahmadian, M (eds) 2017, *Recent Perspectives on Task-Based Language Learning and Teaching*, De Gruyter, Inc., Boston. Available from: ProQuest Ebook Central. [17 May 2020].

Gitsaki, C, & Alexiou, T (eds) 2015, *Current Issues in Second/Foreign Language Teaching and Teacher Development: Research and Practice*, Cambridge Scholars Publisher, Newcastle-upon-Tyne. Available from: ProQuest Ebook Central. [17 May 2020].

Hyland, K, & Wong, LLC (eds) 2013, *Innovation and Change in English Language Education*, Taylor &

Francis Group, London. Available from: ProQuest Ebook Central. [17 May 2020].

Hu, G. W. 2002. 'Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China.' *Language, Culture and Curriculum*, 15, 93-105.

Kroeger, P.R. 2005. *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press.

Leech, G., Cruickshank, B. and Ivanič, R. (2001) *An A-Z of English Grammar and Usage*, Longman

Murphy, R. 2004, *English Grammar in Use*, 3rd edition, Cambridge University Press, London [traditional grammar]

Macalister, J, & Nation, ISP 2011, *Case Studies in Language Curriculum Design : Concepts and Approaches in Action Around the World*, Taylor & Francis Group, London. Available from: ProQuest Ebook Central. [17 May 2020].

Nation, ISP 2008, *Teaching ESL/EFL Reading and Writing*, Taylor & Francis Group, London. Available from: ProQuest Ebook Central. [17 May 2020].

Nation, P. 2001, *Learning Vocabulary in Another Language*, Cambridge University Press, London.

Parrott, Martin. 2000. *Grammar for English language Teachers*, Cambridge University Press.

Roehr, K. 2007 'Metalinguistic knowledge and language ability in university level L2 learners.' *Applied Linguistics*, 29, 173 – 190.

Shemesh, R., and Waller. S., 2000. *Teaching English Spelling. A practical guide*. Cambridge: Cambridge University Press.

Thornbury, S. 1999. *How to teach grammar*. Harlow. Longman.

Tsagari, D, & Banerjee, J (eds) 2016, *Handbook of Second Language Assessment*, De Gruyter, Inc., Boston. Available from: ProQuest Ebook Central. [5 March 2020].

Zimmerman, C. B., 2008. *Word Knowledge: A Vocabulary Teacher's Handbook*. Oxford: Oxford University Press.

Journal articles:

KOFOU, I 2019, 'A small-scale study on research issues by interviewing TESOL post-graduate students at the Hellenic Open University', *Research Papers in Language Teaching & Learning*, vol. 10, no. 1, pp. 328–340, viewed 14 May 2020, <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=135460285&site=ehost-live>

Sarifa, N 2020, 'Enhancing EFL learners' English Proficiency and Intelligence by implementing The Eclectic Method of Language Teaching', *Arab World English Journal*, vol. 11, no. 1, pp. 103–113, viewed 18 May 2020, <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=142655907&site=ehost-live>

Nitenko, O, Lysenko, S, Lavrynenko, N, Dereko, V, Smirnov, V, Zastelo, O, Bobyr, Y, Lahodynskyi, O, Osyodlo, V, Skyba, K, Bloshchynskyi, I & Yahupov, V 2020, 'Corpus-based approach efficiency in teaching English as a foreign language', *Dilemmas Contemporáneos: Educación, Política y Valores*, vol. 7, no. 2, pp. 1–21, viewed 18 May 2020, <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=141369936&site=ehost-live>

Viriya, C 2018, 'Using Task-Based Learning with Students of Academic English', *Arab World English Journal*, vol. 9, no. 4, pp. 337–346, viewed 18 May 2020, <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=133747458&site=ehost-live>

Useful Websites:

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your

assessments require *academic peer reviewed journal articles* as sources, you need to access such sources using the Library database, Ebscohost, or Google Scholar. Please ask in the Library if you are unsure how to access Ebscohost. Instructions can also be found in Moodle.

- University of Ottawa Writing Centre. <http://www.writingcentre.uottawa.ca/hypergrammar/partsp.html>
- Grammar and composition http://grammar.about.com/od/basic_sentence_grammar/a/basic_structures.html
- <http://www.ello.org/english/Scenes/035-Interview.htm> This site has many spoken excerpts with transcripts and could be used by students to test their own or their students understanding of spoken English.
- <http://www.bbc.co.uk/worldservice/learningenglish/> This is a very complete site with exercises on English for special purposes, serials showing everyday life and many blogs both from teachers and students.
- <https://www.teachers.cambridgeesol.org/ts/> This site is very useful for MA (TESOL) students as well as for teachers. The monthly newsletter has valuable lessons on how to teach English as a Second or Other language.

Additional readings and resources will be recommended by the lecturer.