



## TSL701 LINGUISTICS FOR LANGUAGE TEACHING T318 - Brief

All information contained within this Subject Outline applies to all 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	Franciska Quinn-Krusche <a href="mailto:franciska.quinn-krusche@koi.edu.au">franciska.quinn-krusche@koi.edu.au</a> P: 92833583 (Ext.156) L: Level 1, 545 Kent 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 (2 hour Lecture + 1 hour Tutorial)	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 On-campus

#### 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 gain the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2<sup>nd</sup> edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

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

	KOI Master's Degree Graduate Attributes	Detailed Description
	Knowledge	Advanced 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.

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### 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 Course 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
1 05 Nov	A functional model of language: language as a meaning making resource; functions of language	BSY Ch 1.	Tutorial Exercises CELTA Chs 6 & 7
2 12 Nov	Analysis of field, tenor and mode	BSY Ch 2	Tutorial Exercises CELTA Ch 12
3 19 Nov	Grammatical Form and Function	BSY Ch 3	Tutorial Exercises CELTA Chs 27, 31
4 26 Nov	Mood and Speech Acts	BSY Ch 5	Tutorial Exercises CELTA Ch 28, 29
5 03 Dec	Cohesion; Approaches to Grammar Teaching.	TBA Moodle	Tutorial Exercises CELTA Chap 30, 32
6 10 Dec	Discussion about the assignment	BSY Chap 9	Mid-trimester test CELTA Chap 33, 34 <b>Mid-trimester exams</b>
7 17 Dec	The grammar of textual meaning: Theme	BSY Chap 9. especially pp 221-227	Tutorial Exercises
23 Dec 2018 – 06 Jan 2019	<b>Mid Trimester Break</b>		

8 07 Jan	Genre and its application to language teaching: Narratives (recounts, anecdotes, stories); Descriptions (specific and generic)	BSY Ch 10	Tutorial Exercises CELTA Chap 39
9 19 Jan	Language education and what it entails for speakers of other languages.	BSY Ch 11	Tutorial Exercises CELTA Chap 39 <b>Deferred Mid Trimester Exams</b> - see Section 2.6 below for more information
10 21 Jan	Teaching and learning vocabulary	TBA Moodle	Tutorial Exercises CELTA Chap 5, 38 Assignment Due
11 28 Jan	Exchange/presentation of teaching ideas	TBA Moodle	Tutorial Exercises CELTA Chap 16, 18
12 04 Feb	Revision		
13 11 Feb	Study Review Week		
14 18 Feb	Final Exam Week	Please see Exam Timetable for exam date, time and location	
15 25 Feb	Student Vacation begins Enrolments for T119 open		
16 04 Mar	Results Released 05 Mar 2019 Certification of Grades 08 Mar 2019		
<b>T119 begins 11 Mar 2019</b>			
1 11 Mar	Week 1 of classes for T119 <b>Friday 08 Mar 2019 – Review of Grade Day for T318</b> – see Sections 2.6 and 3.6 below for more information.		

## 2.7 Teaching Methods/Strategies

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

- *On-campus 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* (2 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorial participation is an essential component of the subject and contributes to the development of graduate attributes (see section 2.2 above). It is intended that specific 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.

## 2.8 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
Mid-trimester test (1.5 hours)	Week 6	20%	a, b
Analytic Assignment – Individual assessment – 2000 ± 10% word response	Week 10	30%	c, d
Final examination (2 hours)	Final Exam Period	50%	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.

## 2.9 Prescribed and Recommended Readings

### ***Prescribed Texts:***

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

CELTA (*for tutorial exercises*)

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