



TSL701 LINGUISTICS FOR LANGUAGE TEACHING T320 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: 92833583 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 (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 Blended, that is face-to-face/online

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 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:


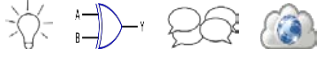


	KOI Master's Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in 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 02 Nov	A functional model of language: language as a meaning making resource; functions of language	BFFS Ch. 1.	Tutorial exercises CELTA Chs. 6 & 7
2 09 Nov	Analysis of field, tenor and mode	BFFS Ch. 2	Tutorial exercises CELTA Ch. 12
3 16 Nov	Grammatical form and function	BFFS Ch. 3	Tutorial exercises CELTA Chs. 27, 31
4 23 Nov	Mood and speech acts	BFFS Ch. 5	Tutorial exercises CELTA Chs. 28, 29
5 30 Nov	Cohesion; approaches to grammar teaching.	TBA Moodle	Tutorial exercises CELTA Chs. 30, 32
6 07 Dec	Discussion about the assignment	BFFS Ch. 9	CELTA Chs. 33, 34 Assessment 1 due: Individual
7 14 Dec	The grammar of textual meaning: theme	BFFS Ch. 9. Especially pp 221-227	Tutorial exercises
20 Dec 2020 – 03 Jan 2021	Mid trimester break		
8 04 Jan	Genre and its application to language teaching: narratives (recounts, anecdotes, stories); descriptions (specific and generic)	BFFS Ch. 10	Tutorial exercises CELTA Ch. 39

9 11 Jan	Language education and what it entails for speakers of other languages.	BFFS Ch. 11	Tutorial exercises CELTA Ch. 39
10 18 Jan	Teaching and learning vocabulary	TBA Moodle	Tutorial exercises CELTA Chs. 38 Assignment Due
11 25 Jan	Exchange/presentation of teaching ideas	TBA Moodle	Tutorial exercises CELTA Chs. 16, 18
12 01 Feb	Revision		
13 07 Feb	Study Review Week		
14 15 Feb	Final Exam Week	Please see Exam Timetable for exam date, time and location	
15 21 Feb	Student Vacation begins Enrolments for T121 open		
16 02 Mar	Results Released 02 Mar 2021 Certification of Grades 05 Mar 2021		
T121 begins 09 Mar 2021			
1 08 Mar	Week 1 of classes for T121 Friday 05 Mar 2021 – Review of Grade Day for T320 – see Sections 2.6 and 3.2 below for more information.		

2.7 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* (2 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.

2.8 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
Assessment 1: Individual Critical review (1200 words -/10%)	Week 6	20%	a, b, d
Assessment 2: Analytic Assignment – Individual assessment – 2,000 ± 10% word response	Week 10	30%	c, d
Assessment 3: Final examination (2 hours plus 10 minutes reading time)	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 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)

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