



## TSL713 RESEARCH METHODS OF TESOL 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  |
|---------------------------|-------------|--------------|--|
| G.Dip. TESOL; M.A. TESOL; | 1 trimester | Postgraduate | Franciska Quinn-Krusche<br><a href="mailto:franciska.quinn-krusche@koi.edu.au">franciska.quinn-krusche@koi.edu.au</a><br>P: 92833583<br>L: Level 1-2, 17 O'Connell St.<br>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                     | G. Dip 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<br>(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

This subject is delivered using a mix of face-to-face, workshops and guided research supervision.

#### 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:* Specific resources will be identified in discussions with your supervisor. Prescribed readings and research examples will be posted to Moodle for additional guidance and recommended readings listed at section 2.9 will provide useful background reading.

## 2. Academic Details









### 2.1 Overview of the Subject

*TSL713 Research Methods of TESOL* provides students with a thorough understanding of the research process; concepts and designs appropriate for different business problems, and build an awareness and appreciation for ethical issues involved in research. An examination of different methodologies will enable students to select and justify their choice from a range of both quantitative and qualitative methodologies for their research proposal. When undertaken by Master of Arts (TESOL) students, the subject is designed to allow them to develop a research topic and design for their Research Project (TSL714 Research Project).

### 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 (2<sup>nd</sup> edition, January 2013). Graduates at this level will be able to apply an advanced body on 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:


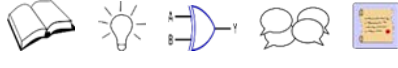

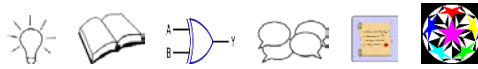
|   | KOI Master's Degree Graduate Attributes | Detailed Description   |
|---|---|--|
|    | Knowledge                               | Current, comprehensive and coherent knowledge, including recent developments and applied research methods  |
|   | Critical Thinking                       | Critical 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.<br>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. Please note: these are also the first four Learning Outcomes of TSL714 Research Project. As scaffolded subjects, these Learning Outcomes underpin the remaining four Learning Outcomes of TSL714 Research Project.

| Subject Learning Outcomes   | Contribution to Graduate Attributes  |
|---|--|
| a) Apply knowledge of research principles and methods and evaluate their appropriateness to assist in resolving various research problems |  |
| b) Integrate independent research skills in the form of a Literature Review   |  |
| c) Justify the key areas of ethics and integrity that relate to the student's area of research practice                                   |  |
| d) Construct and justify a proposal for conducting independent research.  |  |

### 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<br>02 Nov      | Introduction to research.  | Mackey, Alison et al. Ch. 1<br>Phakiti, C.Ch. 1  | Tutorial Activities  |
| 2<br>09 Nov      | Research problems & questions. The research hypothesis & proposal  | Phakiti, C. Ch. 16   | Tutorial Activities<br>Guidance for the Research problem (assessment 1)      |
| 3<br>16 Nov      | Organisational & ethical considerations  | Mackey, Alison et al. Ch. 2<br>Phakiti, Ch. 6<br>Locke, L.F., Spirduso, W.W. & Silverman, S.J. Ch. 2<br><br>+ Discussion Questions | Tutorial Activities<br>Guidance for the Research Problem (assessment 1)      |
| 4<br>23 Nov      | The literature review  | Mertler, Ch. 5<br>Punch, K.F. Ch. 6<br>+ Discussion Questions  | Tutorial Activities<br>Guidance for the Research Problem (assessment 1)      |
| 5<br>30 Nov      | Cross-sectional and longitudinal research.   | Mackey, Alison et al. Ch. 6  | Tutorial Activities<br>Guidance for the Research Problem (assessment 1)      |
| 6<br>07 Dec      | Exploratory research - orientations to qualitative Research. Qualitative data gathering. Observation methods | Mackey, Alison et al. Chs. 6, 7  | Tutorial Activities<br><b>Assessment 1 due:</b><br>Written Research Question |

|                                 |   |   |  |
|---------------------------------|---|---|--|
| 7<br>14 Dec                     | Data gathering, sampling and questionnaires. Descriptive research – survey research   | Mackey, Alison et al. Ch. 3             | Tutorial Activities. Written Research Question due                               |
| 20 Dec 2020<br>–<br>03 Jan 2021 | <b>Mid trimester break</b>  |   |  |
| 8<br>04 Jan                     | Concepts Review Quiz  | Weeks 1-6 Readings to be reviewed       | Guidance for the Research Problem. <b>Assessment 2 due:</b> Concepts Review Quiz |
| 9<br>11 Jan                     | Observation and action research. Experimental (casual) research   | Mackey, Alison et al. Ch. 7             | Tutorial Activities<br>Guidance for the Research Problem.                        |
| 10<br>18 Jan                    | Mixed methods research.   | Mertler, Ch. 8                          | Tutorial Activities<br>Guidance for the Research Problem                         |
| 11<br>25 Jan                    | Qualitative data analysis. Data preparation and analysis  | Mertler, Ch. 11                         | <b>Assessment 3 due:</b> Written Research Proposal                               |
| 12<br>01 Feb                    | Subject Review and Feedback   |   | <b>Assessment 3 due:</b> Presentations of research proposals                     |
| 13<br>07 Feb                    | Study Review Week   |   |  |
| 14<br>15 Feb                    | Final Exam Week   | There is no Final Exam for this subject |  |
| 15<br>21 Feb                    | Student Vacation begins<br>Enrolments for T121 open   |   |  |
| 16<br>02 Mar                    | Results Released 02 Mar 2021<br>Certification of Grades 05 Mar 2021   |   |  |
| <b>T121 begins 09 Mar 2021</b>  |   |   |  |
| 1<br>08 Mar                     | Week 1 of classes for T121<br><b>Friday 05 Mar 2021 – Review of Grade Day for T320</b> – 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

#### POSSIBLE PROJECTS:

The list of possible projects will be refined and expanded in discussions with potential supervisors. Some initial suggestions are:

- analyse inductive vs deductive teaching of a grammar point (students' affective reaction or differences in effectiveness)
- investigate students' reaction to receptive tasks (rather than productive tasks)
- compare the effectiveness of (a specific type of) focus-on-form instruction vs traditional instruction
- analyse the use of corpus-based grammar materials (Many issues need further study: How do students react? Is there any difference in students' output with these vs traditional materials? etc.)
- investigate ways that teachers incorporate a focus on form into communicative lessons (an analysis of teaching practices)
- assess a small group of textbooks relative to some clearly stated criteria (such as consistency with target-speaker use or inclusion of a discourse context for grammar)
- analyse the effectiveness of a communicative activity for practicing
- analyse the use of grammatical features across contexts and groups (useful especially for a feature you had trouble teaching in the past)
- analyse language placement test (e.g. conducting item discrimination, among other things)
- analyse teacher reaction to or use of corpus linguistics techniques
- analyse some aspect of IELP (or other learner) writing vs regular university student writing
- analyse the grammatical structures in different types of assignments (e.g. library research papers vs empirical research)
- analyse the language elicited by the writing assignments used at different levels in the IELP (or another program) and its correspondence with the grammar curriculum
- conduct rhetorical/genre analyses comparing two genres within a field, or the same genre in different fields

Projects may also be identified from the suggestions for further research from articles published in relevant academic journals

- o 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:<br>Development of preliminary research question plus Literature Review – individual assessment<br>2,000 ± 10% | Week 6  | 20%   | a, b, d                    |
| Assessment 2:<br>Concepts Review Quiz   | Week 8  | 30%   | a, c.                      |
| Assessment 3:<br>Research Proposal -<br>Research design report<br>2,500 – 3,500 words and<br>15 minute Oral Presentation    | Written proposal<br>Week 11<br>Presentations<br>Week 12 | Written proposal 40%<br>Presentation 10%<br><hr/> Total 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 Text:***

Mackey, A. & Gass, S.M., 2015. *Second Language Research: Methodology and Design*. 2<sup>nd</sup> ed. Taylor & Francis Group, London. Available from: ProQuest Ebook Central. [9 September 2020].

Mertler, C.A., 2016. *Introduction to educational research*, Sage Publications, Los Angeles.

Phakiti, A., 2015. *Experimental Research Methods in Language Learning*, Bloomsbury Publishing Plc, London. Available from: ProQuest Ebook Central. [13 May 2020].