



TSL716 SOCIOLINGUISTICS AND LANGUAGE TEACHING T324 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
Master of Arts TESOL	1 trimester	Postgraduate	Dr Syed Zaidi syed.zaidi@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 an elective 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	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-requisite 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.



1.8 Academic Advising

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

- o Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- o Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
- o Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
- o Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
- o Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

2. Academic Details

2.1 Overview of the Subject

This elective subject explores how language functions in society. Students will learn about the basic concepts of sociolinguistics and their application to English language teaching. The major topics in this course include language, society and culture, language use in multilingual and diverse contexts, linguistic variation, language maintenance and shift, language planning and policy and language attitudes. Students will develop their critical awareness of language variation and use by keeping a weekly reflective journal of their own language use when interacting with others. They will also engage professionally with their peers by creating and presenting an infographic representing a key sociolinguistic issue in language learning and teaching.

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 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) Examine how language functions in society	   
b) Apply knowledge of key sociolinguistic concepts to describe language variation and use	    
c) Critically evaluate key concepts from sociolinguistics and their relevance to language teaching and learning.	     

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 28 Oct	Course overview & Introduction to sociolinguistics: Linguistic variation & levels of formality	(H) Holmes, J. and Wilson, N., 2022. <i>An Introduction to Sociolinguistics</i> . Ch. 1	tutorial exercises



2 04 Nov	Language choice in multilingual communities: code-switching, code-mixing & translanguaging in the language classroom.	(H) Ch. 2	tutorial exercises
3 11 Nov	Language maintenance and shift	(H) Ch. 3	tutorial exercises
4 18 Nov	Language planning and policy	(H) Ch. 5	tutorial exercises
5 25 Nov	Regional and social variation & implications for teaching	(H) Ch. 4 and 6	tutorial exercises
6 02 Dec	Language and gender & age	(H) Ch. 7	Assessment 1: Core Concepts Quiz
7 09 Dec	Language variation and change	(H) Ch. 9	tutorial exercises
8 16 Dec	Style, context & register Accommodation Theory & teaching sociolinguistics competence	(H) Ch. 10	tutorial exercises
9 06 Jan	Speech functions, politeness & Intercultural communication	(H) Ch. 11	Assessment 2: Reflective Journal
10 13 Jan	Interactional sociolinguistics, conversation analysis & discourse analysis: student and teacher talk	(H) Ch. 14	tutorial exercises
11 20 Jan	Attitudes to language, sociolinguistics in education	(H) Ch. 15	Assessment 3 due Infographic Report
12 28 (Tue) Jan	Subject review & presentations		Assessment 3 due Presentation
13 03 Feb	Study review week and Final Exam Week		
14 10 Feb	Examinations Continuing students - enrolments for T324 open	Please see exam timetable for exam date, time and location	
15 17 Feb	Student Vacation begins New students - enrolments for T324 open		
16 24 Feb	- Results Released - Review of Grade Day for T224 – 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.		
T125 3 Mar 2025			
1 03 Mar	Week 1 of classes for T125		



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: Core Concepts Quiz	Week 6	15%	a & b
Assessment 2: Reflective journal 1500+- 10%	Week 9	35%	a & b
Assessment 3: Infographic + Report (1500+-10% words) + presentation (5mins)	Week 11/12	50%	a, b & c

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 Text:

(H) Holmes, J. and Wilson, N., 2022. An Introduction to Sociolinguistics. Milton: Taylor & Francis Group, Milton. Available through: ProQuest Ebook Central. [Accessed 25 January 2023].



Recommended Readings:

- Britton, E.R. and Austin, T.Y., 2022. Critical and Dominant Language Learner Ideologies: A Case Study of Two Chinese Writers' Experiences with a Critical Language Writing Pedagogy. *TESOL Quarterly*, 56 (2), pp. 629-655.
- Burton, J. & Rajendram, S. 2019, "Translanguaging-as-Resource: University ESL Instructors' Language Orientations and Attitudes Toward Translanguaging", *TESL Canada journal*, vol. 36, no. 1, pp. 21-47.
- Chowdhury, R. and Yazdanpanah, L.K., 2018. *Identity, Equity and Social Justice in Asia Pacific Education*. Melbourne: Monash University Publishing. Available through: ProQuest Ebook Central. [Accessed 25 January 2023].
- Davies, C.E., 2018. On the relationship between interaction and language learning: A usage-based perspective grounded in interactional sociolinguistics. In: Tyler, A.E., Ortega, L., Uno, M. and Park, H.I., eds. 2018. *Usage-Inspired L2 Instruction: Researched Pedagogy*. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ch. 4. Available through: ProQuest Ebook Central. [Accessed 25 January 2023].
- Fitzpatrick, F., 2019. *Understanding Intercultural Interaction: An Analysis of Key Concepts*, Bingley: Emerald Publishing Limited. Available through: ProQuest Ebook Central. [Accessed 25 January 2023].
- Geeslin, K. ed., 2022. *The Routledge Handbook of Second Language Acquisition and Sociolinguistics*. Milton: Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 25 January 2023].
- Kartika-Ningsih, H. and Rose, D., 2018. Language shift: analysing language use in multilingual classroom interactions. *Functional linguistics*, 5 (1), pp. 1-22.
- Lindholm, T. and Myles, J.M., 2019. *Navigating the Intercultural Classroom*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 25 January 2023].
- Ma, J., 2020. Code-switching Analysis in TCFL Classroom from the Perspective of Sociolinguistics. *Theory and practice in language studies*, 10 (12), pp. 1551-1557.
- Martel, M.M. and Ramírez, Y.P., 2020. Teaching strategy to develop sociolinguistic competence in 1st year at Cienfuegos University. *Conrado*, 15 (67), pp. 158-164.
- Peterson, E., 2019. Making Sense of "Bad English": An Introduction to Language Attitudes and Ideologies. University of Helsinki.
- Pintado Gutiérrez, L., 2021. Translation in language teaching, pedagogical translation, and code-switching: restructuring the boundaries. *Language learning journal*, 49 (2), pp. 219-239.
- Schmitt, N. and Rodgers, M.P.H. eds., 2019. *An Introduction to Applied Linguistics*. Milton: Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 25 January 2023].



Shohamy, E., 2022. Critical Language Testing, Multilingualism and Social Justice. *TESOL Quarterly*, 56 (4), pp. 1445-1457.

Viegen, S.V. and Lau, S.M.C., 2022. Becoming Critical Sociolinguists in TESOL Through Translanguaging and Embodied Practice. *TESL Canada journal*, 38 (2), pp. 199-213.

Youn, S.J., 2020. Interactional Features of L2 Pragmatic Interaction in Role-Play Speaking Assessment. *TESOL Quarterly*, 54 (1), pp. 201-233.

Zimmerman, E., 2020. Code-switching in conversation-for-learning: Creating opportunities for learning while on study abroad. *Foreign language annals*, 53 (1), pp. 149-175.