



TSL709 LITERATURE & LANGUAGE TEACHING T325 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 Master of Arts TESOL (Professional)	1 trimester	Postgraduate	Dr. Syed Zaidi syed.zaidi@koi.edu.au P: +61 (2) 9283 3583 L: 7-11, 11 York Street. Consultation: via Moodle or by appointment

1.2 Core / Elective

This is an **elective subject** for all 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; MATESOL PRO 64

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 TSL700 Language Teaching Methodologies

1.7 General Study and Resource Requirements:

- o 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.
- o 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.



- o 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:

Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.

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.

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.

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.

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

The role of English literature as a source of authentic texts in ESL contexts is widely accepted. From high school through to the postgraduate level, literary genres are used to teach listening, speaking, reading, and writing skills. The purpose of this elective subject is to prepare TESOL teachers or would-be teachers to use literature as an English language resource in their specific ESL contexts. It seeks to enable the students to develop various interpretive tools of genre awareness and apply them in second language learning activities, from simple grammatical and lexical activities (basic tense structure and vocabulary use) to complex concepts (e.g., lexical chains, collocations, cohesion, and tertiary-level syntax).

The TSL709 elective builds on TSL704 (TESOL Curriculum Development). It will be conducted as a guided workshop (3 hours per week) in which students will discuss readings and texts and prepare various ESL-related activities. See Section 2.4 for more detail.

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 have demonstrated they have gained 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	An advanced body of knowledge that includes the understanding of recent developments in TESOL and related areas of study.

	Critical Thinking	Demonstrate advanced critical thinking to identify and analyse current theories and developments of contemporary and emerging TESOL practices and issues.
	Communication	Technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.
	Research and Information Literacy	Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions, and professional decisions to specialist and non-specialist audiences.
	Creative Problem-Solving Skills	Cognitive, technical, and creative skills to investigate, analyse and synthesise complex information, problems, concepts, and theories, and to apply established theories to different situations faced in professional practice.
	Ethical and Cultural Sensitivity	Demonstrates high-level personal autonomy and accountability with regard to ethical practices, cultural sensitivity, and social responsibility, personally and professionally.
	Teamwork	Work professionally and collaboratively to achieve team objectives across the range of team roles.
	Professional Skills	Demonstrates the high-level personal autonomy, understanding, and accountability required to begin professional practice.

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

- o **Level 1 Foundation** – Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- o **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.
- o **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 Course Graduate Attributes
a) Examine schematic structures of literary genres (e.g., poetry) and grammatical concepts (e.g., cohesion) and demonstrate genre and concept awareness in various assessment tasks.	   
b) Evaluate literary genres for their relevance to specific ESL contexts.	      
c) Prepare ESL lessons based on specific literacy genres.	     



2.4 Subject Content and Structure

Shown in the table below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Please refer to Section 2.6 below for specific reference details.

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 1 27 Oct	1. Introduction to TSL709 2. Features of Literary Language	Sirico 2021, Chapter 2	Workshop: What is distinctive about the language of literature? Various tasks related to the workshop topic
Week 2 03 Nov	Introduction to literary genres	Relevant sections from Baldick 2015, and Provided materials in moodle	-Tutorial: discussion of various features of literary genres and their pedagogical implications -Assessment 2: queries and responses
Week 3 10 Nov	Teaching the narrative structure of a literary text	Toolan 2014, Chapter 6	-Workshop: Design an ESL lesson to teach narrative structure in a literary text -Assessment 2: queries and responses
Week 4 17 Nov	Teaching cohesion in a literary text	Toolan 2014, Chapter 2	-Workshop: Design an ESL lesson to teach cohesion in a literary text -Assessment 2: queries and responses
Week 5 24 Nov	Teaching modality and attitudes in a literary text	Toolan 2014, Chapter 3	-Workshop: Design an ESL lesson to teach modality and attitudes in a literary text -Assessment 12 queries and responses
Week 6 01 Dec	Teaching processes and participants	Toolan 2014, Chapter 4	-Workshop: Design an ESL lesson to teach processes and participants in a literary text -Assessment 2 due
Week 7 08 Dec	Teaching presupposition, assertion: foreground and background	Toolan 2014, Chapter 9	-Workshop: Designing an ESL lesson to teach foregrounding and backgrounding Assessment 3: queries and responses
Week 8 15 Dec	Teaching English through poetry	Sirico 2021, Chapter 4.2	-Workshop: Design an ESL lesson based on a poem - Assessment 3: queries and responses
Week 9 05 Jan	Teaching English through fiction (short story/ novel excerpt)	Sirico 2021, Chapter 4.3	-Workshop: Design an ESL lesson based on a short story/ novel excerpt - Assessment 3: queries and responses
Week 10 12 Jan	Teaching English through drama (a short play or an excerpt)	Sirico 2021, Chapter 4.4	-Workshop: Design an ESL lesson based on a short play/ excerpt - Assessment 3: queries and responses



Week 11 19 Jan	Researching Literature and ESL	Sirico 2021, Chapter 5-7 (selections)	-Designing qualitative and quantitative instruments to measure students' and teachers' views on using literature for ESL -Assessment 3 due
Week 12 27Jan (Tue)	Course review		General feedback and any other questions
Week 13 02 Feb	Study review week and Final Exam Week		
Week 14 09 Feb	Examinations Continuing students - enrolments for T126 open	Please see exam timetable for exam date, time and location	
Week 15 16 Feb	Student Vacation begins New students - enrolments for T126 open		
Week 16 23 Feb	• Results Released • Review of Grade Day for T325 – 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.		
T126 2 Mar 2026			
Week 1 02 Mar	Week 1 of classes for T126		

There is no final exam for this subject.

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
Seminar Discussions	Weekly	20%	a,b,c
Lesson plan 1: group assessment	Week 6	40%	a, b, c
Lesson plan 2: individual assessment	Week 11	40%	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 Texts:

Sirico, D., 2021, *Using Literature for Language Learning*, Newcastle, Cambridge Scholars Publishing.
Toolan, M., 2014, *Language in literature*, London, Routledge.

Recommended Texts and Journal Readings:

Ahmed, F., Giovanelli, M., Mansworth, M. and Titjen, F. eds., 2020. *Teaching English Language and Literature 16-19*. Routledge.
Baldick, C., 2015. *The concise Oxford dictionary of literary terms*. Oxford University Press.
Carter, R., Mcrae, J. (2014). *Language, Literature and the Learner: Creative Classroom Practice*. United Kingdom: Taylor & Francis.
Domínguez Romero, E., Bobkina, J. and Stefanova, S. eds., 2018. *Teaching literature and language through multimodal texts*. IGI Global.
Hall, G. (2005). *Literature in Language Education*. United Kingdom: Palgrave Macmillan UK.
Matthews, P.H., 2014. *The concise Oxford dictionary of linguistics*. Oxford University Press.
Richards, J. C. and Rodgers, T. S. 2014. *Approaches and methods in language teaching*. 3rd ed. Cambridge, UK.
Richards, J.C. and Schmidt, R.W., 2013. *Longman dictionary of language teaching and applied linguistics*. Routledge.
White, G., Naji, J., Subramaniam, G. (2019). *New Approaches to Literature for Language Learning*. Germany: Springer International Publishing.

Additional readings and resources will be recommended by the lecturer.

Useful Websites:

The following websites are useful sources covering a range of information useful for this subject. There are many similar sites on the Internet – below is a small selection. 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.

- TESOL International Association <http://www.tesol.org/>
- Australian Council of TESOL Organisations <http://www.tesol.org.au/>
- *Helpful Sites for Learning English* – it isn't clear who is behind this site but it provides links to a wide variety of English Language Learning sites and resources. http://www.uni.edu/becker/TESOL_ESL2.html
- English Language Teaching @MQ <https://elmq.wordpress.com/>
- Aussie Educator <http://www.aussieeducator.org.au/resources/teaching/eslresources.html>

Some sites relating specifically to teaching language through literature:

- <http://busyteacher.org/4946-9-tips-using-literature-esl-classroom.html>
- http://www.academia.edu/9463364/Using_Literary_Texts_to_Teach_Language_Benefits_Limits_and_Application
- <http://www.onestopenglish.com/support/methodology/teaching-materials/teaching-materials-using-literature-in-the-efl-esl-classroom/146508.article>
- <http://www.teachingenglish.org.uk/article/using-literature-introduction>
- <http://caribbean.britishcouncil.org/teach/resources>

