TSL700 LANGUAGE TEACHING METHODOLOGIES T326 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 Master of Arts TESOL (Professional)	1 trimester	Postgraduate	Dr. Mazin Yousif mazin.yousif@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 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; 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-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:

- 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

This core subject deals with classroom methodology for teaching English to speakers of other languages. Students will critically evaluate different approaches and methodologies to teaching English with a particular focus on communicative language teaching approaches while considering the sociocultural context and students' individual needs. Students will also develop strategies to plan and deliver effective lessons focusing on teaching reading, writing, listening and speaking skills as well as language focus areas (i.e., vocabulary and grammar). Assessment tasks involve the design of lessons based on specific learning outcomes and tutorial activities will include micro-teaching so that students can practise classroom management and communication strategies in preparation for their TESOL practicum (to be completed in the second trimester). Thus, this course provides essential preparation for TESOL teaching from both theoretical and practical perspectives.

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

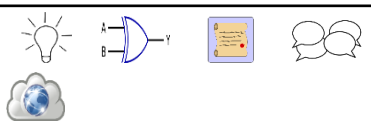
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety 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:

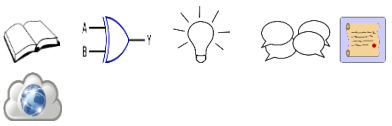
- **Level 1 Foundation –** Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate –** Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the 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) Critically evaluate and apply approaches to English language teaching in a variety of settings	
b) Integrate key theories and approaches to teaching reading, listening, speaking, and writing and design effective English language lessons for a specific group of learners	
c) Select and organise unit content into well-sequenced lesson plans to cater for specific language learning needs	

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171

d) Demonstrate teaching skills needed to deliver effective lessons.	

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
Week 1 26 October	History of language teaching Language Teaching: Method and Approach	(RR) Chs. 1, 2 & 3	Tutorial activities Micro-teaching: Using drills
Week 2 02 November	The Situational Language Teaching & PPP Teaching grammar	(RR) Ch. 4 (H) Ch.14	Tutorial activities Micro-teaching: PPP
Week 3 09 November	Communicative Language Teaching Classroom Communication Strategies (organising classroom seating and activities, instruction & effective questions)	(RR) Ch. 5 (H) Ch.10	Tutorial activities Micro-teaching: Classroom Communication strategies
Week 4 16 November	Task-based Language Teaching & Developing Speaking Skills	(RR) Ch. 9 (H) Ch. 21	Tutorial activities: Designing tasks Lesson Plan for W5 Micro Teaching
Week 5 23 November	Lesson planning: defining objectives, design and staging	(H) Ch.12	Tutorial activities: Lesson aims & objectives **Assessment 1: In Class Micro Teaching Practice 1**
Week 6 30 November	Text-based Language Teaching & Developing Writing Skills	(RR) Ch. 10 (H) Ch. 8.5 & 20	Tutorial activities: Feedback on writing **Assessment 2 Part 2 due: Lesson Plan**

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171

Week 7 07 December	Content-based Instruction & Lexical Approach Teaching Vocabulary	(RR) Chs. 6 & 11 (H) Ch.15	Tutorial activities Micro-teaching: eliciting & teaching lexis
Week 8 14 December	Teaching receptive skills: Reading and Listening	(H) Chs. 17, 18 & 19	Tutorial activities Planning a skills-based lesson **Assessment 2 Part 2 due: Presentation**
Week 9 04 January	Teacher's roles & Providing Effective Feedback	(H) Ch.6 & 8.1-8.4	Tutorial activities Lesson Plan for W10 Micro Teaching
Week 10 11 January	Materials & Teaching methods: selecting, adapting & creating resources	(H) Ch. 4	Tutorial activities: Adapting Resources **Assessment 1: In Class Micro Teaching Practice 2**
Week 11 18 January	Classroom Management Strategies	(H) Ch 7 & 9	Tutorial activities Micro-teaching: Classroom Management: Dealing with problems **Assessment 3 due: Lesson Design Report**
Week 12 25 January	TESOL Methodologies Review & The Post-Method Approach	(RR) Ch. 21	Tutorial activities
Week 13 01 February	Study review week and Final Exam Week		
Week 14 08 February	- Final Exam Week - Continuing students - enrolments for T127 open		Please see the exam timetable for the exam date, time and location
Week 15 15 February	- Student Vacation begins - New students - enrolments for T127 open		
Week 16 22 February	• Results Released • Review of Grade Day for T326 – 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.		
T127 01 March 2027			

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171

Week 1 01 March	Week 1 of classes for T127

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: In-Class Micro Teaching Practice 1 (Language focus) In-Class Micro Teaching Practice 2 (Skills Focus)	Week 5 Week 10	10% 10%	a, b, c & d
Assessment 2: Part 1: Communicative Lesson Plan (1000 +- 10% words) Part 2: Individual Presentation (10 minutes)	Week 6 Week 8	15% 25%	a, b & c
Assessment 3: Unit Design Report (2000 +- 10% words)	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 Text:

Richards, J. C., Rodgers, T. S., 2014. *Approaches and Methods in Language Teaching*. Cambridge University Press.

Harmer, J. 2015. The practice of English Language teaching. 5th ed. Harlow: Pearson.

Recommended Readings:

Bleistein, T., Lewis, M. and Smith, M.K., 2020. *Teaching Speaking, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Bower, K., Coyle, D., Cross, R. and Chambers, G.N., eds., 2020. *Curriculum Integrated Language Teaching : CLIL in Practice. Cambridge:* Cambridge University Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Brown, D. and Lee, H., 2015. *Teaching by principles: An interactive approach to language pedagogy*. Pearson.

Churchill, R., 2018. *Teaching: Making a Difference*. 4th ed. Melbourne: John Wiley & Sons, Incorporated. Available through: ProQuest Ebook Central. [Accessed 1 September 2022].

Crawford, W.J., 2020. *Teaching Grammar, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

El Majidi, A, de Graaff, R & Janssen, D 2024, 'Debate as a pedagogical tool for developing speaking skills in second language education', *Language teaching research : LTR*, vol. 28, no. 6, pp. 2431–2452.[Accessed 20 August 2026].

Faez, F. and Tavakoli, P., 2018. Task-Based Language Teaching. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Laverick, E.K., 2018. *Project-Based Learning.* Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Lennon, P., 2020. *The Foundations of Teaching English as a Foreign Language*. Routledge.

McDonough, J. and Shaw, C., 2012. *Materials and methods in ELT: A teacher's guide*. 3rd ed. Oxford: Blackwell.

Mott-Smith, J.A., Tomas, Z. and Kostka, I., 2020. *Teaching Writing, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Murphy, J., 2020. *Teaching Pronunciation, Revised.* TESOL Press, Chicago. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Nation, P 2021, 'Is it worth teaching vocabulary?', *TESOL journal*, vol. 12, no. 4.[Accessed 20 August 2026].

Nemtchinova, E., 2020. *Teaching Listening, Revised*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Samuda, V., Van, D.B.K. and Bygate, M. eds., 2018. *TBLT As a Researched Pedagogy.* Amsterdam/Philadelphia: John Benjamins Publishing Company. Available through: ProQuest Ebook Central. [Accessed 1 September 2022].

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171

Schmitt, N. and Rodgers, M.P.H. eds., 2019. *An Introduction to Applied Linguistics*. Milton: Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Schmitt, N & Schmitt, D 2020, *Vocabulary in Language Teaching*. 2nd ed. Cambridge University Press, Cambridge.

Toapanta, J 2022, 'L2 listening: An intervention study of instructional approaches', Foreign language annals, vol. 55, no. 3, pp. 914–935.[Accessed 20 August 2026].

Ur, P 2024, *A Course in English Language Teaching*.3rd. Cambridge University Press.

Vorholt, J., 2018. *New Ways in Teaching Speaking*. 2nd ed. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Xu, J & Li, C 2022, 'Timing of form-focused instruction: Effects on EFL learners' grammar learning', *Studies in second language learning and teaching*, vol. 12, no. 3, pp. 405–433.[Accessed 20 August 2026]

Zhai, X & Razali, AB 2023, 'Triple Method Approach to Development of a Genre-Based Approach to Teaching ESL/EFL Writing: A Systematic Literature Review by Bibliometric, Content, and Scientometric Analyses', SAGE open, vol. 13, no. 1.[Accessed 20 August 2026]

Useful Websites:

The following websites are useful sources covering a range of information useful for this subject. 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.

http://www.onestopenglish.com/

https://www.linguahouse.com/

https://www.teach-this.com/

https://www.cambridgeenglish.org/learning-english/activities-for-learners/

https://www.englishcentral.com/browse/videos

https://corpus.eduhk.hk/cap/ (corpus-based language pedagogy)

https://www.allthingsgrammar.com/

https://www.allthingstopics.com/#google_vignette

https://www.adelescorner.org/

https://en.islcollective.com/

Writing

https://owl.purdue.edu/owl/purdue_owl.html

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171