TSL702 LEARNING AN ADDITIONAL LANGUAGE 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	Amanda Herring amanda.herring@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 addresses the theory and practice of second language acquisition and the impact of culture. Students learn and exemplify how first language acquisition differs from second language learning, based on accepted theories such as Behaviourist, Universal Grammar and Cognitivist. Students are taught how their own cultural background relates to language and how that shapes their view of the world. They learn how their own language and culture affect their attitude to interaction with people from other cultures.

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 on 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) Evaluate the different social, political and structural aspects of learning an additional language	
b) Analyse the relationships between learner motivation, identity, culture and language learning	
c) Explore how individual differences, learner characteristics and learner conditions affect the learning and teaching experience	
d) Analyse and compare the Behaviourist, Innatist, Cognativist and Social Interactionist theories of language learning in light of classroom applicability.	

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	Language Learning and Acquisition - Critical Age Hypothesis	(O) Ortega, L. 2013, Chs. 1, 2	Tutorial exercises
Week 2 02 November	The Linguistic Environment	(O) Ch. 4	Tutorial exercises
Week 3 09 November	Language Aptitude and Multiple Intelligences	(O) Ch. 7 (VKW) VanPatten, B., Keating, G.D., & Wulff, S. (eds), 2025. Theories in Second Language Acquisition: An Introduction, Taylor & Francis Group, Milton. Available from: ProQuest Ebook Central. Chapter 2	Tutorial exercises
Week 4 16 November	Motivational Theories in SLA	(O) Ch. 8 (SR) Schmitt, N. & Rodgers, M.P.H., ed. 2020. *An Introduction to Applied Linguistics* (3rd Edition). London: Routledge. Ch. 10	Tutorial exercises
Week 5 23 November	Individual Differences and Learner Preferences	(O) Ch. 9 (SR) Ch. 10	Tutorial exercises
Week 6 30 November	SLA Theories – The Behaviourist and Innatist Perspective	(SR) Ch. 7 (VKW) Chapter 12	Tutorial exercises **Assessment 1 -Part A**
Week 7 07 December	SLA Theories – The cognitive Perspective	(O) Ch. 5 (VKW) Chapter 9	Tutorial exercises **Assessment 1 -Part B (in class)**
Week 8 14 December	SLA Theories – The Social Cultural Perspective	(O) Chs. 3, 6 (VKW) Chapter 10	Tutorial exercises
Week 9 04 January	Learner Language and Error Analysis	(O) Ch. 10 (VKW) Chapter 10	Tutorial exercises
Week 10 11 January	Classroom Observation Techniques	To be supplied on Moodle	Tutorial exercises
Week 11 18 January	Feedback Practices and Strategies		Tutorial exercises **Assessment 2 due**
Week 12 25 January	Reflection and Review		**Assessment 3 due**

	Presentations		
Week 13 01 February	Study review week and Final Exam Week		
Week 14 08 February	Examinations Continuing students - enrolments for T127 open	Please see exam timetable for 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			
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: Part A: Case study of SLA learner Part B: Discussion of case study findings	Week 6 Week 7	Part A – 25% Part B – 15%	a, b, c
Assessment 2: Observation Portfolio - 2000 + 10% word (individual assessment)	Week 11	40%	a, b, c, d
Assessment 3: Individual Presentation - 10 minutes of presentation, followed by 5 minutes Q&A – (individual assessment)	Week 12	20%	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.

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Texts:

(O) Ortega, L. 2013. *Understanding second language acquisition*. London: Routledge.

(SR) Schmitt, N. & Rodgers, M.P.H., eds., 2020. *An Introduction to Applied Linguistics*. 3rd ed. London: Routledge.

(VKW)
VanPatten, B., Keating, G.D. and Wulff, S. (eds.) (2025) *Theories in second language acquisition: An introduction*. 4th edn. Routledge. Available from: ProQuest Ebook Central

Recommended Readings:

Almelhes, S. 2025. 'Reframing learner autonomy in language education', *Frontiers in Education,* 10, pp. 1–12. Available at: https://www.frontiersin.org/articles/10.3389/feduc.2025.1622527/full (Accessed: 9 January 2026).

Boggs, J.A. and Manchón, R.M. 2023. 'Feedback literacy in writing research and teaching: Advancing L2 written corrective feedback research agendas', *Assessing Writing*, 58, 100786. Available at: https://www.sciencedirect.com/science/article/pii/S1075293523000946 (Accessed: 9 January 2026).

Hsieh, J. K.-T., 2020. An Ethnography of Taiwanese International Students' Identity Movements. *Journal of International Students*, 10(4), pp. 836-852.

Ismail, S.M., Nikpoo, I. and Prasad, K.D.V. 2023. 'Promoting self-regulated learning, autonomy, and self-efficacy of EFL learners through authentic assessment', *Language Testing in Asia*, 13, 27. Available at: https://languagetestingasia.springeropen.com/articles/10.1186/s40468-023-00239-z

(Accessed: 9 January 2026).

Lin, Y., Wang, B., Zhang, G. and Su, Y. 2025. 'The relations among foreign language anxiety, academic buoyancy and willingness to communicate in the EFL classroom', *Frontiers in Psychology*, 16, 1634054. Available at: https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2025.1634054/full (Accessed: 9 January 2026)

Tra, N.N.T., Han, W. and Pill, S. 2025. 'Willingness to communicate, L2 self-confidence, and academic self-concept: A mixed-methods study of Vietnamese university students in the UK', *Behavioral Sciences*, 15(9), 1176. Available at: https://www.mdpi.com/2076-328X/15/9/1176 (Accessed: 9 January 2026)

Ushioda, E. and Dörnyei, Z., 2018. Motivation, Language Identities and the L2 Self: A Theoretical Overview. In: Z. Dörnyei & E. Ushioda (Eds.), *Multilingual Matters*. Bristol: Blue Ridge Summit, pp. 1-8.

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.elllo.org/english/Scenes/035-Interview.htm This site has many spoken excerpts with transcripts and could be used by students to test their own or their students understanding of spoken English.
- http://www.bbc.co.uk/worldservice/learningenglish/ This is a very complete site with exercises on English for special purposes, serials showing everyday life and many blogs both from teachers and students.

https://www.teachers.cambridgeesol.org/ts/ This site is very useful for MA (TESOL) students as well as for teachers. The monthly newsletter has valuable lessons on how to teach English as a Second or Other language.