# TSL703 Phonology and Teaching Pronunciation 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 |
|---|---|---|---|
| Master of Arts TESOL<br>Master of Arts TESOL (Professional) | 1 trimester | Postgraduate | Ellie Young<br>Email: ellie.young@koi.edu.au<br>P: +61 (2) 9283 3583<br>L: 7-11, 11 York Street.<br>Consultation: via Moodle or by appointment |

### 1.2 Core / Elective

This is a 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<br>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** TSL700 Language Teaching Methodologies

### 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.


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

- 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 elective subject addresses the basic concepts of phonology and applies them to teaching pronunciation to speakers of languages other than English. Students will explore the sound system of English and learn how to teach and assess pronunciation effectively. The aim is to prepare future teachers to be able to identify the pronunciation needs of their students and prepare activities and lessons that address the learning and teaching of pronunciation.

### 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 |


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

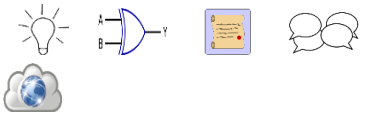
| | | |
|---|---|---|
|  | Research and Information Literacy | Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions |
|  | Creative Problem Solving Skills | Cognitive, technical and creative skills to investigate, 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:

| Subject Learning Outcomes | Contribution to Graduate Attributes |
|---|---|
| a) Analyse and apply pronunciation concepts to English language teaching practice |  |
| b) Assess students' pronunciation and identify areas and strategies for improvement |  |
| c) Design effective pronunciation lesson sequences and implement teaching strategies to facilitate the learning of pronunciation. |  |

### 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.


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

*Weekly Planner:*

| Week (beginning) | Topic covered in each week's lecture | Reading(s) | Expected work as listed in Moodle |
|---|---|---|---|
| Week 1<br>26 October | Introduction to phonetics and phonology for language teaching<br>Nativeness vs. Intelligibility | (HH) Hall, C. and Hastings, C., 2017. Ch. 1<br>(DM) Derwing, T.M. and Munro,M.J., 2015. Ch. 1<br>(B) Brown, A., 2021. A2 pp. 18-20 | Tutorial exercises |
| Week 2<br>02 November | Segmental pronunciation features: English consonants<br>Teaching strategies: Individual sounds: consonants | HH Ch. 2, pp. 16-48<br>B Section E | Tutorial exercises |
| Week 3<br>09 November | Segmental pronunciation features: English vowels<br>Teaching strategies: Individual sounds: vowels<br>Teaching sound-spelling relationships | HH Ch. 2, pp. 48-67<br>B Section D & E | Tutorial exercises |
| Week 4<br>16 November | Responding to learners' pronunciation needs | DM Ch. 4<br>B A6: pp. 36-40 | **Assessment 1 draft due** |
| Week 5<br>23 November | Teaching Syllables & Word Stress | HH Ch. 5, pp. 127-143<br>B Section B | Tutorial exercises |
| Week 6<br>30 November | Suprasegmental features: teaching sentence stress & connected speech | HH Ch.5, pp. 143-147<br>B Section B: Suprasegmentalsp.53-89 | Tutorial exercises<br>**Assessment 1 due** |
| Week 7<br>07 December | Teaching rhythm, chunking & Intonation | HH Ch.5, pp. 147-151<br>B Section B: Suprasegmentals pp. 53-89 | Tutorial exercises |
| Week 8<br>14 December | The acquisition of pronunciation and Teaching Pronunciation Research | DM Ch.3 & 5 | Tutorial exercises |
| Week 9<br>04 January | Assessing pronunciation | DM Ch. 6 | Tutorial activities |
| Week 10<br>11 January | Using technology to teach pronunciation | DM Ch. 7 HH Ch. 7 | Tutorial exercises<br>**Assessment 2 due** |
| Week 11<br>18 January | World Englishes and focus on intelligibility; Accent & Identity & Teaching Pronunciation (Assessment 3) | HH Ch. 6 & 8 | Tutorial exercises<br>**Assessment 3 due** |


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

| | | | |
|---|---|---|---|
| Week 12<br>25 January | Course Review & Teaching | Refer to Moodle | Tutorial exercises |
| Week 13<br>01 February | Study review week and Final Exam Week | | |
| Week 14<br>08 February | - Final Exam Week<br>- Continuing students - enrolments for T127 open | Please see the exam timetable for the exam date, time and location | |
| Week 15<br>15 February | - Student Vacation begins<br>- New students - enrolments for T127 open | | |
| Week 16<br>22 February | • Results Released<br>• Review of Grade Day for T326 – see Sections 2.6 and 3.2 below for relevant information.<br>• Certification of Grades<br><br>NOTE: More information about the dates will be provided at a later date through Moodle/KOI email. | | |
| **T127 01 March 2027** | | | |
| Week 1<br>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.


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

| Assessment Type | When Assessed | Weighting | Learning Outcomes Assessed |
|---|---|---|---|
| Assessment 1: Analysis of a Learner's Pronunciation Needs (1500 +/- 10% words) | Week 4 (draft)<br>Week 6 | Formative<br>30% | a, b |
| Assessment 2: Lesson Design Lesson Plan & Report (2000 +/- 10% words) | Week 10 | 40% | a, b & c |
| Assessment 3: Teaching Pronunciation (15mins) | Week 11 | 30% | 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:***

Brown, A., 2021. Activities and Exercises for Teaching English Pronunciation. Milton: Taylor & Francis Group. Available from: ProQuest Ebook Central. [Accessed 17 October 2022].

Derwing, T.M. and Munro, M.J., 2015. Pronunciation Fundamentals: Evidence-based perspectives for L2 teaching and research. Amsterdam: John Benjamins Publishing Company. Available through: ProQuest Ebook Central. [Accessed 17 October 2022].

Hall, C. and Hastings, C., 2017. Phonetics, Phonology and Pronunciation for the Language Classroom. London: Bloomsbury Publishing Plc. Available through: ProQuest Ebook Central. [Accessed 17 October 2022].

***Recommended Readings:***

Al-Shallakh, M.A.I. 2024, *Embedding Artificial Intelligent Applications in Higher Educational Institutions to Improve Students' Pronunciation Performance, Theory and Practice in Language Studies,* 14(6) pp. 1897–1906. https://doi.org/10.17507/tpls.1406.31 [Accessed 26 November 2025].

Baker, A., & Burri, M. 2025. Learning to teach L2 pronunciation via online and blended on-campus coursework. *TEFLIN Journal,* [e-journal] 36(1), 1–20. https://doi.org/10.15639/teflinjournal.v36i1/1-20

Gabriel, R. 2023, Noises and Colors: Two Untraditional Methods of Teaching ESL/ EFL Pronunciation, *Journal of Language Teaching and Research* [e-journal] 14(4), pp. 882–892. https://doi.org/10.17507/jltr.1404.04

Kochem, T 2022, Exploring the Connection between Teacher Training and Teacher Cognitions Related to L2 Pronunciation Instruction, *TESOL Quarterly,* [e-journal] 56(4) pp. 1136–1162. https://doi.org/10.1002/tesq.3095


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

Levis, J. M., Derwing, T. M. & Munro, M. J. (eds) 2022, *The Evolution of Pronunciation Teaching and Research: 25 Years of Intelligibility, Comprehensibility, and Accentedness,* John Benjamins Publishing Company, Amsterdam. [Accessed 26 November 2025].

Sumague, J.A. 2024, *Handbook of Phonology, Society Publishing.* [Accessed 26 November 2025].

***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. Derwing Instructions can also be found in Moodle.
http://www.onestopenglish.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)

**Pronunciation**
https://forvo.com/
https://www.bbc.co.uk/learningenglish/english/features/pronunciation

**Phonetics**
https://linguistics.arizona.edu/dpl/links


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