TSL711 INTERCULTURAL COMMUNICATION 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 Master of Arts TESOL (Professional)	1 trimester	Postgraduate	Dr May Kocatepe may.kocatepe@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-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.
- 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.

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

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 builds on *TSL700 Language Teaching Methodologies* to explore the importance of culture in language teaching and learning and encourages students to develop their skills in intercultural literacy and communication. The subject also explores the causes and effects of the global spread of English and the implications of English being both a global and a local language in many parts of the world.

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. Critically review the literature on intercultural communication and apply the principles in the teaching context, including questions of genres, methodologies and evaluation	
b. Develop awareness of skills for successful intercultural communication	
c. Discuss the spread of English and concepts such as linguistic imperialism, language rights, English as a global language, language varieties, pidgins, creoles and lingua franca.	

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 and Culture and English around the world	To be supplied in Moodle	Tutorial exercises
Week 2 02 November	Defining Culture	Holliday A, Hyde M and Kullman J (2026) (HHK) Section A Introduction, Section B Introduction	Tutorial exercises
Week 3 09 November	Language and Identity	HHK Section A1, B1	Tutorial exercises
Week 4 16 November	Stereotypes and Othering	HHK A2	Tutorial exercises
Week 5 23 November	Cultural perspectives and communities, representations in the media	HHK B2	Tutorial exercises **Assignment 2 due**
Week 6 30 November	Intercultural Communicative Competence	HHK A3, B3	Tutorial Exercises
Week 7 07 December	Where does English come from?	Jenkins, J (2015) A1 & A2	Tutorial exercises
Week 8 14 December	Variation and Varieties of the Inner Circle	J A4, A7,	Tutorial exercises **Assignment 3 due (outline)**
Week 9 04 January	Variations and varieties of English: Outer Circle and Expanding Circle varieties	J AC7 & C8	Tutorial exercises
Week 10 11 January	Pidgins & Creoles, English as a lingua franca	J A5, A6 & B6	Tutorial exercises **Assignment 3 due**
Week 11 18 January	Understanding the role of culture in language learning & Implications for English language teaching	J C2, C6	Tutorial exercises
Week 12 25 January	Summary of key terms & Presentations		**Assignment 4 due**
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	
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: Tutorial exercises	Weekly	10%	a, b, c
Assessment 2: (2,000 words) Critical review of a topic in culture and language (a review of 3 academic research articles relevant to the topic chosen for Assignment 3-650 words each)	Week 5	30%	a, b

Assessment 3: (2000-word report) Case study	Week 8 Draft research outline Week 10 Report	30%	a, b
Assessment 4: In-Class Group Presentation (15 minutes) on an investigation of varieties of English	Week 12	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 Texts:

(HHK) Holliday, A., Hyde, M. and Kullman, J., 2026. *Intercultural communication: an advanced resource book*, 5th ed., Routledge.

(J) Jenkins, J. and Morán Panero, S. (2025) Global Englishes: A Resource Book for Students. 4th ed. Oxford: Taylor & Francis Group.

Recommended references:

Bolton, k., Botha, W. and Kirkpatrick, A. eds., 2020. *The Handbook of Asian Englishes,* Wile-Blackwell. Available through: ProQuest Ebook Central <https://ebookcentral.proquest.com/lib/kingsowninst-ebooks/detail.action?docID=6348420> [Accessed 9 September 2022].

Chia, L.Y., 2021, 'World Englishes: theory and praxis in English language learning', *Modern English Teacher*, 30 (2), pp. 77–81 <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=150440603&site=ehost-live> [Accessed 10 July 2021].

Deshors, SC (ed.) 2018, Modeling World Englishes : Assessing the Interplay of Emancipation and Globalization of ESL Varieties, John Benjamins Publishing Company, Amsterdam/Philadelphia. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Diaz, A. R. and Moore, P.J., 2018. (Re)imagining a course in language and intercultural communication for the 21st century. *Intercultural Communication Education*, 1 (3), pp. 84-99. https://dx.doi.org/10.29140/ice.v1n3.84.

Galloway, N. & Numajiri, T., 2020. Global Englishes Language Teaching: Bottom-up Curriculum Implementation. *TESOL Qarterly*, 54 (1), pp. 118-145. https://doi.org/10.1002/tesq.547.

Holliday, A., 2018. Designing a course in intercultural education. *Intercultural Communication Education, 1* (1), pp. 4-11. https://doi.org/10.29140/ice.v1n1.24.

Kirkpatrick, A. 2007. World Englishes: Implications for International Communication and English Language Teaching. Cambridge: Cambridge University Press.

Kirkpatrick, A., 2020. Englishes in the Expanding Circle: Focus on Asia. *Russian Journal of Linguistics,* 24 (3), pp. 551-568. https://doi.org/10.22363/2687-0088-2020-24-3-551-568

Leung, C. and Jenkins, J., 2020. Mediating communication - ELF and flexible multilingualism perspectives on the Common European Framework of Reference for Languages. *Australian Journal of Applied Linguistics*, 3 (1), pp. 26-41. https://doi.org/10.29140/ajal.v3n1.285.

Lindholm, T, and Myles, J.M., 2019. Navigating the Intercultural Classroom, TESOL Press, Chicago. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Lovtsevich, G.N. & Sokolov, A.A., 2020. World Englishes and learner lexicography: View from the Expanding Circle. *Russian Journal of Linguistics*, 22 (3), pp. 703-721. https://doi.org/10.22363/2687-0088-2020-24-3-551-568.

Martín Tévar, J., 2020. Perceptions of World English Varieties by Chinese EFL Students: Effects of Average Ethnic Faces and Speaker Gender. *International Journal of English Studies*, 20(3), pp. 29-56. https://doi.org/10.6018/ijes.393891.

Mesidor, J. K. and Sly, K. F., 2016. Factors that Contribute to the Adjustment of International Students. *Journal of International Students*, 6(1), pp. 262–282. https://doi.org/10.32674/jis.v6i1.569.

O'Neill, M. and Chapman, A., 2015. Globalisation, Internationalisation and English Language: Studies of Education in Singapore, Malaysia and Australia. *Education Research & Perspectives,* 42(1), pp. 1–24. Available through: https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=113201298&site=ehost-live [Accessed 10 April 2021].

Shannon, A., 2020. *Intercultural Communication*. Open Educational Resources Collection. Available through: <https://irl.umsl.edu/oer/24> [Accessed 9 April 2021].

Tajeddin, Z., & Pakzadian, M., 2020. Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. *Asian-Pacific Journal of Second & Foreign Language Education*, 5(1), 1–15.https://doi.org/10.1186/s40862-020-00089-9

Tsou, S. & Chen, Y., 2019. 'Taiwanese University Students' Perceptions Toward Native and Non-Native English-Speaking Teachers in EFL Contexts', *International Journal of Teaching & Learning in Higher Education*, 3(2), pp. 176–183. Available through:<https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=138163887&site=ehost-live> [Accessed 30 July 2021].

Wang, L. (Evelyn), Fang, F. (Gabriel) & Khajavi, Y., 2020. 'Native-speakerism policy in English language teaching revisited: Chinese university teachers' and students' attitudes towards native and non-native English-speaking teachers', *Cogent Education,* 7(1), pp. 1–23. doi: 10.1080/2331186X.2020.1778374.

Yang, P., 2018. Developing TESOL teacher intercultural identity: An intercultural communication competence approach. *TESOL Journal*, 9(3), pp. 525–541. Available through: <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=131499585&site=ehost-live> [Accessed 5 December 2020].

Yu, M.H., 2018. Exploring the Orientation and Use of Textbook Lingua-Cultural Resources to Teach and Learn English for Lingua Franca Communication. *Asia-Pacific Education Researcher (Springer Science & Business Media B.V.*), 27 (4), pp. 257–266. Available through: <https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=130552138&site=ehost-live> [Accessed 9 April 2021].

Zacharias, N. T., 2019. 'The ghost of nativespeakerism: The case of teacher classroom introductions in transnational contexts', *TESOL Journal*, 10(4), p. N.PAG. doi: 10.1002/tesj.499.

Useful Websites:

The following websites are useful sources covering a range of information useful for this subject. There are many others 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 Quarterly. JSTOR Arts and Sciences http://ch2bx2ke8t.search.serialssolutions.com/?V=1.0&N=100&L=CH2BX2KE8T&S=AC_T_B&C=TESOL+Quarterly
- University of Sydney Papers in TESOL http://faculty.edfac.usyd.edu.au/projects/usp_in_tesol
- TESOL International Association http://www.tesol.org
- Australian Council of TESOL Organisations http://www.tesol.org.au

Helpful Sites for Learning English – https://elllo.org