TSL713 RESEARCH METHODS OF TESOL 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
G.Dip. TESOL; M.A. 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 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	G. Dip 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).

This subject is delivered using a mix of face-to-face, workshops and guided research supervision.

1.6 Pre-requisite completed 4 MA TESOL subjects

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

TSL713 Research Methods of TESOL provides students with a thorough understanding of the research process; concepts and designs appropriate for different problems, and build an awareness and appreciation for ethical issues involved in research. An examination of different methodologies will enable students to select and justify their choice from a range of both quantitative and qualitative methodologies for their research proposal. When undertaken by Master of Arts (TESOL) students, the subject is designed to allow them to develop a research topic and design for their Research Project (TSL714 Research Project or TSL715).

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 from their major area of study 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. Please note: these are also the first four Learning Outcomes of TSL714 Research Project. As scaffolded subjects, these Learning Outcomes underpin the remaining four Learning Outcomes of TSL714 Research Project.

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Apply knowledge of research principles and methods and evaluate their appropriateness to assist in resolving various research problems related to TESOL	
b) Integrate independent research skills in the form of a Literature Review	
c) Identify aspects of ethics and integrity that relate to the student's area of research and justify the approaches taken to address them	
d) Construct and justify a proposal for conducting independent research on a TESOL topic	

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	Introduction to educational research	Mertler Ch.1 Mackey & Gass Ch 1.1 and 1.2	Tutorial activities guidance for research process and problem
Week 2 02 November	Research problems, research questions and hypotheses	Mertler Ch. 3 Mackey & Gass Ch 2.2 and Ch 5.2 and 5.3	Tutorial activities on research problem and writing research questions and hypotheses. Students identify a research topic for assessment 1
Week 3 09 November	Ethics, sampling methods and participants	Mertler Ch. 4 Ch. Mackey & Gass Ch 1.3 and 1.4	Tutorial activities guidance for ethical considerations in research, adopting appropriate sampling methods and finding participants.
Week 4 16 November	Conducting a literature review	Mertler Ch. 5	Tutorial activities on conducting literature searches. Students present on research topic – problem and research question/ hypothesis
Week 5 23 November	Writing a literature review and research proposal	Mertler Ch. 5 and 10 Ch.6	Tutorial activities guidance on creating literature reviews
Week 6 30 November	Qualitative research methodology	Mertler Ch. 6 and 11 Mackey & Gass Ch 7	**Assessment 1 due week 6 (Assignment: preliminary research report)** Tutorial activities guidance for applying qualitative research
Week 7 07 December	Quantitative and mixed research methodology	Mertler Ch. 7 and 8 Mackey & Gass Ch 6, 9.2 and 9.3	Tutorial activities guidance for applying quantitative and mixed methods research
Week 8 14 December	Concepts Review Quiz	Revision of subject content and readings in weeks 1-6	**Assessment 2: In class quiz**
Week 9 04 January	Using surveys and interviews	Mertler Ch. 11 and 12 Ch.	Tutorial activities guidance for creating surveys and interviews
Week 10 11 January	Using action research, observation and text analysis	Mackey & Gass Ch 7, 8.2 and 8.5	Tutorial activities guidance for adopting different research tools

Week 11 18 January	Data analysis	Refer to Moodle	**Assessment 3 Part A: written report**
Week 12 25 January	Assessment 3 Part B: Presentations		**Assessment 3: Part B Presentation**
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 hour/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

POSSIBLE PROJECTS:

The list of possible projects will be refined and expanded in discussions with potential supervisors. Some initial suggestions are:

- analyse inductive vs deductive teaching of a grammar point (students' affective reaction or differences in effectiveness)
- investigate students' reaction to receptive tasks (rather than productive tasks)
- compare the effectiveness of (a specific type of) focus-on-form instruction vs traditional instruction
- analyse the use of corpus-based grammar materials (Many issues need further study: How do students react? Is there any difference in students' output with these vs traditional materials? etc.)

- investigate ways that teachers incorporate a focus on form into communicative lessons (an analysis of teaching practices)
- assess a small group of textbooks relative to some clearly stated criteria (such as consistency with target-speaker use or inclusion of a discourse context for grammar)
- analyse the effectiveness of a communicative activity for practicing
- analyse the use of grammatical features across contexts and groups (useful especially for a feature you had trouble teaching in the past)
- analyse language placement test (e.g. conducting item discrimination, among other things)
- analyse teacher reaction to or use of corpus linguistics techniques
- analyse some aspect of IELP (or other learner) writing vs regular university student writing
- analyse the grammatical structures in different types of assignments (e.g. library research papers vs empirical research)
- analyse the language elicited by the writing assignments used at different levels in the IELP (or another program) and its correspondence with the grammar curriculum
- conduct rhetorical/genre analyses comparing two genres within a field, or the same genre in different fields

Projects may also be identified from the suggestions for further research from articles published in relevant academic journals

- 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: Research Proposal Part 1: Research Question and Literature Review-Individual written assessment 2,000 words +/-10%	Week 6	30%	a, b, d
Assessment 2: Concepts Review Quiz Close book	Week 8	20%	a, c.
Assessment 3: Research Proposal Part 2: Research Design Individual two-part assessment • Written assessment: 2500-3500 words • Oral presentation: 10-15 minutes	Written proposal Week 11 Presentations Week 12	Written proposal 40% Presentation 10% Total 50%	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:

Mackey, A. & Gass, S.M., 2022. Second Language Research: Methodology and Design. 3rd ed. Routledge, London.

Mertler, C.A., 2026. Introduction to educational research. 4th ed. Los Angeles: Sage Publications [ebook]

Recommended Readings:

Hiebert, J., Cai, J., Hwang, S., Morris, A.K. & Hohensee, C. 2023, *Doing Research: A New Researcher's Guide,* Springer Nature, Cham.

Moorhouse, B.L., Nejadghanbar, H. and Yeo, M.A., 2025. Study quality in the age of AI: A disciplinary framework for using GenAI in TESOL research. *TESOL Quarterly*.

Pei Zhang & Nianyi Liu 2019, 'Longitudinal Mixed Methods Designs in Language Teaching Research', *International Journal of Multiple Research Approaches*, vol. 11, no. 2, pp. 132–143, viewed 14 January 2023, <https://search-ebscohost-com.ezproxy.koi.edu.au/login.aspx?direct=true&db=eue&AN=141495217&site=ehost-live>.

Pérez-Vidal, C, & Sanz, C (eds) 2023, Methods in Study Abroad Research : Past, Present, and Future, John Benjamins Publishing Company, Amsterdam/Philadelphia.

Plonsky, L., 2024. Study quality as an intellectual and ethical imperative: A proposed framework. *Annual Review of Applied Linguistics*, pp.1-15.

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.

- A Policymaker's Primer on Education Research – Understanding Statistics Tutorial. The USA based Education Commission of the States (ECS) and Mid-continent Research for Education and Learning (McREL) have developed this website, aimed primarily at education research, but it provides good explanations of elements of the subject's content. http://www.ecs.org/html/educationissues/research/primer/understandingtutorial.asp
- American Association for Applied Linguistics www.aaal.org
- British Association of Applied Linguistics www.baal.org.uk
- British Educational Research Association www.bera.ac.uk
- Centre for Languages Linguistics and Area Studies www.llas.ac.uk
- Explorable.com https://explorable.com/
- Research Methods in Applied Linguistics www.appliedlinguistics.org.uk

- TESOL International Association Research page https://www.tesol.org/advance-the-field/research	