TSL717 NEW TECHNOLOGIES IN LANGUAGE TEACHING 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	Jana Rezkova Jana.rezkova@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 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 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: Zoom, Google collaborative documents, Moodle.

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 aims to provide students with effective skills in the use and evaluation of educational technologies within the TESOL classroom. The course readings aim to introduce students to a range of up- to-date theories, methodologies and studies in the area of computer-assisted language learning (CALL).

The learning outcomes of TSL717 were developed in line with the current evidence-base for upskilling beginning teachers in CALL and teaching. Students will reflect on their confidence levels and experiences with the use of technology in the TESOL classroom. They will collaborate weekly to evaluate a range of apps demonstrated in the lectures and tutorials according to a defined set of criteria developed from a range of seminal researchers in the CALL discipline. Finally, students will consolidate their knowledge and understanding of CALL methodology by developing a CALL task designed for classroom use.

To encourage effective development and assessment of the KOI Master's Degree attributes of communication and leadership and strategy, students will be required to create their own group charter with values and mission statements and take part in weekly peer and self-assessment of contributions to group work.

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
1) Use and reflect on personal technical knowledge/skills and their relationship with personal pedagogical knowledge/skills.	
2) Evaluate the use of specific technologies in the TESOL classroom according to defined pedagogical criteria.	

3) Designing a task that incorporates technology	

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 Technology and Language Education	Refer to Moodle	Tutorial exercises Complete TPACK survey
Week 2 02 November	Online Course Delivery and Hybrid Teaching Generative AI and the latest developments in technology for language teaching	Refer to Moodle	Tutorial exercises Contribute to ePortfolio
Week 3 09 November	Technology (including GenAI) for Teaching & Learning Grammar, Vocabulary and Pronunciation	Refer to Moodle	**Assessment 1 Due** Tutorial exercises Contribute to ePortfolio
Week 4 16 November	Technology (including GenAI) for Teaching & Learning Receptive Skills	Refer to Moodle	Tutorial exercises Contribute to ePortfolio
Week 5 23 November	Technology (including GenAI) for Teaching & Learning Productive Skills	Refer to Moodle	Tutorial exercises Contribute to ePortfolio
Week 6 30 November	Technology for Intercultural Competence	Refer to Moodle	Tutorial exercises Contribute to ePortfolio
Week 7 07 December	CALL and Learning Outcomes Essential Skills for Teaching Online	Refer to Moodle	Tutorial exercises **Assessment 2 Due**
Week 8 14 December	Mobile Assisted Language Teaching & Learning	Refer to Moodle	Tutorial exercises
Week 9 04 January	Digital Gaming in Language Teaching & Learning	Refer to Moodle	Tutorial exercises
Week 10 11 January	Augmented and Virtual Technologies	Refer to Moodle	Tutorial exercises
Week 11 18 January	Technology (including GenAI) in Language Assessment	Refer to Moodle	Tutorial exercises **Assessment 3 Due**

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 12 25 January	Continuing Teacher Education and Professional Development	Refer to Moodle	**Assessment 3 Due** **Assessment 4 Due** Presentations during tutorial class.
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) will be delivered online and address the subject content, preparatory readings, while use of a range of educational technologies. A range of formative activities to support understanding and cons content will be used including online polls, note-taking, discussion forums, quizzes and more.
- *Tutorials* (1 hour/week) include class discussion of case studies and research papers, practice sets and prob syndicate work on group projects. Tutorials often include group exercises and so contribute to the developme and cultural understanding. Tutorial participation is an essential component of the subject and contributes to many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assess (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommen questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises a All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Stud 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: Reflection	Week 3	20%	a, b,
Assessment 2: Portfolio	Week 7	30%	a, b
Assessment 3: Individual Assessment: Presentation (15 mins per student)	Weeks 11-12	30%	a, b, c
Assessment 4: Self and Peer Review of Contributions to Tutorials	Week 12	20%	a, b

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:

There is no prescribed reading for this subject. Refer to Moodle for weekly readings.

Recommended Readings:

An Z & Hew KF 2026, 'A systematic review of emerging technology applications for teaching English as a foreign language across primary, secondary, and tertiary education', *Educational Research Review*, vol. 38, p. 100345, viewed 27 July 2026, https://www.sciencedirect.com/science/article/pii/S1747938X26000345.

Chapelle CA & Sauro S (eds) 2017, *The handbook of technology and second language teaching and learning*, John Wiley & Sons, Hoboken, viewed 11 March 2021, ProQuest Ebook Central database.

Chen, A, Zhang, Y, Jia, J, Liang, M, Cha, Y & Lim, CP 2025, 'A systematic review and meta-analysis of AI-enabled assessment in language learning: Design, implementation, and effectiveness', *Journal of Computer Assisted Learning*, vol. 41, no. 1, pp. 1–19, viewed 26 July 2026, <https://research.ebsco.com/plink/7fb2e980-8a79-3a26-9d7d-6d23aa43ce48>

El Deen AMMA, Emran AQ, Alenazi ME & Mohamed AM 2026, 'Leveraging Generative Artificial Intelligence (GenAI) to transform EFL instructional practices in the context of 21st-century skills', *Zenodo*, doi:10.5281/zenodo.18840865.

Kohnke L, Zou D & Su F 2025, 'Exploring the potential of GenAI for personalised English teaching: Learners'

experiences and perceptions', *Computers and Education: Artificial Intelligence*, vol. 8, p. 100371, doi:10.1016/j.caeai.2025.100371.

Poh SK & Lee I 2026, 'Generative Artificial Intelligence (GenAI) for feedback in school writing: Friend or foe?', *TESL-EJ (The Electronic Journal for English as a Second Language)*, vol. 29, no. 4, doi:10.55593/ej.29116int, viewed 27 July 2026.

Schmidt DA, Baran E, Thompson AD, Mishra P, Koehler MJ & Shin TS 2009, 'Technological pedagogical content knowledge (TPACK): The development and validation of an assessment instrument for preservice teachers', *Journal of Research on Technology in Education*, vol. 42, no. 2, pp. 123–149.

Torres PJ & Kahveci YE 2025, 'Effectiveness of Artificial Intelligence (AI) in language teaching', *Computers and Education: Artificial Intelligence*, vol. 9, p. 100522, doi:10.1016/j.caeai.2025.100522.

Williams P, Zheng Y & Expert L 2025, 'Artificial Intelligence for Language Learning: A Systematic Review of its Design, Theoretical Foundations, Implementation, and Impact', *Review of Educational Research*, vol. 95, no. 4, pp. 412-435, viewed 27 July 2026, ResearchGate database.

Yaqoob A, Nawab M & Sattar S 2025, 'The Impact of Technology Integration on Language Learning: Examining Learner Motivation, Engagement, and Outcome', *International Journal of Law and Policy*, vol. 3, no. 7, pp. 28–51,https://doi.org/10.59022/ijlp.347.

Zou B & Thomas M (eds) 2018, *Handbook of research on integrating technology into contemporary language learning and teaching*, IGI Global, Hershey, viewed 11 March 2021, ProQuest Ebook Central database.

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.

An Invitation to CALL. A website providing a short introduction to the field of Computer-Assisted Language Learning, designed originally as a supplement to a Stanford University subject.

- https://web.stanford.edu/~efs/callcourse2/index.htm

APACALL (Asia Pacific Association for Computer-Assisted Language Learning). An on-line association of CALL researchers and practitioners in the Asia Pacific region. Membership is free.

- http://www.apacall.org/

CALL-EJ Online CALL Electronic Journal Online. A free resource; more practice-oriented than LLT

- http://callej.org/

EUROCALL (European Association for Computer-Assisted Language Learning). Provides a European focus for the promulgation of innovative research, development and practice relating to the use of technologies for language learning.

- http://www.eurocall-languages.org/.

ICT4LT. An excellent set of modules giving in-depth coverage to the field of CALL, though increasingly dated

- http://www.ict4lt.org/en/index.htm

Lifewire: The 6 Best Language Apps of 2020. Read about top rated language learning apps.

- https://www.lifewire.com/the-7-best-free-language-learning-apps-1357060

LLT Language Learning and Technology Journal. Primarily a theory and research journal, though it includes reviews. An outstanding free resource. Full articles are available online.

- http://www.lltjournal.org/

TESOL CALL Interest Section Annotated Software List

- http://www.eltexpert.com/softlist/index.html

CALL IS runs the Electronic Village at TESOL conventions and the pre-conference EV Online sessions

- http://www.call-is.org/

The FLTMAG. A free online magazine on technology integration in language teaching and learning

- https://fltmag.com/

PacCALL (Pacific CALL Association): Promotes the use and professional support of CALL throughout the Pacific region,

including the coastal countries of the Americas. Membership is free.

http://www.paccall.org/