TSL719 GRAMMAR FOR LANGUAGE TEACHERS 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	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	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.

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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 focuses on developing an awareness of linguistic systems for the purpose of teaching English to speakers of other languages. Key linguistic concepts will be explored, including an introduction to lexical, functional and discoursal language features with a particular focus on English grammar as a communicative resource. Students will explore different grammatical concepts from traditional and functional grammar perspectives and their application to teaching and learning. The subject has a strong pedagogical focus and students will practise identifying learner needs as well as evaluating and applying different approaches to teaching and practising grammar while focusing on the form, meaning and use of linguistic concepts. Planning grammar lessons, using spoken and written texts to demonstrate language features and selecting, evaluating and using teaching materials and resources will also be explored.

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

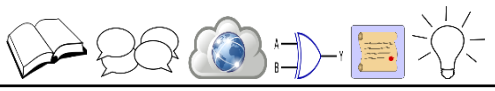
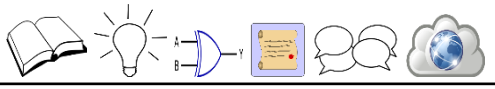
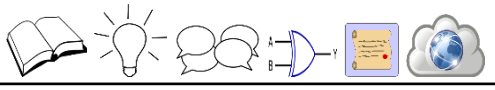
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety 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:

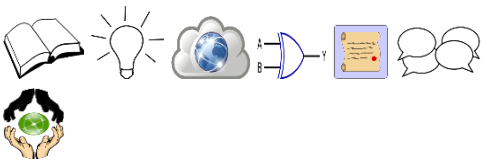
- **Level 1 Foundation –** Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate –** Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the 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 evaluate approaches to teaching grammar	
b) Identify and analyse linguistic concepts for the purpose of teaching and learning English	
c) Apply knowledge of linguistic and grammatical concepts to English language teaching and learning	

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d) Analyse and use spoken and written texts to demonstrate language use in different contexts	
e) Identify learners' grammar needs and apply explicit language support strategies.	

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 grammar • Sentence structures • Form, meaning and use	(C) Crawford, W. J. 2020 Ch. 1 and 2 (H) Hinkel E. ed., 2016 Ch. 2 & 12	Tutorial activities
Week 2 02 November	Elements of traditional grammar ● Word order, tense, punctuation, determiners, connectors	(H) Ch. 9 (F) Firsten, R. & Cotter, E., 2021 Ch. 1 & 2	Tutorial activities
Week 3 09 November	Functional grammar ● Field, tenor, mode	(H) Ch.5 (F) Ch. 3, 4 & 5	Tutorial activities
Week 4 16 November	Selecting materials and identifying learners needs Genre	(C) (H) Ch. 3	Tutorial activities
Week 5 23 November	Approaches to teaching grammar: Communicative, lexical and task based approaches	(H) Ch.6 (F) Appendix 1 & 6	Tutorial activities
Week 6 30 November	Controlled grammar practice	(H) Ch. 4 (F) Ch. 6 & 8	Tutorial activities
Week 7	Approaches to teaching grammar: consciousness raising	(C) Ch.4 (H) Ch. 7 (F) Ch. 10	Tutorial activities **Draft of Assessment 2 Part A due**

07 December			
Week 8 14 December	Grammar lesson plans	(C) Ch. 5 (H) Ch. 8	Tutorial activities
Week 9 04 January	Corrective feedback and assessment	(C) Ch.5	Tutorial activities **Assessment 2 due**
Week 10 11 January	Spoken and written discourse and text cohesion	(H) Ch. 1 (F) Ch. 10	Tutorial activities
Week 11 18 January	Constructing academic and personal texts	(F) Ch. 10 (H) Ch. 11 & 12	Tutorial activities
Week 12 25 January	Subject review and peer teaching	(H) Ch. 20	Tutorial activities **Assessment 3 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		

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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, d & e
Assessment 2: Language Analysis & Grammar Lesson Plan- Individual assessment (2000 words ± 10%)	Week 7 (draft) Week 9 (final)	5% Formative 45%	a, b, c, d & e
Assessment 3 Teaching grammar	Week 12	40%	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:

Crawford, W.J., 2020. *Teaching Grammar, Revised. Chicago:* TESOL Press. Available through: ProQuest Ebook Central. [Accessed 4 October 2022].

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Hinkel, E. ed., 2016. *Teaching English Grammar to Speakers of Other Languages*. London: Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 28 October 2022].

Firsten, R. and Cotter, E., 2021. *The ELT Grammar Book: An Instructor-Friendly Guide for English Language Teachers*. Chicago: Pro Lingua Learning. Available through: ProQuest Ebook Central. [Accessed 28 October 2022].

Recommended Readings:

Bloor, T. and Bloor, M., 2013. *The Functional Analysis of English: A Hallidayan Approach. London:* Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 28 October 2022].

Cárdenas, A. M., 2018. Tackling Intermediate Students' Fossilized Grammatical Errors in Speech Through Self-Evaluation and Self-Monitoring Strategies. *Profile: Issues in Teachers' Professional Development*, 20(2), pp. 195–209. http://doi:10.15446/profile.v20n2.67996.

Derewianka, B 2022. A new grammar companion for teachers 3rd edition., Primary English Teaching Association Australia, Marrickville Metro, NSW.

Fay, A. A. and Matias, J., 2019. Teaching English through YouTube: Grammar video analysis of three Brazilian YouTube channels dedicated to EFL teaching. *English Review: Journal of English Education*, 8(1), pp. 1-10. http://doi:10.25134/erjee.v8i1.2351.

Givón, T., 2018. *On Understanding Grammar: Revised Edition*. Amsterdam/Philadelphia: John Benjamins Publishing Company. Available through: ProQuest Ebook Central. [Accessed 28 October 2022].

Ho-Cheong, L.A. and Wurff, W.V.D. eds., 2018. *The Noun Phrase in English: Past and Present*. Amsterdam/Philadelphia: John Benjamins Publishing Company. Available through: ProQuest Ebook Central. [Accessed 28 October 2022].

Keck, CM & Kim, Y 2014, *Pedagogical grammar*, John Benjamins Publishing Company, Amsterdam, Netherlands.

Keizer, E. and Olbertz, H. eds., 2018. *Recent Developments in Functional Discourse Grammar*. Amsterdam/Philadelphia: John Benjamins Publishing Company. Available through: ProQuest Ebook Central. [Accessed 28 October 2022].

Larsen-Freeman, D. and M. Celce-Murcia, 2016. *The grammar book: Form, meaning and use for English language teachers*. Boston MA, National Geographic Learning.

Lytovchenko, I., Lavrysh, Y., Lukianenko, V. and Ogienko, O., 2020. How to Teach Grammar to Adult ESP Learners at Technical University More Communicatively: Task-Based Approach. *Multidisciplinary Journal for Education, Social and Technological Sciences*, 7(1), pp54–71. https://doi.org/10.4995/muse.2020.12419.

Muflihun, M., 2019. Teaching Grammar: Degrees of Adjective Comparisons in Secondary School of Indonesian Context. *Indonesian TESOL Journal*, 1(1), pp. 41-49. https://doi.org/10.24256/itj.v1i1.547.

Nagao, A., 2019. The SFL genre-based approach to writing in EFL contexts. *Asian-Pacific journal of second and foreign language education*, 4(1), pp. 1-18.

Pawlak, M., 2021. Teaching Foreign Language Grammar: New Solutions, Old Problems. *Foreign Language Annals,* 54 (4), pp. 881-896. http://doi:10.1111/flan.12563.

Dean, D 2022, What Works in Grammar Instruction, National Council of Teachers of English, La Vergne. Available from: ProQuest Ebook Central. [18 December 2025].

Ghafar, Z.N. and Sawalmeh, M.H.M., 2024. Exploring the Pedagogical Significance of Grammar: A Comprehensive Review of Its Role in Language Learning and Teaching. *British Journal of Applied Linguistics*, *4*(1), pp.13-16.

APA Citation: Zhou, S, and Du Preez, G. D., 2025. Bringing Cinderella into spotlight: GenAI-assisted grammar acquisition in academic writing. *Language Learning & Technology*, 29(1), 1–25. https://doi.org/10.64152/10125/73639

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.onestopenglish.com/

https://www.linguahouse.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)

Grammar

https://english.washington.edu/teaching/materials-teaching-grammar

https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson

https://www.teachingideas.co.uk/subjects/grammar

https://www.education.com/activity/grammar/

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