TSL721 Psychology of Language Learning 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	May Kocatepe E: 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 eletive 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 TSL702 Additional Language Learning

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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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 explores the role of the mind in the context of language learning and teaching, drawing on interdisciplinary research from linguistics, psychology and education. Students learn how language is acquired, processed and produced and how psychological experiences affect language learning. Students will also incorporate the latest research findings from the field of positive psychology in their lesson design in order to promote effective learning. Finally, the topic of students' and teachers' wellbeing will be explored and students will critically reflect on their own psychological experiences in relation to creating an effective learning environment.

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

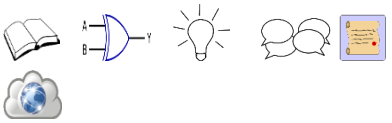
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability 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 analyse and interpret current issues and theories in psychology of language learning and teaching.	
b) Evaluate, synthesise and integrate concepts from positive psychology and apply them in lesson design to promote effective language learning.	
c) Critically reflect on own psychological experiences and develop strategies to foster learners' and teachers' wellbeing.	

2.4 Subject Content and Structure

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 1 26 October	Language learning and the brain; Introduction to Psychology of Language Learning	Dörnyei, Z., 2020. Psychology and Language Learning: The Past, the Present and the Future.	Tutorial exercises
Week 2 02 November	Psychological Theories of Language Learning: The Cognitive Approach &Psycholinguistics	Gregersen, T., & Mercer, S. eds., 2021. (GM) Chs. 1 & 6	Tutorial exercises
Week 3 09 November	Psychological Theories of Language Learning: Sociocultural, Humanistic & The complex dynamic approach	GM Chs. 2, 3 & 4	Tutorial exercises
Week 4 16 November	Acquisition and Development of Language, speech perception and production	GM Ch 31 Additional reading supplied in Moodle	Tutorial exercises
Week 5 23 November	Personality and Language learning	GM Ch. 9	Tutorial exercises
Week 6 30 November	Self-Regulation & Self-Determination Theory	GM Ch. 10, 17 & 19	Tutorial exercises Assessment 2 due
Week 7 07 December	Learner and Teacher Psychologies: Mindsets and Emotions	GM Chs. 13 & 14	Tutorial exercises
Week 8 14 December	Positive Psychology	GM Ch. 5	Tutorial exercises
Week 9 04 January	Flow Theory	To be supplied in Moodle	Tutorial exercises
Week 10 11 January	Grit and Resilience	GM Ch. 16	Tutorial exercises Assessment 3 due
Week 11 18 January	Group Dynamics & Social Relationships in the classroom	GM Ch. 21 & 22	Tutorial exercises

Week 12 25 January	Students' & Teachers' Wellbeing	GM Ch. 15	**Tutorial exercises** **Assessment 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	Week 1-12	10%	a, b & c
Assessment 2: Blog Post (1500 +- 10% words	Week 6	20%	a
Assessment 3: In-class Presentation	Week 10	40%	a, b
Assessment 4: Reflective Journal (1500 +- 10% words)	Week 12	30%	a, b & c

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Text:

Dörnyei, Z., 2020. Psychology and Language Learning: The Past, the Present and the Future. *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, *1*(1), pp. 27-41. Available through < https://www.jpll.org/index.php/journal/article/view/dornyei>[Accessed: 29 August 2022].

Gregersen, T., & Mercer, S. eds., 2021. *The Routledge Handbook of the Psychology of Language Learning and Teaching* (1st ed.). Routledge. https://doi.org/10.4324/9780429321498

Recommended Readings:

Alqarni, N.A., 2021. Well-being and the Perception of Stress among EFL University Teachers in Saudi Arabia. *Journal of language and education*, 7(3), pp. 8-22. https://doi.org/10.17323/jle.2021.11494.

Burton, H., 2020. *The Psychology of Bilingualism : A Conversation with Ellen Bialystok*, Open Agenda Publishing, Toronto. Available through: ProQuest Ebook Central. [Accessed 1 September 2022].

Cambridge, SP, 2018. *Personality and Emotional Intelligence in Second Language Learning,* Cambridge Scholars Publisher, Newcastle-upon-Tyne. Available through: ProQuest Ebook Central. [Accessed 28 August 2022].

Coppinger, L., and Sheridan, D. S., 2022. Accent Anxiety: An Exploration of Non-Native Accent as a Source of Speaking Anxiety among English as a Foreign Language (EFL) Students. *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, *4*(2), pp.1-20. Available through < https://www.jpll.org/index.php/journal/article/view/93>[Accessed: 29 August 2022].

Chen, X. and He, J. and Swanson, E. and Cai, Z. & Fan, X., 2022. Big Five Personality Traits and Second Language Learning: a Meta-analysis of 40 Years' Research. *Educational Psychology Review*, 34. https://doi.org/10.1007/s10648-021-09641-6.

Curry, N. ., Maher, K. and Peeters, W., 2020. Identifying Emotions and Thoughts Related to Speaking Anxiety: Laying the Groundwork for Designing CBT-based Support Materials for Anxious Learners. *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, *2*(1), pp. 57-89. Available through <https://www.jpll.org/index.php/journal/article/view/curryetal> [Accessed: 29 August 2022].

Dörnyei, Z., 2020. Psychology and Language Learning: The Past, the Present and the Future. *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, *1*(1), pp. 27-41. Available through < https://www.jpll.org/index.php/journal/article/view/dornyei>[Accessed: 29 August 2022].

Drewelow, I., 2020. A Positive Psychology Perspective on Designing a Technology-mediated Learning Experience: Engagement and Personal Development. *Journal for the Psychology of Language Learning,* 2(1), pp. 90-115. Available through <https://www.jpll.org/index.php/journal/article/view/drewelow>[Accessed: 29 August 2022].

Dumancic, D., Martinović, A. and Burić, I., 2022. Dear Diary: An Exploration of L2 Teachers' Emotional Experiences. *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, *4*(2), pp.1-23. Available through <https://www.jpll.org/index.php/journal/article/view/91> [Accessed: 29 August 2022].

Graham, S., 2022. Self-efficacy and language learning – what it is and what it isn't. *The Language Learning Journal,* 50 **(**2), pp.186-207. https://doi.org/10.1080/09571736.2022.2045679.

Gunina, N.A., and Millrood, R.P. eds., 2019. *Educational Bilingualism : New Language Pedagogy*, Cambridge Scholars Publisher, Newcastle-upon-Tyne. Available through: ProQuest Ebook Central <https://ebookcentral.proquest.com/lib/kingsowninst-ebooks/detail.action?docID=5888564&query=language+teaching#> [Accessed 1 September 2022].

Jacobs, C., and Morgan, W. J., 2022. "That Was Amazing!" A Two-Study Perspective on Language Classroom Experiences Through the Lens of Psychological "Flow". *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, *4*(2), pp.-19. Available through <https://www.jpll.org/index.php/journal/article/view/87>[Accessed: 29 August 2022].

Lee, M., and Revesz, A., 2021. The Role of Working Memory in Attentional Allocation and Grammatical Development under Textually-enhanced, Unenhanced and No Captioning Conditions. *JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING*, *3*(1), pp.6-25. Available through <https://www.jpll.org/index.php/journal/article/view/leerevesz> [Accessed: 29 August 2022].

Mercer, S., 2018. Psychology for language learning: Spare a thought for the teacher, *Language Teaching*. Cambridge University Press, 51(4), pp. 504–525. doi: 10.1017/S0261444817000258.

Palanac, A., 2019. Positive Psychology and Mastery of the L2 Academic Self. *Journal of* Language and Education, 5(2), pp.86-9. doi: https://doi.org/ 10.17323/jle.2019.8569

Phan, H.P. and Ngu, B.H., 2022. Advancing the Study of "Goals of Best Practice": Toward Achieving Optimal Best – Educational Implications to Developments in Flow Research and Positive Optimal Psychology. Front. Psychol. 13:838560. doi: 10.3389/fpsyg.2022.838560.

Royneland, U. & Blackwood, R., 2021;2022. Multilingualism across the lifespan, Routledge.

Sakka, W., Nasmilah, N., Khan, A., Mumu, S. and Hamidi, B., 2022. Interplay of Teacher Talk and Learners' Motivation in Learning English: A Psycholinguistic Study. *Education Research International*, 2022, Article ID 9099268, https://doi.org/10.1155/2022/9099268.

Shao, K., Nicholson, L.J., Kutuk, G. and Lei, F., 2020. Emotions and Instructed Language Learning: Proposing a Second Language Emotions and Positive Psychology Model. *Front. Psychol*. 11:2142. doi: 10.3389/fpsyg.2020.02142.

Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience, Language and Thought: Developmental and Social Psychology, 2018. John Wiley & Sons, Incorporated, Newark. Available through: ProQuest Ebook Central. [Accessed: 1 September 2022].

Wang, L., 2021. The Role of Students' Self-Regulated Learning, Grit, and Resilience in Second Language Learning. *Frontiers in psychology,* 12, pp. 800488-800488. Available through < https://doaj.org/article/fb166d69b8d74f9fb201144287a3a028>[Accessed: 29 August 2022].

Wang, Y., Derakhshan, A. and Zhang, L.J., 2021. Researching and Practicing Positive Psychology in Second/Foreign Language Learning and Teaching: The Past, Current Status and Future Directions. *Frontiers in psychology,* 12, pp. 731721-731721. Available through <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.731721/full> [Accessed: 29 August 2022].

Zudianto, H., and Ashadi, 2021. Reassessing second language reading comprehension: Insights from the psycholinguistics notion of sentence processing. *EduLite: Journal of English Education, Literature, and Culture,* 6 (1), pp. 10-27. http://dx.doi.org/10.30659/e.6.1.10-27.

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 s. Instructions can also be found in Moodle.

http://www.onestopenglish.com/

https://www.linguahouse.com/

https://www.teach-this.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)

Writing

https://owl.purdue.edu/owl/purdue_owl.html

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/

Reading

https://learnenglish.britishcouncil.org/skills/reading

https://www.bbc.co.uk/learningenglish/english/course/english-you-need/unit-8/session-4

https://breakingnewsenglish.com/https://www.newsinlevels.com/

Listening

https://www.elllo.org

http://www.esl-lab.com/

http://www.englishmedialab.com/listening.html

Pronunciation

https://forvo.com/

https://www.bbc.co.uk/learningenglish/english/features/pronunciation

Vocabulary

https://www.learningchocolate.com/

Flocabulary.com

http://a4esl.org/

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