



Course Specification

(Postgraduate Programs)

Course Title: Language Policy and Planning
Course Code: 6528 ENG-3
Program: Master of Arts in Applied Linguistics
Department: English
College: College of Languages and Translation
Institution: King Khalid University
Version: 1
Last Revision Date: September 28, 2024



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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A. University College Department Track

B. Required Elective

3. Level/year at which this course is offered: (3)

4. Course General Description:

The language Planning and Policy course provides an in-depth exploration of the key concepts and practices in language policy and planning. It examines how language policies are developed, implemented, and assessed in diverse sociopolitical and educational contexts. Topics include language rights, multilingualism, language education policies, and language revitalization. Through case studies and critical analysis, students will explore the impact of language policies on identity, education, and society, while gaining practical skills to contribute to language planning initiatives in applied linguistic settings.

5. Pre-requirements for this course (if any):

N/A

6. Co-requirements for this course (if any):

6521 ENG-3 Concepts in Applied Linguistics

7. Course Main Objective(s):

The Language Planning and Policy course aims to:

- Provide a comprehensive understanding of key principles and theories in language policy and planning.
- Equip students with analytical skills to evaluate language policies in diverse sociopolitical and educational contexts.
- Explore the social, political, and cultural implications of language policies and their impact on language use, education, and identity.
- Develop students' ability to critically analyze real-world case studies in language policy and planning.
- Enable students to contribute to the formulation and implementation of effective language planning initiatives in multilingual and multicultural environments.

2. Teaching Mode:



No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify).....	
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate a deep understanding of the key concepts and theoretical frameworks of Language Planning, Language Policy, Language Revitalization, Language Endangerment, and Linguistic Rights, and describe their application in diverse global contexts,	K1	<ul style="list-style-type: none"> Lectures and Presentations Case Study Analysis Group Discussions Research Seminars Problem-Based Learning 	<ul style="list-style-type: none"> case study reports presentations exams/ class participation and discussions



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	highlighting the implications for language preservation, identity, and social justice.			
1.2	Critically explain the theoretical foundations of Language Planning, including key models and frameworks, and explain the different types —status planning, corpus planning, and acquisition planning—while evaluating their significance in addressing linguistic, sociocultural, and political challenges in various global contexts.	K2	<ul style="list-style-type: none"> lectures and presentations case study analysis group discussions research seminars workshops 	<ul style="list-style-type: none"> Essays/ Research Papers Presentations Exams
1.3	Demonstrate a comprehensive understanding of the factors influencing Language Planning and Policy by identifying and critically analyzing the political, economic, and social dimensions that shape language decisions, policies, and practices across different contexts and their implications for language use and societal dynamics.	K3	<ul style="list-style-type: none"> lectures and presentations case study analysis group discussions research seminars problem-based learning 	<ul style="list-style-type: none"> research papers case study analysis reports presentations exams class participation and discussions
2.0	Skills			
2.1	Apply advanced analytical skills to evaluate language planning scenarios,	S1	<ul style="list-style-type: none"> lectures and presentations 	<ul style="list-style-type: none"> analytical essays/reports case study analysis presentations



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	categorizing them based on relevant theories and frameworks, and demonstrate the ability to critically assess the effectiveness of language planning strategies in various sociolinguistic contexts.		<ul style="list-style-type: none"> • scenario-based learning • case study analysis • group discussions • workshops on analytical tools and techniques 	<ul style="list-style-type: none"> • group projects • exams
2.2	Develop advanced skills in designing and critically evaluating language policy proposals, utilizing relevant theoretical frameworks, and considering linguistic, sociopolitical, and cultural factors to ensure effective and context-appropriate language planning solutions.	S2	<ul style="list-style-type: none"> • workshops on policy design • case study analysis • group projects and discussions • research seminars • scenario-based learning 	<ul style="list-style-type: none"> • policy proposal design and evaluation • group projects
2.3	Critically assess the implications of Language Planning in educational settings, focusing on its impact on curriculum design, language instruction methodologies, and student outcomes, while analyzing how language policies	S3	<ul style="list-style-type: none"> • lectures and presentations • case study analysis • group discussions • workshops on curriculum and policy design • research seminars 	<ul style="list-style-type: none"> • case study analysis reports • presentations • exams



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	influence linguistic equity, access to education, and overall academic achievement			
2.4	Conduct comparative analyses of language planning strategies in two distinct contexts, identifying key similarities and differences in their approaches, implementation, and outcomes, while critically examining the factors that influence the success or limitations of these strategies within their unique sociopolitical and cultural environments.	S4	<ul style="list-style-type: none"> • comparative case study analysis • group discussions • lectures and presentations • research seminars • workshops on analytical techniques 	<ul style="list-style-type: none"> • comparative reports • case study analysis • presentations • group projects • class participation and discussions
3.0	Values, autonomy, and responsibility			
3.1	Appreciate the critical role of language diversity and planning in advancing social justice, recognizing how equitable language policies can reduce inequality, protect linguistic rights, and promote inclusivity for marginalized communities in diverse sociopolitical contexts.	V1	<ul style="list-style-type: none"> • lectures and presentations • case study analysis • group discussions • workshops on social justice and policy • guest speakers and expert panels 	<ul style="list-style-type: none"> • reflective essays • class participation and discussions



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.2	Foster a deep understanding of the importance of inclusive language policies that actively consider and support minority languages, ensuring linguistic diversity is preserved, cultural identity is respected, and equitable access to education and resources is provided for all linguistic groups.	V2	<ul style="list-style-type: none"> • group discussions • workshops on inclusive policy design • problem-based learning activities 	<ul style="list-style-type: none"> • reflective essays • class participation and discussions
3.3	Lead and facilitate discussions to promote the importance of linguistic diversity at local, national, and international forums, advocating for policies that protect and nurture diverse languages while emphasizing their role in cultural identity, social cohesion, and global communication..	V3	<ul style="list-style-type: none"> • role-playing and simulated discussions • group discussions and debates • guest speakers and panel discussions • workshops on advocacy and public Speaking 	<ul style="list-style-type: none"> • group presentations • simulated forum debates • reflective essays on advocacy strategies • peer and instructor feedback on facilitation Skills

C. Course Content:

No	List of Topics	Contact Hours
1.	Language planning theory and types of language planning	6





2.	Factors affecting language planning and language policy	6
3.	Language planning frameworks and methods	3
4.	The role of language planning in the construction of national policies	3
5.	Language planning in education	6
6.	Language spread and endangerment	3
7.	Theory and practice of language revitalization	3
8.	Linguistic hegemony and linguistic rights	3
9.	The global spread of english: cause, agency, effects, and policy responses	6
10.	Language policy and planning in Saudi Arabia	6
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	20
2.	Presentation	Continuous Assessment	10
3.	Case studies/Research projects	Continuous Assessment	10
4.	Assignments	Continuous assessment	20
5.	Final Exam	15	40

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	<p>Selected chapters from:</p> <ul style="list-style-type: none"> - Wright, S. (2016). <i>Language policy and language planning: From nationalism to globalization</i>. Palgrave Macmillan. - Tollefson, J. & Pérez-Milans, M. (2018). <i>Language Planning and Policy</i>. Oxford. - Kaplan, R. (1998). <i>Applied Linguistics and Language Policy and Planning</i>. In Dallin, D. Oaks (ed) <i>Linguistics at Work: A reader of Applications</i> (pp. 420-443). Florida: Harcourt Brace. - Pennycook, A. (1994). <i>The cultural politics of English as an international language</i>. London: Longman. - Ferguson, Gibson. (2006). <i>Language Planning and Education</i>. Edinburgh: Edinburgh University Press.
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	<ul style="list-style-type: none"> - Phillipson, R. (2003). English-Only Europe? Challenging Language Policy. New York: Routledge. (Selected chapters: 1,3 & 5) - Oaks, Dallin, D. (1998). Linguistics at Work: A Reader of Applications. Harcourt Brace and Company. - Al-Kahtany, A. 2004. Retrieving the Irretrievable: Indigenous Literacies and Postcolonial Impact. Geolinguistics 30, 15-31. - Al Zumor, A. W. Q. G. (2019). Language planning in Saudi Arabia (1927–2019): Arabic and other Languages. Trames, 23(4), 409-424. - Haugen, Einar. 1985. The Language of Imperialism Unity or Pluralism. In Language of Inequality. In Wolfson and J. Manes (eds.), (1985), 3-17.
Supportive References	https://www.ethnologue.com/guides/how-many-languages
Electronic Materials	<p>KKU digital library (kku.edu.sa)</p> <p>https://www.tandfonline.com/loi/rcplp20</p> <p>https://www.springer.com/journal/10993</p> <p>https://www.ethnologue.com/guides/how-many-languages</p>
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required:

Items	Resources
Facilities	<ul style="list-style-type: none"> • Classrooms equipped with audio-visual aids to facilitate lectures and presentations. • Language labs with software for phonetic analysis, speech recognition, and forensic audio analysis. • Spaces for displaying forensic linguistic case studies, tools, and research findings. • Rooms equipped to simulate courtroom environments for mock trials and legal discourse analysis.
Technology equipment	<ul style="list-style-type: none"> • Projector for displaying presentations, video analyses, and case studies. • Smart Board for engaging students in collaborative analysis and case simulations. • Authorship Attribution Tools for identifying and analyzing authorship in disputed texts (e.g., JStylo). • Corpus Analysis Software such as AntConc for linguistic analysis. Speech Analysis Tools like Praat for phonetic and speech pattern analysis.
Other equipment	<ul style="list-style-type: none"> • Forensic linguistic software • Audio recording devices • Legal document databases





F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	English Department Council
REFERENCE NO.	1/5/46
DATE	October 14, 2024

