Course Specification
— (Postgraduate Programs)

Course Title: Language Policy and Planning
Course Code: 7509 ENG-3
Program: Doctor of Philosophy in Applied Linguistics
Department: English Department
College: College of Languages and Translation
Institution: King Khalid University
Version: 1
Last Revision Date: 3 March 2025

Table of Contents

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: (3/2)

4. Course General Description:

This course deals with language policy and planning (LPP) at national and international levels. It introduces PhD students to the concepts and theories of LPP and helps them understand the effects of underlying factors—such as socio-political, economic, cultural, and globalization dynamics—on the status and future of LPP. The course enables students to understand the types (status, corpus, acquisition, and prestige) and levels (macro, meso, and micro) of LPP. Throughout the course, students will analyze and evaluate the status of LPP in different linguistic contexts, both nationally and globally. Additionally, the course aims to increase students' awareness of the importance of native and minority languages.

A special focus will be given to language-in-education planning in Saudi Arabia, exploring how and what works best for integrating new languages (both European and non-European) into the Saudi educational system. The course will present various case studies of LPP in relevant contexts, allowing students to critically assess and propose solutions for improving LPP processes. Different research approaches and frameworks in LPP will also be introduced to help students understand how research is conducted in this field. Furthermore, the course addresses endangered and extinct languages, equipping students with strategies for language maintenance and revitalization to prevent language loss and decline. By the end of the course, students will be able to critically engage with LPP issues and contribute to fostering effective language policies and planning.

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

N/A

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

N/A

7. Course Main Objective(s):

The Language Policy and Planning course aims to:

1. Provide a comprehensive understanding of ethical and inclusive assessment practices, ensuring fairness, accessibility, and equity in language evaluation.
2. Foster a commitment to fair assessment methodologies that acknowledge and respect the diverse experiences and abilities of all learners.
3. Equip learners with strategies to design and implement assessments that are inclusive, unbiased, and aligned with ethical standards.
4. Promote critical reflection on assessment practices, encouraging learners to evaluate their impact on diverse student populations.
5. Encourage the application of equitable assessment principles in various educational contexts to support meaningful and just language evaluation.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

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

No	Activity	Contact Hours
1.	**Lectures**	39
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Workshops**	6
	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	Define the concepts and terms of language policy and planning (LPP).	**K1**	● Lectures ● Discussions ● Workshops	● Midterm Test ● Final Exam

1.2	Demonstrate a comprehensive understanding of language policy and planning (LPP) theories, frameworks, and their various types and levels.	**K3**	● Lectures
			● Discussions
			● Workshops
				● Assignments
				● Projects
				  ● Midterm Test
				  ● Final Exam

1.3	Critically evaluate the complex interplay of socio-political, economic, cultural, and globalization factors in shaping language policy and planning (LPP), demonstrating a nuanced understanding of their implications in diverse contexts.	**K1**	● Lectures ● Discussions ● Workshops	● Assignments ● Presentations ● Projects
2.0	**Skills**			
2.1	Analyze the status of LPP in national and global language contexts.	**S1**	● Lectures ● Discussions ● Workshops	● Assignments ● Projects
2.2	Evaluate language-in-education planning in	**S1**	● Lectures ● Discussions	● Assignments ● Projects

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	Saudi Arabia and other contexts.		• Workshops	
2.3	Develop strategies for language maintenance and revitalization to prevent language loss and decline.	S4	• Lectures • Discussions • Workshops	• Assignments • Presentations • Projects
3.0	**Values, autonomy, and responsibility**			
3.1	Maintain responsibility and integrity in all academic activities related to the course, while addressing ethical challenges in language policy and planning (LPP).	V1	• Lectures • Discussions • Workshops	• Observations • Questionnaires
3.2	Promote linguistic diversity and social equity through inclusive policies, equal educational access, and assessing the effects of language policies on marginalized communities and linguistic rights.	V2	• Lectures • Discussions • Workshops	• Observations • Questionnaires
3.3	Encourage collaboration and productivity by combining research, theory, and practice.	V3	• Lectures • Discussions • Workshops	• Observations • Questionnaires

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction to Language Policy and Planning (LPP): Key Concepts and Historical Development	6

2.	Types and Levels of LPP	3
3.	Theoretical Frameworks and Research Approaches in LPP	6
4.	The Influence of Sociopolitical, Economic, and Globalization Factors on LPP	6
5.	Case Studies of LPP in Arab and non-Arab Language Contexts	6
6.	Language Policy and Education (Bilingual and Multilingual Education)	6
7.	Language-in-education Planning in Saudi Arabia	3
8.	The Spread and Hegemony of English	3
9.	Minority and Indigenous Languages and Language Endangerment	3
10.	Language Maintenance and Revitalization	3
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Assignment (writing an essay)**	6	20
2.	**Midterm Exam**	8	10
3.	**Presentation**	11	15
4.	**Project (doing a case study)**	13	15
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	1. Gazzola, M., Grin, F., Cardinal, L., & Heugh, K. (Eds.). (2024). *The Routledge handbook of language policy and planning* (1st ed.). Routledge. https://www.routledge.com/The-Routledge-Handbook-of-

	Language-Policy-and-Planning/Gazzola-Grin-Cardinal-Heugh/p/book/9781032519906
	2. Pérez-Milans, M., & Tollefson, J. W. (2018). Language policy and planning: Directions for future research. In J. W. Tollefson & M. Pérez-Milans (Eds.), *The Oxford handbook of language policy and planning* (pp. 1–20). Oxford University Press. https://global.oup.com/academic/product/the-oxford-handbook-of-language-policy-and-planning-9780190458898
	3. Siiner, M., Hult, F. M., & Kupisch, T. (Eds.). (2018). *Language policy and language acquisition planning*. Springer. https://link.springer.com/book/10.1007/978-3-319-75963-0
	4. Hult, F. M., & Johnson, D. C. (2015). *Research methods in language policy and planning: A practical guide*. Wiley-Blackwell. https://www.wiley.com/en-us/Research+Methods+in+Language+Policy+and+Planning%3A+A+Practical+Guide-p-9781118308387
	5. Ferguson, G. (2006). *Language planning and education*. Edinburgh University Press. https://edinburghuniversitypress.com/book-language-planning-and-education.html
Supportive References	1. Wright, S. (2004). *Language policy and language planning: From nationalism to globalisation*. Palgrave Macmillan. https://link.springer.com/book/10.1057/9780230597037
	2. Ricento, T. (Ed.). (2015). *Language policy and political economy: English in a global context*. Oxford University Press. (Online edition). https://doi.org/10.1093/acprof:oso/9780199363391.001.0001
	3. Ricento, T., Peled, Y., & Ives, P. (2015). *Language policy and political theory: Building bridges, assessing breaches*. Springer. https://link.springer.com/book/9783319150833
Electronic Materials	**Journals of Language Policy and Planning**

1. **Current Issues in Language Planning**
   Focuses on language policy, planning, and related issues.
   Homepage Link:
   https://www.tandfonline.com/journals/rclp20

2. **Language Problems and Language Planning**
   Covers issues related to language policy, planning, and multilingualism.
   Homepage Link:
   https://doi.org/10.1075/lplp?locatt=mode:legacy

3. **The Journal of Multilingual and Multicultural Development**
   Publishes on sociology and social psychology of language, and language and cultural policy.
   Homepage Link:
   https://www.tandfonline.com/journals/rmmm20

4. **Language Policy Journal**
   Publishes research on polities and issues in language planning, covering the entirety of the language policy and planning field.
   Homepage Link:
   https://www.springer.com/journal/10993

Journal Articles

1. Huilcán Herrera, M. I. (2022). The use of technologies in language revitalisation projects: Exploring identities. *Journal of Global Indigeneity, 6*(1), 1–17. https://www.jstor.org/stable/48717562

2. Meighan, P. J. (2021). Decolonizing the digital landscape: The role of technology in Indigenous language revitalization. *AlterNative: An International Journal of Indigenous Peoples, 17*(3), 397–405. https://doi.org/10.1177/11771801211037672

3. Mufwene, S. (2023). Sound language policies must be consistent with natural language evolution. *International Journal of the Sociology of Language, 2023*(281), 1–22. https://doi.org/10.1515/ijsl-2022-0084

	4. Van Oss, V., Van Avermaet, P., Struys, E., & Vantieghem, W. (2021). An empirical validation study of Spolsky's language policy model. *Current Issues in Language Planning, 23*(1), 77–95. https://doi.org/10.1080/14664208.2021.1907060
	5. Johnson, D. C., & Ricento, T. (2016). Language policy and planning in language education: Legacies, consequences, and possibilities. *The Modern Language Journal, 100*(S1), 48–63. https://doi.org/10.1111/modl.12303
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	· Classrooms equipped with audio-visual aids to facilitate lectures and presentations. · Library facilities · Computer laboratories · Language laboratories . E-learning and virtual classrooms
Technology equipment (Projector, smart board, software)	· Projector for displaying presentations, video analyses, and case studies. · Smart Board for engaging students in collaborative analysis.
Other equipment (Depending on the nature of the specialty)	Conference rooms

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	Evaluated through analysis of exam results, project

Assessment Areas/Issues	Assessor	Assessment Methods
	exam performance, project outcomes, and feedback.	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.	8-17-46
DATE	16 MARCH 2025