



Course Specification

— (Postgraduate Programs)

Course Title: Advanced Sociolinguistic Research

Course Code: 7510 ENG-3

Program: Doctor of Philosophy in Applied Linguistics

Department: English Department

College: Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: 10 March 2025



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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

| | | | | |
|----|-------------------------------------|----------------------------------|--|--------------------------------|
| A. | <input type="checkbox"/> University | <input type="checkbox"/> College | <input checked="" type="checkbox"/> Department | <input type="checkbox"/> Track |
| B. | <input type="checkbox"/> Required | | <input checked="" type="checkbox"/> Elective | |

3. Level/year at which this course is offered: (3/2.)

4. Course General Description:

This course provides an in-depth exploration of advanced research methodologies in sociolinguistics, focusing on the intersection of language, society, and identity. Students will engage in contemporary theories and empirical studies that examine how linguistic variation is influenced by social factors such as region, ethnicity, gender, class, and multilingualism. The course emphasizes both qualitative and quantitative research approaches, including ethnographic fieldwork, sociophonetic analysis, and statistical modeling of linguistic data.

Through hands-on research projects, students will gain proficiency in advanced sociolinguistic data collection techniques, such as matched-guise experiments, acoustic analysis of speech, and corpus-based variationist studies. The course will also explore current debates in language attitudes, identity construction, and language change in bilingual and multilingual communities. By the end of the course, students will be equipped to design and conduct independent sociolinguistic research, critically evaluate published studies, and apply sociolinguistic theories to real-world language issues.

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

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

N/A

7. Course Main Objective(s):

The Advanced Sociolinguistic research aims to:

- Develop a deep understanding of sociolinguistic theories and frameworks to analyze how language varies across social contexts, including identity, ethnicity, gender, and multilingualism.
- Gain expertise in sociophonetic analysis and research methodologies, using acoustic, articulatory, and statistical approaches to study language variation and change.



- Learn to design and conduct original sociolinguistic research, applying both qualitative and quantitative methods, including ethnographic fieldwork, corpus analysis, and statistical modeling.
- Explore how language attitudes, perception, and multilingualism shape linguistic behavior, focusing on phenomena such as accent perception, code-switching, and language shift.
- Apply sociolinguistic knowledge to real-world issues, including linguistic discrimination, language policy, forensic linguistics, education, and social justice.
- Develop strong academic communication skills to effectively present research, contribute to scholarly debates, and engage with the broader sociolinguistic community.

2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|--|---------------|------------|
| 1 | Traditional classroom | | |
| 2 | E-learning | | |
| 3 | Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning | 36 9 | 80% 20% |
| 4 | Distance learning | | |

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

| No | Activity | Contact Hours |
|----|-----------------------|---------------|
| 1. | Lectures | 36 |
| 2. | Laboratory/Studio | |
| 3. | Field | 9 |
| 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 | | | |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|---|-------------------------------|
| 1.1 | Demonstrate a deep understanding of key theoretical frameworks in sociolinguistics, including variationist, interactional, and critical sociolinguistics. | K1 | <ul style="list-style-type: none"> • Lectures and interactive discussions • Case study analysis • Comparative framework exercises • Reading and critical reflection assignments • Student-led seminars and presentations • Problem-based learning (PBL) • Concept mapping and theory application tasks • Engagement with primary research and scholarly debates | Exams Research project |
| 1.2 | Explain advanced concepts and key terminologies in sociolinguistics with precision and clarity. | K1 | <ul style="list-style-type: none"> • Lectures and interactive discussions • Case study analysis • Comparative framework exercises • Reading and critical reflection assignments | Exams |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|---|--------------------------|
| | | | <ul style="list-style-type: none"> • Student-led seminars and presentations • Problem-based learning (PBL) • Concept mapping and theory application tasks • Engagement with primary research and scholarly debates | |
| 1.3 | Critically discuss the dynamics of multilingualism, language contact, and the sociolinguistic effects of migration and globalization. | K2 | <ul style="list-style-type: none"> • Lectures and interactive discussions • Case study analysis • Comparative framework exercises • Reading and critical reflection assignments • Student-led seminars and presentations • Problem-based learning (PBL) • Concept mapping and theory application tasks • Engagement with primary research and scholarly debates | Assignments Exams |
| 2.0 | | | | |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|--------------------|
| 2.1 | Critically review and synthesize existing sociolinguistic literature to identify research gaps and theoretical debates. | S1 | <ul style="list-style-type: none"> • Lectures and interactive discussions • Case study analysis • Comparative framework exercises • Reading and critical reflection assignments • Student-led seminars and presentations • Problem-based learning (PBL) • Concept mapping and theory application tasks • Engagement with primary research and scholarly debates | Research project |
| 2.2 | Design and conduct literature-based or empirical sociolinguistic research with careful consideration of appropriate methodological approaches. | S2 | <ul style="list-style-type: none"> • Lectures and interactive discussions • Case study analysis • Comparative framework exercises • Reading and critical reflection assignments • Student-led seminars and presentations | Research project |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|---|--------------------------------|
| | | | <ul style="list-style-type: none"> • Problem-based learning (PBL) • Concept mapping and theory application tasks • Engagement with primary research and scholarly debates | |
| 2.3 | Utilize digital tools and corpus-based methods to analyze patterns of language variation and change. | S3 | <ul style="list-style-type: none"> • Lectures and interactive discussions • Case study analysis • Comparative framework exercises • Reading and critical reflection assignments • Student-led seminars and presentations • Problem-based learning (PBL) • Concept mapping and theory application tasks • Engagement with primary research and scholarly debates | Written assignments |
| 3.0 | | V1 | | |
| 3.1 | Uphold ethical responsibility in sociolinguistic research, particularly in data collection, | | <ul style="list-style-type: none"> • Lectures and discussions on research ethics | Ethical compliance in research |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|---|--|
| | participant engagement, and dissemination of findings. | | <ul style="list-style-type: none"> Case studies on ethical dilemmas Training in ethical data collection Role-playing participant engagement scenarios Workshops on consent and confidentiality Peer review of ethical research proposals Engagement with IRB guidelines Reflective writing on ethical responsibilities Guest lectures from experts Ethics-focused research assessments | <p>proposals and data collection</p> <p>Adherence to informed consent and confidentiality standards</p> |
| 3.2 | Reflect critically on the societal implications of language policies, multilingualism, and language ideologies. | V2 | <ul style="list-style-type: none"> Lectures and discussions on research ethics Case studies on ethical dilemmas Training in ethical data collection Role-playing participant engagement scenarios Workshops on consent and confidentiality | <p>Analytical essays on language policy and societal impact</p> <p>Critical evaluations of case studies on multilingualism and</p> |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|--|--|
| | | | <ul style="list-style-type: none"> Peer review of ethical research proposals Engagement with IRB guidelines Reflective writing on ethical responsibilities Ethics-focused research assessments | language ideologies |
| 3.3 | Engage in independent and collaborative research projects to investigate contemporary sociolinguistic trends. | V3 | <ul style="list-style-type: none"> Independent research projects Collaborative group studies Data collection and analysis workshops Peer feedback sessions Research proposal development Hands-on fieldwork exercises Interdisciplinary collaboration Presentation of findings Research writing and publication training Conference participation and networking | Completion of independent research projects Presentation of findings through reports or conferences |



C. Course Content:

| No | List of Topics | Contact Hours |
|----|---|---------------|
| 1. | <p>Introduction to Advanced Sociolinguistics</p> <ul style="list-style-type: none"> Review of foundational concepts in sociolinguistics: language variation, social identity, speech communities. The relationship between language and society: dialects, registers, and styles. | 6 |
| 2. | <p>Theoretical Approaches in Sociolinguistics</p> <ul style="list-style-type: none"> Variationist Sociolinguistics: Principles and methodologies of studying language variation and change. Labovian Approaches: Quantitative methods and the role of social networks in language variation. Interactional Sociolinguistics: The role of conversation and discourse analysis in understanding social meaning. Critical Sociolinguistics: Focus on power, ideology, and language as a social practice. | 6 |
| 3. | <p>Advanced Methods in Sociolinguistic Research</p> <ul style="list-style-type: none"> Quantitative Methods: Large-scale corpora, statistical analysis, and modeling language variation. Qualitative Methods: Ethnographic fieldwork, interviews, participant observation, discourse analysis. Multimodal Analysis: Exploring non-verbal aspects of communication (gesture, facial expression, space). Sociophonetic Analysis: Advanced techniques in analyzing speech sounds and their social meaning. Corpus Linguistics in Sociolinguistics: Using large language datasets to study language in use. Perception and Language Attitudes: Attitudinal studies (e.g., matched-guise tests) reveal how speakers are perceived socially based on phonetic features. | 9 |
| 4 | <p>Language and Social Identity</p> <ul style="list-style-type: none"> The construction of social identity through language: class, gender, ethnicity, and race. Language ideologies and their role in identity formation. Intersectionality in language use and identity. Language, gender, and sexuality in sociolinguistic research. | 6 |
| 5 | <p>Multilingualism and Language Contact</p> <ul style="list-style-type: none"> The sociolinguistics of multilingualism: language choice, codeswitching, and diglossia. Language contact in urban and rural settings. | 6 |





| | | |
|--------------|---|-----------|
| | <ul style="list-style-type: none"> The impact of migration and globalization on language use. Creole languages, pidgins, and language change in contact situations | |
| 6. | <p>Sociolinguistic Approaches to Language Change</p> <ul style="list-style-type: none"> Language models change: internal vs. external factors. Language change in real-time: diachronic and synchronic methods. Social networks and language change. The role of social media and technology in language evolution. | 6 |
| 7 | <p>Advanced Research Topics and Current Trends</p> <ul style="list-style-type: none"> Language and Technology: The impact of digital communication on language use (e.g., texting, social media). Sociolinguistics and Health: Language use in medical and health contexts (e.g., doctor-patient communication). Sociolinguistics of the Internet: Online communities, virtual identities, and language in the digital age. Sociolinguistic Ethnography: Advanced methods in ethnographic data collection and analysis. | 6 |
| Total | | 45 |

D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|---|-----------------------------------|--|
| 1. | Research Project | 13 | 20% |
| 2. | Written assignments (Sociophonetic analysis, Ethnographic fieldwork report, Quantitative data analysis). | Continuous assessment | 30% |
| 3. | Midterm Exam | 6 | 20% |
| 5. | Final Exam | 15 | 30% |

E. Learning Resources and Facilities:

1. References and Learning Resources:

| | |
|------------------------------|--|
| Essential References | |
| Supportive References | |
| Electronic Materials | |



Other Learning Materials

2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 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 |





| Assessment Areas/Issues | Assessor | Assessment Methods |
|-------------------------|--|--|
| | | 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 |