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| **Course Title**: Sociolinguistics and Psycholinguistics |
| **Course Code**: **ENG3357-3** |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc182999764)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc182999765)

[**C. Course Content** 8](#_Toc182999766)

[**D. Students Assessment Activities** 12](#_Toc182999767)

[**E. Learning Resources and Facilities** 15](#_Toc182999768)

[**F. Assessment of Course Quality** 16](#_Toc182999769)

[**G. Specification Approval** 17](#_Toc182999770)

# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 6 – Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG3357-3 Sociolinguistics and Psycholinguistics is designed to explore the intersection of language, mind, and society. The course delves into the historical development, key methodologies, and core concepts of both psycholinguistics and sociolinguistics. Students will gain an understanding of the biological and cognitive factors that influence language development and processing, while also examining how social factors such as gender, age, and group affiliations shape language variation. Through critical analysis of language acquisition theories, mental processes involved in language comprehension and production, and the dynamics of multilingual communities, students will develop the skills necessary to evaluate the complexities of language change and its implications for society. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2351-3 Introduction to Applied Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The primary objective of ENG3357-3 Sociolinguistics and Psycholinguistics is to equip students with a deep understanding of the fundamental concepts and methodologies in both psycholinguistics and sociolinguistics. The course aims to enable students to recall and critically analyze the historical development and key theories in these fields, understand the biological and cognitive factors that influence language processing, and recognize the impact of social factors on language variation. Additionally, the course focuses on developing students' ability to apply psycholinguistic principles to enhance language learning, analyze language use in multilingual communities, and evaluate the processes of language change within various social contexts. Through this comprehensive exploration, students will be prepared to thoughtfully engage with the complex interplay between language, cognition, and society. | | | | | | |

**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** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 | Recall the historical development, methodologies, and fundamental concepts of psycholinguistics | K1 | Begin each topic with a brief overview lecture, using clear and concise summaries from the textbook. Follow up with guided group discussions where students explore key milestones and methodologies in psycholinguistics. Encourage them to use timelines or concept maps to visualize the historical progression of the field. | Quiz (5 marks) |
| 1.2 | Identify key biological and cognitive factors that influence how language is developed and processed in individuals | K2 | Utilize textbook chapters to highlight critical biological and cognitive factors. Implement a "think-pair-share" activity where students first think individually, then discuss in pairs, and finally share with the class their understanding of how these factors contribute to language development. This strategy ensures active participation and reinforces learning through peer interaction. | Assignment 1 (5 marks) |
| 1.3 | Recall essential concepts in sociolinguistics, including the study of language use in multilingual communities, and the phenomena of code-switching and diglossia | K3 | Create a case study approach where each group is assigned a different multilingual community from the textbook examples. Have them present how code-switching and diglossia manifest in their assigned community. This method helps students internalize sociolinguistic concepts by applying them to real-world scenarios. | Assignment 2 (5 marks) |
| 1.4 | Identify how social factors such as gender, age, and social group affiliations contribute to language variation | K4 | Facilitate a class discussion based on textbook readings, focusing on specific case studies or examples. Encourage students to share personal or observed experiences that align with these social factors. This discussion can be supported by assigning students to prepare brief presentations on how these factors influence language in various contexts. | Assignment 3 (5 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Analyze and compare significant theories related to the acquisition of first and second languages, considering the unique linguistic experiences of bilingual individuals | S1 | Organize a debate or panel discussion where students are divided into groups representing different language acquisition theories (e.g., behaviorist, nativist, interactionist). Provide guided reading from the textbook and have students prepare arguments supporting their assigned theory. This approach promotes critical thinking and deeper understanding of the theories. | Midterm (30 marks) |
| 2.2 | Examine the mental processes involved in language comprehension and production, as well as how these psycholinguistic principles can be applied to enhance language learning | S4 | Conduct a series of short, interactive workshops where students engage with the textbook material through hands-on activities. For example, students could participate in memory and perception experiments that illustrate key psycholinguistic principles. Afterwards, lead a discussion on how these principles can be applied to improve language teaching strategies. | Final Exam (40 marks) |
| 2.3 | Critically analyze how language choice and usage vary within multilingual communities, paying attention to the influence of social context, style, and social hierarchies | S2 | Implement role-playing activities where students simulate different social scenarios based on examples from the textbook. Each scenario will illustrate variations in language choice and usage depending on social context, style, and hierarchy. Post-activity discussions will help students reflect on and critically analyze the underlying sociolinguistic principles. | Presentation (5 marks) |
| 2.4 | Evaluate the processes of language change, exploring the underlying social factors and the implications these changes have for speakers and communities | S5 | Use case studies from the textbook to examine instances of language change. Organize small group discussions where students analyze the social factors driving these changes. Encourage them to consider the implications for the communities involved. Each group can then share their findings with the class, fostering a collaborative learning environment. | Final Exam (40 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Demonstrate an appreciation for the role of social factors, such as gender, age, and social group affiliations, in shaping language variation | V1 | Use multimedia analysis, where students watch videos or listen to recordings from diverse social contexts and note language variations influenced by factors like gender, age, or social class. | Evaluate students through a rubric based on the quality and depth of their written analyses, focusing on their ability to identify and explain the social factors influencing language variation. |
| 3.2 | Independently apply psycholinguistic principles to analyze language learning scenarios during in-class activities | V2 | Assign scenario-based exercises where students analyze hypothetical language learning situations using psycholinguistic principles. | Assess the accuracy and depth of their analyses with a rubric that measures their independent application of relevant concepts. |
| 3.3 | Contribute actively and responsibly to group discussions on the impact of social context and hierarchies on language usage | V3 | Implement group projects where students are assigned specific roles, ensuring responsible contributions to the collective analysis of language usage. | Use a rubric to assess individual contributions to the group project, focusing on participation, collaboration, and the quality of their work. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| **Psycholinguistics** | | |
|  | **PSYCHOLINGUISTICS: WHAT IS IT?, ITS HISTORY AND METHODS**  Author/Year: Harley, T. A. (2014)  Content: An overview of psycholinguistics, its historical development, and the methodologies used in the field. This serves as a foundation for understanding the intersection of psychology and linguistics. | 3 |
|  | **THE BIOLOGICAL AND SOCIAL FOUNDATIONS OF LANGUAGE DEVELOPMENT**  Author/Year: Harley, T. A. (2014)  Content: Exploration of the biological bases of language, including the role of genetics and the brain, and the social factors influencing language development in early childhood. | 4 |
|  | **THE ROLE OF THE BRAIN IN LANGUAGE DEVELOPMENT: THE COGNITIVE AND NEUROLOGICAL BASES OF LANGUAGE PRODUCTION AND PERCEPTION**  Author/Year: Harley, T. A. (2014)  Content: Examination of how the brain processes language, including cognitive functions and neurological mechanisms involved in language production and perception. | 4 |
| **4.** | **FIRST LANGUAGE ACQUISITION**  Author/Year: Harley, T. A. (2014)  Content: Study of how children acquire their first language, focusing on stages of development and key theories. | 3 |
| **5.** | **SECOND LANGUAGE ACQUISITION AND BILINGUALISM**  Author/Year: Harley, T. A. (2014)  Content: Investigation of the processes involved in learning a second language and the cognitive and social implications of bilingualism, with an emphasis on the Saudi context. | 3 |
| **6.** | **LANGUAGE COMPREHENSION**  Author/Year: Harley, T. A. (2014)  Content: Discussion of how language is understood by the brain, including the mental processes involved in decoding and interpreting spoken and written language. | 2 |
| **7.** | **LANGUAGE PROCESSING AND PRODUCTION**  Author/Year: Harley, T. A. (2014)  Content: Overview of how language is processed and produced in real-time, including both spoken and written forms. | 2 |
| **8.** | **THE ROLE OF PSYCHOLINGUISTICS IN LANGUAGE LEARNING**  Author/Year: Harley, T. A. (2014)  Content: Application of psycholinguistic principles to language learning, particularly in educational contexts, highlighting practical implications for teaching. | 2 |
| **Sociolinguistics** | | |
| **9.** | **WHAT DO SOCIOLINGUISTS STUDY?**  Author/Year: Holmes, J & Wilson, N. (2017)  Content: This section introduces the field of sociolinguistics, focusing on the study of language in its social context. It begins by addressing the fundamental question, "What is a sociolinguist?" and then explores key topics such as why we say the same thing in different ways, what the different ways of saying things are, and the social factors, dimensions, and explanations that influence language variation. This provides a comprehensive overview of the primary areas of inquiry within sociolinguistics. | 3 |
| **10.** | **MULTILINGUAL SPEECH COMMUNITIES**  Author/Year: Holmes, J & Wilson, N. (2017)  Content: This section explores how language is chosen and used in multilingual societies, examining the factors that influence language choice. Special attention is given to code-switching and code-mixing phenomena, as well as the concept of diglossia, where two or more varieties of a language are used by the same community under different circumstances. These topics provide insight into the dynamics of language use in multilingual settings. | 3 |
| **11.** | **LANGUAGE VARIATION: FOCUS ON USERS**  Author/Year: Holmes, J & Wilson, N. (2017)  Content: This section studies regional and social dialects, examining how language varies according to geographical and social factors. It includes a detailed analysis of social variation, focusing on how language differs across various social groups, as well as an exploration of the roles of gender and age in shaping language use. This comprehensive look at language variation highlights the intricate ways in which language reflects and influences social identity. | 4 |
| **12.** | **GENDER AND AGE**  Author/Year: Holmes, J & Wilson, N. (2017)  Content: This section explores the complex relationships between gender, age, and language use. It begins with an examination of gender-exclusive speech differences in highly structured communities, followed by an analysis of gender-preferential speech features based on social dialect research. The content also delves into the interplay between gender and social class, offering explanations for women’s linguistic behavior. Additionally, it covers age-graded features of speech, presents age and social dialect data, and discusses age grading in relation to language change. This comprehensive coverage provides a nuanced understanding of how gender and age influence linguistic patterns. | 4 |
| **13.** | **LANGUAGE CHANGE**  Author/Year: Holmes, J & Wilson, N. (2017)  Content: This section examines the processes through which languages change over time, focusing on the factors that drive linguistic change and the methods used to study these changes. It includes an exploration of how we study language change, detailing the methodologies employed by linguists to track and analyze these shifts. Additionally, it discusses the reasons behind language change, offering insights into the social, cultural, and linguistic factors that contribute to the evolution of language. | 3 |
| **14.** | **STYLE, CONTEXT, AND REGISTER**  Author/Year: Holmes, J & Wilson, N. (2017)  Content: This section explores how style, context, and social class influence language use, focusing on how speakers adjust their language based on the addressee and situational context. It includes a discussion of Accommodation Theory, which explains how individuals modify their speech to converge or diverge from others in conversation. The section also covers the relationship between context, style, and class, providing insights into how social hierarchy affects language. Additionally, it examines style in non-Western societies, offering a broader cultural perspective, and concludes with an analysis of register, or the variation in language use depending on the situation and audience. | 5 |
| **Total** | | 45 |

The **Sociolinguistics** portion of this course is primarily derived from the textbook by Holmes, J & Wilson, N. (2017), while the **Psycholinguistics** section draws from Harley, T. A. (2014). These two distinct fields are covered comprehensively by these authoritative texts, which are well-regarded in their respective areas of study. By using separate sources, we ensure that the content delivered to students is both specialized and accurate, reflecting the latest research and theories within each discipline.

**Rationale for Sequence:**

The course begins with **Psycholinguistics** and transitions into **Sociolinguistics** for a strategic reason. Psycholinguistics, focusing on the cognitive and neurological aspects of language, provides a fundamental understanding of how language is processed and acquired at the individual level. This foundation is critical before exploring **Sociolinguistics**, which deals with how language functions within social contexts and communities. By starting with the cognitive basis of language, students are better equipped to understand the complex social dynamics that influence language use.

**Estimated Hours for Teaching:**

The number of hours allocated to each topic is estimated based on the complexity of the material and the depth of coverage required. However, these allocations are flexible and may be adjusted based on the instructor's assessment of the students' needs, engagement levels, and comprehension. This flexibility allows educators to adapt their teaching strategies to ensure that all essential concepts are thoroughly understood.

**Importance of Supplemental Teaching Materials:**

It is essential to emphasize that this course is not designed to be a mere recitation of textbook content. **Instructors are required to create PowerPoint guides and handouts** to supplement the material. This approach ensures that key concepts are highlighted and that students engage with the material in a dynamic and interactive manner. The creation of these materials is crucial for fostering an environment where students can actively participate in their learning process, rather than passively absorbing information. By incorporating visual aids, summaries, and discussion points, educators can facilitate a deeper understanding of the course content, making the learning experience more effective and engaging. This pedagogical strategy is particularly important in higher education, where critical thinking and application of knowledge are paramount.

In conclusion, the structure of this course, the sequence of topics, and the estimated hours of instruction are all carefully designed to maximize student learning outcomes. The requirement for supplementary teaching materials underscores the commitment to delivering a high-quality, interactive educational experience, moving beyond mere textbook reading to ensure a comprehensive understanding of both Psycholinguistics and Sociolinguistics.

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Quiz**  **Aligned CLO:** 1.1 Recall the historical development, methodologies, and fundamental concepts of psycholinguistics.  **Description:** This quiz will assess students' understanding of the foundational concepts in psycholinguistics, including its historical development and key methodologies. The quiz will take place after covering the initial topics on the history and methods of psycholinguistics. | Week 3 | 5% |
|  | **Assignment 1**  **Aligned CLO:** 1.2 Identify key biological and cognitive factors that influence how language is developed and processed in individuals.  **Description:** Students will submit an assignment analyzing the biological and cognitive factors involved in language development and processing, with an emphasis on the role of genetics, the brain, and early childhood social factors. This assignment will reinforce their understanding of the content discussed in weeks 2 and 3. | Week 5 | 5% |
|  | **Assignment 2**  **Aligned CLO:** 1.3 Recall essential concepts in sociolinguistics, including the study of language use in multilingual communities, and the phenomena of code-switching and diglossia.  **Description:** Students will submit an assignment where they analyze multilingual speech communities, focusing on code-switching, code-mixing, and diglossia. This assignment will evaluate their understanding of sociolinguistic concepts introduced in the course. | Week 6 | 10% |
| **4.** | **Midterm Exam**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLO to evaluate the practical application and synthesis of research methods concepts.**  **Aligned CLO:** 2.1 Analyze and compare significant theories related to the acquisition of first and second languages, considering the unique linguistic experiences of bilingual individuals.  **Description:** The midterm exam will assess students' ability to compare theories of first and second language acquisition. The exam will include both theoretical questions and practical applications related to bilingualism, particularly within the Saudi context. | Week 7/8 | 30% |
| **5.** | **Presentation**  **Aligned CLO:** 2.3 Critically analyze how language choice and usage vary within multilingual communities, paying attention to the influence of social context, style, and social hierarchies.  **Description**: Students will prepare and deliver a presentation on language variation in multilingual communities, analyzing how social factors influence language choice and usage. This assessment will focus on students' critical analysis and presentation skills. | Week 10 | 5% |
| **6.** | **Assignment 3**  **Aligned CLO:** 1.4 Identify how social factors such as gender, age, and social group affiliations contribute to language variation.  **Description**: In this assignment, students will explore how gender, age, and social group affiliations impact language variation. They will be required to analyze real-world examples and apply the concepts discussed in class to their analysis. | Week 12 | 5% |
| **7.** | **Final Exam**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLO to assess the integration and implementation of research methods across various scenarios.**  **Aligned CLOs:** 2.2 Examine the mental processes involved in language comprehension and production, as well as how these psycholinguistic principles can be applied to enhance language learning; 2.4 Evaluate the processes of language change, exploring the underlying social factors and the implications these changes have for speakers and communities.  **Description**: The final exam will be comprehensive, covering all course topics. It will evaluate students' understanding of psycholinguistic processes related to language comprehension and production, as well as their ability to assess language change and its social implications. The exam will include a mix of theoretical questions and applied tasks. | Scheduled Date (Academia) | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Harley, T. A. (2014). The psychology of language: From data to theory (4th ed.). Psychology Press.  Holmes, J & Wilson, N. (2017). An Introduction to Sociolinguistics. Routledge. |
| **Essential References** | **Psycholinguistics**  Menn, L., & Dronkers, N. F. (2016). Psycholinguistics: Introduction and applications. Plural Publishing.  Warren, P. (2013). Introducing psycholinguistics. Cambridge University Press.  Dörnyei, Z. (2019). Psychology and language learning: The past, the present and the future. Journal for the Psychology of Language Learning, 1(1), 27-41.  Williams, M., Mercer, S., & Ryan, S. (2016). Exploring psychology in language learning and teaching. Oxford University Press.  **Sociolinguistics**  Labov, W. (1972a). Sociolinguistic Patterns. Philadelphia, PA: University of Pennsylvania Press.  Meyerhoff, M. (2006). Introducing sociolinguistics. London: Routledge. |
| **Electronic Materials** | **Interest Group**  <https://www.iapll.com/about>  **Max Planck Institute for Psycholinguistics**  [Max Planck Institute for Psycholinguistics](https://www.mpi.nl)  Description: Provides a wide range of resources including research papers, datasets, and tools for psycholinguistic research. |
| **Other Learning Materials** | **MIT OpenCourseWare (OCW)**  [MIT OpenCourseWare - Lab in Psycholinguistics](https://ocw.mit.edu/courses/9-59j-lab-in-psycholinguistics-spring-2017/)  Description: Offers free course materials for a lab-focused psycholinguistics course, including lecture notes, assignments, and study materials. This resource is designed to provide students with hands-on experience in conducting psycholinguistic experiments and analyzing linguistic data, allowing for a deeper understanding of language processing and cognitive mechanisms. |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |