Thank you for your interest in the Course Specification for **MAAL 7511 Language Policy and Language Planning** within the Master of Arts in Applied Linguistics program.

Please be informed that the current course specification available on our website is based on **Template T-104 (2022 edition)**. As of September 1, 2024, the updated course specification utilizing Template **TPG-153 (2023 edition)** has not been received for upload. Additionally, we have not yet received a Word document version of the updated specification for this course.

While there are no significant differences between Template T-104 (2022) and Template TPG-153 (2023), please be aware that there may be updates pertaining to specific course codes, course content and the **Specification Approval Date** in the newer version that are not with the website team for upload yet.

Our website team is committed to providing the most current information and will promptly upload updated course specifications as they are received.

We appreciate your understanding and thank you for your patience.

**Notice Regarding Course Specification Update for MAAL 7511 Language Policy and Language Planning – Master of Arts in Applied Linguistics**

T3

2022

T-104

2022

Course Specification

|  |
| --- |
| Course Title: **Language Policy and Language Planning** |
| Course Code:  **MAAL 7511** |
| Program:  **Master of Arts in Applied Linguistics** |
| Department:  **English Department**  |
| College:  **Faculty of Languages and Translation**  |
| Institution:  **King Khalid University**  |
| Version: Updated |
| Last Revision Date: **January 28, 2023** |

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# A. General information about the course:

|  |
| --- |
| **Course Identification** |
| **1. Credit hours:** | 4 |
| **2. Course type** |
| a. | University [ ]  College [ ]  Department[x]  Track[ ]  Others[ ]  |
| b. | Required [x]  Elective[ ]  |
| **3. Level/year at which this course is offered:** | **Level 5/ 5th Semester**  |
| **4. Course general Description:** This course deals with language planning and language policy. Students are introduced to the basic concepts in the field with an emphasis on how international, national and local level sociolinguistic factors have an effect on language planning decisions. The course also presents case studies of language planning and policy issues in various parts of the world with special focus on Arabic context.  |
| **5. Pre-requirements for this course (if any): N/A**  |
| **6. Co- requirements for this course (if any): N/A** |
| **7. Course Main Objective(s):** By the end of this course students will be able: * To explain the following terms: Language Planning, Language Policy, Language Revitalization, Language Endangerment, and Linguistic Rights.
* To explain the procedures followed in Language Planning.
* To analyze the current linguistic situation in Arab universities and predicting the future of Arabic in education.
* To compare language planning in the Arab world with similar cases in other contexts worldwide.
* To evaluate the role of Language Planning in education.
 |

## 1. Teaching mode (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
| --- | --- | --- | --- |
|  | Traditional classroom | 28 | 70% |
|  | E-learning |  |  |
|  | Hybrid* Traditional classroom
* E-learning
 | 12 | 30% |
|  | Distance learning |  |  |

##

## 2. Contact Hours (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| No | Activity | Contact Hours |
|  | Lectures | 40 |
|  | Laboratory/Studio |  |
|  | Field |  |
|  | Tutorial  |  |
|  | Others (specify) |  |
|  | Total | 40 |

# Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
| --- | --- | --- | --- | --- |
| 1.0 | Knowledge and understanding |
| 1.1 | Explain the following basic terms: Language Planning, Language Policy, Language Revitalization, Language Endangerment, and Linguistic Rights.  | K 1.1, K 1.2,  | * Lectures
* Discussions
* E-learning
* Presentations
 | * Presentations
* Class participation
* Assignments
* Midterm tests
* Final exam
 |
| 1.2 | Explain the procedures followed in Language Planning | K 1.5 | * Lectures
* Discussions
* E-learning
* Presentations
 | * Presentations
* Class participation
* Assignments
* Midterm tests
* Final exam
 |
| 1.3 | Outline the language policy and planning situation in the Arabic context | K1.3 | * Lectures
* Discussions
* E-learning
* Presentations
 | * Presentations
* Class participation
* Assignments
* Midterm tests
* Final exam
 |
| 1.4 | Explain the role of language planning in the construction of national languages and nations | K 1.3 | * Lectures
* Discussions
* E-learning
* Presentations
 | * Presentations
* Class participation
* Assignments
* Midterm tests
* Final exam
 |
| 1.5 | Evaluate the role of Language Planning in education.  | K 1.3, K1.5 | * Lectures
* Discussions
* E-learning
* Presentations
 | * Presentations
* Class participation
* Assignments
* Midterm tests
* Final exam
 |
| 2.0 | Skills |
| 2.1 | Associate the theoretical knowledge about language planning and policy with the situation in the Arab world. | S 2.2, S 2.3 | * Group work
* Pair work
* Debates
* Group discussions
* Presentations
* Field Work
* Collecting related literature
 | * Presentations
* Referees remarks
* Small projects
* Surveys
* Annotated bibliographies
 |
| 2.2 | Appraise cases of Language Planning and Policy in the Arabic context during the postcolonial era  | S 2.2 | * Group work
* Pair work
* Debates
* Group discussions
* Presentations
* Field Work
* Collecting related literature
 | * Presentations
* Referees remarks
* Small projects
* Surveys
* Annotated bibliographies
 |
| 2.3 | Predict the future of Bilingualism in Arab universities. | S 2.3 | * Group work
* Pair work
* Debates
* Group discussions
* Presentations
* Field Work
* Collecting related literature
 | * Presentations
* Referees remarks
* Small projects
* Surveys
* Annotated bibliographies
 |
| 2.4 | Analyze the current linguistic situation in Arab universities and predict the future of Arabic in education.  | S 2.4, S 2.5 | * Group work
* Pair work
* Debates
* Group discussions
* Presentations
* Field Work
* Collecting related literature
 | * Presentations
* Referees remarks
* Small projects
* Surveys
* Annotated bibliographies
 |
| 2.5 | Examine the global spread of English and policy responses | S 2.5,  | * Group work
* Pair work
* Debates
* Group discussions
* Presentations
* Field Work
* Collecting related literature
 | * Presentations
* Referees remarks
* Small projects
* Surveys
* Annotated bibliographies
 |
| 2.6 | Compare language planning in the Arab world with similar cases in other contexts worldwide.  | S 2.3, S 2.4 | * Group work
* Pair work
* Debates
* Group discussions
* Presentations
* Field Work
* Collecting related literature
 | * Presentations
* Referees remarks
* Small projects
* Surveys
* Annotated bibliographies
 |
| 2.7 | Evaluate the role Arabic and English play in higher education. | S 2.1, 2.3 | * Group work
* Pair work
* Debates
* Group discussions
* Presentations
* Field Work
* Collecting related literature
 | * Presentations
* Referees remarks
* Small projects
* Surveys
* Annotated bibliographies
 |
| 3.0 | Values, autonomy, and responsibility |
| 3.1 | Demonstrate academic integrity in learning and assessment of the course topics  | V 3.1 | * Using e-learning in discussions, group work, presentations, and Projects
 | * Observation
* Class participation
* Assignments
* Quizzes
 |
| 3.2 | Show sense of cooperation while involved in teamwork to construct knowledge | V 3.4 | * Using e-learning in discussions, group work, presentations, and Projects
 | * Observation
* Class participation
* Assignments
* Quizzes
 |
| 3.3 | Seek professional development opportunities in language policy and planning and actively participate in them | V 3.1, V 3.2 | * Using e-learning in discussions, group work, presentations, and Projects
 | * Observation
* Class participation
* Assignments
* Quizzes
 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| No | List of Topics | Contact Hours |
| 1 | Language Planning Theory and types of language planning | 4 |
| 2 | Factors affecting Language Planning and language Policy | 4 |
| 3 | Language Planning Frameworks and Methods | 4 |
| 4 | The role of language planning in the construction of national policies | 4 |
| 5 | Language planning in education | 4 |
| 6 | Language spread and endangerment | 4 |
| 7 | Theory and practice of language revitalization | 4 |
| 8 | Linguistic hegemony and linguistic rights | 4 |
| 9 | The global spread of English: Cause, Agency, Effects, and Policy Responses | 4 |
| 10 | Language policy and planning in Saudi Arabia  | 4 |
| **Total** | 40 |

# **D. Students Assessment Activities**

| No | Assessment Activities \*  | Assessment timing(in week no) | Percentage of Total Assessment Score |
| --- | --- | --- | --- |
| **1** | Annotated Bibliographies | 8 | 20% |
| **2** | Written Tests | 3, 6 | 40% |
| **3** | Presentations | 4, 6, 10 | 20% |
| **4** | Fieldwork reports | 3, 5, 9 | 20% |

\*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 | Selected chapters from:* Wright, S. (2016). Language policy and language planning: From nationalism to globalization. Palgrave Macmillan.
* Kaplan, R. 1998. Applied Linguistics and Language Policy and Planning. In Dallin. D. Oaks (ed) Linguistics at Work: A reader of Applications (pp. 420-443). Florida: Harcourt Brace.
* Pennycook, A. (1994). *The cultural politics of English as an international language*. London: Longman.
* Ferguson, Gibson. 2006. Language Planning and Education. Edinburgh: Edinburgh University Press.
* Phillipson, R. 2003. English-Only Europe? Challenging Language Policy. New York: Rutledge. (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 ImperialismUnity 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 | KKU digital library (kku.edu.sa)https://www.tandfonline.com/loi/rclp20https://www.springer.com/journal/10993 |
| Other Learning Materials |  |

## 2. Required Facilities and equipment

| Items | Resources |
| --- | --- |
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Lecture room |
| Technology equipment(projector, smart board, software) | Computer and data show |
| Other equipment(depending on the nature of the specialty) | N/A |

# F. Assessment of Course Quality

| Assessment Areas/Issues  | Assessor | Assessment Methods |
| --- | --- | --- |
| Effectiveness of teaching | Students, Instructors, Program Leaders | Tests, Surveys, Interviews |
| Effectiveness of students’ assessment | Measurement and Evaluation Unit | Analysis of course evaluation questionnaires, SPSS Analysis Repot  |
| Quality of learning resources | Students, Instructors, Program Leaders | Observations, Surveys |
| The extent to which CLOs have been achieved | Instructors, Program Leaders | Tests, portfolios  |
| Other |  |  |

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

**Assessment Methods** (Direct, Indirect)

# G. Specification Approval Data

|  |  |
| --- | --- |
| Council /COMMittee |  |
| Reference No. |  |
| Date |  |