



2023

TPG-153



# Course Specification

— (Postgraduate)

<b>Course Title:</b> Language Policy and Planning
<b>Course Code:</b> <i>Enter Course Code.</i>
<b>Program:</b> Master of Arts in Applied Linguistics
<b>Department:</b> Languages and Translation
<b>College:</b> Humanities and Social Sciences
<b>Institution:</b> Northern Border University
<b>Version:</b> 1
<b>Last Revision Date:</b> May 14th, 2024

## Table of Contents

<b>A. General information about the course:</b>	4
<b>B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:</b>	5
<b>C. Course Content:</b>	7
<b>D. Students Assessment Activities:</b>	7
<b>E. Learning Resources and Facilities:</b>	7,8
<b>F. Assessment of Course Quality:</b>	8
<b>G. Specification Approval Data:</b>	8

## A. General information about the course:

### 1. Course Identification:

<b>1. Credit hours: (3)</b>			
<b>2. Course type</b>			
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department <input type="checkbox"/> Track
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered: (4) Year 2/level 3</b>			
<b>4. Course General Description:</b>			
<p>This course delves into Language Policy and Planning (LPP), focusing on its theoretical underpinnings and practical implications, particularly within the Arabic context. Students will analyze case studies and employ methodologies such as comparative analysis, policy evaluation, and sociolinguistic research to understand and influence language planning processes. The curriculum is designed to cultivate critical thinking and practical skills for assessing and developing language policies.</p>			
<b>5. Pre-requirements for this course (if any):</b>			
N/A			
<b>6. Pre-requirements for this course (if any):</b>			
N/A			
<b>7. Course Main Objective(s):</b>			
<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain key terms: Language Planning, Language Policy, Language Revitalization, Language Endangerment, and Linguistics right.</li> <li>2. Describe the processes involved in language planning.</li> <li>3. Analyze linguistics situations in Arab universities and predict the future of Arabic in education.</li> <li>4. Compare language planning in the Arab world with global examples.</li> <li>5. Evaluate the role of language planning in educational contexts.</li> </ol>			

### 2. Teaching Mode: (mark all that apply)

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

No	Mode of Instruction	Contact Hours	Percentage
	<ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
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).....	
	<b>Total</b>	45

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Define the following basic terms: Language Planning, Language Policy, Language Revitalization, Language Endangerment, and Linguistic Rights.	K1, K2	Class/Group Discussion Concept Maps Collaborative Learning Self-Learning	Written Exams (Essay) Case Study Peer Evaluation Presentations
1.2	Explain the role of language planning in the construction of national languages and nations.	K3	Class/Group Discussion Problem-based Learning Scientific Research Peer Learning	Written Exams (Essay) Case Study Presentations Reports

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills</b>			
2.1	Predict the future of Bilingualism in Arab universities.	S3	Investigation Problem-Based Learning Collaborative Learning Self-Learning	Projects Peer Evaluation Presentations Reports
2.2	Compare language planning in the Arab world with similar cases in other contexts worldwide.	S1, S4	Scientific Research Peer Learning Observation Summary	Open Book Exam Case Study Presentations Peer Evaluation
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate academic integrity in learning and assessment of the course topics	V1	Class/Group Discussion Problem-Based Learning Collaborative Learning Self-Learning	Rubric Checklist Portfolio Self-Assessment
3.2	Show sense of cooperation while involved in teamwork to construct knowledge	V4	Mini Teaching Units (Modules) Peer Learning Collaborative Learning Problem-Based Learning	Peer Evaluation Self-Assessment Presentations Reports

### C. Course Content:

No	List of Topics	Contact Hours
----	----------------	---------------

1.	<b>Language Planning Theory and types of language planning:</b> <ul style="list-style-type: none"> <li>○ Overview of language planning and its significance</li> <li>○ Different types of language planning: status planning, corpus planning, and acquisition planning</li> </ul>	6
2.	<b>Factors affecting Language Planning and language Policy:</b> <ul style="list-style-type: none"> <li>○ Sociopolitical factors</li> <li>○ Economic influences</li> <li>○ Cultural and historical contexts</li> </ul>	3
3.	<b>Language Planning Frameworks and Methods:</b> <ul style="list-style-type: none"> <li>○ Models and approaches to language planning</li> <li>○ Steps in language planning: Problem identification, goal, setting, and policy formulation</li> </ul>	6
4.	<b>The role of language planning in the construction of national policies:</b> <ul style="list-style-type: none"> <li>○ National identity and language</li> <li>○ Case studies of national language policies</li> </ul>	3
5.	<b>Language planning in education:</b> <ul style="list-style-type: none"> <li>○ Language of instruction policies</li> <li>○ Bilingual and multilingual education</li> <li>○ Curriculum development and implementation</li> </ul>	6
6.	<b>Language spread and endangerment:</b> <ul style="list-style-type: none"> <li>○ Mechanisms of language spread</li> <li>○ Factors leading to language endangerment</li> <li>○ Efforts to document and preserve endangered languages</li> </ul>	3
7.	<b>Theory and practice of language revitalization:</b> <ul style="list-style-type: none"> <li>○ Strategies for language revitalization</li> <li>○ Community involvement and support</li> <li>○ Successful case studies of language revitalization</li> </ul>	6
8.	<b>Linguistic hegemony and linguistic rights:</b> <ul style="list-style-type: none"> <li>○ Power dynamics in language use</li> <li>○ Right of linguistics minorities</li> <li>○ International legal frameworks supporting linguistics</li> </ul>	3
9.	<b>The global spread of English: Cause, Agency, Effects, and Policy Responses:</b> <ul style="list-style-type: none"> <li>○ Historical and contemporary spread of English</li> <li>○ Impact on local languages and cultures</li> <li>○ Policy responses to the dominance of English</li> </ul>	6
10.	<b>Language policy and planning in Saudi Arabia:</b> <ul style="list-style-type: none"> <li>○ Historical development of language policy in Saudi Arabia</li> <li>○ Current language planning issues and strategies</li> <li>○ Future directions for language policy in the region</li> </ul>	3
<b>Total</b>		<b>45</b>

## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Annotated Bibliographies	3, 8	20%
2.	Written Tests	7, 14	30%
3.	Presentations	4, 10, 12	20%
4.	Fieldwork reports	5, 9, 11	20%
5.	Participation and Peer Evaluation	Ongoing	10%
	Total		100%

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

## E. Learning Resources and Facilities:

### 1. References and Learning Resources:

<b>Essential References</b>	<p>Tollefson, J. W., &amp; Pérez-Milans, M. (2023). Language policy and planning: From theory to practice.</p> <p>Spolsky, B. (2020). Language planning and policy.</p> <p>Ricento, T. (2020). Directions in language planning from the COVID-19 pandemic.</p>
<b>Supportive References</b>	<p>Darquennes, J., Salö, L., &amp; Vandebussche, W. (2021). Language policy and planning: An interdisciplinary approach.</p>
<b>Electronic Materials</b>	<p>Baldauf, R. B. (2020). Language planning and policy: Recent trends, future directions.</p>
<b>Other Learning Materials</b>	<p>King, K. A., &amp; Fogle, L. W. (2020). Language revitalization and social transformation: Evaluating outcomes of language revitalization strategies.</p>

### 2. Educational and Research Facilities and Equipment Required:

Items	Resources
<p><b>Facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	<p>-Classroom with A/V equipment -Interactive Whiteboard or Smartboard -Language Labs</p>
<p><b>Technology equipment</b> (Projector, smart board, software)</p>	<p>-Campus-wide Wi-Fi -Digital Projector -Computers/Laptops or Tablet Devices</p>
<p><b>Other equipment</b> (Depending on the nature of the specialty)</p>	<p>-Saudi Digital Library -Access to Online Journals and Databases -Access to LMS (e.g., Blackboard)</p>



Items	Resources
	-Language learning software -Virtual classroom platforms (e.g., Zoom, Teams) -Online Journals and Databases -E-Books and online Libraries

#### F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	Program Leader, Students	Direct
<b>Effectiveness of students assessment</b>	Program Leader, Students	Direct
<b>Quality of learning resources</b>	Faculty, Program Leaders	Indirect
<b>The extent to which CLOs have been achieved</b>	Program Leaders; Peer Reviewer	Indirect
<b>Other</b>		

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

**Assessment Methods** (Direct, Indirect)

#### G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT OF LANGUAGES AND TRANSLATION COUNCIL</b>
<b>REFERENCE NO.</b>	<b>SESSION 23, 1445</b>
<b>DATE</b>	<b>14 MAY 2024</b>