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Bridging the Gaps between Knowledge and Needs: Sociolinguistics Materials Based on Project-Based Learning

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ABSTRACT

Sociolinguistics can help people better understand the use of English in specific social environments, but there have been limited studies on the crucial aspects in teaching and learning Sociolinguistics to gain optimum learning outcomes. This present research aims to analyze models of EFL Sociolinguistics materials based on project-based learning required by students and lecturers. Quantitative method was applied in this study, employing questionnaire and structured interview to collect data from 57 students and three instructors of the English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The results revealed that students and lectures required teaching materials that have clear objectives embodied in 11 topics from Language Variations to Language and Ideology completed with evaluations after each topic, provide exercises for individuals or groups, and include project-based learning which can be employed in teaching EFL Sociolinguistics. Therefore, designing a model of teaching materials for EFL Sociolinguistics based on Project-based learning is necessary to load these findings. The findings of this study are useful for educators and stakeholders who want to design EFL Sociolinguistics teaching materials. This study has the potential to bridge the gap by providing knowledge about the needs of students and educators as well as recommendations for follow-up in designing EFL Sociolinguistics teaching materials.

1. Introduction

Sociolinguistics is a branch of Linguistics course which aims to develop student linguistic awareness and disseminate knowledge related to the use of language in the society. Saputra et al. (2019) define Sociolinguistics as a branch of Linguistics that specifically examines language use in society, originally called the sociology of language or language in society. Sociolinguistics is a term generally employed to study the relationship between language and society (Faizin, 2015; George Yule, 2006; Mairi, 2017). Also, Sociolinguistics mastery refers to capability of harnessing the science of studying the speaking community as well as the aims and function of language (Bayyurt, 2013). Mujiono & Herawati (2021) point out that Sociolinguistics competencies determine the ability of EFL lecturers to select language variations, such as standard, official, casual and familiar, student-context, and to use appropriate variations and registers.

As implied in the definition, Sociolinguistics study is extensive because the use of language in society can include the use of language in different community (urban community, rural community,

government offices, and others), sectors (economy, education, politics, art, film, and others), and professions (farmers, fishermen, and others). Considering this vast range of scopes, the researcher will limit the Sociolinguistics study topics in this research on 11 topics, namely 1) varieties of language (Alhamami, 2020; Clements, 2018; Gelek, 2017; George Yule, 2006; Guzzardo Tamargo et al., 2019; Homberger & McKay, 2010; Khizhnyak & Annenkova, 2021; Ó Murchadha & Flynn, 2018; Subhan, 2004; Vari & Tamburelli, 2020; Wardhaugh & Fuller, 2015); 2) dialects, sociolects, idiolects, and registers (Subhan, 2004; Wardhaugh & Fuller, 2015), 3) standard and nonstandard varieties (Subhan, 2004; Wardhaugh & Fuller, 2015), 4) varieties of English (Bruyèl-Olmedo & Juan-Garau, 2020; Heller et al., 2017; Lee, 2022; Ozyumenko, 2020; Proshina & Nelson, 2020; Subhan, 2004), 5) code-switching (Ellison & Si, 2021; Guzzardo Tamargo et al., 2019; Liu, 2021; Muthusamy et al., 2020; Subhan, 2004), 6) code-mixing (Ramzan et al., 2021; Subhan, 2004; Tarihoran et al., 2022; Tramutoli, 2021), 7) bilingualism, multilingualism, and diglossia (Subhan, 2004; Wardhaugh & Fuller, 2015), 8) verbal and non-verbal communication (Subhan, 2004; Wardhaugh & Fuller, 2015), 9) speech

act (Subhan, 2004; Pourmousavi & Mohamadi Zenouzagh, 2020), 10) language planning (Subhan, 2004; Wardhaugh & Fuller, 2015), and 11) language and identity (Subhan, 2004; Wardhaugh & Fuller, 2015), and language and ideology (Subhan, 2004; Wardhaugh & Fuller, 2015). These 11 topics have become the priority topics taught by linguists worldwide when teaching Sociolinguistics to their students. Therefore, these topic will be included in designing EFL Sociolinguistics teaching material.

Teaching materials are any resources used in the language learning process (Tomlinson, 2013), including texts, exercises, assignments, and other activities distributed to students (Harwood, 2010; Ismail et al., 2021), that are presented in printed materials, live performances, and use of information and technology communication to facilitate linguistics, visual, auditory, and kinesthetic learning processes (Ismail et al., 2021). Teaching materials, whether designed by the instructors or institutions, are a key component in language learning (Richard, 2001), and what constitute as good teaching materials are the ones that can improve student learning outcomes (Wainwright, 2006). For this reason, the researcher will identify the needs of students and educators in for teaching materials that can increase ¹⁸ their Sociolinguistics understanding by applying a project-based learning model.

Project-based learning (PJBL) is a student-centered learning model in which students acquire knowledge and skills through project design, development, and completion (Shuhailo & Derkach, 2021). According to Al-busaidi & Al-seyabi (2021), PJBL aims to help students gain a deep understanding of knowledge and skills and increase their motivation to learn through ¹⁷ solving problems, planning, and investigating. PJBL has been recognized as effective and fruitful in the 21st century education (Pham, 2018).

Many researchers revealed that the implementation of PJBL can improve students' learning outcomes, such as increase their learning motivation (Duke et al., 2020), contribute to students' increased level of independence (Fried-B ⁴², 2002; Al-busaidi & Al-seyabi, 2021), increase students' evaluation skills for presentation and reduce their communication anxiety (Pham, 2018), acquire new competencies, improve teamwork experience, and develop creativity (Shuhailo & Derkach, 2021). However, some researchers have not discovered the impact of PJBL in EFL Sociolinguistics, meaning a knowledge gap to fill which becomes the center of this present study. The outcomes of this research are expected to offer added value of formulating teaching materials for EFL teachers, and contribute more nuance for researchers of Sociolinguistic EFL to conduct further investigations.

2. Literature Review

2.1 Need Analysis

¹⁴ Need analysis is the activities involved in gathering information that will serve as the foundation for developing a curriculum that meets the learning requirements of a particular study group (Brown, 1995). Hutchinson and Waters (1987) ¹³ pointed out the need analysis based on "necessities" and "wants" to identify between what the learners have to know and what they feel they need to know. The focus here is on the "lack" that represents the gap between the necessitated proficiency in the target situation and the existing proficiency of the learners. Witkin and Altschuld (1995) states that need analysis is a systematic set of procedures carried out to set priorities and make decisions about programs or organizational improvement and allocation of resources. The priorities are based on ¹⁷ identified needs. Gass (2012) mentions that need analysis is the basis of training programs and aid development programs.

Based on the explanation above, need analysis is therefore a set of activities undertaken to collect information as the foundation ⁵⁶ designing teaching materials. Therefore, this study is focused on analyzing the needs of teaching materials.

2.2 Teaching Materials

Three commonly interchangeable terms for teaching materials are instructional materials (Dick, W., Carey, L., dan Carey, 2009), learning materials (Butcher, C., Davies, C., dan Highton, 2006), and teaching materials (Richard, 2001). Teaching materials are considered a key component in EFL Sociolinguistics learning process, regardless of who design them: the lecturers who teach courses or the institutions which ³⁸ the learning foundation for students in either face-to-face classroom learning, ⁴⁷ online learning, and blended learning.

Teaching materials are considered a key component in language learning (Richard, 2001), which can improve student learning outcomes (Wainwright, 2006). Cunningsworth (1995) described six roles of teaching materials in language learning: 1) sources of teaching materials for materials, 2) sources of activities for students, 3) sources of student references, 4) sources to provide stimulation and ideas for learning activities in the classroom, 5) syllabus that reflects learning objectives, and 6) support for inexperienced and less confident educators.

The designer of teaching materials should consider six elements (Richard, 2001): 1) simple to complex structure, 2) chronology, 3) needs, 4) prerequisite learning, 5) whole to part or part to whole, 6) spiral sequencing. Meanwhile, Tomlinson (2013) highlighted eight steps in developing teaching materials: text collection, text assessment, text experiment, readiness activities, experience-related activities, response intake activities, development activities, and input response activities. Furthermore, Jolly and Bolitho (2011) suggest 7 steps that are need to be developed in the development of teaching materials, namely 1) identification of material needs, 2)

exploring problems in the right needs of skills or what language elements are needed by students, 3) realizing the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realization, namely by including the exercises needed in learning, 5) physical products of teaching materials that include material arrangement, size type, visuals, and others, 6) students use the material, and 7) evaluate the material according to the objectives.

In evaluating teaching materials that have been designed, 1) includes 14 things (Tomlinson, 2013), namely 1) clarity of instructions, 2) clarity of layout, 3) comprehensibility of texts, 4) credibility of tasks, 5) achievability of task, 6) achievement of performance objectives, 7) potential for localization, 8) particularity of the materials, 9) teach ability of the materials, 10) flexibilities materials, 11) appeal of the material, 12) motivation power of the material, 13) impact of the material, and 14) effectiveness in facilitating short-term learning.

The teaching material in this study is a set of materials, exercises, and evaluation methods employed to facilitate EFL Sociolinguistics teaching and learning process.

12.3 Sociolinguistics

Sociolinguistics is a branch of linguistics that specifically examines the use of language in society which was originally called the sociology of language or language 15) society (Saputra et al., 2019) which probes into the use of language in society and the organization of social behavior that includes attitudes, views, and tendencies of 29) group of people in using language (Subhan, 2004). Sociolinguistics is the study of the purpose and function of language in society (Bayyurt, 2013), and the relationship between language and society (Mairi, 2017; Faizin, 2015, Yule, 2006).

Sociolinguistics have been subjected to many researches. Albirin 28) Chakrani, (2017) carried out a research entitled switching codes and registers: an analysis of heritage Arabic speakers' Sociolinguistics competence. English in the linguistic landscape of Jordanian shopping malls: Sociolinguistics variation 37) translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The Sociolinguistics analysis of 4) riation and language documentation (Meyerhoff, 2019). "that spelling tho": A Sociolinguistics study of nonstandard form of thought in a corpus of Red 10) comments (Flesch, 2018). The effectiveness of E-learning-based Sociolinguistics instruction on EFL University students' Sociolinguistics competence (Mujiono & Herawati, 2021). Developing Sociolinguistics competence through 26) an intercultural online exchange (Ritchie, 2011). The impact of social media on the Sociolinguistics practices of the 22) ipheral post-socialist contexts (Tankosić & Dovchin, 2021). A Sociolinguistics perspective on the increasing relevance of the English language: a study conducted 21) among youngsters (Tankosić & Dovchin, 2021). Code mixing in Arabic conversation of college students: a

Sociolinguistics study 4) attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer 4) Sociolinguistics inequalities (Duchêne, 2020). A case-study in historical Sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meye 52) ff, 2018).

Sociolinguistic in study is a branch of linguistics that studies how language is used in society and how society applies language. In addition, in EFL Sociolinguistics teaching and learning process will be utilized a Project-based learning model.

2.4 Project-Based Learning

Project-based learning (PBL) is a learning model supported by constructivist 12) learning theory in which students can build their knowledge 45) in the context of their own experiences. PBL is a student-centered learning model that allows students to acquire knowledge and skills through designing and conducting project to completion (Shuhailo & Derkach, 2021), to increase their learning motivation through problem-solving (Al-busaidi & Al-seyabi, 2021), and develop intellectual and social 48) lities (Kettanun, 2015). In short, PBL requires students to actively participate 25) in learning process and building rapport in in all six levels of Blooms Taxonomy namely knowledge, comprehension, application, analysis, synthesis, and evaluation (Moylan, 2008).

The steps of learning with PBL are connecting 13) with the problem, setting up the structure, visiting the problem, revisiting the problem, producing a product/performance, and evaluating performance and the problem (Delisle, 1997). PBL may also include scheduling and project monitoring. The more detailed structure of PBL is explained by Alan and 16) er (2005). To begin with, students and an educator agree on a topic for the project and determine the final outcome. Then, they structure the project. The educator prepares students for the language demands for gathering information, compiling, and analyzing data, and the 24) dents comply accordingly. Lastly, the educator prepares students for language demands for culminating activity, and then the students present the final product and evaluate the project.

Several researchers have reported multiple 20) benefits of that PBL that include developing data collection and presentation skills, higher order thinking skills, personal learning styles, independent learning (Orevi & Dannon, 1999), students motivation and satisfaction 58) ank et al., 2003; Kamp, 2012), building students' knowledge through active learning, interacting with the environment. PBL improves and independent and collaborative working (Thomas, 20) that allow students to solve problems more easily (Krajcik et al., 1999; Rodríguez et al., 2015). In addition, PBL encourages students to connect new learning to their past performances (Moylan, 2008) and improve their real-world skills such as research and

communication (Ilhan, 2014). At last, applied PJBL provides students to learn better in a non-traditional method. Therefore, PJBL can be adopted in teaching and learning, particularly EFL Sociolinguistics.

3. Method

This research employed quantitative method to collect data from 60 respondents in English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. The respondents consisted of 30 students of the current Sociolinguistics course, 27 students of the previous Sociolinguistics course, and 3 lecturers of Sociolinguistics courses. The students were selected through disproportionate stratified random sampling as explained by Sugiyono (2009).

The instruments to collect data were questionnaire and structured interview. The questionnaire was the first instrument to collect data because, as recommended by Long (2005), questionnaire allows increasing the validity of results. The instrument consisted of 30 questions that focused on five variables: the purpose of Sociolinguistics teaching material, topics of Sociolinguistics teaching materials, Sociolinguistics exercises, learning evaluation, and PJBL. The analysis and interpreted data were carried out by summing and calculating the average number of each variable. The participants were asked to give score 1 to 4 for each item where 1 = not needed, 2 = less needed, 3 = needed, 4 = very needed. Then, the data were analyzed to draw the percentage score of each question, and categorized all items as needed, less needed, needed, and very needed. Then, structured, direct interviews were conducted with the participants to probe deeper into findings revealed from the results of the questionnaires, to gain more detailed information and to clarify any potential ambiguity or misunderstood questions.

4. Result

This section presents the findings related the form of the EFL sociolinguistics teaching material models needed by students and educators illustrated in the questionnaire. Five variables contained in the questionnaire items were the purpose of sociolinguistic teaching material (five items), the topics of sociolinguistic teaching materials (11 items), sociolinguistics exercises (five items), learning evaluation (four statements, and PJBL (six items).

4.1 The Purpose of Sociolinguistics Teaching Material

Chart 1. The Purpose of Sociolinguistics Teaching Materials

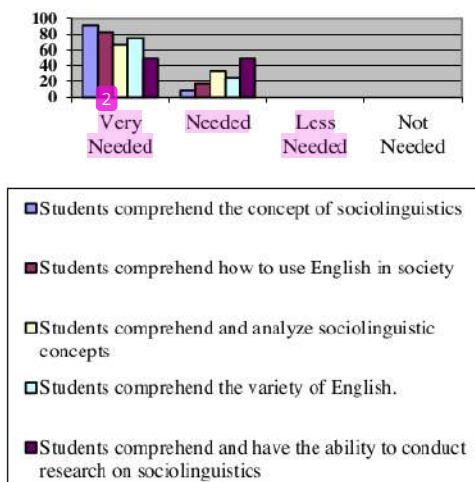
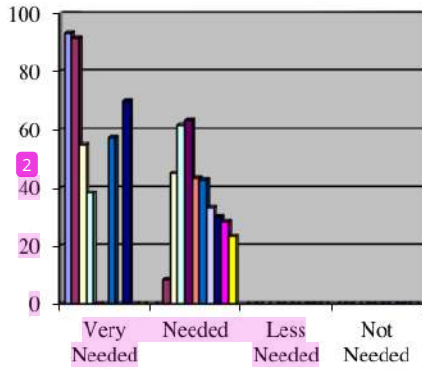


Chart 1 shows that most participants agreed that all five purposes of Sociolinguistics materials were either very needed or needed. The most needed purpose was understanding the concept of Sociolinguistics, in which 91.7 % of the respondents answered that it was very needed and only 8.3% needed it. The second most needed purpose is to comprehend how to use English in society (83.3% and 16.7 %), followed by comprehend and analyze Sociolinguistics concepts (66.7% and 33.3%), comprehend the variety of English (75% and 25%), and at last able to conduct research on Sociolinguistics (50% and 50%).

In other words, Chart 1 shows that all respondents stated that they needed to have better understanding the implementation of all five purposes of Sociolinguistics materials which enable them to ace the EFL Sociolinguistics course. Further investigations to students of the previous Sociolinguistics course revealed that their lecturers had not been fully attentive to these purposes in their teaching.

4.2 Topics of Sociolinguistic Teaching Materials

Chart 2. Topics of Sociolinguistics teaching Material



- Variety of language
- Dialect, sociolect, idiolect, and register
- Standard and non-standard varieties
- Codeswitching
- Codemixing
- Bilingualism, multilingualism, and diglossia
- Verbal and non-verbal communication
- Speech acts (Speech act)
- Language planning
- Language and identity
- Language and ideology

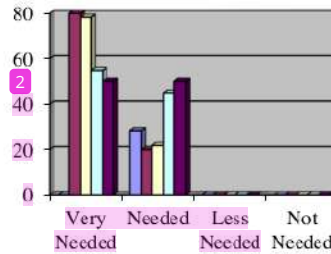
Chart 2 illustrates 11 topics covered in the questionnaire and the proportion of answers given by the respondents. It is clear that the top five most needed topics are Variety of Language (93.3%); dialect, sociolect, idiolect, and register (91.7%); Language Planning (70%); Verbal and Non-verbal Communication (57.3%), and Standard and Non-standard Varieties (55%). Meanwhile, the top three needed skills are Codemixing (63.3%), Codeswitching (61.7%), and Standard and Non-standard Varieties (45%). The other topics are still regarded as very needed or needed, but with less percentage.

In addition, none of the respondents answered 'Less Needed' nor 'Not Needed' in Chart 2, which is

indicative of the importance of all topics covered in Sociolinguistics.

4.3 Sociolinguistics Exercises

Chart 3. Exercises

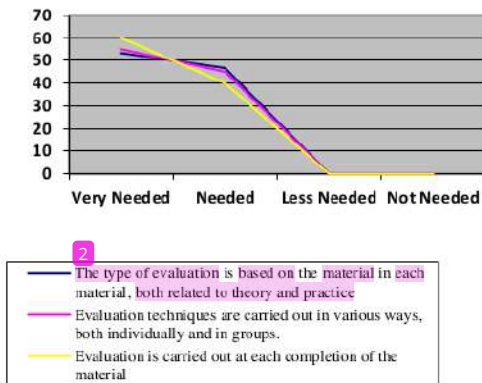


- The type of exercise given in sociolinguistics learning is related to analyzing codemixing and codeswitching that occurs in learning English.
- The types of exercises given in sociolinguistics learning are related to find many varieties of English.
- The types of exercises given in sociolinguistics learning are related to the analysis of dialect, sociolect, idiolect, and register.
- The types of exercises given in sociolinguistics learning are related to standard and non-standard languages.
- The distribution of exercises are carried out in various ways, both individually and in groups.

In Chart 3, the respondents' answers to five items related to the nature of exercises given in Sociolinguistics courses are captured. The chart shows that four most needed types of exercise are finding many varieties of English (80%), analyzing dialect, sociolect, idiolect, and register (78.3%), analyzing standard and non-standard languages (55%), and conducting tasks individually and in groups (50%). Meanwhile, the lowest percentage is analyzing codemixing and codeswitching in 'Needed' category by 28.23%.

4.4 Learning Evaluation

Chart 4. Learning Evaluation



In Chart 4, the participants responded to three types of evaluation of learning Sociolinguistics. It shows that most needed type of evaluation is the one conducted after each learning material is completed (60%), followed by evaluation for both individual and group work (55%), and lastly, evaluation for both theoretical and practical elements (53.3%).

4.5 Project-Based Learning

Chart 5. Project-based learning

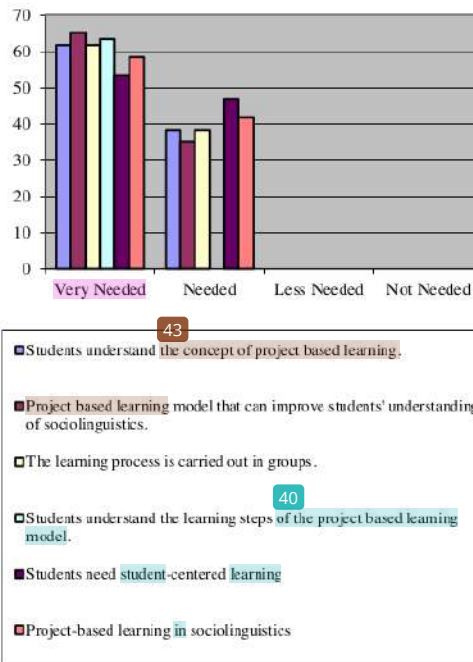


Chart 5 shows six elements in Project-based Learning model (PBL) regarded as 'Very Needed' and 'Needed' by the respondents. In contrast to Chart 1 through Chart 4, this Chart shows non-significant differences across the percentage of each element. The top needed element is a PBL that improves students' understanding of Sociolinguistics (65%) and the steps of PBL model (63.3%), followed by two elements that shared equal percentages (61.7%), namely understanding the concept of PBL and carrying out learning process in groups. While 58.5% respondents really needed to understand the PBL in Sociolinguistics, only 53.3% answered student-centered learning was very needed in Sociolinguistics course.

After obtaining the results of quantitative data, structured interviews were conducted to 15 students. They were to answer 10 follow-up close-ended questions (Yes or No), namely whether they 1) understand the concepts of Sociolinguistics, 2) comprehend how language is used in society, 3) study a topic related to language variations, 4) study a topic related to codeswitching and codemixing, 5) carry out tasks individually and in groups, 6) partake in evaluations performed at the end of each topic, 7) understanding the concept of PBL, 8) comprehend PBL steps, and 9) apply students-center learning.

Based on the results of the interview, all students answered "yes" to all 9 questions and none of them answered "no". Therefore, students participating in this

study needed all these five variables including their details to design a model of teaching materials for EFL Sociolinguistics based on PJB L.

5. Discussion

This research aims to analyze the model of EFL Sociolinguistics using PJB L for students and lecturer. This section explores the result from five variables in the questionnaires, namely the purpose of Sociolinguistics teaching material, the topics of EFL Sociolinguistics teaching material, types of Sociolinguistics exercises, learning evaluations, and implementation of PJB L model. The results of the structured interview are included in this section.

First, the variable "The Purpose of Teaching Materials for Sociolinguistics Students" consisted of five elements that students need to understand: the concept of Sociolinguistics, use English in society, analysis of Sociolinguistics concepts, variety of English, and research capacity on Sociolinguistics. Informing the purpose of the course may motivate students to focus on developing their Sociolinguistics knowledge. This statement has been endorsed many researchers (e.g. Al-busaidi & Al-seyabi, 2021; Duke et al., 2020). Also, understanding the concept of EFL Sociolinguistics would make it easier for students to conduct research related to Sociolinguistics. Furthermore, when students understand the variations of English, they will find it easier to distinguish different English variations used in society.

In English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, three of five elements have been achieved. The lecturers often convey three key understandings of learning Sociolinguistics have students, namely the concept of Sociolinguistics, the use of English in society, and nature of language variations. This is supported by the results of interviews with students who stated that they understood the concept of sociolinguistics and how English is used in society. Meanwhile, two other goals in Sociolinguistic learning (analysis of Sociolinguistics concepts and research capacity on Sociolinguistics) will be presented to the students to make them accustomed to conducting research, especially those related to Sociolinguistics.

Regarding the variable "Topics of Sociolinguistics Teaching Materials", there were 11 topics covered, namely 1) the variety of language; 2) dialect, sociolect, idiolect, and register; 3) standard and non-standard varieties; 4) codeswitching; 5) codemixing; 6) bilingualism, multilingualism, and diglossia; 7) verbal and non-verbal communication; 8) speech act; 9) language planning; 10) language and identity; and 11) language and ideology.

The results of questionnaire related to this variable (see Chart 2), revealed that all respondents regarded all these 11 topics either very much needed or needed to facilitate better learning of Sociolinguistics. The lecturers of English Education Program,

Muhammadiyah University of Mataram have taught all 11 to their students. However, seven most taught topics were the variety of language; dialect, sociolect, idiolect, and register; standard and non-standard varieties; codeswitching; codemixing; and bilingualism, multilingualism, and diglossia; and verbal and non-verbal communication. Meanwhile, four other new topics will be introduced as new topics, namely speech act, language planning, language and identity, and language and ideology. The followings are the detailed of each of the topics above.

Variety of language is one of the topics discussed in EFL Sociolinguistics courses (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015) to enhance the students' comprehension of different types of English, such as American English, British English, Australian English, Scottish English, Canadian English, Singaporean English, and New Zealand English. A variation of language illustrates language style and styling, critical language awareness, and pidgins and Creoles language (Hornberger & McKay, 2010). Also discussed in Variety of Language is the distinction of pronunciations (sounds), vocabularies (words), and grammar (sentences).

Dialect, sociolect, idiolect, and register are a four-item topics of Sociolinguistics (Subhan, 2004 and Wardhaugh & Fuller, 2015) with each definitions and examples. First, dialect can be defined as a language variety or a variety of languages that are caused by geographical factors such as rivers, mountains, hills, lakes, valleys, or others, that appear distinguishing in sounds, vocabularies, and sentences. Second, sociolect is a variation of language that is caused by social stratification and social status. In Indonesia, we recognized three speech levels: low level, middle level, and high level. Third, idiolect is a variation of language that is caused by individual character differences. And lastly, register is language variety that is formed due to differences in occupation and discourse. Therefore, we often recognize the existence of various kinds of English such as English for journalism, English for tourism, English for economics, English for medicine, and others.

The standard and non-standard varieties are interesting topics to linguists (George Yule, 2006; Hornberger & McKay, 2010; Subhan, 2004; Wardhaugh & Fuller, 2015). There are at least four parameters of standard language: autonomy, standardization, historicity, and vitality (Subhan, 2004). If a language variation does not meet any of these four features, then it is regarded as non-standard.

Code-switching is the switching of language by a person to the interlocutor for certain reasons, for example, the speaker regards the social status of the interlocutor, the speaker find him/herself in a new situation, the speaker wants to show his credibility to the interlocutor or to the public, and the speaker has limitations in communicating in other or particular language. On the other hand, codemixing often occurs

in a society where a speaker mixes some words in one language with another (e.g. Subhan, 2004).

Bilingualism, multilingualism, and diglossia are topics of EFL Sociolinguistics commonly put under an umbrella term of bilingualism. While bilingualism refers to a condition of someone mastering two languages or two language variations (Subhan, 2004; Yule, 2016), multilingualism is mastering more than two languages or language variations. Diglossia refers to the permanent use of several languages in society.

Verbal and non-verbal communication is a topic in Sociolinguistics that discusses language functions and language forms (Subhan, 2004). Since language is a means of communication, the success of a communication would depend on the mutual intelligibility between two or more speakers (the sender and the receiver) to convey their message). The forms of communication can be divided into verbal and non-verbal communication. Verbal communication is communication that uses spoken languages such as English, Indonesian, Chinese, and others, whereas non-verbal communication employs gestures, symbols, pictures, and body language to express meaning.

Speech act is an interesting topic in Sociolinguistics that focuses on actions carried out via utterances (Subhan, 2004; Yule, 2016) categorized into three: locutionary (the act of producing meaningful utterances), illocutionary (the communication force of an utterance, such as promising, apologizing and offering), and the perlocutionary (an action performed by a speaker while making an utterance that may affect the listeners and others differently (Austin, 1962; Subhan, 2004; Yule, 1996). Language planning is an interesting topic in applied linguistics and Sociolinguistics which describes the activity of planning language in a country, a region, a district, or a school. At the national level, the government and the government officials play a role as the policymakers who express state rules and regulations to the people, and therefore, language planning in this contexts is often called language politics. (Subhan, 2004; Wardhaugh & Fuller, 2015). Language planning focuses on three dimensions, namely corpus planning (the intervention of a language), status planning (the allocation of the function of language), and acquisition planning (language teaching and learning of either national language, second language, or foreign language).

Language and identity is a topic of EFL Sociolinguistics that portrays two key terms: identity and language (Hornberger & McKay, 2010). This topic focuses on the definition of identity, the way human present identities to the world, the types of identities, identity formation, and the intersection of language and identity intersect.

Language and ideology are related to language and linguistic behavior that affect speakers' choices and interpretation of communication interaction. Language ideologies frame and influence most aspects of

language use, but their influence is not always directly observable (Hornberger & McKay, 2010).

The variable of "Exercises in Sociolinguistics Course" concentrated on five types of exercise: 1) Analyze codemixing and code-switching in learning English; 2) Identify many varieties of English; 3) Analyze the dialect, sociolect, idiolect, and register; 4) Analyze the standard and non-standard languages; and 5) the distribution of individual exercises and group exercise. Exercises are extremely important in designing teaching materials for EFL Sociolinguistics because they determine the effectiveness and efficiency of pedagogic delivery, which have been reported by previous studies (Richard, 2001; Harwood, 2010; Tomlinson, 2013; Ismail et al., 2021). Even several points in the feasibility questionnaire ask three questions relating to exercises such as comprehensibility of exercises, credibility of exercises, and achievability of exercises.

Accordingly, these five types of exercise shall be the reference of researchers in designing sociolinguistics teaching materials based on PJBL, particularly based on how needed are these by the language learners as the respondents in this present study. In case of Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram, all these five aspects of exercise were already practiced. Based on the results of questionnaire (see Chart 3), all respondents agreed that all five aspects were either needed or very much needed in helping them reinforce Sociolinguistics learning in the classroom. There is one new aspect that emerged from investigating the questionnaire and interview results which can add more nuanced to the existing exercise, namely analyzing the implementation of those exercises in order to improve their quality.

The variable of "Learning Evaluation" focused on three aspects: 1) evaluation of students' comprehension about theory and practice, 2) evaluation for both individually and in groups, and 3) evaluation after the completion of each topic. Considering the fact that evaluation is one way to provide an assessment of the designed teaching materials, these three aspects embodied in the questionnaire items serve as guidelines in designing learning evaluations for teaching materials of EFL Sociolinguistics (Tomlinson, 2013). In evaluating the teaching materials, a designer must pay attention to 14 elements: clarity of instructions, clarity of layout, comprehensibility of texts, the credibility of tasks, achievability of a task, achievement of performance objectives, the potential for localization, particularity of the materials, teach ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, impact of the material, and effectiveness in facilitating short-term learning (Tomlinson, 2013).

In addition, the designed teaching materials must be evaluated to identify the advantages and disadvantages for perfecting the updated teaching materials. This is supported by Tomlinson (2013) and Littlejohn (2011) that in designing evaluations it is necessary to evaluate for the improvement of teaching materials and subsequent learning processes. Therefore, the researcher would include three variables in designing teaching materials which were considered very much needed by the respondents, namely evaluating each materials from both theoretical and practical aspects, evaluating students' comprehension of Sociolinguistics individually or in group, and evaluating each material after delivery completion instead of all at once at the end of the course.

Some of these elements of evaluation were already found in Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram. Lecturers frequently evaluated the theories of Sociolinguistics in form of individual exams during the mid-semester evaluation. The findings of this research would provide the lecturers with alternative forms of evaluation that cover both theory in practice and is conducted after the completion of each topic either carried out individually or in groups.

The variable of "Project-based Learning Model or PJBL" concentrated on six factors that students considered as either very much needed or needed, because students' understanding of the concept of PJBL can motivate them in learning. This is in accordance with findings of Duke et al. (2020) who concluded that the PJBL model can increase students' learning motivation. The PJBL can also improve students' understanding. Previous research have reported that PJBL can improve a deep understanding of knowledge and skill (Al-busaidi & Al-seyabi 2021; Shuhailo & Derkach, 2021) develops intellectual and social abilities (Ketanun, 2015), high independence (Al-busaidi & Al-seyabi, 2021), new competencies, teamwork experience, and creativity (Shuhailo & Derkach, 2021). The learning process carried out in a group is an approach to enhance students' self-confidence when collaborating with their peers and navigating social dynamics (Shuhailo & Derkach, 2021). Furthermore, students' understanding of the steps of PJBL can assist an educator to apply students center learning (Delisle, 1997; Alan and Stoller, 2005), and teachers' implementing PJBL in EFL Sociolinguistics can improve students' understanding of Sociolinguistics (Thomas, 2000).

Accordingly, the researcher would apply six factors in PJBL variable to design EFL Sociolinguistics teaching materials so that students understand the concept of project-based, improve understanding of Sociolinguistics, partake in group learning, understand the steps of PJBL model, obtain access to students-centered learning, and experience PJBL in Sociolinguistics.

The Sociolinguistics Course in English Education Program, Muhammadiyah University of Mataram has implemented these six aspects of project-based learning model. However, based on the outcomes of this research, what still needs to be incorporated in the course is the project assessment should take place while the project is being undertaken instead of at the end of it. The example of project that is usually taken by the students is presenting or disseminating a finished product.

Based on the discussion of the findings drawn from questionnaire and structured interview it is obvious that both students and educators English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram needed EFL Sociolinguistics teaching materials based on project-based learning model (PJBL). It will help guide the teachers in designing teaching materials which contribute positively to developing students' skill and knowledge. Five variables required for this design are a full understanding of the purpose of teaching materials for Sociolinguistics, the topics of teaching materials for Sociolinguistics, learning exercises for Sociolinguistics, model and delivery of evaluation for Sociolinguistics, and implementation of project-based learning model (PJBL) in Sociolinguistics course.

The limitations of the study was the fact that it only involved 60 respondents. It is expected that future research can engage more participants and expand the scope of the research beyond eleven topics as the focus of this study.

6. Conclusions

This study revealed that clear goals are mandatory in designing teaching materials for EFL Sociolinguistics based on the PJBL model. Clear goals would help accomplish five objectives. First, students can focus on enhancing knowledge described in the learning outcomes. Second, materials relevance and suitability with the topics should be concerned in designing teaching material. Next, the form of exercise for students shall be carried out independently and in groups. Also, evaluation of Sociolinguistics should be carried out at the end of each topic instead of all at once at the end of the course. Lastly, student-center learning is needed in Sociolinguistics learning, and PJBL is the proper model to cater this. The findings of this study also prove eleven topics that should be included in teaching materials for EFL Sociolinguistics to increase students' comprehension of Sociolinguistics. The benefit of this present study is providing information and reference for future researchers to design teaching materials for EFL Sociolinguistics by incorporating other relevant topics, different exercises, and evaluation methods.

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