

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. Still, there have been limited studies on the crucial aspects of teaching and learning Sociolinguistics to gain optimum learning outcomes. This present research aims to analyse models of EFL Sociolinguistics materials based on project-based learning required by students and lecturers. A quantitative method was applied in this study, employing a questionnaire and structured interview to collect data from 57 students and three instructors of the English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram. The results revealed that students and lectures required teaching materials with clear objectives embodied in 11 topics, from Language Variations to Language and Ideology completed with evaluations after each topic, exercises for individuals or groups, and 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 students' linguistic awareness and disseminate knowledge related to the use of language in society. Saputra et al. (2019) define Sociolinguistics as a branch of Linguistics that specifically examines language use in society, called initially 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 the 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 a 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; Yule, 2006; Tamargo et al., 2019; Hornberger & McKay, 2010; Khizhnyak & Annenkova, 2021; 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 non-standard 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; 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 topics 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 for teaching materials that can increase their Sociolinguistics understanding by applying a project-based learning model.

Project-based learning (PJBL) is a student-centred 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 finding problems, planning, and investigating. PJBL has been recognised as effective and fruitful in 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-Booth, 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 becomes the centre of this present study. The outcomes of this research are expected to offer the 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

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) 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) state that needs analysis is a systematic set of procedures carried out to set priorities and make decisions about programs or organisational improvement and allocation of resources. The priorities are based on the identified needs. Gass (2012) mentions that need analysis is the basis of training and aid development programs.

Based on the explanation above, need analysis is a set of activities undertaken to collect information as the foundation of designing teaching materials. Therefore, this study is focused on analysing the need for 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 the EFL Sociolinguistics learning process, regardless of who designs them: the lecturers who teach courses or the institutions which is the learning foundation for students in either face-to-face classroom learning, 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 or 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, and 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 seven steps that need to be developed in the development of teaching materials, namely 1) identification of material needs, 2) exploring problems in the proper needs of skills or what language elements are needed by students, 3) realising the context of new material with include ideas, contexts or texts that match the material, 4) pedagogic realisation, 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, it 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 the task, 6) achievement of performance objectives, 7) potential for localisation, 8) particularity of the materials, 9) teach the 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 the EFL Sociolinguistics teaching and learning process.

2.3 Sociolinguistics

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

Sociolinguistics has been subjected to much research. Albirini & Chakrani (2017) carried out 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 and translanguaging (Alomoush & Al-Naimat, 2020). Unnatural bedfellows? The Sociolinguistics analysis of variation and language documentation (Meyerhoff, 2019). "that spelling tho": A Sociolinguistics study of the non-standard form of thought in a corpus of Reddit comments (Flesch, 2018). The effectiveness of E-learning-based Sociolinguistics instruction on EFL University students' Sociolinguistics competence

(Mujiono & Herawati, 2021). Developing Sociolinguistics competence through an intercultural online exchange (Ritchie, 2011). The impact of social media on the Sociolinguistics practices of the peripheral post-socialist contexts (Tankosić & Dovchin, 2021). A Sociolinguistics perspective on the increasing relevance of the English language: a study conducted among youngsters (Tankosić & Dovchin, 2021). Code mixing in Arabic conversation of college students: a Sociolinguistics study of attitudes to switching to English (Al-Ahdal, 2020). Multilingualism: an insufficient answer to Sociolinguistics inequalities (Duchêne, 2020), A case study in historical Sociolinguistics beyond Europe: Reconstructing patterns of multilingualism in a linguistics community in Siberia (Khanina & Meyerhoff, 2018).

Sociolinguistic in the 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 utilised as a Project-based learning model.

2.4 Project-Based Learning

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

Learning with PJBL involves connecting 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). PJBL may also include scheduling and project monitoring. The more detailed structure of PJBL is explained by Alan and Stoller (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 analysing data, and the students comply accordingly. Lastly, the educator prepares students for language demands for a culminating activity, and then the students present the final product and evaluate the project.

Several researchers have reported multiple benefits of that PJBL that include developing data collection and presentation skills, higher order thinking skills,

personal learning styles, independent learning (Orevi & Dannon, 1999), students motivation and satisfaction (Frank et al., 2003; Kamp, 2012), building students' knowledge through active learning, interacting with the environment. The PBJL improves independent and collaborative working (Thomas, 2000), which allows students to solve problems more easily (Krajcik et al., 1999; Rodríguez et al., 2015). In addition, PJBL 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 in EFL Sociolinguistics.

3. Method

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

The instruments to collect data were a questionnaire and a structured interview. The questionnaire was the first instrument to collect data because, as recommended by Long (2005), the questionnaire allows for 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 score 1 to 4 for each item where 1= not needed, 2 = less needed, 3 = needed, and 4 = very needed. Then, the data were analysed to determine each question's percentage score and categorised all items as not 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 to 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

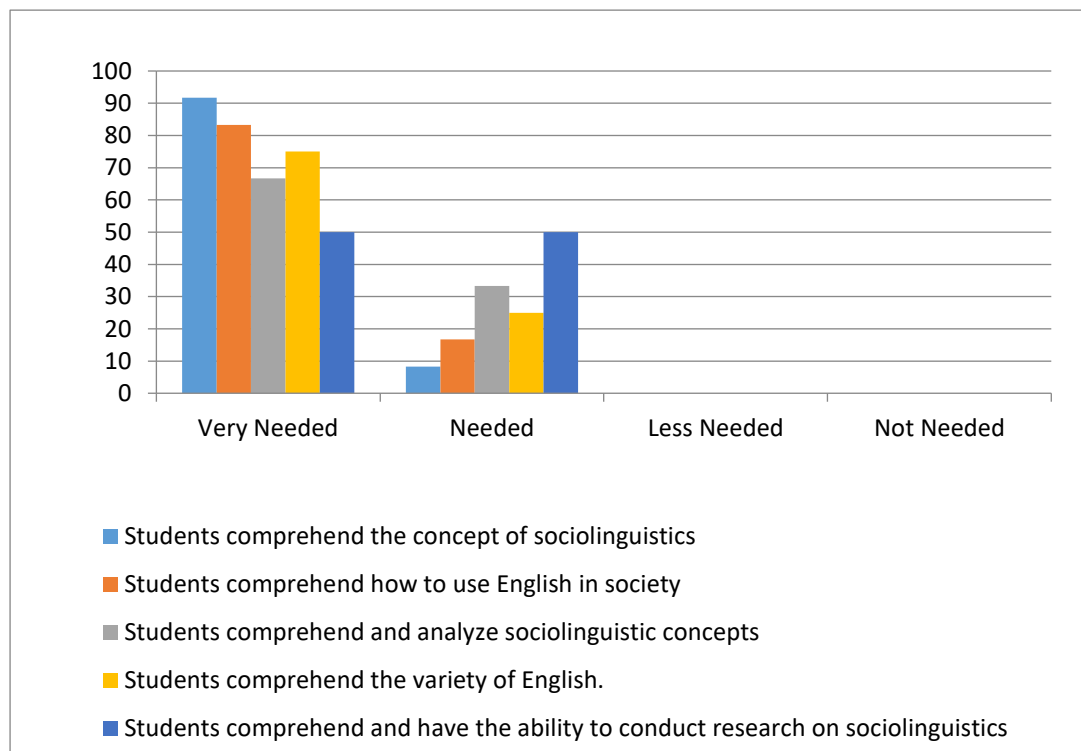


Chart 4.1. The Purpose of Sociolinguistics Teaching Materials

Chart 4.1 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 comprehending and analysing Sociolinguistics concepts (66.7% and 33.3%), comprehending the variety of English (75% and 25%), and at last able to conduct research on Sociolinguistics (50% and 50%).

In other words, Chart 4.1 shows that all respondents stated they needed a better understanding of the implementation of all five purposes of Sociolinguistics materials, enabling them to ace the EFL Sociolinguistics course. Further investigations of 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

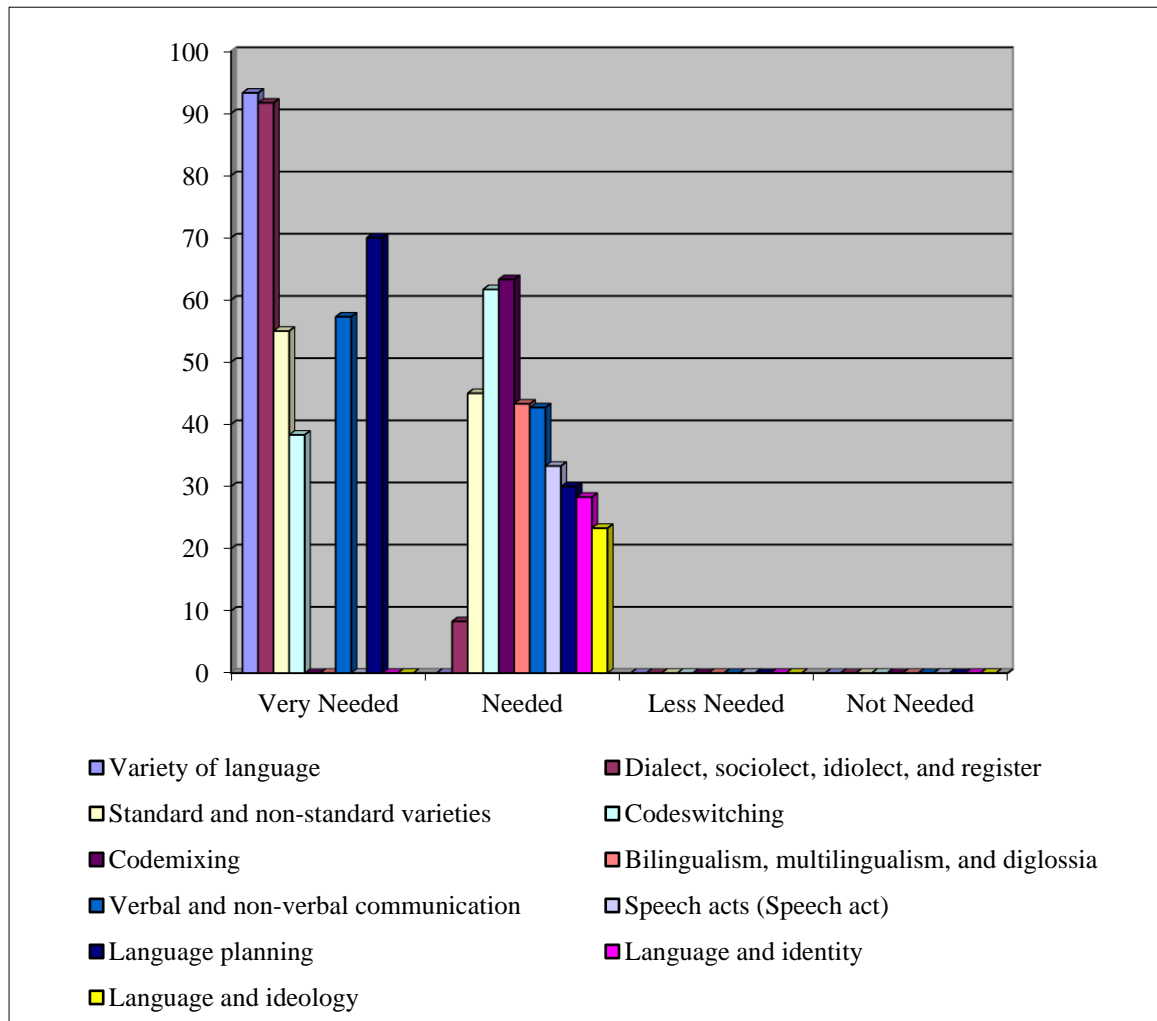


Chart 4.2. Topics of Sociolinguistics teaching Material

Chart 4.2 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 indicates the importance of all topics covered in Sociolinguistics.

4.3 Sociolinguistics Exercises

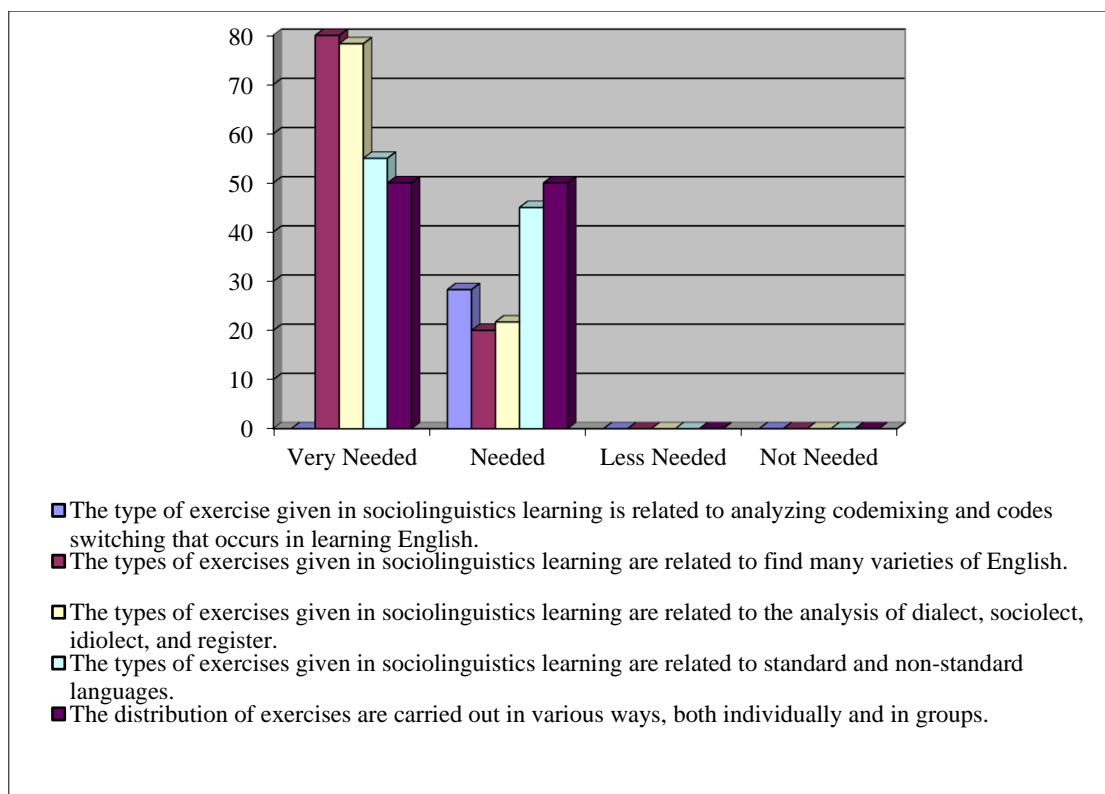


Chart 4.3. Exercises

In Chart 4.3, the respondents' answers to five items related to the nature of exercises given in Sociolinguistics courses are captured. The chart shows that the four most needed types of exercise are finding wide varieties of English (80%), analysing dialect, sociolect, idiolect, and register (78.3%), analysing standard and non-standard languages (55%), and

conducting tasks individually and in groups (50%). Meanwhile, the lowest percentage is analysing codemixing and codeswitching in the 'Needed' category by 28.23%.

4.4 Learning Evaluation

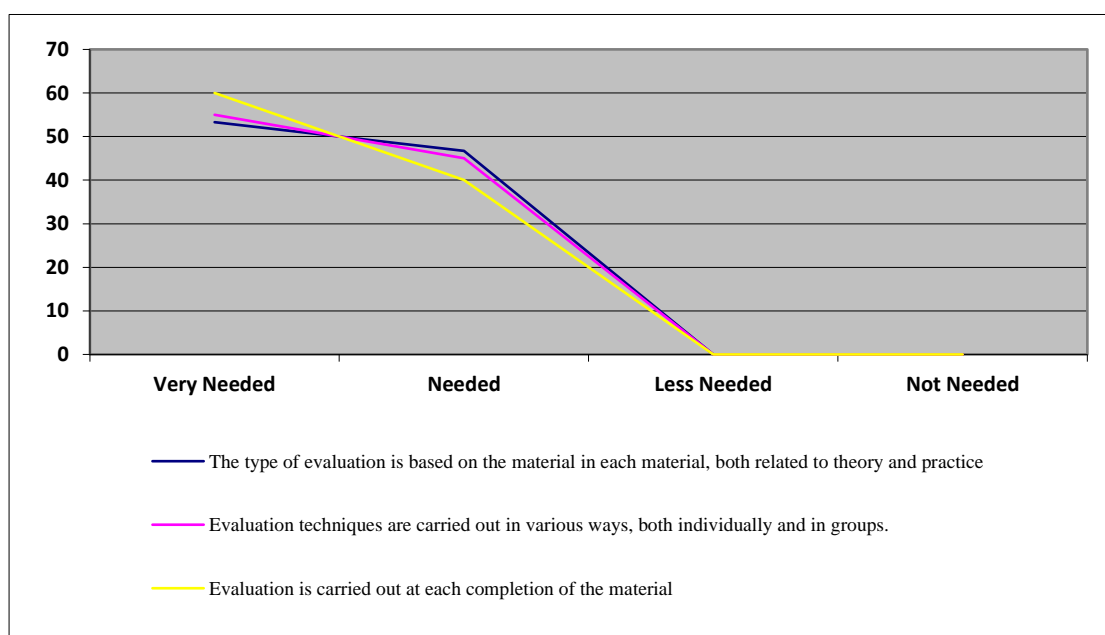


Chart 4.4. Learning Evaluation

In Chart 4.4, the participants responded to three types of evaluation of learning Sociolinguistics. It shows that the 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

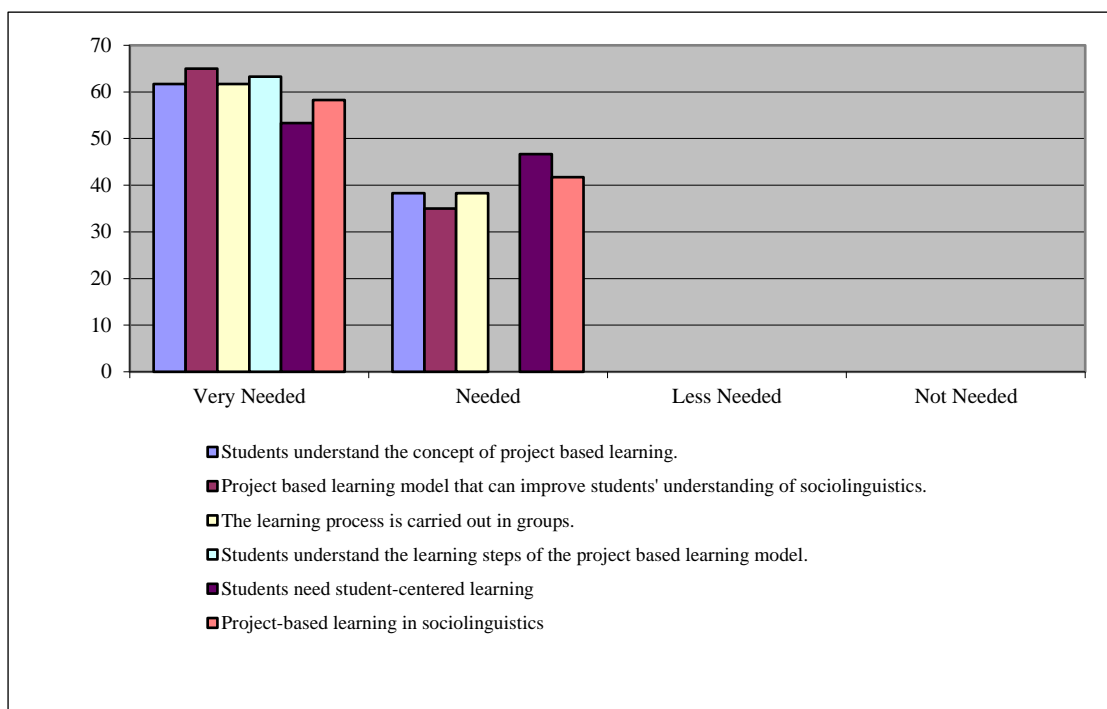


Chart 4.5. Project-based learning

Chart 4.5 shows six elements in the Project-based Learning model (PJBL) 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 PJBL that improves students' understanding of Sociolinguistics (65%) and the steps of the PJBL model (63.3%), followed by two elements that shared equal percentages (61.7%), namely understanding the concept of PJBL and carrying out learning process in groups. While 58.5% of respondents really needed to understand the PJBL in Sociolinguistics, only 53.3% answered that student-centred learning was very needed in the Sociolinguistics course.

After obtaining the results of quantitative data, structured interviews were conducted with 15 students. They were to answer ten 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 PJBL, 8) comprehend PJBL steps, and 9) apply students-centre learning.

Based on the interview results, all students answered "yes" to all nine questions, and none 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 PJBL.

5. Discussion

This research aims to analyse the model of EFL Sociolinguistics using PJBL for students and lecturers. 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 the PJBL 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, the use of 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. Many researchers have endorsed this statement (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.

Three of five elements have been achieved in the English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram. The lecturers often convey three essential understandings of learning Sociolinguistics to students: the concept of Sociolinguistics, the use of English in society, and the nature of language variations. This point 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 a questionnaire related to this variable (see Chart 2) revealed that all respondents regarded all these 11 topics as either very much needed or needed to facilitate better learning of Sociolinguistics. The lecturers of the English Education Program at the Universitas Muhammadiyah Mataram have taught all 11 to their students. However, the 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 details 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 student's 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 four-item topics of Sociolinguistics (Subhan, 2004; Wardhaugh & Fuller, 2015) with each definition and example. First, dialect can be defined as a language variety or a variety of languages 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 language variation caused by social stratification and social status. The researchers recognised three speech levels in Indonesia: low, middle, and high. Third, idiolect is a language variation caused by individual character differences. Moreover, lastly, the register is language variety formed due to differences in occupation and discourse. Therefore, we often recognise the existence of various kinds of English, such as English for journalism, tourism, economics, 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, standardisation, historicity, and vitality (Subhan, 2004). If a language variation does not meet these four features, it is regarded as non-standard. Codeswitching is the switching of language by a person to the interlocutor for specific reasons. For example, the speaker regards the social status of the interlocutor, the speaker finds him/herself in a new situation, wants to show his credibility to the interlocutor or the public, and has limitations in communicating in another 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 the 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 communication depends 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.

A speech act is an interesting topic in Sociolinguistics that focuses on actions carried out via utterances (Subhan, 2004; Yule, 2016), categorised into three: locutionary (the act of producing meaningful utterances), illocutionary (the communication force of an utterance, such as promising, apologising, 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 exciting 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 context 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 a language), and acquisition planning (language teaching and learning of either national language, second language, or foreign language).

Language and identity are 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 humans 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 behaviour 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) Analyse codemixing and code-switching in learning English; 2) Identify wide varieties of English; 3) Analyse the dialect, sociolect, idiolect, and register; 4) Analyse the standard and non-standard languages, and 5) the distribution of individual exercises and group exercise. Exercises are fundamental in designing teaching materials for EFL Sociolinguistics because they determine the effectiveness and efficiency of pedagogic delivery, which previous studies have reported (Richard, 2001; Harwood, 2010; Tomlinson, 2013; Ismail et al., 2021). Several points in the feasibility questionnaire ask three questions relating to exercises: the comprehensibility of exercises, the credibility of exercises, and the achievability of exercises.

Accordingly, these five types of exercise shall be the reference of researchers in designing sociolinguistics teaching materials based on PJBL,

mainly based on how needed these are by the language learners as the respondents in this present study. In the case of the Sociolinguistics Course in the English Education Program at the Universitas Muhammadiyah Mataram, all these five aspects of exercise were already practised. Based on the questionnaire results (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. One new aspect emerged from investigating the questionnaire and interview results, which can add more nuance to the existing exercise, namely analysing the implementation of those exercises to improve their quality.

The variable of "Learning Evaluation" focused on three aspects: 1) evaluation of students' comprehension of theory and practice, 2) evaluation for both individually and in groups, and 3) evaluation after the completion of each topic. Considering that evaluation is one way to assess 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 localisation, particularity of the materials, teach the ability of the materials, flexibilities materials, appeal of the material, motivation power of the material, the 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 of 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 material from both theoretical and practical aspects, evaluating students' comprehension of Sociolinguistics individually or in the group, and evaluating each material after delivery completion instead of all at once at the end of the course.

Some of these evaluation elements were already found in Sociolinguistics Course in the English Education Program at the Universitas Muhammadiyah Mataram. Lecturers frequently evaluated the theories of Sociolinguistics in the 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 theories in practice and are conducted after the completion of each topic, either carried out individually or in groups.

The “Project-based Learning Model or PJBL” variable concentrated on six factors that students considered as very much needed or needed because students’ understanding of the concept of PJBL can motivate them in learning. It aligns with the findings of Duke et al. (2020), who concluded that the PJBL model could increase students' learning motivation. The PJBL can also improve students’ understanding. Previous research has reported that PJBL can improve a deep understanding of knowledge and skill (Al-busaidi & Al-seyabi, 2021; Shuhailo & Derkach, 2021), develop 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 in applying students centre learning (Delisle, 1997; Alan & 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 the PJBL variable to design EFL Sociolinguistics teaching materials so that students understand the concept of project-based, improve their understanding of Sociolinguistics, partake in group learning, understand the steps of the PJBL model, obtain access to student-centred learning, and experience PJBL in Sociolinguistics.

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

Based on the discussion of the findings drawn from the questionnaire and structured interview, it is evident that both students and educators English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram, needed the 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’ skills and knowledge. Five variables required for this design are a complete understanding of the purpose of teaching materials for Sociolinguistics, the topics of teaching materials for Sociolinguistics, learning exercises for Sociolinguistics, models and delivery of evaluation for Sociolinguistics, and implementation of project-based learning model (PJBL) in Sociolinguistics course.

The study's limitation was that it only involved 60 respondents. It is expected that future research can engage more participants and expand the scope of the research beyond the 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 the knowledge described in the learning outcomes. Second, materials' relevance and suitability with the topics should be a concern in designing teaching material. Next, the form of exercise for students shall be carried out independently and in groups. Also, an 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-centred learning is needed in Sociolinguistics learning, and PBJL is the proper model to cater to 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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