SLS 150. Learning Languages and Communicating in a Globalized World

SLS 150 surveys a range of topics that could improve individuals’ abilities to learn and use a second language (an L2), assist them in interacting with second language speakers, and aid their understanding of their roles as L2 users in society.

Reflecting recent developments in second language use across cultures and nations, studies of second language learning, use, and instruction have become oriented toward the pluricultural, globalized world of the 21st century. In this, using more than one language is the norm and a person’s identity is partly influenced by their command of one or more languages. It is a world in which learning (and teaching) an additional language facilitates employment, international mobility, and the development and maintenance of intercultural relationships.

This course provides students with concepts and strategies for acquiring and using an additional language in an increasingly multilingual world. It has a particular focus on learning languages in the Asia-Pacific context but extends to other areas and languages broadly. Intercultural communication is also addressed. The wider contexts of learning languages and communicating in a globalized world include language learning in connection with transnational employment environments, consumption of mass media, and migration.

The course relates to a world in which English is presently the dominant international language and lingua franca, representing sites of power and of resistance as well as constituting the dominant language of entertainment and the mass media. It also naturally acknowledges other international languages with rising power, especially those of the Asia-Pacific region.

Required texts: A variety of texts will be drawn upon as course material.
Suggested readings: A more extended bibliography will be provided in class/ in online resources for this course.
Prerequisite: None.
SLS 302. Second Language Learning

This introductory course provides students with a broad overview of theories and issues in the field of second language acquisition (SLA), and prepares them for more advanced courses in the undergraduate SLS curriculum. It will mainly cover (a) first language acquisition, (b) theories in SLA, (c) factors affecting SLA, (d) learner language, and (e) instructed SLA.

Prerequisite: Upper division standing.
SLS 303 (1). Second Language Teaching

This course surveys current theories, research, and practices in second and foreign language teaching, and targets those who are considering language teaching (or related profession) as a future profession. Through discussions, activities, and projects (e.g., classroom observation, lesson planning, etc.), you will build capacity to make informed decisions and choices in current and future instructional settings.

Topics covered include institutional and curricular contexts of language teaching, the historical development of language teaching methodologies, learner and teacher roles, classroom management, syllabus and curriculum design, lesson planning, teaching materials, and the role of classroom assessment and program evaluation in language teaching and learning. Students are expected to critically draw on language learning theories and research and reflect on their own assumptions about language teaching practices. Students must have background in theoretical foundations of language learning covered in SLS 302.

Prerequisite: SLS 302 (or concurrent).
SLS Course Descriptions  Fall 2014  100- through 400-level

SLS 303 (2). Second Language Teaching. Day

This course surveys theories, research, and practices in second and foreign language (L2) teaching for those who are considering L2 teaching as a profession. Through discussions, activities, and projects (e.g., classroom observation, lesson planning), you will be able to make informed decisions and choices in current and future instructional settings.

Topics include institutional and curricular contexts of L2 teaching, the historical development of L2 teaching methodologies, learner and teacher roles, classroom management, syllabus and curriculum design, lesson planning, teaching materials, and the role of classroom assessment and program evaluation in L2 teaching and learning.

After completing the course, you will be able to:
• Describe historical development of theories and methodologies in L2 language teaching.
• Discuss the institutional and curricular contexts within which L2 teaching and learning take place.
• Explain the purposes and roles of assessment and evaluation in L2 teaching.

Prerequisite(s): SLS 302 (or concurrent).
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SLS 313. Techniques in Second Language Teaching - Listening & Speaking

This course provides an overview of the theoretical and practical issues involved in the teaching of second or foreign language (L2) listening and speaking. The theoretical and empirical perspectives are integrated with practical experiences including classroom observation, teaching practices as well as material development and analysis.

Required texts:
Prerequisite: SLS 302 (or concurrent).
SLS 380. Bilingual Education

This course provides a broad overview of theories and issues relevant to contemporary bilingual education. We will examine bilingualism and bilingual education from historical, political, psycholinguistic, social, cultural and pedagogical perspectives. While much of our enquiry will concern bilingual education in the United States, we will also discuss bilingualism and multilingualism in the world. We will also examine in some detail particular language and education issues in Hawai‘i.

SLS 430. Pidgin and Creole English in Hawai‘i. Sakoda

The goal of this course is to provide a general understanding of the following aspects of Hawai‘i Pidgin English (HPE) and especially of Hawai‘i Creole (HC) as covered in the following six units:
1. Sociohistorical background; pidginization, creolization, decreolization
2. Sociolinguistic variation, language attitude, and social inequality
3. Linguistic structure: phonology, morphology, syntax, semantics
4. Discourse processes and interactional styles
5. Language acquisition and schooling
6. Pidgin in literary and performing arts

At the end of this course, students should go away with:
• A working knowledge of how socio-linguistic phenomena like pidgins and creoles come about and structure themselves (especially in this local context).
• An understanding of the formation of unique worldviews, beliefs and attitudes, and how people react to all of this.
• Some degree of proficiency in deliberation via approaches which might include small and large group discussions, formal debates, round-tables, Socratic questioning, journaling, etc.

Required readings: An analog or digital packet of articles and handouts.
Prerequisite: SLS 302, LING 150, LING102, graduate standing, or instructor’s approval.
SLS 441. Language Concepts for Second Language Learning and Teaching

This course is an introduction to the study of language, with particular attention to the structure of English. It will examine the component parts of language, namely, phonetics and phonology (the sound system), morphology (the internal structure of words), syntax (the structure of phrases and sentences), and semantics and pragmatics (meaning) as well as touch on other linguistic topics (e.g. language typology, first language acquisition, etc.). While emphasis will be given to the structure of English, especially its morphosyntax, data from other languages will also be looked at. The overall goals are (a) to become familiar with the key concepts and terminology needed to describe and analyze language; (b) to gain a basic understanding of the way language works; (c) to appreciate how languages differ (and how they're the same); and (d) to help in your reading of the primary (second language acquisition) literature.

The course will be a combination of assigned readings, lectures, exercises, group discussions and small group projects. No prior knowledge of linguistics or language description is assumed.

Required texts:
Pinker, Steven. 1994 (reprinted 2007). The Language Instinct: How the Mind Creates Language. (available from different publishers; check Amazon (http://www.amazon.com/) for used copies)


Prerequisite: SLS 302 (or concurrent), LING 102, LING 320, or SLS 600 (or concurrent).
SLS 460. English Phonology

This course provides an introduction to the basics of English phonetics and phonology as they relate to other aspects of language and with particular emphasis on areas of interest to second/foreign language learners and teachers. The course will cover the following:

- The system of English consonants, vowels, and prosodic elements
- Issues and techniques for teaching pronunciation
- Analysis of ESL/EFL learners' pronunciation and ways of providing feedback
- The acquisition of first and second language phonology
- How transfer, universals, developmental processes, age, and instruction affect the acquisition process
- Materials used in teaching pronunciation
- The role of pronunciation instruction in an ESL/EFL curriculum

Classes will consist of lectures, readings, discussions, data analysis, exercises, and materials review. Where possible, practical classroom applications will be provided and demonstrated. The course aims to provide English teachers and future SL researchers with some understanding of the English sound system and to assist in the development of a soundly based pronunciation pedagogy.


*Suggested readings:* Provided by instructor.

*Prerequisite:* SLS 302 (or concurrent).
**SLS 480P (1). Pedagogical Grammar. Ziegler**

This course will examine the structural features of English as they apply to the teaching and learning of English as a second or foreign language. The primary focus will be on explaining grammatical concepts within pedagogical contexts.

Students will:
(a) Gain an understanding of particular grammatical features in terms of their forms, meanings, and use.
(b) Explore potential difficulties involved in learning L2 grammars.
(c) Consider the different ways in which teachers may help develop their learners’ ability to use L2 grammatical features.
(d) Participate in mini-lessons and in-class demonstrations of different approaches to teaching grammar.

*Suggested readings:*

*Prerequisite: SLS 303 (or concurrent).*
SLS 480P (2). Topics in Second Language Pedagogy: An Introduction to Task-Based Language Teaching (TBLT)

This course will help students understand the construct of task in second language teaching and research. The course first clearly defines and exemplifies the meaning of ‘task’ in the second language field, offers a solid review of the educational foundations of task-based language teaching (TBLT), and describes various uses of tasks in second language research and teaching. It then focuses on presenting and analyzing exemplary cases of TBLT. Examples illustrate how TBLT can facilitate the learning of aspects of a range of target languages within various instructional settings and contexts. Second languages to be considered include Arabic, Chinese, English, Japanese, Korean, and Spanish. Discussion of additional languages and contexts is highly encouraged.

Toward the end of the course, students will be guided in completing a final project illustrating the application of a task-based perspective to at least one of the following curricular elements: (a) needs analysis, (b) task design, (c) materials development, (d) teaching, (e) assessment, and (f) evaluation. Throughout the course, students will also comment on readings, facilitate discussions, and perform and reflect on in-class tasks. In keeping with task-based approaches, there will be an emphasis on tailoring instruction to students’ specific needs, learning to carry out target tasks encountered by language professionals, fostering classroom interaction through group work, using authentic materials, and engaging in performance-based assessment practices.

Suggested readings: Provided by instructor.
Prerequisite: SLS 303 (or concurrent).
SLS 480P (3). Topics in Second Language Pedagogy: Second Language Classroom Assessment. Trace

The aim of this course is to familiarize students with theoretical and practical issues involved in second language classroom assessment, with a focus on alternative and performance-based methods in language assessment. Activities and discussions are centered on giving students hands-on experience with designing, analyzing, and revising assessments for use in the language classroom. Topics covered in the course include matching assessment to curriculum, the use of alternative and performance assessments, rubric design, dependability and validity in the classroom, and formative assessment methods. Students should have a background in basic knowledge of language testing.

Required texts: Provided by instructor via Laulima or UH Library websites.  
Suggested readings: Provided by instructor.  
Prerequisite: SLS 303 (or concurrent).
SLS 485. Professionalism in SLS

Through this course, which serves as the capstone experience in the SLS bachelor’s degree, students reflect upon their learning and accomplishments throughout the pursuit of their degrees, become acquainted with diverse concepts of and approaches to professionalism in the field, and formally compile a professional portfolio. Evidence of learning and accomplishments will include academic writing, presentations, artifacts and reflections on teaching, service, and research experiences, and professional development experiences. Expanding from these initial items, students create important elements of their portfolios (including curricula vitae, statements of professional philosophy (often, but not limited to, philosophy of teaching), cover letters, instructional materials, research papers/presentations, web sites, and so on) and conduct information searches in fields and locations for future employment or graduate study. All portfolios will be formally presented to the Department of SLS, as well as within the class.

Required texts: Provided by instructor.
Suggested readings: Provided by instructor or by students themselves.
Prerequisite: Reserved for SLS majors in their final semester of study.
SLS 490. Second Language Testing

This is an introductory language testing course that offers an opportunity to gain knowledge in the central concepts in language testing. In addition to theoretical foundations, we will deal with technical and practical aspects including development and evaluation of language tests. The relationship between teaching and testing and the way in which theories of language learning relate to testing are also a focus. The course will also discuss current issues within diverse types of language tests and course participants will have opportunities to construct, try out, and evaluate their own language tests. No previous knowledge of statistics or an advanced level of mathematics is required.


Suggested readings:
Additional readings provided by instructor.

Prerequisite: SLS 302 (or concurrent), SLS 441, LING 102, or SLS 600 (or concurrent).