SLS 280 (1). Bilingualism: Cognition and Culture. Grüter

In the U.S., knowing and speaking only one language is often considered the norm, while people and societies who regularly use two or more languages are seen as special or exotic. Yet if we look at how language is used worldwide, including here in Hawai‘i, bi- and multilingualism are just as common as monolingualism. This course will introduce you to bi-/multilingualism both as a phenomenon at the level of society and as a characteristic of individual speakers. We will look at popular beliefs and recent media reports about bilingualism, and use these as stepping stones for a closer examination of the research (and sometimes the absence thereof) that underlies them.

By the end of this course, you will

- have gained a sense of what is fact, what is fiction, and what is still unknown about bi-/multilingualism;
- have learned to read and understand basic scientific papers on bilingualism;
- be able to communicate the knowledge you have gained effectively.

Required text:
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.

*Required texts:*

*Prerequisite:* Upper division standing
SLS 303. Second Language Teaching

This course surveys approaches, methods, research, and practices in second and foreign language teaching for those who are considering language teaching as a profession. Through lectures, readings, discussions, activities, and projects (e.g., classroom observation, lesson planning), you will build your knowledge to help you make informed decisions and choices in future instructional settings.
SLS 312. Techniques in Second Language Teaching: Reading & Writing

This course is an overview of the theoretical and practical issues involved in the teaching of second or foreign language (L2) reading and writing. The theoretical aspects of the course are integrated with empirical research findings as well as practical concerns and experiences including observation, classroom techniques, and material design. The goals of the course include providing students with opportunities to evaluate materials; to prepare lesson plans and activities; and to observe L2 reading and writing lessons in L2 classrooms.
SLS 408. 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.

Required text:

Prerequisite: SLS 302 (or concurrent) or SLS 600 (or concurrent).
SLS 418. Instructional Media

A wide range of emerging technologies for learning will be explored in this course. The premises of hands-on labs and understanding the affordances of different technologies for learning and language use have to be grounded with solid pedagogies, theories of second language development and acquisition, as well as human learning and development theories. Therefore, online/face-to-face discussions and hands-on experiential learning are integrated with learner’s needs, current best practices, and theoretical foundations. Students are expected to co-build the class blog site or a wiki with useful resources. This social media space will also serve as community portal for prolonged participation.

After completion of the course, students are expected to
1. be aware of emergent technologies available for educational purposes;
2. make use of technologies for their daily learning, teaching and research activities;
3. understand the rationale of each technology use;
4. understand the relationship between technology use and L2 literacy development;
5. critically evaluate emerging technologies for language use;
6. evaluate learning outcomes with technologies.

Readings: Provided by instructor in Laulima
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

Students will

1. have a working knowledge of how socio-linguistic phenomena like pidgins and creoles come about and structure themselves (particularly in this local context);
2. have an understanding of the formation of unique worldviews, beliefs and attitudes and how people react to all of this;
3. develop some degree of proficiency in deliberation via approaches which might include small group discussions, formal debates, round-tables, Socratic questioning, journaling, etc.

Required text: A packet of 21 articles and other supplemental readings

Prerequisite: SLS 302 (Second Language Learning) or LING 102 (Intro to the Study of Language) or LING 150 (Language in Hawai`i and the Pacific) or 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)

Suggested reading:

Prerequisite: SLS 302 (or concurrent), LING 102, LING 320, or SLS 600 (or concurrent)
**SLS 460 (1). 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.

**Required text:**

**Suggested readings:** Provided by instructor.

**Prerequisite:** SLS 302 (or concurrent).
SLS 480P (1). Literacy in Elementary and Secondary Classrooms. Gilliland

This course examines issues of second language literacy (reading and writing) in elementary and secondary school classrooms. We will analyze why it is important to plan specifically for child and adolescent learners and how to implement literacy instruction in both ESL and mainstream classrooms. While course content focuses on American school contexts, the concepts are relevant to teaching young learners in international schools as well. Students are encouraged to focus their individual projects on their intended teaching context.

Required texts:

Prerequisite: SLS 303, ITE 312, or ITE 404, or consent of the instructor
SLS 480P (2). Motivation in the L2 Classroom. Cubilo

This course will help students to understand motivation and its relation to second language pedagogy. The course first defines motivation from a variety of theoretical backgrounds and examines the evolution of motivation theory, attempting to compare and contrast key aspects of each theory. Then the course will move into a variety of topics related to the application of motivation theory in the second language classroom, examining studies that have investigated the effects of pedagogical practices on motivation, demotivating influences, and teacher motivation. The course will end with activities and discussions related to making motivation a researchable topic.

Required texts (supplied by instructor):
Selected chapters from

Additional supplementary readings: electronic copies to be provided by the instructor

Prerequisite: SLS 303
SLS 485 (1). Professionalism in SLS. Harsch

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 statements), 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 students

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.

Required text:

Suggested readings:

Additional readings provided by instructor.

Prerequisite: SLS 302 (or concurrent), SLS 441, LING 102, or SLS 600 (or concurrent)
SLS 613 (1). Second Language Listening and Speaking. Brown

This course will examine the procedures used in designing, implementing, and assessing the instruction of listening and speaking skills in EFL. Based on a comprehensive overview of the practical aspects of organizing and conducting a listening/speaking course, it will also provide a bridge from research and theory to classroom practice in spoken discourse, pronunciation, and listening comprehension. To those ends, the course will cover: the many forms of spoken discourse in English and how these contrast with forms of written discourse; existing methods and materials for teaching speaking and listening skills, including pronunciation, suprasegmentals, and paralinguistic features; techniques for planning lessons, designing curriculum, and selecting materials for the teaching of speaking and listening skills; techniques for creating original curriculum and materials for listening and speaking; techniques for presenting demonstrations and giving feedback on methods and materials for listening and speaking; and techniques for testing the speaking and listening skills.

There is no required textbook for this course. Readings will be assigned throughout the course.
SLS 618 (1). Language and Learning Technology. Zheng

What is language? How do we understand language and language learning in the light of learning technologies? How do we make sense, make meaning and realize values when technologies are involved in the learning environment. Learning technologies, ranging from vernacular use of mobile devices to sophisticated virtual world technologies, bring us new challenges and opportunities for communication and social networking, as well as learning & teaching.

What are the roles of learning technologies in learning, instruction and communication? Do they function as an input to aid learning, such as acquisition of lexicogrammer? Do they function as tools to help with problem solving, such as looking up a new word while reading an article? Do they function as a media to make distance communication and interaction possible? Do they function as objects that have potential to change the way we live so that our communication (language) is becoming inherently different? We will explore these questions as central themes of the course, so that we can gain a deeper understanding and be tuned to affordances of technology in the broadest sense.

In this course:
1. We will explore dialogical perspectives of language and its implications for sharing, co-construction, co-authoring and co-creation of identity and meaning in technology supported learning environments.
2. We will investigate the affordances of technologies as indicated by members of the class (through needs analysis) for language learning and teaching.
3. We will design, and conduct studies of a specific technology that you are interested in. A range of research questions are encouraged by using quantitative methods, ethnography, discourse analysis, conversation analysis and multimodal analysis.
4. We will develop a mini curriculum that has major components of technology integration.
5. We will develop materials using web as major resource for your target learners.

Readings: Provided by instructor in Laulima

Prerequisite: SLS 418 or instructor consent
SLS 620 (1). Second Language Reading. Day

This course is an examination of the nature of second language (L2) reading processes, of methodologies in its teaching, and of research. The theoretical aspects of the course are integrated with practical concerns and experiences including observation, classroom practices, assessment, and materials development, selection, adaptation, and evaluation.

The course is organized around readings, lectures, group discussions, practical activities, journals, microteaching, and student presentations. The learning outcomes include [a] experience in developing, adapting, and evaluating reading tasks, activities, and materials; [b] familiarity with L2 reading research; and [c] practice in reflection, self-inquiry, and self-evaluation as tools in developing as L2 reading teachers.

*Required texts:*

In addition, readings from a variety of sources (e.g., journals) will be made available as appropriate.
SLS 630 (1): Language Program Development. Brown

An examination of procedures used in designing, implementing and evaluating language programs. This course will survey key issues in language curriculum development, introduce students to a systems-based approach to program and curriculum development, and provide opportunities for practical experience in developing language curriculum. To those ends, we will cover: (a) the history of curriculum design in language programs, (b) the systems approach to language curriculum design, implementation, and maintenance, (c) language needs analysis, (d) goals and objectives for language programs, (e) language testing for norm-referenced and criterion-referenced purposes, (f) choosing, adapting and creating language materials for a specific program, (g) teaching in a systems approach language curriculum, (h) evaluation at the program level for improvement and maintenance of curriculum.

Required text:

Other more recent readings will be assigned to supplement the textbook.
SLS 650 (1). Second Language Acquisition. Ziegler

This course is designed to provide a review of current theory and research in child and adult second language acquisition. In addition, it will review relevant research in first language acquisition and explore relationships between theory and practice in the second and foreign language learning classroom. Various theoretical perspectives and issues are addressed, including cognitive-interactionist, emergentist, social, and psycholinguistic approaches, and principal areas of research such as age effects, cognition, development of learner language, and individual differences will be discussed. We will also examine the available quantitative and qualitative research methods and how they might be used in second language (L2) research.

Suggested reading:
SLS 660 (1). Sociolinguistics and Second Languages. Davis

This course covers basic concepts and issues in sociolinguistics with a focus on multilingual language learning and teaching. The initial course readings (Davis, 2012a, 2012b) provide an overview of the theoretical foundations and diverse research methods of sociolinguistics, including the work of sociologist Goffman (presentation of self in everyday life); sociolinguists Sacks, Schegloff, and Kasper (conversation analysis); sociolinguist Gumperz (interactional sociolinguistics), anthropologist Hymes (ethnography of communication); language and education anthropologists Cazden, Philips, Heath, Erikson, Geertz, and Anzaldúa (ethnography of communities and schools); and critical anthropologists Hornberger, Davis, Valdés, Zentella, and McCarty (language policies and practices). Subsequent course readings and the final project then focus on the most recent trends in sociolinguistics that include: multilingualism/super diversity; interdisciplinarity, fluidity, and multiplicity in language use, identity, and learning (translanguaging, multiple identities); neoliberalism/ideological analyses; public and counter public discourses; and engaged language policy, practices, and ethnography. The final course project assignment involves designing and presenting a proposal for either research or instruction that draws on current sociolinguistic theories and language learning practices.

Required readings provided by the instructor.
SLS 670 (1). Second Language Quantitative Research. Hudson

SLS 670 introduces basic design, measurement, analysis, and inference procedures used in second language quantitative research. The course addresses a range of topics critical to the accurate and ethical use of quantitative methods in L2 studies, including: (a) the purposes and roles of research; (b) literature review and the generation of research questions; (c) study design strategies for gathering, organizing, and analyzing quantitative data; (d) the importance of accuracy (and error) in developing and using measures and other data elicitation procedures; (e) critical reading of research reports; and (f) current concerns with the use of statistical significance testing, the role to be played by power analysis, effect sizes, and confidence intervals, and the nature of 'scientific research'.

The course will address statistics from three perspectives: principles (logic and use), practice (how to calculate and interpret), and presentation (how to display and report). For each technique, the use of computerized tools is demonstrated, and students are afforded practice opportunities through analytic exercises. Time permitting, the course addresses additional more advanced statistical techniques that students particularly need to use or wish to know about, such as strategies for dealing with multivariate analyses.

Course text will be provided by instructor.

Prerequisite: SLS 490 or consent of instructor
This course will provide students with opportunities to develop a critical understanding of the theories and methods of discourse analysis as they apply to language use, learning, teaching, and education in first, second, heritage language, and multilingual environments. Students will read theoretical discussions alongside studies of discourse analysis and will carry out an empirical study. Since the types of discourse analysis are rather varied, the course will survey the theoretical underpinnings of discourse analysis in addition to focusing on several areas within discourse studies that have received increasing attention in second language studies. These are interactional sociolinguistics, sociocultural linguistics, critical discourse analysis, and narrative analysis.

Required text: Course packet (electronic)

Suggested texts:

Prerequisite: SLS 660 or consent of instructor
A growing body of research ties together current linguistic theory and nonnative language (L2) acquisition. The overall goal of this type of research (in which the focus on syntax far surpasses all other domains) is to create a conceptually and empirically well-grounded theory of L2 acquisition of grammar. The aims of this course are to become familiar with some current work on theoretical approaches to L2 acquisition whose underpinnings stem from (generative) linguistic theory. We will closely examine conceptual and empirical research that speaks to issues relevant to such approaches. In general, although we will concentrate on L2 acquisition (with comparisons to native language acquisition) from within one particular theory of syntax, namely, the Principles and Parameters (P&P) framework of Universal Grammar, it is also expected that other topics on L2 acquisition of interest to the class will be touched on.

The course will be a combination of lectures and student presentations of readings. While familiarity with introductory syntax is highly desirable, time will be taken in class to ensure understanding of the necessary linguistic background. A data-based term paper will be required.

Required texts:
Selected readings (to be provided)
680P (1). SL Pedagogy: Response to Student Writing. Gilliland

This course examines approaches to response to student writing in second language contexts. We address the “grammar correction debate,” discuss issues around written corrective feedback, and consider other aspects of teacher response, such as written commentary, rubric development, self-editing, peer review, and face-to-face and computer-mediated writing conferences.

Required books:
680P (2). SL Pedagogy: Task-Based Language Teaching. Ziegler

This course explores task-based approaches to second/foreign language learning and teaching, and will address the following: (a) the theoretical underpinnings for task-based language learning; (b) the key components of task-based program design; (c) the process of developing and testing task-based materials; (d) practical classroom considerations for the use/implementation of tasks in an instructional context; and (e) tasks and technology.

Required text: Course packet (electronic)

Suggested reading(s):
SLS 730 (1). Seminar in LS Education: Language for Specific & Academic Purposes. Hudson

This course addresses issues in Language for Specific Purposes (LSP), Language for Academic Purposes (LAP). While most of the research in this area has traditionally focused on English (ESP), all languages will be considered as target areas of interest. The initial part of the course will provide an overview of the history and issues that have emerged in this area of language work. It will look at such areas as whether or not there is special vs. general language, the roles of needs analysis, course design, Language for academic purposes, the notions of discourse community, genre, task, etc. During the second part of the course, students will carry out a research project related to LSP/LAP. The projects may be a needs assessment, an examination of the language in a particular setting, surveys, syllabus and course design, development of specialized language materials, etc. The seminar will be organized around the ideas, interests and goals of the course participants. It will be conducted through: 1) informal discussions of the readings, 2) lectures, and 3) reports on the participants’ research.

Required texts: Packet

Prerequisite: SLS 600
Many language teachers have personal values that support social justice. If language teaching is seen as primarily neutral, they will have little opportunity to manifest those values. But critical pedagogy provides an alternative viewpoint. Critical pedagogy has become more visible in language teaching over the last couple of decades first in ESL contexts, lately in world language, heritage language, and indigenous language teaching contexts, and EFL contexts.

The term “critical pedagogy” encompasses a range of curricular and classroom practice trends. Originally concerned mainly with oppression seen in terms of class, it is now far broader and flexibly considers matters of gender, race, and sexual orientation as well. It is also consistent with older alternative trends in curriculum such as peace education and environmental education.

Despite rapid growth of interest in this area, a very wide range of questions are quite open and unexplored. What are the basic elements of a critical pedagogy? What is the role of the negotiated syllabus? Of critical dialogue? What is democratic assessment? What is the role of materials in critical language pedagogy and what forms should they take?

Suggested text:

The seminar explores the relationship of applied conversation analysis and applied linguistics. As fields of study, applied linguistics is interdisciplinary while conversation analysis is transdisciplinary. What consequences does the difference in relation to other disciplines have for applied CA’s role in applied linguistics? What topics and issues that are of interest to applied linguists can applied CA address? And how can applied linguistic research contribute to CA? Taking Charles Antaki’s six strands of applied CA (2011) as a preliminary framework, the seminar will consider how CA is applied to standard concepts, research methods, and topics in applied linguistics, including multilingual interaction across a range of settings and media, and language learning, education, and assessment. Specifically, we will explore (1) how macrosocial and psychological topics are addressed through CA; (2) how CA helps scrutinize standard applied linguistic research methods that operate, entirely or partially, through interaction (e.g., interviews, focus-groups, roleplays, lab experiments, verbal reports) and thus affords an emic perspective on disciplinary knowledge production; and (3) how CA is applied for direct intervention in research and professional practices, including professional training and development, and instruction and assessment.

The seminar addresses itself to participants who want to explore possible topics and approaches for their research or who want to develop studies already in progress.

*Recommended:*
While scholarship in education is commonly dominated by monolingual ideologies, language scholars increasingly promote recognition of multilingualism as a complex and fluid intersection of language, identity and social change. We draw on this perspective to investigate the current multilingual turn in language teaching and learning, as well as an engaged ethnographic research approach that supports language policy change. More specifically, we explore theoretical perspectives and educational policies that allow students to draw on all available linguistic resources in negotiating their multiple and fluid identities. We further explore multilingual practices such as translanguaging that promote inclusion of all students in the co-construction of meaning and, thus, full engagement in schooling. The course also includes examination of standardized testing practices that fail to recognize students’ multilingual abilities while investigating alternative assessment that promotes sociocognitive development through multilingual inquiry. Overall, the course is intended to provide participants with current theoretical knowledge, engaged ethnographic research abilities, and practical classroom applications towards promoting equitable and successful schooling for all students. While the course focuses on educational settings, the theories and practices that are covered can be adapted to exploring a range of activities, sites and participants, such as promoting bilingualism for jobs and human welfare actions; exploring problematic institutional language gate-keeping; and fostering social, economic, and diversity equity.

*Required readings provided by the instructor.*