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.

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 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 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 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 Hawaiʻi 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 480R. Introduction to Research in Second Language Studies. Grüter**
The purpose of this course is to introduce students to the process of conducting their own research in the field of Second Language Studies. By the end of the course, each student will have developed a proposal for their own research project, and will be ready to conduct this research and seek funding for it. To this end, the course will cover topics such as how to read and understand an academic research paper, how to identify a relevant research question, how to design a study - quantitative or qualitative - to address that question, how to write a research proposal to apply for funding (e.g., from the UH Undergraduate Research Opportunities Program), and how to obtain ethics approval for research with human participants. Students may develop proposals for projects in any subfield of Second Language
Studies, and will present their proposal in the form of a poster in a mini-conference at the end of the semester.

**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


This course will provide the student with a working knowledge of the basic principles and procedures for test construction and testing with an emphasis on second language testing. Students will look critically at a variety of first and second language tests including standardized tests, integrative language tests, discrete point tests and tests of communicative competence. Students will also construct and try out some of their own tests. No previous knowledge of statistics or higher mathematics is required. Students will learn the necessary statistical procedures to use in "testing the tests." This will enable them to critically read test manuals and construct their own tests.

*Required text:*

Additional readings provided by instructor.

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

**SLS 600 (1). Introduction to Second Language Studies. Gilliland & Ziegler**
This course introduces fundamental professional concerns and research approaches in applied linguistics for language teaching and learning. It initiates the graduate student into professional training, showing how to integrate theory, research, and practice. Basic principles of research methodology are introduced and applied to problems in the study of second language pedagogy, second language use, second language analysis, and second language learning. Key concepts and terminology are elaborated on. Students will become familiar with the following:

- The scope of second language studies/applied linguistics, including issues and problems, key concepts and terminology, and work done by applied linguists in society
- Professional issues and expectations for second/foreign language educators, including practitioner development, professional organizations and job destinations
- The major domains of second language studies as they are addressed specifically by the UH SLS Department and as they relate to the MA in SLS and its specializations
- Research approaches employed by applied linguists in the study of second languages as they are used, taught, learned, and assessed

Required text:

**SLS 600 (2). Introduction to Second Language Studies. Davis**
Details forthcoming.

**SLS 610 (1). Teaching Second Languages. Crookes**
This course provides a survey of current theory, research and practice in the major components of second and foreign language pedagogy and teaching programs. These components include needs and means analysis, syllabus and curriculum design, materials writing, methodology and pedagogy, skills and skills integration, student assessment, and program evaluation. Consideration will also be given to the changing social, economic, and political roles of language teaching and the profession in the world today. Both theoretical and practical dimensions of classroom teaching will be treated.

By the end of the course, the students will have an understanding of the following:
1. Current theory, research and practice in second/foreign language teaching and teacher training
2. The socio-cultural, psychological and linguistic factors that have an impact on language teaching
3. Issues involved in teaching and integrating the different skill areas as and approaches to curriculum design and language teaching
SLS 614 (1) Second Language Writing. Gilliland
The course aims to provide insights into theories of teaching writing, with particular emphasis on the experiences of student writers composing in a second language. We consider approaches to the teaching of writing in second and foreign languages is included as well as response to student writing. Students will do the following:
- Identify current and historical theories of teaching SL writing
- Discuss and critique approaches to teaching SL writing
- Describe and analyze contexts for teaching SL writing in US and internationally
- Assess the instructional needs of a given writing class and/or student
- Evaluate and respond to student writing
- Plan appropriate and effective syllabi, units, and lessons in SL writing courses

Required text:

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. Higgins
This course introduces basic concepts, findings, issues and research methods in sociolinguistics as they relate to second and foreign language issues. Two questions we will revisit throughout the course are, 1) What is the role of regional and social variation in the teaching, learning, and use of second and foreign languages? and 2) How does our understanding of the social meanings produced in language inform language teaching, learning, and use? To begin to answer these questions, we will engage in extensive reading and discussions, class presentations, and two papers (with options for format). Course readings and lectures will examine sociolinguistics topics that are relevant to learning/teaching, such as the nature of linguistic variation in first/second language varieties (and implications for language teaching), language policy and language ideology, social identities (and constructions of gender, ethnicity, linguistic ability, and social class), the process of language socialization, power and privilege,
and cross-cultural communication. You will also learn about some key methods in sociolinguistics, including ethnography, interactional sociolinguistics, and narrative analysis.  

**Required text:**
Course packet/PDFs on Laulima.

**SLS 672 (1). Second Language Classroom Research. Ziegler & Gilliland**
This course familiarizes students with the history and development of classroom-centered research on second language learning: methodological issues, substantive findings in the field, and current lines of research. These goals are achieved through a combination of readings, discussions, in-class data analysis, and execution of an original research project. The course introduces various methodologies and considers research done by outside researchers and by teachers. The class is divided into four modules: Action Research, Ethnographic Research, Instruction and Learning in the Classroom, and Quantitative Approaches.

Students will do the following:

- Develop their expertise in L2 classroom research, including theory, methods, and empirical findings
- Develop their ability to critically interpret and assess published work on classroom research
- Develop their understanding and ability to use a range of methodological skills for conducting qualitative and quantitative classroom research
- Design and carry out a study on a topic of choice

**Suggested reading:**

**SLS 676 Second Language Interpretive Qualitative Inquiry. Davis**
Explores a range of qualitative inquiry methods and theories. Through a project-based approach, students will develop and carry out inquiry relevant to their own interests, immediate learning/teaching needs, and long term professional goals. Pre: 660 (or concurrent) or consent.

**SLS 680R Qualitative Research Interviews and Focus Groups. Kasper**
Interviews are the data collection method of choice for a range of topics and purposes in qualitative second language research, among them studies on the relationship between identity and language learning in multilingual societies conducted from poststructuralist and critical perspectives. Because interviews are a genre familiar from the media and other arenas of social
life, they are often treated as unproblematic data sources in the applied linguistics literature. But as some qualitative researchers caution, dyadic interviews in the social sciences are overused, undertheorized, and underanalyzed. In comparison, focus groups are underused. The overall goal of the course is to enable students to determine whether their research purpose is indeed best served by interviewing, and to offer training in developing, conducting, and analyzing qualitative interviews and focus groups on applied linguistic topics. To this end, we will examine different theoretical perspectives on interviews and focus groups and their implications for the analysis of interview and focus group data. Course requirements will include a critique of a published interview or focus group report and an interview or focus group study. For the study, students are welcome to work on pertinent research in progress.

Required text:

SLS 690. Second Language Teaching Practicum
This course is divided into two aspects: practice teaching and discussion. Each participant is assigned to a cooperating (“master”) teacher who involves the student in all aspects of teaching a particular ESL course. Cooperating teachers are located at such institutions as the University of Hawai’i, Honolulu Community College, Kapi’olani Community College, Hawai’i Pacific University, public schools, etc. In addition, course members meet in regularly scheduled sessions to discuss language teaching practices in general and their individual teaching experiences in particular.

Prerequisite: Instructor’s approval

This course will briefly review the basic research design and statistical procedures used in second language research methodology. Advanced topics will then include multiway contingency tables, advanced ANOVA, ANCOVA, MANOVA, and other multivariate designs, multiple-regression, factor analysis, discriminant function analysis, and any other procedures that the students wish to investigate. We will also examine the different types of tests and observation procedures used specifically in second language research. The students will be afforded an opportunity to work with the SPSS Statistical program which can be used to do all of the above statistics. There will be fairly heavy reading assignments including the textbook and weekly articles to be critiqued in class. There will also be computer exercises, but there will be only one project, which will be the students' own research.

Required text:

Additional readings will be supplied by the instructor.
**SLS 750. L2 Sentence Processing. Schwartz**

This seminar will focus on sentence-level L2 processing, particularly as it relates to theoretical issues in the L2 acquisition of grammar. The course will be thematically organized, where the typical set-up will be to examine the relevant theoretical and empirical L1 processing literature, so as to contextualize the L2 processing studies. We will not only critically assess these empirical studies but also strive to use them to address current theoretical concerns in L2 acquisition research. As such, this will be an exploratory course, but students should nevertheless expect to become familiar with theoretical issues, the empirical studies, and various research methodologies.

Participants will be required to present readings, lead discussions, post questions/comments on readings, and co-author with other class members a data-based final paper or poster. Students with a background in syntax or psycholinguistics or L1/L2 grammatical acquisition are encouraged to come share their research strengths!

Readings will be supplied.

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**SLS 760. Linguistic Landscapes. Higgins**

This seminar examines the new and interdisciplinary research area of Linguistic Landscapes, that is, the study of how languages are displayed, used, and understood in public spaces. While early LL research examined ethnolinguistic vitality and language policy in relation to the use of languages in public signs (Landry & Bourhis, 1997; Cenoz & Gorter, 2006), more recent work has taken a deeply contextualized perspective, seeking to investigate not only the presence or absence of languages, but also to understand the production and interpretation of signs. LL research also investigates the semiotics of place, including the ways that language in public space reflects but also constitutes identities related to ethnicity, cosmopolitanism, and local pride. Much recent work examines the use of English as a global language and the new social meanings that English acquires as it is recontextualized for local purposes. In addition, a growing body of LL research now also explores the socio-political implications of making space for new languages, including minority languages and languages of immigrant groups. In this seminar, we will become familiar with the contributions and controversies within the field of LL studies while carrying out our own fieldwork in Honolulu’s linguistic landscapes involving Chinese, English, Hawaiian, Japanese, Korean, and Pidgin. Early in the semester, seminar participants will work in groups to examine sections of the city with reference to existing studies as a way to engage with the methods and research findings in the field. We will also examine developments currently underway in LL research that attempt to apply LL work to real-world needs in the realms of education, tourism, economics, human geography, and urban planning. Finally, students will have the opportunity to develop a proposal or to write up a term paper for an LL study on the context of their choice.

*Required text:*

*Recommended readings:*
