SLS 280. Bilingualism: Cognition and Culture
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.

*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.

*Readings: Provided by instructor*

*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.

*Readings: Provided by instructor*

*Prerequisite: SLS 302 (or concurrent) or SLS 600 (or concurrent).*
SLS 418. Instructional Media. Zheng
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:
• have a working knowledge of how socio-linguistic phenomena like pidgins and creoles come about and structure themselves (particularly in this local context);
• have an understanding of the formation of unique worldviews, beliefs and attitudes and how people react to all of this;
• develop some degree of proficiency in deliberation via approaches that 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:

Suggested reading:

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.

Required text:
Suggested readings: Provided by instructor.
Prerequisite: SLS 302 (or concurrent)

To be uploaded shortly.

SLS 480U. Topics in Second Language Use: English as a Global Language. Higgins
English has clearly become one of the most important languages for international communication across national and cultural borders. This course surveys the implications of the spread of English around the globe, with attention to the linguistic variation that occurs as people from different contexts use English. After a brief examination of major developments in the history of English, we will develop a deep understanding of key concepts like World Englishes, English as an international language, and English as a lingua franca. We will also focus on applications of these ideas with reference to real-world domains of life including English language teaching, intercultural workplaces, and global media. The goal of the course is to learn how English is no longer only a language of countries like the United States, but rather, has become localized and adapted in different contexts around the world. In addition to regular readings, Laulima posts, and in-class activities, students will carry out two major assignments: 1) a linguistic profile of English in a particular context; and 2) an instructional workshop comprised of three hours of activities which draws on themes and topics from the course and applies them to a specific real-world context, such as an English language classroom, a call center, a multinational corporation, or a media outlet. Students will present both assignments and turn in their work in written form.
Required readings:
Additional readings will be made available by PDF on Laulima.

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 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. Hudson**

SLS 490 is an introductory language testing course that offers an opportunity to gain knowledge in the central concepts in second/foreign 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. The class will be structured in a lecture/discussion format. You will be responsible for completing all readings and homework on time. This will frequently be the basis for the class discussion. No previous knowledge of statistics or an advanced level of mathematics is required.

**Required text:**

Unfortunately, they took it out of print, so Dr. Brown has made hardbound copies available for $25.00 at Amazon.com: [http://www.amazon.com/Testing-Language-Programs-Comprehensive-Assessment/dp/0991585402/ref=sr_1_1?ie=UTF8&qid=1439006326&sr=8-1&keywords=brown+testing+in+language+programs](http://www.amazon.com/Testing-Language-Programs-Comprehensive-Assessment/dp/0991585402/ref=sr_1_1?ie=UTF8&qid=1439006326&sr=8-1&keywords=brown+testing+in+language+programs)

That is the only place it is available (not at the UHM Bookstore). Please buy a copy to have in class on the first day of the semester.

Additional readings provided by instructor.

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

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**SLS 613. Second Language Listening and Speaking. Gilliland**

The course focuses on the theoretical and practical aspects of teaching listening and speaking to second language learners. We examine such topics as conversational competence, listening and speaking curriculum development, listening/speaking assessment, learning tasks, methodological issues, group work, games, and role plays.

**Learning Outcomes**

- Understanding theoretical issues in L2 listening and speaking processes and instruction
- Developing, adapting, and evaluating listening and speaking tasks, activities, and materials
- Familiarity with L2 listening and/or speaking research
- Reflection and self-evaluation as tools in developing as L2 listening and speaking teachers.

**Required texts:**


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**SLS 630. Second 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 that textbook.

SLS 650. Second Language Acquisition [ONLINE]. 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. 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 670. 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'.

Readings: There are a number of PDF files on the SLS 670 Laulima site. This comprises a draft of chapters for Hudson, T. (2015) Research methods in applied linguistics: Design and analysis

This course will explore advanced issues in language testing research. Students will learn theoretical concepts that are immediately applicable to language testing problems. The central question in all language testing is WHAT ARE WE TESTING? In order to answer this question, competing hypotheses have surfaced in the recent literature. Two of these have been of major importance: the divisibility of language ability (Unitary hypotheses), and the several articulations of communicative competencies (Canale and Swain, Bachman, etc.). In addition, increasing stress has been placed on alternative paradigms for analyzing language tests: the norm-referenced test (NRT), criterion-referenced test (CRT) and item-response theory (IRT) paradigms. Item analysis will be examined from numerous perspectives including norm-referenced (discrimination), criterion-referenced (performance outcomes), and item response theory (scalability) viewpoints. Methods of detecting item bias and its relationship to validity will also be addressed. Consistency concepts of classical theory reliability (already known to the students from ESL 490) will be extended to include dependability theory, generalizability theory, FACETS theory, and unidimensionality. Validity will be viewed from recently influential perspectives: the factor analytic (variance structures), construct validity (trait definition), and multitrait-multimethod approaches (correlational patterns). Consequential validity and values implications of scores will also be considered. In addition, we will explore any new applications of language testing that are of interest to the students, e.g., performance testing, computer-based testing, web-based testing, etc. There is no textbook for this course.

SLS 673. Applied Psycholinguistics and SLA. Grüter
This course provides an introduction to the psychological processes involved in language behavior, with a particular focus on those relevant to speaking and understanding a non-native language. Areas covered include lexical access in bilinguals, structural and discourse processing by native and non-native speakers, the role of working memory, speech perception and accent, and neurological correlates of (non)native language processing. A variety of experimental methods used in psycholinguistic research on second language acquisition will be discussed.

In this course, you will:
• learn about the intersection of psychological and linguistic processes in language production and comprehension, with a particular focus on bilingual language processing;
• learn about experimental methods used to investigate these processes, and apply this knowledge in designing your own experiment addressing a specific research question you will develop;
• learn to read, discuss, understand and critique articles reporting experimental research studies, and apply this knowledge in answering reading questions and in writing up your own experimental research proposal.

Required text: Selected papers available through UH libraries or Laulima

SLS 680N. Generative Approaches to L2 (Morpho)Syntax. Schwartz

The relationship between linguistic theory and nonnative (as well as native) language acquisition has been an oft changing one over the last several decades: at times closely and directly linked; at others, hardly at all and at most indirectly. One of the reasons for this fluctuation may be due to the fast pace at which linguistic theory itself evolves; another reason can be traced to the emphasis placed on pedagogical concerns. While the more practical applications of nonnative language (L2) research continue to attract the most attention (as evidenced by publication breakdowns), there is a growing body of research that specifically aims to tie together current linguistic theory and L2 acquisition research. The overall goal of this type of research (in which the focus on morphosyntax far surpasses all other domains) is to create a conceptually and empirically well grounded theory of L2 acquisition.

The aims of this course, therefore, are to become familiar with some current—as well as classic—work on theoretical approaches to L2 acquisition whose underpinnings stem from linguistic theory. We will closely examine some of the conceptual and empirical research that speaks to issues relevant to different approaches to L2 acquisition. In general, although we will concentrate on L2 acquisition (with comparisons to native language acquisition) from within one particular theory of syntax, namely, Generative Grammar, it is also expected that other topics on L2 acquisition of interest to the class will be touched on.

Required texts:

Selected readings (posted on our Laulima site)

SLS 680P. Motivation. Crookes

In this course, participants will become familiar with major theories of motivation that offer insights into how motivation functions in second and foreign language settings. A major focus of the course will be on discovering ways in which motivation interacts with what actually happens in language classrooms. Strategies for enhancing motivation will be reviewed. The concept will also be investigated critically: How did this concept arise in the recent history of western psychology and how is it constituted? What assumptions does it embody? And, as teachers, must we motivate? -- Is a “demotivated student” actually a person behaving appropriately in a broken educational system?
SLS 680U. Multilingualism in Society and Schools. Davis
This course is based on the need for recognizing student language identities that are too often denied through monolingual and other restrictive language education policies. Course readings and collaborative research focuses on engaging educators, communities, parents, youth and concerned others in exploring situated multilingual rights and resources. We will further explore language choice as ever more complex in a neoliberal world that promotes global English language spread and a postmodern world in which nations and individuals are increasingly multilingual and multicultural. The course specifically examines: 1) the increasing dominance of English and subsequent policies and practices that endanger local languages; 2) language policies and use struggles arising from mass migration due to terrorism/war, poverty and global climate change; and 3) nation-state policy and educational practice responses to a struggle for “one nation, one language” dominance against a flood of migratory languages. The final course project will involve engaged research and writing for publication.

SLS 730 (1) Seminar in SL Pedagogy: SL Teacher Education and Development
This seminar deals with critical issues and approaches in second language teacher education and development (SLTED). The goals are to familiarize students with the critical issues in SLTED and to fulfill their expectations. By the end of the seminar, students will be able to critique and discuss the major issues in SLTED and to research and present a topic on SLTED.
A needs analysis will be conducted after the initial registration period for Spring 2016. Based on the results, additional learning outcomes will be developed as well as a first draft of possible topics and requirements. The final determination of outcomes, topics, and requirements will be negotiated during the first week of the semester.

SLS 750. Multimodal Analysis. Zheng
In this course, we will explore new ways of looking at communication and interaction (e.g., student-teacher, human-computer, doctor-patient interactions, and other professorial and mundane interaction) by using an array of multimodal analytic toolkits. A common thread in these approaches is illuminated by Edward Hutchins’ seminal work on “Cognition in the Wild”, which considers material artifacts as part and parcel of human cognition and communication. Rather than treating them as decorations or backgrounds of communication, material artifacts or external representations augment our thinking and communication, extending cognition beyond the skull. “They allow us to think the previously unthinkable” (Kirsh, 2010). For example, a particular choice of color, in combination with other features, indexes a particular evaluative language stance; A particular gesture or body movement signals a pattern of meaning-making and sense-making along and/or in combination with language; A particular type of technology (such as Facebook social media, YouTube video, or Second Life virtual world) invites different trajectories of interaction and meaning-making practices.
Backgrounded on these perspectives, we will look at multimodality from different aspects of literature; for example, Baldry and Thibault’s multimodal transcription and text analysis, Charles Goodwin’s embodied interaction, Carey Jewitt’s multimodal approach to technology, literacy and learning. We will explore software packages that have been used for multimodal transcription and analysis, such as

SLS 775 (1). Advanced Ethnographic Research for Language and Cultural Studies. Davis
Engaged ethnography explores ways in which policies are political in nuanced and public ways and promotes the means by which the dispossessed work to possess the right to research, advocate, and acquire sustainable, equitable, and self-defined ways of learning and being. This inquiry approach draws from critical and participatory research methods that engage in negotiating multiple identities and roles of the researcher/researched intended to disrupt hegemonic policies, ideologies, and practices. Thus, engaged ethnographers are involved in rigorous and committed participation in the political and social life of varied communities through working with rather than conducting studies on participants at local, national, and global levels. More specifically, an engaged approach centrally concerns knowledgeable advocates working with concerned others in scaffolding local control of valued linguistic and cultural resources. The final course project involves conducting and describing engaged research projects for possible publication.

SLS 775 (2). Membership Categorization Analysis. Kasper
Membership Categorization Analysis (MCA) investigates categories as organizations of social and cultural knowledge. Membership categories are conventionally and normatively associated with activities, competencies, rights, obligations, and other predicates. MCA asks how categories are discursively produced on particular occasions and what participants accomplish by using or invoking them. Originally described by Harvey Sacks as “Members’ activities of categorizing Members”, MCA highlights, among other things, the relationships among language, culture and identity. It offers a perspective on identity as practical action, documented in studies of such “transportable” identities as race, nationality, ethnicity, and gender, and of institutional or situated identities (e.g., student, defendant). In the past decades, MCA has been extended to the categorization of non-personal objects and into categorization and formulation more broadly. Building on Sacks’ foundational work (Sacks, 1971, 1992), the seminar will examine important earlier developments (Hester & Eglin, 1997) and recent advances in MCA (Stokoe, 2012; Fitzgerald & Housley, 2015), including its relation to conversation analysis and discursive psychology. We will explore what MCA has to offer for studies of multilingual conversation and institutional talk, including learning, development, and assessment, and for applied linguistic research methods. Participants will be able to work on data collected for their ongoing projects or develop new studies.

*Required texts: Available on Laulima or through electronic resources*