

SLS 280. 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.

Required text:

Paradis, J., Genesee, F., & Crago, M. (2011). *Dual Language Development and Disorders* (2nd Edition). Baltimore, MD: Paul H. Brookes.

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. Second Language Teaching

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

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:

Baker, C. (2011). *Foundations of Bilingual Education And Bilingualism* (5th edition). Clevedon, UK: Multilingual Matters Limited. Other 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.

Student Learning Outcomes:

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: Accessible 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:

Department of Linguistics. (2011). *Language Files: Materials for an Introduction to Language and Linguistics*, 11th edition. Columbus: Ohio State University Press.

O'Grady, William, John Archibald, Mark Aronoff & Janie Rees-Miller, eds. (2010). *Contemporary Linguistics: An Introduction*, 6th edition. Boston: Bedford/St. Martin's.

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:

Vanderweide, Teresa, William O'Grady, John Archibald, Mark Aronoff & Janie Rees-Miller. (2010). *Study Guide: Contemporary Linguistics: An Introduction*. Boston: Bedford/St. Martin's.
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:

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge: Cambridge University Press.

Suggested readings: Provided by instructor.

Prerequisite: SLS 302 (or concurrent).

SLS 480P (1). Pedagogic Grammar. Ziegler

This course has three dimensions: it (a) examines particular grammatical features of English in terms of their forms, meanings, and use, (b) explores potential difficulties involved in learning second language grammars, and (c) considers the different ways in which teachers may help develop their learners' ability to use L2 grammatical features. The topics and discussion of the course will be informed by insights from linguistic theory and description, from second language acquisition research, from second language pedagogy, and from participants' own experience of learning and teaching grammar. By the end of this course, students will gain

knowledge of seminal readings and approaches related to second language learning and the teaching of grammar, as well as different pedagogical approaches for the teaching of grammar, including considerations for specific populations of learners (L1s, EAP, etc.). Students will also create and develop classroom materials relevant to their personal needs and interests.

Required text: Cowan, R. (2008). *The Teacher's Grammar of English*. Cambridge: Cambridge University Press.

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.

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:

Brown, J. D. (2005). *Testing in language programs: A comprehensive guide to English language assessment*. New York: McGraw Hill.

Unfortunately, they took it out of print, so Dr. Brown has made hard bound 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

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)

SLS 610. Introduction to Second Language Teaching. 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 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:

Field, J. (2008). *Listening in the language classroom*. Cambridge, UK: Cambridge University Press. (ISBN 978-0-521-68570-2)

Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge, UK: Cambridge University Press. (ISBN 978-1-107-64833-3)

SLS 618. Language and Learning Technologies. 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 Skype, to sophisticated virtual world technologies, and to ubiquitous mobile devices, 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 lexicogrammar? 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, we will do the following:

1. 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. Investigate the affordances of technologies as indicated by members of the class (through dynamic needs analysis) for language learning and teaching.
3. 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. Develop a mini curriculum that has major components of technology integration.
5. Develop materials using the Web as major resource for your target learners.

Readings are accessible in Laulima.

Prerequisite: SLS418 or instructor's consent

SLS 620. Second Language Reading. Day

This course is an examination of the nature of second language (L2) reading processes, of methodologies and approaches in teaching L2 reading, and of L2 reading research. The theoretical aspects of the course are integrated with practical concerns and experiences

including observation, classroom practices, assessment, course development, and the development, selection, adaptation, and evaluation of materials.

After completing the course, you will be able to [a] describe the theoretical issues involved in reading processes and reading instruction in L2 settings; [b] develop, adapt, and evaluate L2 reading tasks, activities, and materials; [c] discuss and critique L2 reading research; [d] describe and analyze L2 reading lessons; and [e] reflect on your development as an L2 reading teacher. There will be additional learning outcomes based on the individual requirements that you undertake and the elective topics that we select and examine.

Required Text:

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.

In addition, readings from a variety of sources (e.g., journals) will be made available as appropriate.

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:

Brown, J.D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle.

Other more recent readings will be assigned to supplement that textbook.

SLS 650. Second Language Acquisition.

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:

Ortega, L. (2009). *Understanding second language acquisition*. Oxford: Oxford University Press.

SLS 660. Sociolinguistics and Second Languages.

This course covers basic concepts and issues in sociolinguistics, broadly defined, with a substantial focus on second language learning and teaching. Perspectives include the sociology of language, the ethnography of communication, interactional and variational sociolinguistics, pragmatics, and discourse and conversational analysis. Course activities include substantial reading and discussion, small-scale fieldwork exercises, and a research paper consisting of a literature review and a design for an empirical study.

SLS 670. Second Language Quantitative Research. Brown

This course will cover *basic* research design and statistical procedures used in second language research methodology. Topics will include the organization of a research report, strategies for gathering, organizing, and analyzing data, critically reading research reports, statistical logic, descriptive statistics, correlation and prediction, statistical comparison of means, statistical comparison of frequencies, and other more advanced statistical procedures (or other procedures that the students wish to know about) as time permits. To some degree, 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 do all of the above statistics on a Windows or Macintosh computer), and will be required to do exercises on the computer. In addition, the students will be expected to review one statistical article of their choosing, and do their own research project—either in a regular research report form (including Introduction, Methods, Results, and Discussion/Conclusions sections) or in the form of a clear proposal for research.

Textbook will be supplied:

Hudson, T. (forthcoming). *Research Design and Analysis in Applied Linguistics*.

SLS 675. SL Qualitative Research. Kasper

The course will introduce students to the principles and practices of qualitative research and their application to research problems in the domains of social institutions, multilingualism, and learning and development, including the development of language and professional competencies. The course pursues two aims: (1) to develop students' ability to critically appraise reports of qualitative (L2) research and (2) to prepare students to conduct a qualitative study on an applied linguistic topic of their choice, or to further develop a study that is already under way. In order to meet both of these goals, particular emphasis will be given to the articulation of theory and methodology, i.e., the coherent transformation of theory into

method. Students will get first-hand experience with practices of observation and interviewing, visual analysis, document analysis, and multimedia analysis. Course requirements will include reading and discussion of methodological texts, reviews of reports on qualitative studies, and practical activities.

Required Text:

Silverman, D. (Ed.) (2016). *Qualitative research*. 4th edition. London: Sage.

Please order your own copies.

SLS 680P. Topics in SL Pedagogy

SLS 730. Adolescent and Adult Second Language Literacies. Gilliland

In this class, we examine theories and definitions of academic language and literacies (broadly construed) for the schooling of adolescent and adult second language learners. We read studies of language socialization and classroom language use as they relate to the acquisition and use of the language of schooling, focused on learning experiences, identity, and pedagogical concerns for adolescent and adult SL learners in US (and other English-medium) contexts, with particular concern for Generation 1.5/Long-term English Learners and adult immigrants. We further examine educational policies that shape these students' academic trajectories (high stakes testing, school placement, adult school funding and curriculum, etc.) and discuss pedagogical implications for teachers of adolescent and adult learners in ESL and mainstream classrooms. We will also examine and engage in qualitative research methods (participant observation, discourse analysis, and document analysis) to collect and analyze language and literacy data and to analyze learners' experiences and contextual issues. A final project related to the study of language and literacies as used in an actual classroom or other context can be conducted in a site of the student's choice. While the assigned readings primarily focus on English as the medium of instruction in US schools, this course is intended for students interested in adolescent and adult academic second language development in many different contexts, and students are encouraged to select readings and research project foci accordingly.

Required Text:

Dyson, A. H., & Genishi, C. (2005). *On the case: Approaches to language and literacy research*. New York: Teachers College Press.

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 (Cenoz & Gorter, 2006; Landry & Bourhis, 1997), 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 in their historical and sociopolitical contexts. 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 indigenous 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 Oahu's linguistic landscapes involving Chinese, English, Hawaiian, Japanese, Korean, and Pidgin. In the first half of 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. With support from UHM's Digital Humanities Initiative, we will learn how to document the LL by creating digital maps of language use based on our fieldwork. 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.

Recommended Readings:

Blommaert, J. (2013). *Ethnography, superdiversity and linguistic landscapes: Chronicles of complexity*. Multilingual Matters.

Rubdy, R. & Ben Said, S. 2016. *Conflict, exclusion and dissent in the linguistic landscape*. Palgrave.

Shohamy, E. G., Rafael, E. B., & Barni, M. (Eds.). (2010). *Linguistic landscape in the city*. Multilingual Matters.

SLS 775 (1). The Social Life of Research Methods: Knowledge Production in Applied Linguistics. Kasper

The methodological literature in applied linguistics covers a wide range of qualitative, quantitative, and mixed-methods approaches. It promotes understanding and expert use of our empirical methods and illuminates how different methods generate disciplinary knowledge. In this seminar we will consider research methods in applied linguistics and elsewhere in the (social) sciences as forms of social practice. We will situate this undertaking in two cognate research traditions, the longstanding ethnomethodological program on scientific research as a practical situated accomplishment (e.g., Lynch, 1993) and several strands within applied conversation analysis (Antaki, 2011). Based on the research literature and empirical data, we will examine how researchers and research participants accomplish standard applied linguistic

research methods as social interaction in real time and in this way get an insider's perspective on knowledge production in our field.

No textbook.

Readings will be available on Laulima.

SLS 775 (2). Ethnography.as.Multicultural/Multilingual.Policy-Making. Davis

This course explores language policy as “a site of ideological struggle” (Kroskrity, 2009) that emerges in contact zones of multiple and often conflicting sociopolitical, cultural, and historical belief systems. Current emergent issues in language policy making include 1) increased plurilingualism through recent human transnational flows 2) growing tension between monolingual/standard language ideologies and traditional policies/practices and 3) global English language spread that marginalizes speakers of home languages who have little or no access to multilingualism (Henze, 2015). Thus, while communities and schools are becoming increasingly diverse, language policies and practices tend to legitimate monolingualism and/or traditional bilingualism. Language scholars hold that official language policies most often reflect sociopolitical interests rather than language use realities (Farr & Song, 2011). What is needed then is the means by which to engage language policy agents—parents, students, teachers, communities, and administrators—in critical ethnographic analysis of the linguistic status quo and possibilities for alternative language education practices. In this way, all concerned can achieve “ideological clarification” (Kroskrity, 2009) towards promoting appropriate and just language policies.