SLS 130. Introduction to Pidgin in Hawai‘i. Schwartz, Bethany

This course introduces students to Pidgin, the creole language of Hawai‘i, through examining an intersection of issues and perspectives related to language rights. Students will learn about social, political, and economic issues related to Pidgin, and they will engage with perspectives on Pidgin from Native Hawaiians, Local people in Hawai‘i (including Japanese Americans, Chinese Americans, Filipino Americans, and those who identify as multiethnic), and newcomers to Hawai‘i. To engage students in learning about the breadth of language rights issues in Asia-Pacific contexts, the course will frequently compare language rights of Pidgin speakers with the experiences of speakers of other languages, including Hawaiian and other creoles of the Pacific. Comparisons will also be made with the language rights and language discrimination experienced by speakers of other languages in Hawai‘i, including second language speakers of English. With language rights as the organizing principle of the course, students will learn about speakers’ rights in education, media, face-to-face communication, creative expression, and various real-world contexts. Students will analyze Pidgin in society through in-class activities and homework assignments, including a group project.

Note. This course carries a HAP designation.

Required texts: Readings and other materials will be made available electronically.

SLS 150. Learning Languages and Communicating in a Globalized World. Crookes

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:
Other 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.

We examine second language (L2) teaching approaches and methodologies, learner and teacher roles, classroom management, syllabus and curriculum design, lesson planning, materials, classroom assessment, and program evaluation. You are expected to draw critically on L2 learning theories and research and reflect on your beliefs and assumptions about L2 teaching practices. You must have a background in theoretical foundations of L2 learning covered in SLS 302. The prerequisite is SLS 302 or concurrent enrollment.

Student Learning Outcomes

On successful completion of this course, you will be able to:

- link historical development of theories, and methodologies in second and foreign language teaching to recent trends;
- discuss and evaluate theories, and approaches and methodologies in L2 language teaching;
- analyze and evaluate L2 materials;
- design lesson plans and teaching activities grounded in appropriate L2 theories, teaching theories, and contextual factors;
- demonstrate teaching skills that are necessary for their future work with L2 learners;
- demonstrate effective teaching that actively engages students in learning;
discuss the purposes and roles of assessment and evaluation in L2 teaching;

- engage in reflective and evidence-based teaching practice; and
- identify actions for professional development.


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 materials development and analysis.

Required texts:

Prerequisite: SLS 302 (or concurrent).

SLS 408: Bilingual/Multilingual Education

This course explores bilingual/multilingual education from historical, political, social and cultural perspectives. Course readings (TBA) more specifically examine bilingual/multilingual theories, policies, and pedagogical practices towards effective teaching and learning. We furthermore explore language and education challenges in Hawai‘i, the U.S. and across local/global contexts. In sum, we will explore bilingual/multilingual education in the United States and transnational multilingual needs, resources, and pedagogical approaches used both at home and abroad.

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 texts: A packet of 21 articles and other supplemental readings.

Prerequisite: SLS 302 (Second Language Learning), LING 102 (Intro to the Study of Language), LING 150 (Language in Hawai‘i and the Pacific), 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 480P (1). Topics in SL Pedagogy: Practicum for future language professionals. Faucette

This course offers a chance for students to apply the knowledge gained from SLS 302 Second Language Learning, SLS 303 Second Language Teaching and other related courses to a specific language teaching context. Students will work with a mentor teacher/supervisor in a multilingual, instructional setting, where they will examine the intersection of theory and practice in language learning and teaching. They will be asked to articulate their own values,
rationale for pedagogical and professional decisions, and goals for the future. Students will learn how to create their own paths for their academic and professional careers.

**Note.** In addition to three (3) hours of class meeting time per week, students will need to commit an average of four (4) hours per week for ten (10) weeks at a cooperating school.

**Required text:**

**Prerequisites:** SLS 302 & SLS 303.

**SLS 480R (1). Topics in SL Research: Introduction to research in SLS. 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 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.

**Required text:**

**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. LaFlair
This 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 followed by discussion/activity 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 texts:

Suggested readings: Provided by instructor or students.

SLS 600. Introduction to Second Language Studies. LaFlair
This course introduces the 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.

Required textbook:

Suggested readings: Provided by instructor.

SLS 610. Introduction to Teaching Second Languages. Kyle
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.
Required texts: Provided by instructor.

Suggested readings: Provided by instructor.

**SLS 618. Language and Learning Technologies. Zheng**

How do we understand second language teaching and learning in the light of learning technologies? How do we use technologies to interact and engage in shared values when technologies are involved in the second language learning environment? To address these questions, a wide range of learning technologies will be explored in this course using problem-based and project-based learning pedagogies, including Skype, social media, multiplayer role-playing gaming, and mobile app locative media. These technologies bring us new challenges and opportunities for communication and social networking, as well as learning and teaching.

More specific questions we will address follow from the broad question concerning the roles of learning technologies in learning, instruction and communication. Do they function as an input to aid learning, such as in the 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 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.

Grade-bearing activities include developing a mini curriculum that has major components of technology integration and developing materials using the web and webpages as major resources for the target learners.

No required textbook.

**SLS 660. Sociolinguistics and Second Languages. Kasper**

This survey course introduces fundamental theories, concepts, topics, findings, and research approaches in sociolinguistics as they relate to language use, learning, and development in multilingual societies. We will consider such topics as language policy and language ideologies, language variation and language attitudes, language and identities, language and culture, multilingual and multimodal practices in different social settings, interaction in digital media, and language socialization. These topics will be addressed in survey articles and reports on data-based studies that illustrate a range of research approaches in sociolinguistics. Course activities will include substantial reading and discussion, as well as two small projects.

No textbook. All required texts will be posted on Laulima.

**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 presenting and writing up your own experimental research proposal.

Prerequisites: An introductory course to linguistic analysis (e.g., SLS 441 or LING 422) or instructor’s permission.


This course examines the procedures used in carrying out survey research projects for both curriculum development and research purposes. Survey research will be defined here as any investigation in applied linguistics based on interview or questionnaire procedures, whether open-ended or closed-response. The course will cover the basics of survey research including at least the following topics: how to plan a survey project, how to create sound interview or questionnaire instruments, how to administer those instruments, how to compile the survey information, how to analyze the information (using quantitative, qualitative, or mixed-methods strategies), and how to report the results. Opportunities will be provided for practical hands-on experience in developing surveys and analyzing the results of those surveys. Examples will be drawn from survey research projects the professor has been involved in over the years.

**Required text:**


**SLS 678. Discourse Analysis in Second Language Research. Kasper**

This course provides an overview of influential traditions in the interdisciplinary field of discourse analysis (DA). It pursues two aims: (1) to foster students’ understanding of the theories and methods that define these traditions and (2) to prepare students to conduct a discourse-analytical study on an applied linguistic topic of their choice, or to further develop a study that is already under way. To that end, we will examine how the selected traditions answer such key questions as: How is discourse in interaction organized? What is the relation of talk, embodiment, objects, and spaces in face-to-face interaction and various digital
environments? How is discourse in interaction related to broader dimensions of social organization ("social context") and to cognition, attitudes, and affect ("psychological context")? Students will gain practical experience in conducting DA on a wide range of data.

Required texts: Articles posted on Laulima.

Recommended texts:


This course explores task-based approaches to second/foreign language learning and teaching using the following organizational principles: (a) the theoretical underpinnings for task-based language learning; (b) the key components of task-based program design; (c) the process of developing and empirically testing task-based materials; (d) practical classroom considerations for the use/implementation of tasks in an instructional context; and (e) tasks and technology. Following a brief introduction to the history and origins of TBLT, we will address a number of different approaches to task-based teaching and learning. After developing the solid theoretical understanding of the various frameworks, we will turn our attention to needs analysis, task design, instruction and curriculum development, and assessment and evaluation. Students will have the opportunity to create authentic task-based materials or conduct a small-scale needs analysis or data-driven project.

Required textbook:

Note. This is an electronic text and can be accessed through UHM’s library website.

Recommended:


Natural language processing (NLP) refers to a set of processes in which computers analyze human language for a variety of tasks such as web engine searches, voice to text (e.g., Siri and Alexa), customer service interactions (e.g., chat bots), and authorship identification (e.g., linguistic forensics). In this course, we will explore how computers process and produce language with a particular focus on how applied linguists can use this technology to inform their research. In particular, this course will cover optical character recognition (i.e., turning images of text into usable text files), speech to text (e.g., automatically or semi-automatically transcribing speech files), part-of-speech tagging, and syntactic parsing (both constituent and dependency parsing). The course will involve a number of mini-projects in which various NLP
technologies will be applied to linguistic inquiry in general (i.e., corpus linguistics), second language acquisition, and language testing.

**Note 1.** Although most of the examples in class will be centered on English, the concepts in this class will apply to most widely spoken languages (e.g., Arabic, French, German, Mandarin, Korean, Spanish).

**Note 2.** No prior programming experience is necessary to take this class. However, we will learn some basic programming during the class, so basic computer literacy is required.

*Required texts: Provided by instructor.*

*Suggested readings: Provided by instructor.*

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**SLS 690. ESL Teaching Practicum. Ziegler**

This course will provide students with a solid foundation in pedagogical theory as well as practical experience in designing, creating, and implementing materials and lesson plans for the language learning classroom. We will examine a range of skills, including reading, writing, listening, and speaking, and will explore potential difficulties involved in learning a second/foreign language, particularly in academic contexts. We will also consider a range of pedagogical approaches that teachers might use to facilitate learners' second language development. Topics and discussion will be informed by insights from seminal and contemporary research. Students enrolled in this course must either be teaching or have access to a foreign or second language classroom where they have permission to teach lessons or lectures, as there will be a number of hands-on activities, workshops, and observations.

**Note.** This course will begin in an online format before the start of the semester to provide training and support for new teaching graduate assistants. Contact the instructor for more details.

Textbook to be determined.

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**SLS 730 (1). Seminar in SL Education: SL materials development. Day**

The goal of this seminar is to provide an understanding of the theoretical and practical considerations involved in evaluating, selecting, designing, developing, and adapting second and foreign language (L2) materials. This is accomplished through three related activities. The first activity involves students becoming well versed in the focus of their materials project (e.g., oral fluency, writing). The second is an examination of theoretical beliefs and assumptions of the purposes and roles of materials in L2 teaching. In this examination, the focus is on the ways in which materials reflect beliefs concerning how second and foreign languages are taught and learned. The third activity involves practical experiences in evaluating, selecting, designing, developing and adapting L2 materials.

Students who complete this course will be able to:

- select, design, develop, and adapt L2 materials;
• construct appropriate and useful checklists or other forms for evaluating and selecting materials for language teaching;
• and assist colleagues, teachers and supervisors in evaluating and selecting materials for L2 teaching.

SLS 750 (1). Seminar in SL Acquisition: 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!

Required texts:
To be provided as PDFs on our Laulima site.

SLS 750 (2). Seminar in SL Acquisition: 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 mobile applications) 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 CHILDES (open source), Multimodal Web Analyzer (open source), ELAN (Open source, http://tla.mpi.nl/tools/tla-tools/elan/) and Transana (http://www.transana.org/, free to SLS 750 students), Discursis (Purchase, http://www.discursis.com/)

Who should take this course?
• Students from the College of Languages, Linguistics and Literature, the College of Education, the Department of Information and Computer Sciences, College of Business, School of Medicine, etc.
• Students who are interested in exploring interaction patterns from video and audio data and other textual data.
• Students who are interested in web technologies, and curious how social medias provide new learning opportunities that are extended by multimodal analysis.
• Students who are interested in material development and instructional design, such as designing courses within Laulima or using other course management and delivery systems.
• Professionals who are interested in investigating how understanding of interaction processes can help with any learning and training situations.

Learning Outcomes
• Can perform multimodal analysis of any given text genre (print, hypertext, audio, video).
• Can engage in intellectual discussion of how people communicate in multimodal ways with gestures, and body movements.
• Can skillfully use one of the transcription and analytic tools.
• Can design for meaningful interactions situated in different contexts: such as classrooms, computer assisted learning environments, online virtual environments.

Note. Students who would like to take this seminar for SLS 730 credit can do a project that focuses on teaching.

Required textbook:
Available from Amazon.com and UH-Mānoa Ebrary:

SLS 760 (1). Seminar in SL Use: Intercultural communication. Higgins
This seminar provides students with a deep understanding of how intercultural communication has been conceptualized and analyzed in the interrelated fields of applied linguistics and
sociolinguistics. The course focuses on how the constructs of ‘culture’ and ‘cultural difference’ are enacted by speakers of more than one language in conversational interactions, and pays equal attention to the ways that culture is treated as a resource (rather than a problem) by multilingual speakers. The course will emphasize the perspective that culture and cultural difference are social constructs that cannot be presumed, but rather are the result of active processes in interaction among conversational participants, processes which sometimes point to the relevance of inferences, cultural models, interpretive schemas, discourses, and ideologies. In this regard, the course will examine both ‘micro’ and ‘macro’ levels. The course will also provide students with a strong foundation in interactional sociolinguistics, sociocultural linguistics, and ethnographic discourse analysis, commonly used methodological frameworks for analyzing intercultural differences in face-to-face interaction (Bucholtz & Hall, 2005; Gumperz, 1982; Rampton, 1995). Participants will read research on the social construction of culture and interculturality from the interrelated fields of applied linguistics, sociolinguistics, and discourse analysis that examine 1) miscommunication in cross-cultural interactions; 2) the discursive construction of culture and cultural difference; and, 3) the use of culture as a social resource in interaction. Following a seminar format, students will participate in Laulima discussions, lead discussions of readings in class and present data for analysis in workshop format during the semester. A final term paper of 20-25 pages (with deadlines for proposal and first draft) will be required for the course.

**Required texts:** Readings available on Laulima in PDF format.

**Prerequisite:** SLS 660 or consent of instructor.