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

SLS 150 surveys a range of topics that could improve individuals' abilities to learn and use a second language (an L2), assist them in interacting with second language speakers, and aid their understanding of their roles as L2 users in society.

Reflecting recent developments in second language use across cultures and nations, studies of second language learning, use, and instruction have become oriented toward the pluricultural, globalized world of the 21st century. In this, using more than one language is the norm and a person's identity is partly influenced by their command of one or more languages. It is a world in which learning (and teaching) an additional language facilitates employment, international mobility, and the development and maintenance of intercultural relationships.

This course provides students with concepts and strategies for acquiring and using an additional language in an increasingly multilingual world. It has a particular focus on learning languages in the Asia-Pacific context but extends to other areas and languages broadly. Intercultural communication is also addressed. The wider contexts of learning languages and communicating in a globalized world include language learning in connection with transnational employment environments, consumption of mass media, and migration.

The course relates to a world in which English is presently the dominant international language and lingua franca, representing sites of power and of resistance as well as constituting the dominant language of entertainment and the mass media. It also naturally acknowledges other international languages with rising power, especially those of the Asia-Pacific region.

*Required texts:* A variety of texts will be drawn upon as course material.

*Suggested readings:* A more extended bibliography will be provided in class/ in online resources for this course.

*Prerequisite:* None.

## SLS 218. Second Language Learning & Technology. Zheng

TBA

## 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 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) basic concepts in SLA, (b) theories of first and second language acquisition, (c) instructed SLA, (d) technology and SLA, and (e) basic techniques of academic writing.

*Learning Outcomes*
This course provides students with an overview of theories and issues in the field of SLA. By the end of the course, students are expected to be familiar with key fundamental concepts, theories, and empirical findings in five major areas:
(a) basic concepts in SLA,
(b) theories of first language acquisition,
(c) theories of second language acquisition,
(d) instructed SLA, and
(e) technology and SLA.

In addition, students will be able to reflect on and articulate their own experiences, successes, challenges in second language (L2) learning in terms of major concepts from research and theory in the area of Second Language Studies.


## 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.

Among the topics we examine are second language (L2) teaching approaches and methodologies, classroom management, lesson planning, materials, classroom testing, and professional development. 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 pre-requisite is SLS 302 or concurrent enrollment.

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 your future work with L2 learners;
- discuss the purposes and roles of assessment and evaluation in L2 teaching;
- engage in reflective teaching practice; and
- identify actions for professional development.

There is no required text.  All readings will be on Laulima.


## 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 Hawaiʻi.

*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 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:*
Department of Linguistics. (2016). *Language Files: Materials for an Introduction to Language and Linguistics*, 12th edition. Columbus: Ohio State University Press.
O'Grady, William, John Archibald, Mark Aronoff & Janie Rees-Miller, eds. (2017). *Contemporary Linguistics: An Introduction*, 7th edition. Boston: Bedford/St. Martin's.
Pinker, Steven. (1994, reprinted 2007). T*he Language Instinct: How the Mind Creates Language*. (available from different publishers; check Amazon.com for used copies)

*Suggested reading:*
Vanderweide, Teresa, William O'Grady, John Archibald, Mark Aronoff & Janie Rees-Miller. (2017). *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 (1). English Phonology.

This course provides an introduction to the basics of English phonetics and phonology as they relate to other aspects of language and with particular emphasis on areas of interest to second/foreign language learners and teachers. The course will cover the following:
- The system of English consonants, vowels, and prosodic elements
- Issues and techniques for teaching pronunciation
- Analysis of ESL/EFL learners' pronunciation and ways of providing feedback
- The acquisition of first and second language phonology
- How transfer, universals, developmental processes, age, and instruction affect the acquisition process
- Materials used in teaching pronunciation
- The role of pronunciation instruction in an ESL/EFL curriculum

Classes will consist of lectures, readings, discussions, data analysis, exercises, and materials review. Where possible, practical classroom applications will be provided and demonstrated.

The course aims to provide English teachers and future SL researchers with some understanding of the English sound system and to assist in the development of a soundly based pronunciation pedagogy.

*Required text*:
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). Topics in SL Pedagogy: 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.


## 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 612. Alternative Approaches to Second Language Teaching. Day**

*Description*
This course aims to help you gain a theoretical understanding of and to have practical experiences with a variety of approaches to learning and teaching a second or a foreign language.  Depending on class interest, there will be sessions on such approaches as Cooperative Language Learning, the Lexical Approach, Community Language Learning, Content Based Instruction, Suggestopedia, Comprehension Approach, Total Physical Response, Critical Pedagogy, Feminist Pedagogy, and Natural Approach. The approaches will be examined from both an instructor's and a learner's viewpoint so that you have the opportunity to critique the approaches and to assess their applicability to second and foreign language instruction at various levels and contexts.

*Learning Outcomes*
Students who complete this course will be able to:
1.  discuss a number of different approaches to learning and teaching a second or a foreign language;

2.  evaluate the strengths and weakness of the different approaches;
3.  design and lead the class on an approach to the learning and teaching a second or a foreign language.

## SLS 613. Second Language Listening and Speaking. Brown

This course will examine the procedures used in designing, implementing, and assessing the instruction of listening and speaking skills in EFL. Based on a comprehensive overview of the practical aspects of organizing and conducting a listening/speaking course, it will also provide a bridge from research and theory to classroom practice in spoken discourse, pronunciation, and listening comprehension. To those ends, the course will cover: (a) the nature and importance of fluency in oral English including the relationship between fluency and seldom taught aspects of grammar, vocabulary, suprasegmentals, paralinguistic features, kinesics, proxemics, and pragmatics; (b) the importance of teaching continuous speech forms; (c) the rules governing continuous speech forms including word stress, utterance stress and timing, elisions, insertions, intrusions, simple transitions, assimilations, contractions, and combinations of all of the above; (d) techniques for planning lessons, designing curriculum, and selecting materials for the teaching of speaking and listening skills; (e) techniques for creating original curriculum and materials for listening and speaking; and (f) techniques for presenting demonstrations and giving feedback on methods and materials for listening and speaking; and techniques for testing the speaking and listening skills. Readings will be made available by the instructor.

## 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 articles; [d] describe and analyze L2 reading lessons; [e] organize and lead a discussion on an L2 reading; and [f] reflect on your development as an L2 reading teacher.

There will be additional learning outcomes based on the individual project that you undertake.

*Required texts:* There are no required texts. A number of readings will be assigned from these two texts:
Day, R. R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
Grabe, W. (2009). R*eading 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 texts:*
Brown, J.D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle.
Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes.* New York: Routledge.
Other more recent readings will be assigned to supplement that textbook.

### SLS 650. Second Language Acquisition. Kyle

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. 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 680N. Topics in SL Analysis: 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 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 from this perspective. 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:*
White, Lydia. 2003. *Second Language Acquisition and Universal Grammar*. New York: Cambridge University Press. (You can buy it from Amazon.com.)
Selected readings (posted on our Laulima site)

### SLS 730 (1).  Issues in Pedagogic Grammar. Ziegler

This seminar has three main dimensions: it (a) examines particular grammatical features of English in terms of their forms, meanings, and use, and encourages speakers of languages other than English to explore these perspectives of grammar in other second and foreign languages, (b) explores potential contextual and learner variables involved in learning second language grammars, and (c) considers the different ways in which teachers may apply research to the classroom in order to support 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. Students will explore empirical research on pedagogical grammar from a range of perspectives, including corpus linguistics and task-based language teaching, and will develop their knowledge in terms of materials development, task design, and assessment.

### SLS 730 (2). Motivation and Emotion in Second Language Learning. Crookes

In this course, participants will become familiar with theories of motivation and emotion that offer insights into how they function in second and foreign language settings. Empirical findings from a broad range of learning contexts will be reviewed reflecting student interests and exploration. (Issues of research methodology will emerge in passing.) While motivation is and has been a "hot" topic in applied linguistics, and emotion has its own recent developmental trajectory in the social sciences, the course will take a wide (somewhat cross-disciplinary) and long-term (historical) view, as well as one which is to some extent skeptical and critical in nature.

Consistent with normal practice in a seminar, there will be substantial emphasis on the role of the students (under the instructor's guidance/ in consultation with the instructor; to the extent needed, varying according to individual experience and knowledge) in leading study (mainly through discussion and the development of outlines, slides, and class notes) and selecting subtopics and materials for study.

Administrative note for SLS students: Since this course is a 730, it is relevant to the Language Teaching specialization in the MA in SLS or one of the Second Language Education requirements for the PhD. However, the topic of motivation (and emotion) is related as much to learning as to teaching, so it would be equally reasonable to count this course as applying to the MA specialization in SLA or the L2 Learning requirement for the PhD. (This has been past long-established practice since the late Professor Schmidt established coursework in this area.) Content will reflect learning as well as teaching. Consult with me and your advisor if this applies to you.

### SLS 760. Interacting with Objects. Kasper

The social world is populated by objects of diverse materiality, designed functionality, and symbolic value. This fact raises questions about how participants use objects in various activities and what they accomplish through the practical engagement of objects in social interaction. The topic has been investigated in a range of academic fields, most compellingly in a large and diverse corpus of research conducted from the perspectives of ethnomethodology (EM) and conversation analysis (CA). The goal of the seminar is to (1) familiarize students with a selection of this literature, including studies on interaction with objects at workplaces, in educational contexts, social media, sport, music, and entertainment; (2) examine, in videorecordings of naturally occurring activities, (a) how objects figure as situated resources

(e.g., digital devices, paper documents, sports equipment) and practical accomplishments (e.g., a meal, a backswing, a knitted shawl) as the interaction unfolds, and what specific categorial relevancies the objects attain for the participants at particular moments; (b) how objects are used in coordination with other semiotic resources in the ecology of the setting, including multilingual resources. Students are welcome to work on data collected for their ongoing projects or develop new studies.

*Recommended text:*
Nevile, M., Haddington, P., Heinemann, T. & Rauniomaa, M. (Eds.) (2014). *Interacting with objects: Language, materiality, and social activity*. Amsterdam: Benjamins.


### SLS 775. Dependability, Generalizability, & Inference in Quantitative Research. LaFlair

Applied linguistics research investigates a wide range of complex issues using a wide range of research designs/methods. Research designs/methods are critical to the dependability and generalizability of research results and the inferences that can be made about language learners/language learning (Chalhoub-Deville, Chapelle, & Duff, 2006). The goal of this seminar is to evaluate issues related to dependability, generalizability, and inference in quantitative applied linguistics research. In this course, students will develop a deep understanding of dependability, generalizability, and inference, how they are related, and how these three issues are dealt with in research design, analysis, and interpretation in quantitative research. Participants will be expected to lead class discussions, participate in online discussions, carry out data analysis homework assignments, and complete a data-based poster or paper.

*Required texts*: Provided by instructor

*Suggested readings*: Provided by instructor or students