

**SLS 130. Introduction to Pidgin in Hawai'i**

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 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 prerequisite 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 L2 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 Lulima.

### **SLS 313. Techniques in Second Language Teaching - Listening & Speaking**

TBA

### **SLS 408. Multilingual 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,
4. 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. (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). *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. (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. English Phonology.**

TBA

**SLS 480N (1). Topics in SL Analysis: Basic Language Concepts for Second Language Learning, Teaching, and Use. Grüter**

Second Language Studies investigates how people learn and use another language, be it a second, third, heritage, or foreign language. In order to do so, we first need terminology and tools that allow us to capture and describe the phenomenon we are concerned with: human language. Through this course, students establish a basic linguistic toolkit for describing language, including learner language, at various levels: sounds, words, sentences, and discourse.

*Required text:* Culicover, P. W. & Hume, E. V. (2017, 2<sup>nd</sup> ed.). *Basics of language for language learners*. Columbus: Ohio State University Press.

*Prerequisite:* Approval from undergraduate advisor.

**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](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 600. Introduction to Second Language Studies. Gilliland**

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:* Paltridge, B., & Phakiti, A. (2015). *Research methods in applied linguistics*. London & New York: Bloomsbury.

*Suggested readings:* Provided by instructor

### **SLS 614. Second Language Writing. Gilliland**

The course aims to provide insights into theories of teaching writing, with particular emphasis on the experiences of student writers composing in a second language. We consider approaches to the teaching of writing in second and foreign languages is included as well as response to student writing. Students will do the following:

- Identify current and historical theories of teaching SL writing
- Discuss and critique approaches to teaching SL writing
- Describe and analyze contexts for teaching SL writing in US and internationally
- Assess the instructional needs of a given writing class and/or student
- Evaluate and respond to student writing
- Plan appropriate and effective syllabi, units, and lessons in SL writing courses

*Required text:*

Ferris & Hedgcock (2014) *Teaching L2 Writing* (3rd edition). New York: Routledge.

### **SLS 660. Sociolinguistics and Second Languages. Higgins**

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 730 (1). Seminar in SL Education: Second language teacher education. Day**

This seminar deals with critical issues and approaches in second language teacher education and development (SLTED). The goals are to familiarize students with the critical issues in SLTED and to fulfill their expectations. By the end of the seminar, students will be able to critique and discuss the major issues in SLTED and to research and present a topic on SLTED.

A needs analysis will be conducted after the initial registration period for Autumn 2019. Based on the results, additional learning outcomes will be developed as well as a revised draft of possible topics and requirements. The final determination of learning outcomes, specific topics, requirements, deadlines and grading will be negotiated and agreed upon by all members of the seminar during the first meeting.

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

**SLS 750 (1). Seminar in SL Acquisition: Child L2 acquisition. Schwartz**

The purpose of this seminar is to examine research on child L2 acquisition, with particular emphasis on syntax and morphology. Research into child L2 acquisition has the potential to inform our understanding of adult L2 acquisition as well as L1 acquisition. We will examine some of the very few studies that directly compare L2 (and L1) children and L2 adults in the acquisition of particular grammatical phenomena. Students will become familiar with the theoretical issues at stake as well as the empirical base of recent work.

We start off by focusing on the "critical period" issue, or more neutrally, on age-dependent effects of L2 acquisition in terms of ultimate attainment. We next consider the issue of endstate ("ultimate attainment") vs. development for L2 children and L2 adults. The third area is research on child L2 acquisition itself, where exposure to the nonnative language starts approximately between the ages of 4 and 7; this is likely to be the crucial age range, because it is after the native grammar has been (more or less) established and yet falls clearly within what is traditionally considered to be the critical period for language acquisition. Of special interest here are three issues: (1) whether child L2 acquisition "replicates" L1 acquisition; (2) whether child L2 acquisition exhibits features of adult L2 acquisition, in particular L1 influence; and (3) whether there are characteristic differences between L2 child and L2 adult acquisition, especially with respect to different domains, specifically syntax vs. inflectional morphology.

The course will be a combination of lectures, discussion and student presentations of readings. Participants will be required to post questions/comments regarding readings on our Laulima



site. While familiarity with introductory syntax is highly desirable, time will be taken in class to ensure understanding of the necessary linguistic background.

*Required Text:* Selected readings to be provided

**SLS 760 (1). Seminar in SL Use: Ecological and sociocultural approaches to second language learning. Zheng**

TBA

**SLS 775 (1). Seminar in SL Research: Investigating L2 Speech Intelligibility. Crowther**

In this seminar, we consider second language (L2) pronunciation research conducted in light of John Levis' 2005 TESOL Quarterly publication "Changing contexts and shifting paradigms in pronunciation teaching". Specifically, Levis highlighted two guiding principles behind L2 pronunciation acquisition and teaching: Nativeness and Intelligibility. Since 2005 there has been an increase in the body of research on a range of interconnected themes in this regard:

- Global Perception of L2 speech (i.e., accentedness, intelligibility, comprehensibility);
- Linguistic correlates associated with listeners' global perception of L2 speech (phonology, fluency, lexicon, syntax, discourse);
- Listener-based variables influential to listeners' perception (e.g., accent familiarity, speaker familiarity, native vs. nonnative status, naive vs. trained);
- Social Considerations (e.g., accent & identity);
- Global Englishes;
- And, of course, the pedagogical implications of such research.

Drawing on an increasing familiarity with the themes identified above, you will pursue the following objectives, culminating in a pilot study which clearly serves to a) further our understanding of L2 pronunciation development, and b) provide guidance in addressing L2 pronunciation in the language learning classroom.

1. You will become familiar with existing L2 pronunciation research in reference to Levis' Nativeness and Intelligibility Principles.
2. You will gain practical experience with methodological tools and practices common to this line of research (e.g., elicitation tools, Likert scales, subjective vs. objective coding of linguistic measures,).
3. You will review existing findings to highlight gaps in our current knowledge, and propose & pilot a project to help fill this gap.

Required Text

There is no required text for this seminar. However, the following are highly recommended, as they each will provide solid theoretical and methodological background in a range of areas related to the topic of L2 pronunciation.

- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. Philadelphia, PA: John Benjamins.
- Kang, O., & Ginther, A. (2018). *Assessment in second language pronunciation*. New York: Routledge.
- Levis, J. (2018). *Intelligibility, oral communication, and the teaching of pronunciation*. Cambridge: Cambridge University Press.