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 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 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 pre-requisite is SLS 302 or concurrent enrollment.

**Student Learning Outcomes**
On successful completion of this course, students 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;
- identify actions for professional development.

**SLS 313. Techniques in Second Language Teaching: Listening & Speaking**
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 material development and analysis.

*Required texts:*

*Prerequisite: SLS 302 (or concurrent)*

**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:*

*Other readings provided by instructor.*

*Prerequisite: SLS 302 (or concurrent) or SLS 600 (or concurrent)*

**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:
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 480E. Topics in Second Language Learning.
SLS 480P. Topics in Second Language Pedagogy: Practicum for Future Language Professionals

This course provides an opportunity for students to apply the knowledge gained from SLS 302 Second Language Learning and SLS 303 Second Language Teaching in a specific language teaching context. Students will work with a mentor teacher in a multilingual setting where they will examine the intersection of theory and practice in language learning and teaching. They will articulate their own values, rationale for pedagogic and professional decisions, and goals for the future. Students will learn about the current job market and work settings for language professionals, while envisioning how to create their own paths for their academic and professional careers.

In addition to three (3) hours of class meeting time per week, students will need to commit six (6) hours per week for ten (10) weeks at a cooperating school.

Require text:

Additional selected articles or chapters provided via Laulima

Prerequisites: SLS 302, SLS 303

SLS 485. Professionalism in SLS.

Through this course, which serves as the capstone experience in the SLS bachelor’s degree, students reflect upon their learning and accomplishments throughout the pursuit of their degrees, become acquainted with diverse concepts of and approaches to professionalism in the field, and formally compile a professional portfolio. Evidence of learning and accomplishments will include academic writing, presentations, artifacts and reflections on teaching, service, and research experiences, and professional development experiences.

Expanding from these initial items, students create important elements of their portfolios (including curricula vitae, statements of professional philosophy (often, but not limited to, philosophy of teaching statements), cover letters, instructional materials, research papers/presentations, web sites, and so on) and conduct information searches in fields and locations for future employment or graduate study. All portfolios will be formally presented to the Department of SLS, as well as within the class.

Required texts: Provided by instructor

Suggested readings: Provided by instructor or students

Prerequisite: Reserved for SLS majors in their final semester of study

SLS 490. Second Language Testing. Hudson

SLS 490 is an introductory language testing course that offers an opportunity to gain knowledge in the central concepts in second/foreign language testing. In addition to theoretical foundations, we will deal with technical and practical aspects including development and evaluation of language tests. The relationship between teaching and testing and the way in which theories of language learning relate to testing are also a focus. The course will also discuss current issues within diverse types of language tests and course participants will have opportunities to construct, try out, and evaluate their own language tests.

The class will be structured in a lecture/discussion format. You will be responsible for completing all readings and homework on time. This will frequently be the basis for the class discussion. No previous knowledge of statistics or an advanced level of mathematics is required.
Required text:

Unfortunately, they took it out of print, so Dr. Brown has made 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. Hudson**

This course introduces students to second language studies, as represented in the MA in SLS program at the University of Hawai‘i at Mānoa, and to the field(s) of applied linguistics more generally. It also provides students with tools, resources, recommendations, and a basic road-map for successful navigation of their graduate studies and their continued development as language professionals. This course also serves as an introduction to the kinds of work that will be expected of students as they progress through the MA in SLS program, including critical reading of the professional literature, thoughtful and active participation in class discussions, cooperative completion of study/research/presentation tasks with student colleagues, meaningful applied research, and individual academic writing.

Readings will be available online through the UH library and Laulima.

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

**Description and Goals**

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, Multiple Intelligences, Neurolinguistic Programming, Suggestopedia, Comprehension Approach, Total Physical Response, Critical Pedagogy, Feminist Pedagogy, and Natural Approach. If there is interest, we might also explore humanistic and drama approaches. Using a workshop format, the approaches will be examined from both an instructor’s and a learner’s viewpoint so that participants have the opportunity to critique the approaches and to assess their applicability to second and foreign language instruction at various levels and contexts.

As noted above, the course will employ a workshop format. Accordingly, another goal of SLS 612 is to help you develop your professional expertise in designing, conducting and evaluating workshops.

**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, conduct, and evaluate a workshop on an approach to the learning and teaching a second or a foreign language
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:

SLS 650. Second Language Acquisition. Ziegler
This course is designed to provide a review of current theory and research in child and adult second language acquisition. In addition, it will review relevant research in first language acquisition and explore relationships between theory and practice in the second and foreign language learning classroom. Various theoretical perspectives and issues are addressed, including cognitive-interactionist, emergentist, social, and psycholinguistic approaches, and principal areas of research such as age effects, cognition, development of learner language, and individual differences will be discussed. We will also examine the available quantitative and qualitative research methods and how they might be used in second language (L2) research.

Suggested reading:

SLS 660. Sociolinguistics and Second Languages. 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 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.

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 676. Interpretive Qualitative Inquiry in Multilingual Contexts. Davis**

This course explores the range of qualitative and ethnographic inquiry methods and theories for use in exploring language policies, practices, and learning across local, regional, and national sites. Through a project-based approach, students will develop and carry out qualitative/ethnographic inquiry relevant to their own interests, learning/teaching needs, and long term professional goals. The course includes ethnography as transformative language policy processes; ideological analysis of policies that promote or marginalize language learner needs and resources; discovery of alternatives to marginalizing policies; and development of relevant and engaging language policies and practices. A range of models for gaining understanding of local to global policies/practices will further be represented in participants’ proposed interests, research needs and language development resources. Students will carry out their own study and present findings through power point presentations and a course paper of 20–25 pages.

**SLS 678. Discourse Analysis. Higgins**

This cross-departmental course provides students with opportunities to develop a critical understanding of the theories and methods of discourse analysis as they apply to first, second, multilingual, and endangered language environments. The course will provide a strong foundation for carrying out discourse-based research by guiding students as they design a study, collect data, and analyze discourse within their preferred framework. Readings, lectures, and in-class activities will provide students with tools to analyze both written and oral forms of discourse, including news reports, multimodal media, interviews, conversations, and institutional forms of talk. Students will have the opportunity to bring their own data for analysis in data workshops. Students will also carry out a study of their own and write up a term paper of 20–25 pages. Since the types of discourse analysis are rather varied, the course will survey the theoretical underpinnings of discourse analysis in addition to focusing on several areas within discourse studies that have received increasing attention. We will also examine the relationship between linguistic structure on the one hand, and the use of language as a tool for communication on the other. Topics to be covered include appraisal theory, critical discourse analysis, interactional sociolinguistics, conversation analysis, narrative analysis, dialogic syntax, stance, and discourse-and-grammar. (note: This course will be co-taught with Dr. Berez-Kroeker, UHM Linguistics).

Recommended book:

**SLS 680P. Topics in SL Pedagogy: Task-based language teaching. Ziegler**

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:

(Please note that this is an electronic text and can be accessed through UHM’s library website).

Recommended:

SLS 680R (1). Topics in SL Research: Tool use for transcription and quantifying qualitative data. Zheng
Technological prevalence and advancement pushes the envelope of human limitations on data management, such as data collection, analysis and report. This course aims to prepare researchers and teachers to handle qualitative data ranging from millisecond pico-scale dynamics to macro massive data. We will examine readily available, open source tools that can advance conducting research, for example ELAN, Transana, and Discursis. Such tools can help with transcription, organization, retrieval and systematic analysis of qualitative data, such as ethnographic observation and interview data, interactional dialogues, conversations, and discourses, and multimodal actional nonverbal and dynamic process data. For example, we can look at data generated from classroom interaction audio and video recordings, as well as coordination data taking place at a workplace, or data from co-problem solving tasks. The course will also touch on methods and tools for quantifying the aforementioned qualitative data. For example, we will look at content analysis, rubric design, and automizing quantification of qualitative data. We will explore each of the tools with hands-on lab sessions. We will discuss tools use for transcription and analysis by emphasizing unit of analysis, and research questions rooted in wide range of theoretical and analytical frameworks.

SLS 680R (2). Topics in SL Research: Action research. Gilliland
This course is a companion to the summer SLS 690 Teaching Practicum in Ubon Ratchathani, Thailand. All students must have participated in the practicum during Summer 2016.

Required text:

Prerequisite: SLS 690 in Thailand summer 2016

SLS 680R (3). Topics in SL Research: Conversation analysis. Kasper
This course offers an introduction to conversation analysis (CA), an integrated theory and methodology for the study of social interaction. Focus will be given to the fundamental organization of interaction through
turn taking, sequence organization, repair, and the overall structuring of larger units of talk. We will consider how participants mobilize grammar and multimodal resources for their interactional projects, how they produce identities and social relationships, and how both are related to the management of knowledge in interaction. Students will gain familiarity with CA’s principles and practices for selecting, collecting, transcribing, and analyzing data. They will also get some understanding of CA’s intellectual heritage and its relationship to “rival theories” for the study of language and other semiotic resources in interaction. Coursework will include training and assignments in transcription and analysis, discussion of the required literature, and data sessions.

Required text:
Clift, Rebecca (2016, August). *Conversation Analysis*. Cambridge: Cambridge University Press. All other required literature will be posted on Laulima.

SLS 730 (1). Seminar in SL Education: Critical language pedagogy. Crookes
Many language teachers have values that support social justice. If language teaching is seen as primarily neutral, they will have little opportunity to manifest those values. But critical pedagogy provides an alternative viewpoint. Critical pedagogy has become more and more visible in language teaching over the last couple of decades. The term “critical pedagogy” encompasses a range of curricular and classroom practice trends. Originally concerned mainly with oppression seen in terms of class, it is now far broader and flexibly considers matters of gender, race, and sexual orientation as well. It is also consistent with older alternative trends in curriculum such as peace education and environmental education. This seminar covers Critical Language Pedagogy topics. An initial introductory block of material will be followed by a series of topics within the area, negotiated by the class with the instructor.

SLS 730 (2). Seminar in SL Education: Multivariate statistical analysis. Brown
This course will briefly review the basic research design and statistical procedures used in second language research methodology. Advanced topics will then include multiway contingency tables, advanced ANOVA, ANCOVA, MANOVA, and other multivariate designs including multiple-regression, factor analysis, discriminant function analysis, structural equation modeling, and any other procedures that the students wish to investigate. 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 be used to do all of the above statistics. The course will be mostly student-centered with students working in pairs to demonstrate at least two multivariate techniques and lead discussions of example studies of the related techniques in class. There will also be computer exercises, as well as one project, which will be the students' own research.

Required Textbook:

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!

Readings will be supplied.

SLS 750 (2). Seminar in SL Acquisition: Eye-tracking methods in language research. Grüter
This course will introduce students to eye-tracking as a tool to investigate language processing and learning. We will cover readings from the fields of psycholinguistics (where eye-tracking is well-established), second language acquisition (where eye-tracking is becoming established), and language assessment (where eye-tracking has just begun to be used). The main focus will be on the visual world paradigm, with briefer coverage of eye-tracking while reading and other applications. The seminar will include hands-on work with the SMI 250 eye-tracking system in the Tracker Lab (Moore 427), as well as an introduction to the GP3 eye tracker in the CLT’s Learner & User Xperience (LUX) Lab. As a final project, students will develop a research proposal for an experimental study using eye-tracking.

Prerequisites: SLS 650, or consent of the instructor; some background in psycholinguistics and/or quantitative methods is desirable.

SLS 750 (3). Seminar in SL Acquisition: Ecological and sociocultural approaches to L2 learning. Zheng
This seminar is designed to explore second language acquisition and language learning from perspectives that classical SLA does not usually take into consideration, namely ecological, sociocultural approaches. Topics regarding both epistemological and ontological orientations will be organized into the following modules:

- Learners: Are they truly individual beings cognizing or processing learning only in the brain, or are they only social beings who learn through socialization and interaction? Or are they ecological and dialogical beings who appropriate biological substrate, sociocultural values, semiotic resources for sense making?
- Environments/contexts: All research paradigms and pedagogical treatments consider the relationship between the learner and environments. Are environments considered as containers that function in the background? Are learners and environments reciprocally co-defining and co-changing? How are learners and environments connected? What are the roles of teacher, technology, community and personal biography in language development?
- Unit of analysis: Unit of analysis is the major entity that defines the ontological nature of your research and ultimately determines the values of finding in pedagogical practices and phenomenological discoveries. We will consider and compare a wide array of approaches on unit of analysis from different research paradigms, such as individuals, groups, tasks, t-units, turns, agent-environment coupling, communicative projects, etc.
• Pedagogical implications: Synthesizing the first 4 topics, this module explores what an ecologically and socioculturally oriented classroom looks like. This includes such topics as action-based learning, place-based learning, pedagogy as multimodal design, student-teacher relationships that are beyond the segregation between teacher-centered and learner-centered dichotomies.