

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**SLS 280. Bilingualism: Cognition and Culture.**

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. Day

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. Gilliland

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 evaluating materials; preparing lesson plans and activities; and practicing L2 reading and writing instruction.

Textbooks:

Aebersold & Field, *From Reader to Reading Teacher* (Cambridge University Press 1997, ISBN 9780521497855)

Hyland, *Second Language Writing* (Cambridge University Press 2019, ISBN 978-1108456418)

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 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. Schwartz

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

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, 2nd ed.). *Basics of language for language learners*. Columbus: Ohio State University Press.

Prerequisite: Approval from undergraduate advisor.

SLS 480U (1). Topics in SL Use: Interactional competence.

Interaction with others is fundamental to social life, anywhere in the world. The competencies to interact precede language competence. They enable children and other novices to become participants in new settings and learn new languages. In the course we will examine what constitutes interactional competence and how it can be systematically investigated and developed. Selections from the research literature will address interactional competence in everyday settings and classrooms, face-to-face interaction and digital media, language assessment, and professional development. A guiding question will be how interactional competence can be enhanced through instruction and outside of classroom settings.

You will analyze and transcribe video or audio data of interaction related to your interests, incorporate the data analysis into your project after data workshops, and link the findings to your pedagogical, academic, and professional development. You will further transform the findings into a lesson plan, conference presentation or a publishable manuscript. You will collaborate with a classmate on your final project.

E-readings will be available on Laulima.

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 613. Second Language Listening and Speaking. Crowther

The use of a second language (L2) in spontaneous communication often serves as an overarching goal of L2 learning. In this course, we will consider two key constructs behind this spontaneous communication: speaking and listening. We will draw upon theoretical, empirical, and pedagogical scholarship to gain an understanding of not only how each skill develops, but how we, as potential L2 teachers, can address each skill in our classroom practice. This entails an understanding of contextual, cognitive, and social considerations. We will review practical knowledge relevant to task creation, lesson planning, curriculum development, and skill assessment. Course objectives include to:

- Define speaking and listening as constructs, and understand how each skill develops.
- Become familiar with the pedagogical practices for addressing both skills in the language learning classroom.
- Recognize the environmental-, learner-, and teacher-based variables that can impact on development.
- Apply and reflect on speaking and listening assessment practices.
- Design a lesson plan representative of the views and materials discussed throughout the course.

There is no required text for this course. Instead, I will be providing readings from a range of sources (journals, books, edited volumes, etc.).

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). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.

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

SLS 650. Second Language Acquisition. Crowther

This course reviews the principles of second language acquisition (SLA). Focusing on current theories related to how people learn an additional language, we will discuss key topics central to SLA (e.g. language, theories of language learning, individual differences, language instruction, etc.). You will be expected to read, analyze, and respond to current views on SLA, reflecting on your own experiences and/or the experiences of your peers when learning a second language.

Course objectives include:

- Define language as a cognitive system
- Look at the state of first and second language acquisition around the world
- Explain the basic theories/viewpoints on second language acquisition
- Explore different SLA theoretical perspectives (e.g., cognitive-interactionist, emergentist, social, psycholinguistic, neurolinguistic)
- Define different types of language learners (e.g., child, adult, L2 learners, L3 learners)
- Examine individual differences in SLA (e.g., motivation, aptitude, anxiety)
- Relate SLA theories and principles to language teaching methodologies

We will also examine both quantitative and qualitative research methods and how they can be applied to second language (L2) research.

Required Textbooks (available via Amazon):

Mitchell, R., Myles, F., & Marsden, E. (2019). *Second language learning theories* (4th ed.). New York: Routledge.

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 678. Discourse Analysis in SL Research. Higgins

This course will provide opportunities to develop a critical understanding of the theories and methods of discourse analysis as they apply to language use, learning, teaching, and education in first, second, heritage language, and multilingual 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 be required to bring their own data for analysis in a data workshop. 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. Topics to be covered include critical discourse analysis, stance, interactional sociolinguistics, interactional narratives, and sociocultural linguistics.

Readings will be made available electronically.

Recommended book:

Paltridge, B. (2012). *Discourse analysis: An introduction*. London: Bloomsbury.

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.)

Selected readings (posted on our Laulima site)

SLS 680P. Topics in SL Education: Tasks, Activities, and Learning Environments. Zheng

This course addresses new understandings of learning as they apply to second language instruction and instruction in general, namely "embodied learning", "joint coordinated action" and "distributed approaches to instruction". The course content will have two main parts: one strand being current literature in Computer-Supported Learning Environments, Activity Theory, Project-Based Learning, Place-Based Learning, Art-Based Learning, Distributed Cognition; the other being literature and class projects related to designing second language learning curriculum enhanced by the new wave of instructional and language sciences, namely the relationships and differences between learning tasks, activities, projects and learning environments. At the end of the course students will be equipped with cutting-edge understandings of theory and practice and able to put them into practice by way of designing and implementing practical class activities and learning tasks that can be embedded in projects and learning environments and organized into a coherent curriculum unit. It should be suitable for in-person or on-line learning environments, such as course management systems (e.g., Lualima, Canvas), web conferencing (e.g., Elluminate, WizIQ, etc.), online role-playing games (e.g., World of Warcraft), Sandbox game, e.g., Minecraft) virtual worlds (e.g., Second Life, Quest Atlantis), social networks (e.g., Instagram, Facebook, Google+), as well as mobile apps, etc..

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.

Required text: *Critical ELT in Action: Foundations, promises, praxis*. Routledge. (Copies ordered for the UHM Bookstore... bootleg copies available in various locations)

SLS 750 (1). Seminar in SL Acquisition: Input and Experience in Bilingual Development. Grüter

In this seminar, we will explore the role of language input and experience beyond the classroom on bilingual language development. Research with bilingual children (both simultaneous and sequential) has shown that in addition to internal individual-difference factors, external factors play a critical role in language development and maintenance. External factors include both so-called proximal factors, such as length of exposure and amount of daily use, as well as more distal factors like the social prestige of the languages involved and ethnolinguistic identity. For childhood bilinguals, these factors can affect both the acquisition of the majority language (e.g., English in the U.S.), as well as the development and maintenance of their heritage language. Issues currently under debate, which we will explore in this seminar, include how to operationalize and measure experiential variables, and to what extent different aspects of language development and/or linguistic domains are differentially affected by quantity and quality of the input. While our main focus will be on childhood bilingualism, we will also consider other relevant contexts, such as first language attrition or loss among adults for whom the L2 has become the dominant language (e.g., expats).

For a taste of this topic:

[Paradis, J., & Grüter, T. \(2014\). *Introduction to "Input and experience in bilingual development."*](#)

In T. Grüter & J. Paradis (Eds.), *Input and Experience in Bilingual Development* (pp. 1-14). Amsterdam: John Benjamins.

SLS 760 (1). Seminar in SL Use: Linguistic Landscapes. Higgins

This seminar examines the new and interdisciplinary research area of Linguistic Landscapes, that is, the study of how languages are displayed, used, and understood in public spaces. While early LL research examined ethnolinguistic vitality and language policy in relation to the use of languages in public signs (Cenoz & Gorter, 2006; Landry & Bourhis, 1997), more recent work has taken a deeply contextualized perspective, seeking to investigate not only the presence or absence of languages, but also to understand the production and interpretation of signs in their

historical and sociopolitical contexts. LL research also investigates the semiotics of place, including the ways that language in public space reflects but also constitutes identities related to ethnicity, cosmopolitanism, and local pride. Much recent work examines the use of English as a global language and the new social meanings that English acquires as it is recontextualized for local purposes. In addition, a growing body of LL research now also explores the socio-political implications of making space for new languages, including indigenous languages and languages of immigrant groups. In this seminar, we will become familiar with the contributions and controversies within the field of LL studies while carrying out our own fieldwork in Oahu's linguistic landscapes involving Chinese, English, Hawaiian, Japanese, Korean, and Pidgin. In the first half of the semester, seminar participants will work in groups to examine sections of the city with reference to existing studies as a way to engage with the methods and research findings in the field. With support from UHM's Digital Humanities Initiative, we will learn how to document the LL by creating digital maps of language use based on our fieldwork. We will also examine developments currently underway in LL research that attempt to apply LL work to real-world needs in the realms of education, tourism, economics, human geography, and urban planning. Finally, students will have the opportunity to develop a proposal or to write up a term paper for an LL study on the context of their choice.

Recommended Readings:

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

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

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

SLS 775 (1). Seminar in SL Qualitative Research: Formation of Action and Stance. Kasper

Participants in social interaction confront the fundamental problem of designing recognizable action and recognizing actions produced by others. With a background in some classics (Austin, Searle, Grice, Brown & Levinson), the seminar will explore how action formation and ascription are approached in conversation analysis. Along the historical trajectory of CA as a discipline, we will first examine action formation with vocal resources (including grammar, prosody, temporal structure), consistent with CA's original focus on talk-in-interaction. Secondly we will expand the perspective to contemporary versions of multimodal CA to consider how action formation and ascription are accomplished through configurations of bodily practices and use of objects, in coordination with talk or without it. Throughout we will ask how epistemic and affective stance is exhibited through action design and how stance displays themselves contribute to action formation. Participants will be able to work on data collected for their ongoing projects or develop new studies.

Recommended:

Couper-Kuhlen, E. & Selting, M. (2018). *Interactional linguistics*. Cambridge: Cambridge University Press.

Drew, P. & Couper-Kuhlen, E. (Eds.) (2014). *Requesting in social interaction*. Amsterdam: Benjamins.

Goodwin, C. (2018). *Co-operative action*. New York: Cambridge University Press.

Sorjonen, M.-L., Raevaara, L., & Couper-Kuhlen, E. (Eds.) (2017). *Imperative turns at talk: The design of directives in action*. Amsterdam: Benjamins.

The required texts will be available on Laulima or through Electronic Resources.