

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.

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 or online for this course.

SLS 301. Second Language Analysis: Basic Language Concepts for Second Language Learning, Teaching & 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. [*Be sure to get the 2nd, not the 1st edition!*]

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.

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 Lulima.

Prerequisite: 302 or concurrent.

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 (L&S). Theoretical and empirical perspectives are integrated with practical experiences, including teaching practice, materials development and analysis, curriculum design, and critical reflection. By the end of the course, students will be able to:

- read, understand, and critically examine academic and professional literature related to teaching of second language L/S
- design materials and activities that effectively lead learners to accomplish the course goals and lesson objectives identified in a second language listening & speaking curriculum
- produce appropriate texts in relevant professional genres such as lesson plans, presentation handouts, rationales, and reflection papers for teaching second language L&S
- academically inform *their* second language L&S teaching practices in context-sensitive ways through hands-on practices of lesson-planning, materials and activity design, activity demonstration, and the writing of rationale papers

- collaborate with classmates in designing, presenting, and reflecting on L&S activities, as well as analyzing and developing materials so that they can continue to collaborate with colleagues throughout their career
- improve their activities and lesson plans independently through peer, instructor, and self-feedback and reflection.

Required textbook: TBD

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.

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 a 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.

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: (1) Department of Linguistics. (2016). *Language Files: Materials for an Introduction to Language and Linguistics*, 12th edition. Columbus: Ohio State University Press.

(2) O'Grady, William, John Archibald, Mark Aronoff & Janie Rees-Miller, eds. (2017).

Contemporary Linguistics: An Introduction, 7th edition. Boston: Bedford/St. Martin's.

(3) 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 475. Practicum for Future Language Professionals.

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

Students will be expected to observe and assist on average 4 hours per week for 10 weeks (for a total of 40 hours) at a cooperating school and complete 3 hours of class meeting time per week.

Prerequisites: SLS 302, SLS 303.

Required Textbook (available via Amazon and UH Bookstore): *Practice Teaching: A Reflective Approach (2011)*. By Jack C. Richards and Thomas S.C. Farrell. Cambridge University Press.

SLS 480P. Topics in SL Studies: Pedagogy.

SLS 480U. Topics in SL Studies: Use.

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 focuses on central concepts in second/foreign language testing, with a major emphasis on the connections among language teaching, learning, and testing. In addition to theoretical foundations, this course covers technical and practical aspects of language testing including the development and evaluation of tests. Students will become familiar with current issues relevant to diverse types of language tests and will gain skills in constructing, trialing, and evaluating their own language tests. This class will introduce basic quantitative analyses relevant to language testing, but no previous knowledge of statistics or an advanced level of mathematics is required. Class meetings will be structured in a lecture/discussion format.

Required text: Brown, J. D. (2005). *Testing in language programs: A comprehensive guide to English language assessment*. New York: McGraw Hill.

This book is out of print, but fortunately Dr. Brown has made hard bound copies available for \$25.00 at [Amazon.com](https://www.amazon.com) (not available elsewhere). Additional readings are provided by the instructor.

Prerequisite: SLS 302 (or concurrent), SLS 441, LING 102, or SLS 600 (or concurrent)

SLS 600. Introduction to Second Language Studies.

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 610. Introduction to Teaching Second Languages.

This course is a critical survey of the field of second language (L2) teaching. The course examines issues in L2 teaching, theoretical foundations of L2 teaching and the methodological principles and procedures derived from them, and various methods and approaches in L2 teaching.

SLS 614. Second Language Writing.

The course examines theories of teaching and learning writing, with particular emphasis on the experiences of student writers composing in a second language. We consider approaches to teaching writing in second and foreign languages, response to student writing, assessment of writing, and research on second language 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 630. Second Language Program Development.

The course offers a sound knowledge base in: the history of curriculum design in language programs; the systems approach to language curriculum design, implementation and maintenance; language needs analysis; goals and objectives for language programs; language testing for norm- and criterion-referenced purposes; choosing, adapting and creating language materials for a specific program; teaching in a systems approach language curriculum; evaluation at the program level for improvement and maintenance of curriculum.

Pre: 600

Required Textbooks (available via Amazon and UH Bookstore): (1) Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*. Routledge.
 (2) Macalister, J., & Nation, I. S. P. (2019). *Language curriculum design* (2nd ed.). Routledge.

SLS 650. Second Language Acquisition.

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.

Prerequisite: 600

Required Textbooks (available via Amazon and UH Bookstore): (1) Ortega, L. (2009). *Understanding second language acquisition*. Oxford University Press.
 (2) VanPatten, B., & Williams, J. (2020). *Theories in second language acquisition: An introduction* (3rd ed.). Routledge.

SLS 660. Sociolinguistics and Second Languages.

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 Lulima.

SLS 675. Second Language Qualitative Research.

The course will introduce students to the principles and practices of qualitative research and their application to research problems in the domains of social institutions, multilingualism, and learning and development, including the development of language and professional competencies. The course pursues two aims: (1) to develop students' ability to critically appraise reports of qualitative (L2) research and (2) to prepare students to conduct a qualitative study on an applied linguistic topic of their choice, or to further develop a study that is already under way. In order to meet both of these goals, particular emphasis will be given to the articulation of theory and methodology, i.e., the coherent transformation of theory into method. Students will get first-hand experience with practices of observation and interviewing, visual analysis, document analysis, and multimedia analysis. Course requirements will include reading and discussion of methodological texts, reviews of reports on qualitative studies, and practical activities.

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

SLS 680R. Topics in SL Studies: Action Research.

In this course, students learn about the processes of classroom action research and conduct their own studies in classrooms where they are teaching. The course begins as students identify an issue in their classroom, test out interventions, and collect data. They then analyze their data, review relevant literature, and draft research reports. **Enrollment is restricted to students who are teaching a language class during the semester.** Please contact Dr. Gilliland if you are interested in taking the class.

By the end of this class, students will be able to:

- Explain how classroom action research and formal research are similar and different
- Explain the action research cycle
- Identify researchable questions in their current teaching situation
- Select appropriate data collection procedures for a chosen research question
- Analyze classroom data from a teaching and research perspective
- Determine implications from data analysis for future teaching and research
- Write report a report detailing the research process from question generation to data analysis and implications

SLS 730 (1). Seminar in SL Education: Materials Development.

The goal is to provide an understanding of the theoretical and practical considerations involved in evaluating, selecting, designing, developing, and adapting second and foreign language materials. This is accomplished through three related activities. The first activity involves students becoming well versed in the focus of their materials projects (e.g., reading,

writing). The second is an examination of theoretical beliefs and assumptions of the purposes and roles of materials in L2 teaching. In this examination, the focus is on the ways in which materials reflect beliefs concerning how second and foreign languages are taught and learned. The third activity involves practical experiences in evaluating, selecting, designing, developing and adapting materials.

SLS 730 (2). Seminar in SL Education: Task-Based Language Teaching.

SLS 750. Seminar in SL Acquisition: TBA.

SLS 760 (1). Seminar in SL Use: Social media, agency, and languaging.

This seminar will provide opportunities for students to investigate various phenomenological and empirical questions, not from dichotomous view, but an integrated view that does not exclude dichotomous standpoints. Students from traditions of classical SLA cognitivist, sociolinguistics, interventionist, ethnography, phenomenology traditions, and so on, are welcome to the course. By engaging in readings, online synchronous and asynchronous discussions, interaction with guest lecturers, hands-on activities on a wide range of social media, and a research project, we will fulfill the main class goal of developing new perspectives on second language learning and development.

Specifically, we will explore notions of agency from diverse traditions, such as cognitive, sociocultural, dialogical, ecological and distributed perspectives. Agency can be treated as an individual autonomy in cognitive views; as a “socioculturally mediated and dialectically enacted” activity in sociocultural theory (Lantolf & Thorne, 2006); as flexible action that takes into account relative environmental factors that reveals both prospectivity and retrospectivity (Reed, 1996) in the ecological framework; as “a dialogical self, contextually interdependent with others and with contexts, moving between different positionings but still part of continuities” (Linell, 2009, p. 113); as part of the dynamics of human interactivity that gives rise to the use of linguistic aspects, material artifacts and values-realization (Steffensen and Cowley, 2010; Hodges, 2009).

By the same token, Languaging has emerged in recent literature ranging from applied linguistics tradition of grammar - grammaring (Larsen-Freeman, 2003) and output-languaging (Swain, 2006) to biosemiotics of doing things together recurrently in the praxis of socioculturally established activities of daily life (Maturana, 1988), as well as well to the dialogical sense of linguistic actions and activities in actual communication and thinking (Linell, 2009). Thus, agency and languaging are inseparable when looking at language learning and development as a holistic endeavor. We will also explore the notion of translanguaging from Maturana’s point of view (e.g. Cowley, 2012, 2019; Garcia, 2009; Zheng, 2012; Zheng, Hu & Banov, 2019).

By looking into these recently emerged dynamic concepts from both applied linguistics and related fields, such as cognitive sciences, philosophy and psychology, this course seeks to strike a balance via a distributed view of language that both perspectives of cognitive and social and environmental factors, linguistic and languaging phenomena, autonomy and agency contribute to human interactivity. In this light, we will examine the omnipresent role of social media for shaping agency and (trans)languaging practices and vice versa. A range of social media including social networks, mobile apps, digital narrative production, affective computing and gamification will be covered in the course.

SLS 760 (2). Seminar in SL Use: Multimodal Practices in Institutional Interaction.

Among several directions of applied conversation analysis, the study of institutional interaction has the longest history and is the most prolific and diverse. Institutional CA examines how institutions are produced, maintained, and transformed through participants' routine interactional work. Well-researched institutional domains include classrooms, medical consultations, political interviews, and diverse emergency and help lines. The *institutional talk program* has revealed how participants *talk the institution into being* (Heritage, 1984) by methodically reconfiguring the organization of ordinary conversation to achieve institutional goals (Drew & Heritage, 1992; Heritage & Clayman, 2010). Current work expands the scope of investigation to the constitutive role of the body, material objects, spatial arrangements, and mobility, asking how these resources are mobilized in coordination with grammatical and other vocal devices to accomplish the institutional project.

Based on a review of the seminal literature on institutional talk, the seminar will examine multimodal institutional practices in selected domains and sequence types such as instructions, corrections, and activity transitions. We will also consider how professional interactional competences in different institutional settings develop over time. Students are welcome to work on data collected for their ongoing projects or develop new studies.

Recommended books: (1) Heritage, J., & Clayman, S. (2010). *Talk in action: Interactions, identities and institutions*. Wiley-Blackwell. (2) Day, D. & Wagner, J. (Eds.) (2019). *Objects, bodies and work practice*. Multilingual Matters.