

Irish Language Forums: A Method of Regeneration?

Robin Parrish (SLS)

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Webster 113

In this paper, I examine the possibility of using Irish language online forum websites as a method of aiding with language regeneration.

Sounds/Silence in Ionesco's "Rhinocéros" and Beckett's "En attendant Godot"

Haley Zdybel (LLEA)

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Webster 115

This is an exploration of sound effects in two well-known plays of the 20th century French 'Theatre of the Absurd,' and uses the term "soundscapes" coined by R. Murray Shafer to describe aural environments created by loud noises, as well as by pauses, silences and dialectic patterns reminiscent of vaudeville.

Translation vs. Interpretation: The Mental Process

Mariana Cronin (LLEA)

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Webster 116

Translation and interpretation are very similar concepts with very different mental processes. When a person translates a language, their brain functions differently than when they are interpreting. This paper examines how the mind works to bring about these linguistic conversions for each of several different translation and interpretation types.

12:10-12:35

CONTENTS

Code-switching in Chinese Individual Tutoring Sessions

Ding Wang (SLS)

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Webster 102

This paper takes a look at when students and teachers choose to code-switch during Chinese individual tutoring sessions. I will also compare regular Chinese class settings and individual tutoring sessions, and discuss the similarities and differences on language alternation.

Feminine Assertion: The Speech of Japanese Female Radio

News Commentators

Antonio Vega (EALL)

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Webster 112

This study examines the usage of interactional particles and intonation by Japanese male and female radio news commentators. Results show that despite surface level similarities male and female commentators do in fact use different linguistic strategies to construct a variety of identities within the purely auditory medium of radio.

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WELCOME MESSAGE

Dear Graduate Students, Faculty, Staff, and Friends,

Aloha and welcome to the College of Languages, Linguistics & Literature's 19th Annual Graduate Student Conference titled "In a Word." We are gathered today to enjoy and learn about the scholarship, intellectual curiosity, and advanced research achievements of our graduate students. We especially look forward to their skills of speech and of rhetorical delivery.

Deserving our heartfelt thanks for having organized every aspect of this conference are student conference chairs:

Samuel Aguirre
Emily Gazda
Scott Ka'alele
Kristyn Martin
Lenisi Pasi
Andrew Rouse

I would also like to acknowledge Lucia Aranda, Jim Yoshioka, and Karin Mackenzie for serving as advisors throughout the planning process. Their experience and know-how were invaluable. Special guest and English professor ku'ualoa ho'omanawanui will provide the keynote address. We are grateful for her immeasurable contribution to the conference and its theme. My secretary, Irene Shigano, will assist in organizing the conference proceedings, and I thank her for that in advance.

Critical Reading in an ESL Classroom

Jessica Fast (SLS)
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Webster 113

Critical reading helps students unpack dominant discourses presented in texts and to see how texts situate them as readers. This project is an account of the process of developing and implementing a critical reading module in an intermediate ESL classroom.

Impure Hearts and Sick Bodies: Fallen Schoolgirls in Meiji Fiction

Francesca Balquin Pizarro (EALL)
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Webster 115

Through close analysis of Kosugi Tengai's 1903 novel *Makaze koikaze (Demon winds, love winds)*, I foreground the medicalization of morality that made the discursive figure of the fallen schoolgirl a source of anxiety for proponents of a healthy nation in the late-Meiji period (1890-1910).

Ratoncito Pérez and Cultural Translations in Children's Literature

Earl Higa (LLEA)
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Webster 116

Perhaps the greatest challenge presented to a translator is the task of translating culture. Culture is presented in various forms and by translating the children's book, *La noche del ratoncito Pérez* by Caroline Pistinier, this paper will analyze the different options available to foreignize a text and thus translate culture.

11:40-12:05

Doing Love-work: The Linguistic Forgery of Host-club Romance

Harry J. Hale (EALL)

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Webster 102

This paper examines linguistic resources utilized by Japanese hosts to fashion and negotiate heterosexual romance. It looks particularly at the manipulation of gendered first- / second-person pronouns, naming devices, dialect features, and conversational roles to construct gender identities, and, as a result, commodify the social activity of “being in love.”

Nominalization and A'-extractions in Three Formosan Languages

Victoria Chen (LING)

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Webster 112

This paper examines the interaction between nominalization and A'-extractions in three Formosan languages, Amis, Seediq, and Puyuma. I show that (i) A'-extraction and normalization are inseparable in these languages, and (ii) the Case patterns shown in nominal environments have important implications for the diachronic analysis of Philippine-type voice systems.

Finally, congratulations to the participants. They represent not only their own departments and programs, but also their mentors and teachers, their research agendas, and their chosen fields among the many that our college offers. Your efforts have made this Saturday special for us.

Aloha,

Jeffrey Carroll

Dean

College of Languages, Linguistics & Literature

ORGANIZING COMMITTEE

Samuel Aguirre • Second Language Studies

Samuel is interested in multilingual multicultural language policy and education programs in the context of the United States. He is an advocate of minority languages and social justice.

Emily Gazda • Second Language Studies

Emily's research interests lie primarily in bilingual education and social justice, and when she is not trying to read the entire library, you can find her teaching in the English Language Institute or playing in the ocean.

Scott Ka'alele • English

Scott is a PhD candidate in the English department. He enjoys Shakespeare, Hawaiian Literature, and the New York Jets. His greatest accomplishment is being able to study and work in Hawai'i.

Literature in L2 Classroom: Integrating Critical Reading and Creative Writing

Priscila Leal & Travis Lockwood (SLS)
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Webster 113

In this presentation participants will learn how to employ critical reading and creative writing using literature in their own L2 courses. This presentation will be positioned inside a survey of the benefits and philosophies of engaging in critical thinking, and teaching creative writing alongside academic writing in L2 instruction.

Brave New Worlds: A Reparative Reading of (Post)colonial Tempests

Chase Wiggins (ENG)
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Webster 115

My paper is, in part, a meta-commentary on post-colonial readings of Shakespeare's *The Tempest*. As such, I point to some of the limitations of our current models. More than that, however, this paper represents an effort to merge such readings with more modern frameworks in literary theory and literary decolonization.

Translating William Shakespeare's *Romeo and Juliet*

Maria Teresa Tercero (LLEA)
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Webster 116

This research is based on the translation of *Romeo and Juliet* by Neruda and Martin de Velasco. In spite of the fact that Spanish is the language of both authors, we will analyze the cultural and literary dissimilarities between Chile and Spain and the corresponding influences that make their translations unique.

11:10-11:35

Clause-final *Kara* in the Context of Online Advice-giving

Olivia Miyuki Cassetta (EALL)

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Webster 102

Clause-final *kara* was examined within the context of Japanese online advice-giving in Yomiuri Shinbun. Within the parameters of the online medium, advice-seekers and advice-givers were able to use clause-final *kara* and other pragmatic resources in order to accomplish the joint goal of realizing advice.

When Synthetic Meets Analytic: Contact-induced Change in a Formosan Language

Victoria Chen (LING)

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Webster 112

This study examines a previously unattested functional shift of a Proto-Austronesian-level inchoative prefix *paka- attested in Pazeh Kaxabu based on novel data. I analyze it as a contact-induced structural shift, in which the prefix paka- has been reanalyzed as a light verb-like element parallel to the light verb "ba/ka" used in the ditransitive and causative constructions in Taiwanese Southern Min and Mandarin Chinese.

Kristyn Martin • East Asian Languages and Literatures

Kristyn is a PhD Student in Japanese Language and Linguistics. Her research focus is on Japanese television, sociolinguistics, and multimodality in media. She also enjoys translation, writing, and tea.

Lenisi Pasi • English

Lenisi is completing her MA in English with a concentration in Literary Studies. Her research interests include talanoa, 19th century libretti, and rhetoric.

Andrew Rouse • Second Language Studies

Andrew works for the Center for Interpretation and Translation Studies, investigating the impact of new language access laws on Community Interpreting in Hawai'i. If he's not in the office and not answering his phone, he's probably out surfing or exploring the island.

Advisors: Lucia Aranda, Languages & Literatures of Europe & the Americas; Jim Yoshioka, National Foreign Language Resource Center; and Karin Mackenzie, College of Languages, Linguistics & Literature

MAHALO

Gregory Brown

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Incoronata Nadia Inserra

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Travis Lockwood

Nicole Manuel

Steven Maybir

Madoka Nagado

Michael Pak

Taliana Pasi

No'kauhau'oli Revilla

Christopher Smith

Jennifer Taguma

Norman Thompson III

Ding Wang

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Cross-Curricular Critical Pedagogy in a Multilingual Multicultural Classroom

Samuel Aguirre (SLS)

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Webster 113

The paper outlines a cross-curricular approach to critical pedagogy for multilingual multicultural classrooms. Based on a theoretical framework of critical pedagogy, practical teaching ideas will be provided to enhance critical pedagogy and teacher collaboration when serving linguistically diverse students. Resources and guidelines for teachers will be provided.

Subjectivity and the Color Line in Nella Larsen's *Passing*

Janet J. Graham (ENG)

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Webster 115

By utilizing Foucault on normativity and Althusser on interpellation, it is possible to trace the significance of different experiences with the color line and their associated effects on the subjectivity of the main characters of Nella Larsen's *Passing*. For epidermally ambiguous women the one-drop rule becomes a site of resistance.

Translation Project: Tweets from Tahrir

Daniela Gonzalez Quezada (LLEA)

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Webster 116

Victor Hugo believed translators can “transfuse the human spirit from one people to another.” By rewriting the multiple emotions revealed in Tweets from Tahrir, the objective of the translation project is to “transfuse” the Egyptian fighting spirit from the Arab Spring into Spanish.

10:40-11:05

SPONSORS

A Syntactic Analysis of the SFP "ne" in Japanese

Ryan Hughes (EALL)

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Webster 102

This paper is an examination of the syntactic location of the Sentence Final Particle (SFP) "ne" in the Japanese language. I argue that it occupies a level of syntax above the CP level which, following the work of Ross (1970), I call the Speech Act level of syntax.

Elimóng and Alimango: Austronesian Pan-ethnic Identity at the Word-level

Emerson Lopez Odango (LING)

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Webster 112

I engage in an autoethnographic analysis of how the comparisons of words in the framework of historical linguistics impacts my conceptualizations of Austronesian pan-ethnic identity. Hypotheses about language family membership as instantiated by the comparative method have effects on identity construction by the very speakers of the languages being analyzed.

College of Languages, Linguistics & Literature
Colleges of Arts & Sciences Alumni Association
National Foreign Language Resource Center

SCHEDULE

8:30-9:00	Registration/Reception (Front of Spalding Hall)
9:00-9:15	Opening Ceremony and Dean's Welcome (SPAL 155)
9:15-10:00	Keynote: 'I ka 'Olelo ke Ola: In the Word is Life Dr. ku'ualoha ho'omanawanui (SPAL 155)
10:00-10:10	Break

	10:10-10:35	10:40-11:05	11:10-11:35
SPAL 155	Open Space		
WEB 102	Kim (EALL)	Hughes (EALL)	Cassetta (EALL)
WEB 112	Thomas (LING)	Lopez (LING)	Chen (LING)
WEB 113	Vidal (SLS)	Aguirre (SLS)	Leal & Lockwood (SLS)
WEB 115	Lesuma (ENG)	Graham (ENG)	Wiggins (ENG)
WEB 116	Swanson (LLEA)	Gonzalez (LLEA)	Tercero (LLEA)

"Yo Sabo inglés": Making Meaning in Intergenerational Interaction

Mónica Vidal (SLS)
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Webster 113

This paper presents a discourse analysis of intergenerational communication between Spanish-Cuban-American granddaughters and their Spanish grandfather. The data reveal that playfulness and jocular frames are some of the linguistic and interactional resources used to make family 'work' and that both generations shape each other's language.

Living Mo'olelo for Young Adults: Story, Language, and Form in "Of No Real Account"

Caryn Lesuma (ENG)
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Webster 115

Through its intertextual weaving of traditional and contemporary allusions and forms, Bryan Kuwada's short story "Of No Real Account" is a critical model for introducing new and particularly younger readers to the archive of Hawaiian and Pacific (hi)stories.

The Stain Behind the Pen: Historical Narratives at War

Ryan Swanson (LLEA)
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Webster 116

This paper focus on the theory of a pre-Cook arrival of the Spanish in Hawai'i. In doing so, the influence of the Spanish in Hawaii is observed and analyzed.

10:10-10:35

**The Use of Demonstratives in Korean and Japanese
Conversation**

Ok-sim Kim (EALL)
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Webster 102

Korean and Japanese demonstratives express a three-way deictic distinction. However, the use of these demonstratives in actual conversation seems to be different between Korean and Japanese. This paper will focus on the interactional functions of demonstratives and explore a comparative analysis of demonstratives in Korean and Japanese.

Neither Here Nor There: An Ethnographic Study of Kabardian

Constance Ann Thomas Nicks (LING)
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Webster 112

Comparing speaker attitudes to data on language vitality, I present an ethnographic study of Kabardian, a language spoken in the North Caucasus, utilizing the UNESCO Vitality Index and personal interviews. These findings shed light on the incongruence that can occur between perception and reality of language strength.

SCHEDULE

	11:40-12:05	12:10-12:35
SPAL 155	Open Space	
WEB 102	Hale (EALL)	Wang (SLS)
WEB 112	Chen (LING)	Vega (EALL)
WEB 113	Fast (SLS)	Parrish (SLS)
WEB 115	Balquin (EALL)	Zbydel (LLEA)
WEB 116	Higa (LLEA)	Cronin (LLEA)

KEYNOTE

I ka 'Ōlelo ke Ola: In the Word is Life

ku'ualoha ho'omanawanui

9:15-10:00 SPAL 155

“I ka ‘Ōlelo ke Ola: In the Word is Life” references a well-known Hawaiian proverb, “I ka ‘ōlelo ke ola, i ka ‘ōlelo ka make, in words are the power of life and death.” It refers to the value of words, spoken and written, and how we must take great care with words because they have the power to heal or destroy. As scholars of literatures, languages, and linguistics, perhaps we have the ultimate responsibility and privilege of using words to enhance our disciplines and heal the world when we deploy them responsibly and effectively. Thus our scholarship as the crafters and caretakers of words are the heart of the humanities as a whole, and of global importance.