

SECOND LANGUAGE STUDIES – SHINING A LIGHT ON RESOURCEFULNESS**DUSTIN CROWTHER***University of Hawai‘i at Mānoa*

Beginning the first day of class after spring break 2020, University of Hawai‘i switched to full-time online teaching, with these restrictions generally remaining in place through the end of the 2020-2021 academic year. Not only did these restrictions impact the medium of classroom learning, they also created additional constraints on conducting research for both students and faculty. Despite these constraints, our MA, PhD, and AGC students demonstrated great resourcefulness in achieving their research goals as they pursued their degrees. Before presenting the featured works of this issue of *Second Language Studies*, we therefore would like to highlight the resourcefulness demonstrated over the past 1.5 years in reference to student-led second language studies research.

GRADUATE RESOURCEFULNESS

The current issue of *Second Language Studies* features a pair of examples of graduate student resourcefulness, necessary given the restrictions placed on both teaching and research due to COVID-19. Beyond the included papers from Magdalena Petko and Kristen Urada, we also provide annotated summaries of recent graduate student capstone projects (i.e., scholarly papers, dissertations), from which we can make clear the range of resourcefulness demonstrated by our 2020-2021 graduates. Given that face-to-face interaction with research participants was not allowed, many students made use of *Linguistics Beyond the Classroom* (LBC; <http://ling.lil.hawaii.edu/sites/lbc/>), a University of Hawai‘i-based website dedicated to participant recruitment. For example, Adam Bramlett’s scholarly paper “Mandarin Tone Acquisition as a Multimodal Learning Problem: Tone 3 Diacritic Manipulation” made use of LBC to recruit participants with no formal training in tone languages, who then completed Bramlett’s study remotely. Given that COVID-19 restrictions necessitated online data collection, remote data collection became the norm. It is then unsurprising that graduate students made use of online questionnaire software and video-based interviews. Consider Agnese Scaturro’s

scholarly paper “Student-to-Student Connectedness in the Foreign Language Classroom”, in which she both surveyed, using Google Forms, foreign language students at University of Hawai‘i at Mānoa, and then interviewed a subset of students over Zoom. A similar approach was taken by Jose Rommel C. Barza in his scholarly paper “Language Use, Choice, and Maintenance of 1.5 Generation Filipinos in Hawai‘i”. In her scholarly paper “The Impact of Segmental Accuracy on Intelligibility”, In Young Na made use of Gorilla, a highly useful online experiment builder, to elicit speech ratings for Korean learners of English. Zoom-based approaches were similarly used for one-on-one tutoring research, as in Victoria Lee’s scholarly paper “Online Pronunciation Tutoring for Japanese Learners of English” and Yunsun Choi’s scholarly paper “Changes in Perceptions of Suprasegmentals in Pronunciation among Korean EFL Learners”. As a final example, and fully represented in the current issue of *Second Language Studies*, is the use of self-case studies and action research as a means to reflect on classroom practices. Such practices will be made abundantly clear when reading Petko’s and Urada’s featured papers.

THE CURRENT ISSUE

For our fall 2021 issue, we present three articles representing scholarly work conducted at the MA, PhD, and SLS alumni level. We also once again provide a summary of recent graduate level work from the Department of Second Language Studies at the University of Hawai‘i at Mānoa.

Our first paper is provided by Magdalena Petko, a 2021 SLS MA graduate who presents a self-case study of her process in adapting English reading class course materials for a flipped classroom, a process necessitated by continued COVID-19 restrictions placed on full-time in-person learning. For her paper, Ms. Petko received the department’s *Harry Whitten Prize for Scholarly Excellence*, which is awarded to MA students who receive an honors designation from both of their scholarly paper readers. To learn more about the history of the *Harry Whitten Prize for Scholarly Excellence*, and the *Ruth Crymes Memorial Grant* that supports it, please visit <https://www.hawaii.edu/sls/graduate/funding/crymes-grant/>.

In our second article, SLS PhD student and *Second Language Studies* associate editor Kristen Urada reports, using action research, on her experiences as a new instructor teaching an introductory course about Pidgin in Hawai‘i, a process similarly affected by COVID-19

restrictions. Ms. Urada's paper was also presented as part of the Department of Second Language Studies' Thursday "Brown Bag" Lecture Series on March 25th, 2021.

Finally, SLS alumnus Dr. Chika Takahashi (Ehime University) and her UH Mānoa College of Education colleague Dr. Seongah Im provide insight into the validation process of a scale designed to measure language students' attitudes towards Global Englishes, and subsequently how this scale can help to understand students' motivation for the learning of both English and languages other than English.

We once again thank all of you for taking the time to read through our issue, and encourage everyone to please consider *Second Language Studies* as a destination for your own scholarly work, including in-progress research, scholarship directly relevant to Hawai'i and the Asia-Pacific region, needs analyses focused on UH Mānoa-based language programs, theoretical papers, and other submissions relevant to second language studies!

Sincerely,

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