ANNOTATED SUMMARIES OF SECOND LANGUAGE STUDIES GRADUATE WORK AT THE UNIVERSITY OF HAWAI'I AT MĀNOA, 2022-2023

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The 2022-2023 academic year marked a return to normal after the disruption of the COVID-19 pandemic to our department's research activities. This year a sizable group of hard-working graduate students completed their studies, and their scholarly papers and dissertations represent a significant contribution to a broad range of topics in second language acquisition, pedagogy, and use. To learn more about each project, all available scholarly papers and dissertations have been summarized below. PhD dissertations can be found on ScholarSpace at the University of Hawai'i at Mānoa (https://scholarspace.manoa.hawaii.edu).

Graduation Term	Student Name	Degree	Title of Scholarly Paper (AGC, MA) or Dissertation (PhD)
Fall 2022	Zhong, 'Crystal' Jing	PhD	*What Gets Transferred in L3 Acquisition? Ditransitives and Passivization of the Double Object Construction in L3 Mandarin* This experimental study focuses on the nature of transfer in third language (L3) acquisition with the contribution of new data collected from less commonly-studied populations of L3 learners, including L1Cantonese–L2English–L3Mandarin (CEM) learners and L1Korean–L2English–L3Mandarin (KEM) learners of Mandarin Chinese. The work provides an up-to-date overview of contemporary models of L3 acquisition,

including the *L1 Status Factor*, *L2 Status Factor*, *Typological Primacy, Scalpel*, and *Principal Language of Communication* models, and explores the influence of L2 proficiency on the source of transfer to the L3. Study participants completed acceptability judgement tasks in both their L2 and L3 Mandarin, and five linguistic phenomena were tested, including the Double Object Construction, the Prepositional Dative Construction, the Reverse Prepositional Dative Construction, the Passivization of Recipient, and the Passivization of the Theme. Results indicate that, for these learners, the L1 is the source of transfer, providing support to the *L1 Status Factor* and *Typological Primacy* models. Furthermore, no significant correlations were found between L2 proficiency and the source of L3 transfer.

Spring 2023	Diez Ortega, Maria	PhD	*Collaborative Gaming in L2 Spanish: The Impact of Playing a Task-Based Digital Game on Beginner Learners' Language Development*
Spring 2023	Ho, Kendi	PhD	*Health Communication in Home Care for Elders in Hawaiʻi*

This dissertation focuses on the intercultural communicative practices of multilingual caregivers of elders and their families in instutional settings in Hawaiʻi. Mixed method research was used to explore the perceptions of stakeholders of the communication of multilingual care workers through sequential exploration of qualitative and quantitative data. Qualitative data triangulation of 40 semi-structured interviews, four home observations, and four stimulated recalls was carried out through thematic content and discourse analysis. Results showed that successful multilingual care workers employed

sociopragmatic strategies to manage rapport and and the local cultural order through the use of Pidgin, the local insider language and build solidarity for more effective outcomes. Based on the qualitative data analysis, items for an initial survey were designed to investigate six constructs: care, appropriate assessment, professional competency, rapport management, cross-cultural communication, and language choice/prosody, to identify salient communicative activities for a second survey. The study contributes to limited available research on therapeutic home care communication of multilingual care workers, and results indicate that care workers and elders orient to multiple levels of context in daily activities. Furthermore, the integration of qualitative and quantitative data analysis, as well as consultation with stakeholders during each phase of instrument development, increased the validity and relevance of survey items. Finally, implications of this study indicate the need for language curriculum designers and instructors to consult with domain experts when developing English for Medical Purposes language programs.

Spring 2023	Liu, Yang	PhD	*Let's Go! Learning Chinese with a Place-based Mobile Game*

This study describes the creation and implementation of a place-based augmented reality (AR) mobile game for Chinese as a Second Language (CSL) learners at Peking University. Students' gameplay sessions were video-recorded during a seven-week course and Multimodal Conversation Analysis was used to analyze mobility, temporality, and engagement with objects in interaction. The analysis focused on three recurring activities, including collaborative reading of instructions and dialogue in the

Spring 2023	Schwartz, Bethany Faye	PhD	game, approaching passers-by to participate in the game, and experiencing places through social interactions. Findings demonstrate that study participants managed multiple devices together as a group to complete the tasks in the game, especially when moving from one place to another, and also engaged with linguistic resources in the game text as learning objects. Students also demonstrated increasingly developed linguistic and semiotic resources over the seven-week course when formatting actions, including self-introduction and activity explanation. The work contributes a model for designing, developing, and implementing a mobile AR game, and new insight on game-based L2 learning and interaction.
Spring 2023	Schwartz, Bethany Faye	PhD	*Language Use and Code-Shifting Among Pidgin (Hawaiʻi Creole) Speaking Children* This work examines the use of Pidgin (Hawaiʻi Creole) by bidialectal/bilingual children in Hawaiʻi and consists of two related studies exploring the morphosyntactic features of Pidgin, as well as how children's use of Pidgin varies across different interlocutors and tasks. In the first study, adult Pidgin speakers rated audio story retell recordings of K-3 children in Hawaiʻi from a corpus of previously collected data to determine the best samples for morphosyntactic analysis. Analysis of those samples indicated that Pidgin-speaking children may not produce classical Pidgin features when speaking with unfamiliar adults, and that certain non-standard forms may be characteristic of children's typical Pidgin usage, rather than developmental English usage. In the second small-scale study, language samples from 14 Hawaiian children were collected across two tasks, story retell and play-based conversation, in two contexts, an English context

with White English speakers and a Pidgin context with Local Pidgin speakers. Analysis of the mean Pidgin feature use, or Pidgin Density Measure (PDM) demonstrated a positive trend between higher PDMs during story retell tasks in the Pidgin context, as well as a positive correlation between mean PDM and current Pidgin exposure as estimated by parents. Overall, the study contributes tentative evidence that child speakers of Pidgin adapt their language use to the situational context and provides a more detailed description of child Pidgin than was previously available.

Spring 2023	Bertulfo, Maribel	MA	*Critical Pedagogy for Filipino Heritage Learners in Hawaii*
Spring 2023	Chen, Pinzhen	MA	*Translanguaging Practices in a Chinese Language Classroom in Hawaii*
Spring 2023	Coney, Nicholas	MA	*Examining English Proficiency Tests and Cut Scores across R1 University Admission Policies*
Spring 2023	Guevarra, Krissa Mae	MA	*Roles of Two Assistant Language Teachers in their Teaching Journey: A Narrative Analysis*
Spring 2023	Nguyen, Hoan	MA	*Facilitative Use of Classifiers in Heritage Vietnamese*
Spring 2023	Park, Seulji	MA	*Challenges for Teacher Professional Development: Reality of Collaborative Professional Learning Community in South Korea*
Spring 2023	Skaggs, Keilyn	MA	*Needs Analysis: Potential English Language Program for Caregivers of K-8 Students*

Spring 2023	Eastman, Lydia	AGC	*Identity and Social Media Interactions between L1 and L2 Spanish Speakers: The case of Reddit Postings*
			This study investigates how Spanish-speaking social media users present their identities in the anonymous digital setting of Reddit. The investtigation focused on users of the subreddit r/Spanish, dedicated to discussions on Spanish language learning, pragmatics, and metalinguistic explanations of Spanish among both L1 and L2 speakers. The study was informed by digital discourse and pragmatics and anlayzed two Reddit postings and discussions between posters. Results demonsrated how users utilize personal user flair, discourse, cyber pragmatics, and digital resources to present their online identities, and contribute to academic works on the pragmatics and spontaneous digital discourse of language learners.
Summer 2023	Bacchus, Laura	MA	*Affordances of Twitch for Language Learning*
Summer 2023	Downes, Lori	MA	*How Have Language Learning Journals Responded to the Replication Crisis?*
Summer 2023	Doyama, Akiko	MA	*Implementing Global Englishes Activities into an EAP Classroom*
Summer 2023	Hannah, Nicole	MA	*A Singer's Privilege?: A Study on Learning Pronunciation through the Lenses of a Singer*
Summer 2023	Iida, Chisae	MA	*The Effectiveness of One-on-One Teaching English Pronunciation for an Adult Japanese English Learner*

			This experimental investigation focused on the effects of one-on-one pronunciation training on the productive accuracy of English phonemes, comprehensibility, and accentedness of an adult Japanese English learner. The intervention was designed to enhance comprehensibility and speech accentedness through explicit instruction addressing segmental and suprasegmental features and totaled 16 hours of intensive English pronunciation instruction. Results showed improvement in accentedness and comprehensibility, but phonemic production did not improve across all target sounds. The study contributes insignts on the effectiveness of targeted one-on-one pronunciation tutoring, and indicate that explicit instruction and consistent practice can lead to gains in comprehensibility and accentedness.
Summer 2023	Itakura, Naoki	MA	*Audience Members as Language Brokers in Live-Streamed Gaming Session* Through Multimodal Conversation Analysis, this paper explores the concept of language brokering between a focal live streamer and audience participants who help the streamer participate in ongoing interactions. The analysis demonstrates how live chat messages enable the streamer to manage oral interactions with other players, by soliciting repair or directing his gaze to the chat where audience members act as language brokers. Multimodal and multilingual practices such as codeswitching and English translation are employed by participants in the live streaming event. This paper contributes to the body of work investigating digital interactions with both oral and written communication through multimodal analysis.
Summer 2023	Kanehira, Homare	MA	*Needs Analysis of Business English Users in Japan and Korea*

Summer 2023	Livingston, Cassidy	MA	*L2 Learners' Perception of Long Vowels and Germinates in Japanese Dialects*
			This experimental study investigates the relationship between learners' perceptual accuracy of Japanese phonological features, including germinates and long vowels, and the influence of different Japanese dialects, including Standard, Okinawa, and Kansai dialects. Participated completed two transcription tasks of nonwords in Hiragana; nonwords included a long vowel, germinate, or minimal pairs with vowels and singletons. Results were analyzed with R through mixed-effects logistic regressions, and indicated that learners' perceptual accuracy dropped when transcribing nonwords containing long vowels. Learners' perceptual performances were not affected by differences in dialect.
Summer 2023	Napoleon, Noelani	MA	*Reclaiming the "True" Hawai'i in a Podcast: A Discourse Analysis of Decolonial Practices*
			This study investigates the discursive practices of two diasporic Hawai'i locals through the analysis of a podcast, and seeks to answer the question, " How do Hawai'i locals discursively reclaim and decolonize Hawai'i history and practices from the continental United States?" Through the lens of discursive tools focusing on the tactics of intersubjectivity, results showed that the two podcasts hosts utilized their social identities to assert their authority and reject colonial narratives, through epistemic, dialogic, and affective stance-taking. The findings contribute to studies on the discourse of decolonial efforts in Hawai'i.

Summer 2023	Roos, Sachiko	MA	*Language Use of Japanese-English Bilingual Families and Association with Children's Oral Proficiency in Heritage Japanese*
			This experimental study focuses on the relationship between proximal and distal input factors influencing the development and maintainence of the oral and lexical proficiency of Japanese heritage language learners. Study participants included 21 children belonging to Japanese-English speaking bicultural families in Hawaiʻi and Washington. Participants completed an oral picture naming task and a semi-structured interview about their family language use. Mothers and fathers of the children completed online surveys about family language use and other factors influencing their children's language acquisition. Results demonstrated consistency in reciprocal language use between children and parents, such that the quantity of parental language output was positively correlated with children's oral lexical proficiency.
Summer 2023	Wu, Jieying	MA	*Expertise in Action: Explaining Technical Terms in Expert Witness Testimony under Direct Examination in a Courtroom*