
**ANNOTATED SUMMARIES OF SECOND LANGUAGE STUDIES GRADUATE WORK AT THE UNIVERSITY OF
HAWAI‘I AT MĀNOA**

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The following lists Masters-level and Advanced Graduate Certificate Scholarly Papers and Doctoral dissertations from the Department of Second Language Studies at the University of Hawai‘i at Mānoa for the 2019 – 2020 academic school year. A select number of studies have been summarized, all of which are readily available via ScholarSpace at 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)
Summer 2020	Arao, Precious	MA	<p><i>“I Asked My Mom to Read It, She Told Me to Change Some Words”: The Influence of Identity on Students’ Writing Among Two HLL in a Filipino Language Course</i></p> <p>This case study investigated how two Filipino heritage language learners’ writing development was influenced by their identities and background. Using data collected from retrospective interviews and students’ papers, the data showed that not only did their formal language training help them write, but also their literary sponsors, which included their classmates and family members in the Philippines. Aspects of their</p>

			Filipino identity and backgrounds that influenced their writing were highlighted in the analysis, such as exposure to Filipino and living in the Philippines.
Summer 2020	Griffin, Kathleen	MA	<i>Uri Mal, Uri Nara: Invitations for Identity Slippage among Adopted Korean American Returnees</i>
Summer 2020	Hughes, RL	MA	<i>A Comparative Study of Two Vocabulary Activities for Indonesian Language Learners</i>
Summer 2020	Konno, Marcy	MA	<i>Methodological Perspectives: A Decade of Telecollaborative Studies in Intercultural Communicative Competence</i>
			This methodological synthesis of intercultural communicative competence in telecollaborative contexts reviews the primary research from 2010 to 2020. Results showed most studies focused on adults and university students, asynchronous contexts, intercultural development, and was done using mixed methods. From these findings, an expansion of participant backgrounds, better proficiency matching, and more multimodal contexts are called for.
Summer 2020	Tang, Shuai	MA	<i>CELTA teacher training: Experienced Non-native English Speaker Teachers' Perceptions Concerning Its Usefulness and Implementation</i>
			This study followed three non-native English CELTA alumni to learn how they are able to apply their training. From the semi-structured interviews, the participants highlighted the usefulness of CELTA's hands-on teaching component, teaching strategies, and principles. However, the theoretical component was found to be less useful.

Summer 2020	Truong, Chau	MA	<i>EFL Writing Teacher Education and Development in Vietnam</i>
Summer 2020	Wang, Jue	MA	<i>L2 Acquisition of the Mandarin Plural Morpheme by Adult English Speakers</i>
Summer 2020	Haeusler, Angela	PhD	<i>Making Waves: Anarcha-Feminist Encounters with Multilingualism in Hawaii</i>
Spring 2020	Baldwin, Jarrod	MA	<i>Neepwaankiita Certificate Program: Language Teacher Training in the Miami Tribe</i>
Spring 2020	Newsham, Kiyoko	MA	<i>Narratives of Transnational Adolescent Girls: Identity Constructions and Affiliation Formations</i>
<p>Using narrative analysis, this study contrasted two transnational Japanese adolescent girls' identities and affiliations. While one participant embraced her Japanese heritage culture, language, and strong family relationship, the other participant distanced herself from her Japanese heritage. These differences were attributed to the home environment and cultural exposure.</p>			
Spring 2020	Park, Leeseul	MA	<i>Newly-hired English Language Teachers' Emotions</i>
Spring 2020	Steinmueller, Moe	MA	<i>Evaluation of a Japanese Cloze Test as a Proficiency Task for Research Purposes</i>
Spring 2020	Tobias, Mie	MA	<i>Corrective Feedback in an L2 Intensive Academic Writing Course</i>

			Using a mixed methods design, this study documented how the instructor provided feedback and explanations to students' errors, noted what errors students made, and investigated how the feedback improved the students' writing. Data collected from 14 English for Speakers of Other Languages students in a community college showed that not only did the feedback and revisions improve grammatical accuracy, but they also increased students' self-confidence.
Spring 2020	Wang, Tian	MA	<i>Testing L2 Acquisition of Japanese Pseudo-clefts by L1 Chinese Learners</i>
Spring 2020	Yamauchi, Shiori	MA	<i>Young Language Learners' Motivation in Japan</i>
			This study took place in Okinawa, Japan and sought to not only learn about motivational differences among young learners, but also make recommendations to support their motivation to learn English. Using data gathered from questionnaires, observations, stimulated recall interviews, and semi-structured interviews from all stakeholders (students, parents, and teachers), the study suggested that an enjoyable classroom environment, parents' support, and positivity towards learning English from teachers and parents are optimal for high motivation among the youth.
Spring 2020	Gatón Gabriel, Fatima	AGC	<i>The Role of Oral Correction in Spanish as a Foreign Language Students' (De)motivation</i>
			As most demotivation research focused on students learning English, this study filled this gap by investigating the relationship of demotivation and oral feedback in Spanish

			courses. Based on data from observations and a post-observation questionnaire from four levels (Spanish 101, 102, 201, 202), positive feedback was preferred from students while feedback approaches that offered no solutions to the students' mistakes were the least motivating.
Spring 2020	Nguyen, Hoa	AGC	<i>Using a Bilingual Approach to Improve Vocabulary for Vietnamese Deaf Students in Grade 6 in the Center for Studying and Promoting Deaf Culture in Vietnam</i>
Spring 2020	Hwang, Haerim	PhD	<i>A Contrast between VP-Ellipsis and Gapping in English: L1 Acquisition, L2 Acquisition, and L2 Processing</i>
<p>Hwang (2020) investigated the acquisition and processing of VP-Ellipses (VPE) and Gapping in English by L1-Korean L2ers of English and native speakers in a series of four studies. The main participants in this dissertation were children whose L1 was English and children whose L1 was Korean, but were learning English. Corpus data were used in the first study to determine the frequency of VPE and Gapping in children's input. The remaining studies used a series of tasks (ex: acceptability judgement task, picture-sentence matching task, and a proficiency task) with the children to determine how each group contrasted these two grammatical forms. In the last study, adult learners were given a self-paced reading task and a proficiency task to determine how they processed Gapping sentences. While the corpus study showed insufficient input to acquire these forms, the tasks showed the age these children were able to contrast and interpret them. Furthermore, the adults in each group were able to</p>			

			resolve verb gaps while processing Gapping sentences. These results lead to implications in terms of the learnability of these forms.
Spring 2020	Mendoza, Anna	PhD	<i>A Linguistic Ethnography of Laissez Faire Translanguaging in Two High School English Classes</i>
			This dissertation used linguistic ethnography to explore the translanguaging practices of high school students and its benefits for linguistic majority and minority students. From a collection of observation and field notes, semi-structured interviews, audio-recordings, secondary research, and a background questionnaire, the findings showed that the students often used translanguaging for academic and social purposes with an imbalance of linguistic majority students dominating over the minority students. The pedagogical implications explained how translanguaging can be implemented in English-medium classes and made suggestions for pre-service and in-service teacher development to implement translanguaging.
Spring 2020	Zhou, Lin	PhD	<i>Let's Play a Game while Writing</i>
Fall 2019	Black, Leslie	MA	<i>Analyzing the Uchi-Soto Construct in a Japanese Podcast</i>
Fall 2019	Cannizzo, Hayley	MA	<i>Feminist Language Pedagogy: Development of Students' Critical Consciousness and L2 Writing in an EAP Classroom</i>
Fall 2019	Lin, Chen	MA	<i>Getting Busy Doing Emotionality</i>

Fall 2019	Nishizawa, Hitoshi	MA	<i>Situating Language Attitudes with L2 Speech Perception: Associations with Accentedness and Comprehensibility</i>
Fall 2019	Tong, Rianne	MA	<i>Hawai'i Nu Uchinanchu Yonsei Identity</i>
Fall 2019	Diez Ortega, Maria	AGC	<i>Developing Intercultural Competence in the Foreign Language Classroom: An Action Research</i>
Fall 2019	Imai, Junko	PhD	<i>L2 Learning-To-Write Through Writing Conferences: A Mixed Methods Research Study</i>
<p>This study used mixed methods to investigate the usefulness of writing conferences and interactions between the learner and tutor in an EAP context. By analyzing data from questionnaires, writing samples, video recordings, and interviews, this study suggested writing conferences lead to better performance in writing quality and are able to communicate their ideas and concerns through effective scaffolding by the tutor.</p>			