ANNOTATED SUMMARIES OF SECOND LANGUAGE STUDIES GRADUATE WORK AT THE UNIVERSITY OF HAWAI'I AT MĀNOA, 2020-2021

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In this issue of the 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, all projects and papers were being completed at various stages as the COVID-19 pandemic continued throughout the 2020 – 2021 academic school year. Several of the summaries in this issue gives an insight into how graduate students adapted their projects in response to the restrictions on conducting research during the pandemic. The summarized studies are all available on 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 2021	Rezaee, Parvaneh	PhD	*The Persian Particle Dige in Professional-Client Interaction*
Summer 2021	Choi, Yunsun	MA	*Changes in Perceptions of Suprasegmentals in Pronunciation among Korean EFL Learners*
Summer 2021	Ishiki, Holly	MA	*Developing L2 English Academic Reading and Writing Materials*
Summer 2021	Tangiyev, Denis Melik	MA	*How Virtual Reality Can Change Finding a Community of Practice for Second Language Development*

Spring 2021	Bramlett, Adam	MA	*Mandarin Tone Acquisition as a Multimodal Learning Problem: Tone 3 Diacritic Manipulation* This study utilized two experiments to investigate the relationship between the visual representation of Mandarin tone diacritics, specifically for tone 3 (T3), and the ease of learning. The first experiment was designed to determine the extent that foreign language learners of Mandarin become confused over the incongruence of tonal features and T3 diacritics through a survey that targeted learners' explicit knowledge of each tone's type, direction, and height. The results indicated that learners exhibited confusion in regards to the height of T3 since the diacritic does not indicate how low the tone is. The second experiment was designed to investigate to what extent changing the diacritic of T3 to illustrate a low tone improved identification and learning of Mandarin tones. Overall, the results indicated that the change to illustrate the low T3 tone improved identification and learning of tones in Mandarin, especially T3.
Spring 2021	Kamikawa, Chaelyn	MA	*Motivation of Kanji Recognition Using Self Determination Theory in Japanese Learners*
Spring 2021	Kim, Youngmeen	MA	*Computational Analysis of Cohesion in EFL Writing: A Comparison Between L1 and EFL Writers*
Spring 2021	Lee, Victoria	MA	*Online Pronunciation Tutoring for Japanese Learners of English* While many pronunciation instruction (PI) studies have taken place in the classroom or laboratory setting, this study contributed to this body of research by investigating the

effectiveness of PI in one-on-one tutoring sessions. Moreover, PI took place online in response to the COVID-19 pandemic. In this study, a Japanese learner of English received private tutoring for 7.5 hours over five weeks and received explicit instruction on six English-specific segments followed by awareness raising through speech perception exercises and then speech production exercises. The tutee's speech samples were taken before and after the tutoring session using the online application Extempore (https://extemporeapp.com). After the tutoring sessions concluded, five native and five non-native English speakers assessed the tutee's pre- and post-tutoring speech samples for intelligibility, comprehensibility, and accentedness. The results indicated that there was only an improvement in the tutee's intelligibility.

| Spring 2021 | Na, In Young | MA | *The Impact of Segmental Accuracy on Intelligibility* |

The aim of this study was to determine the relationship between Korean learners' English segmental accuracy with their perceived intelligibility and to identify the specific segments that are difficult for Korean learners to produce based on their perceived intelligibility. The learners in this study were 20 high school students in Korea who were studying English. The learners' recorded their speech samples by reading aloud ten minimal pairs using Extempore. Then eight native English speakers listened to the speech samples and completed a minimal-pair forced choice task. The results indicated that there was a strong relationship between segmental accuracy with intelligibility. In other words, the less errors the speaker made, the more intelligible they were perceived as being. Furthermore, English vowels were identified as the most

difficult for Korean learners to produce. The findings from this study not only suggested segmental instruction was important for Korean learners, but also provided insight to instructors to help determine which segments to focus on in the classroom to promote optimal intelligibility.

Spring 2021	Petko, Magdalena	MA	*A case report: Adapting reading class course materials to meet flipped classroom standards, learning outcomes, and flexible class formats*
Spring 2021	Rickman, Kevin	MA	*The Semiotics of Translanguaging: An Example and its Application to Critical Language Pedagogy* In this proof of concept paper, the term *semiotic analysis* is put forth as a framework to analyze translanguaging events. By proposing semiotic analysis as a framework, the monolingual policy in a language classroom is problematized as it limits the learner's potential to demonstrate their knowledge of the subject, whereas a multilingual policy would allow the learner to use all of their multilingual resources and make progress on the target language at the same time. Critical pedagogy is then argued to facilitate a multilingual learning environment where translanguaging can occur and in which the semiotic analysis framework can be applied.
Spring 2021	Ritch, Joseph	MA	*Language Choice in Tajikistan's Digital Public Spaces: An Analysis of Multilingual Practices by Commenters on Public Facebook Pages* This study analyzed comment threads on Facebook to better understand the linguistic repertoires and paralinguistic resources used by the Tajikistan online community. The

			source of the comment thread was based on posts from well-known news organizations based in Tajikistan that are known to have frequent multilingual interactions. Using digital conversation analysis and audience design framework, the analyses revealed that the Tajikistan online community were tactful in the language and paralinguistic resources they used to convey meaning. For instance, while Arabic was found to be used for discussions on religious topics, Russian was treated as a prestigious language that was used when discussing political, economic, other technical topics. On the other hand, Tajik was used to create an interpersonal relationship with the Tajikistan community, though it was often blended with Russian. As for the paralinguistic resources, several orthographic systems were used, such as the Russian Cyrillic alphabet, Tajik, Arabic, Latin, and Persian. Emotions were also conveyed using writing conventions, such as using capitalization for emphasis and different punctuation markers to highlight importance or sarcasm. Physical actions were also illustrated online with the use of images and GIFs. The analysis of the comment thread demonstrates the multilingual online environment within the Tajikistan community.
Spring 2021	Scaturro, Agnese	MA	*Student-to-Student Connectedness in the Foreign Language Classroom*
Fall 2020	Smith, George	PhD	*An Investigation of Vocabulary Size, Individual Differences, and Metacognition in L2 Listening Comprehension.* This dissertation investigated English language learners' usage of listening strategy and meta-cognitive self-regulation based on their vocabulary knowledge and individual

differences. Eighty-eight participants completed a series of tests to measure their listening comprehension and vocabulary size as well as several tasks targeting learners' individual differences (e.g., vocabulary depth, working memory, listening anxiety). The results showed that the listening strategies learners used differed based on their vocabulary knowledge size, such as learners with a high vocabulary knowledge often used notetaking, while learners with lower vocabulary knowledge used translation strategies. Furthermore, the results suggested self-monitoring and metacognition aided in listening comprehension. This study also found that learners' individual differences, such as anxiety, affected their listening strategy use. Findings from this study provide pedagogical implications for vocabulary and metacognitive instruction in language classrooms.

Fall 2020	Barton, Austin	MA	*Support for Chinese Radical Learning Materials*
Fall 2020	Barza, Jose	MA	*Language Use, Choice, and Maintenance of 1.5 Generation Filipinos in Hawaiʻi*

As Filipinos are one of the top immigrant groups in Hawaiʻi, this study investigated generation 1.5's attitudes and behaviors towards Filipino and how it affects their language maintenance. Using a mixed methods approach, 15 1.5 generation Filipino participants who were enrolled in Philippine language classes completed a questionnaire that asked about their experience using Filipino versus English with their family and within the community. Then a follow-up interview was conducted to allow for participants to elaborate on their experiences using Filipino. The findings showed

that Filipino was the preferred language choice at home, though English was predominantly used outside the home. Furthermore, four themes that contributed to maintaining the Filipino language for the 1.5 generation participants were that it was a part of their ethnic identity, there was an expectation to use the language, there were advantages for them to be bilingual, and participants regularly visited the Philippines.