ANNOTATED SUMMARIES OF SECOND LANGUAGE STUDIES GRADUATE WORK AT THE UNIVERSITY OF HAWAI'I AT MĀNOA, 2021-2022

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As progress is made in returning to normal after the COVID-19 pandemic in 2020, the pandemic's effects on research can still be observed in this issue's Masters-level and Advanced Graduate Certificate scholarly papers and Doctoral dissertations that were completed during the 2021 - 2022 academic school year. These scholarly papers and dissertations show the continued resilience of the graduate students in the Department of Second Language Studies at the University of Hawai'i at Mānoa as several projects took place during the pandemic. Furthermore, the researchers of these projects were resourceful in their efforts to collect data during the pandemic as many of these studies included participants from across the globe and have various language and social backgrounds. To read more about each project, all of the scholarly papers and dissertations that have been summarized below are 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 2022	Christensen, Cade	MA	*The Effects of a Classroom Environment on Mutual Visibility, Transparency, and Sharing on ESL Students' Writing* This study explored the effects of mutual visibility, transparency, and sharing that resulted from student use of Google Docs during an L2 writing class. Data from six students were

gathered in order to examine these effects, which included after-essay questionnaires, focus group interviews, and observational notes. Data were then analyzed via descriptive statistics and descriptive coding. Results showed universal benefits from the effects of Google Docs as a classroom writing tool.

Summer 2022	Ishiyama, Hikaru	MA	*EFL College Students' Perception of English Writing Activities in High School and College*

This quantitative study analyzed Japanese English as a foreign language undergraduate students' motivation, self-efficacy, and apprehension toward writing in English. The analysis used a 5-point Likert scale targeting the three aforementioned constructs. Descriptive and inferential statistics were used during the analysis. Results indicated a continuation of apprehension and low self-efficacy from high school to college. These findings may inform changes to curriculum development.

Summer 2022	Jennings, Annika	MA	*Adult Language Learners' Attitudes Towards Native VS. Non-Native Speakers as the Ideal Foreign Language Teacher*
Summer 2022	Motomura, Kaoru	MA	*Development of Japanese Students' Critical Consciousness in a Multilingual/Multicultural Society*
Summer 2022	Park, Leesa	MA	*An Examination of Critical Pedagogy in Hyukshin School EFL Classes in Korea*
Summer 2022	Schweingruber, Melanie	MA	*Talking Sustainability: Shaping Environmental Narratives on Reddit*

As environmental concerns increasingly become a concern in the daily lives of people, online communities have formed to discuss alternative methods of living. This study examined one such community on Reddit, the /r/Sustainability community. Adopting a critical ecolinguistics frame, this observational case study explored how a single

			participant negotiates their shared online space within the community. A corpus was built using the participant's online posts and comments throughout 2019-2022. These posts were then (re)analyzed using descriptive coding and applying the concept of framing, narrative analysis, and affordances. Results described how narratives formed online over time and how they shifted due to environmental factors such as COVID-19.
Spring 2022	Argueta, Jenny	MA	*Korean Dramas as a Site for Intercultural Representations*
Spring 2022	Banov, Ivan	PhD	*Agentic Development in Offline Affinity Spaces: Reddit as a Place for Second Language Learning*
			This ecolinguistic-based dissertation examined the use of Reddit as a second language (L2) learning space. Reddit, with its function as a popular social media site with its own sociocultural histories, is shown to afford and constrain the types of communication that occurs in the space. 21 L2 English speakers' communication and social media actions were examined in order to explore how these long-term interactions develop into a complex system that struggles to be analyzed using traditional constructs such as complexity or accuracy. Results of this study inform ecolinguistic research by addressing new concepts such as agentic development, which, when deployed, is shown to modify offline behavior of participants. Discussion on how to apply this research to learning is also discussed.
Spring 2022	DeVore, Susanne	PhD	*Syntactic Complexity and its Development in Early Learners of Mandarin* This two-part corpus-based study examined L2 Mandarin speaker's writing samples. The first part of the study used a modified version of the Tool for Automated Analysis of Syntactic Sophistication and Complexity to identify and tally indices of proficiency in the corpus. Results of this portion were analyzed using linear and polynomial multiple regression models in order to see which type of model fit the data best. Results of this portion of the study were then used to research the development of L2 proficiency. Due to various challenges in accounting for lexical, phrasal, and clausal level constructions, as well as how these constructions are embedded, Network Science was adopted to provide a holistic account of development. Results of the first part of the study showed usage-based

indices were more suited for use as a predictor of proficiency in L2 Mandarin. The second portion demonstrated how Network Science can be used as a framework in L2 development research.

Spring 2022	Kitada, Katsuhiko	MA	*The Use of English Loanwords in Question-Answer Sequences of Question Time in the Japanese Parliament* The use of English loan words throughout institutional talk of the Japanese Parliament was examined in this study using a conversation analytic approach. 29 videos of "Question Time" during debates between political parties were analyzed for the use of such words. Line-by-line analysis of the opening and closing sequences of the conversations revealed that the use of such loan words related to the construction of political arguments, clarification of technical terms, and the identity of the speaker. Additionally, the use of these words in political speech was discussed.
Spring 2022	Park, Heejin	MA	*Is CLP Possible for Korean Law Professionals to Develop Their Multicultural Competence? A Critical Study of Korean Lawyers' Views Towards Multiculturalism* This critical needs analysis using ethnographic interviews reported on the education and training of 5 Korean lawyers and their views on multicultural interaction. The study explored how to develop cultural sensitivity through the practice of critical language pedagogy (CLP). Participant responses coincided with professional reasoning and values. The integration of CLP into English for Specific Purposes (ESP) coursework was recommended to foster multicultural sensitivity.
Fall 2021	Abe, Carolyn	MA	*Insight Gained from the Observation of Two English as a Foreign Language Reading Courses*
Fall 2021	Choo, Sun Young	MA	*Age and Korean Language Learners' Use of Mobile Applications* As COVID-19 halted study abroad for many, learners resorted to online platforms to fulfill their language learning needs. This was made possible through mobile assisted language learning (MALL), where there are language resource apps (e.g., Google Translate) and language learning apps (e.g., Duolingo). The goal of this study was to investigate L2

			Korean learners' use of MALL and to specifically look at Duolingo, which has been one of the most successful MALL apps on the market. Data collected from a survey showed that the greatest challenge for L2 Korean learners in using MALL was the lack of opportunities for interaction with native speakers. Looking more closely at the apps learners used, they largely used language resource apps, such as Papago, Naver Dictionary, and Google Translate and entertainment apps, such as YouTube and Netflix. Furthermore, L2 Korean learners over 60 years old used translation and dictionary apps more than younger learners in their 20s, though these two groups used Papago equally as much. Language learning apps, such as Duolingo, were also still relatively new for L2 Korean learners as participants in this study continued to use language resource apps more than Duolingo, especially among older participants.
Fall 2021	Davis, Abigail	MA	*Effects of Immersion on JFL Learners' Intensive Listening Skills: Vowel Length Contrasts*
Fall 2021	Jung, Hyeyoung	PhD	*Towards Critical Literacy in Korean High School EFL Classrooms: Narrative Inquiry into Teacher Emotions and the Use of Critical Materials* This study examined teachers' emotions towards using critical literacy in Korean high school EFL classes. In using a narrative inquiry approach, the findings from this study showed that teachers felt positively towards teaching critical literacy. As the teachers began teaching critical literacy, they noticed that their interactions with the students became more meaningful through class discussions about real-world topics that extended beyond the classroom. This approach to language education in Korea is still relatively new as it breaks away from the traditional top-down structure of education in Korea. Rather, teachers who used a critical literacy approach had agency to make changes in education.
Fall 2021	Kang, Jia	AGC	*Binary Categorization Practices in a Korean TV Show*

Fall 2021	Katz, Shayna	AGC	*Rapport in the World Language Classroom: From Face-to-Face to Online in Times of Pandemic*
			This study took place as the COVID-19 pandemic happened in 2020. The author collected students' perceptions about the transition from face-to-face (FtoF) to online synchronous classes. Using an open and closed-item questionnaire format, L2 Spanish students reported on their perceptions about FtoF versus online classes in terms of supporting the different types of relationships. This study found that students perceived FtoF classes had a greater impact on teacher-student and student-student relationships, due to the interaction and personal experiences FtoF classes offered. Students had a stronger preference for feedback in FtoF classes as they claimed it was more effective because it was easier for them to ask questions. While positive comments, corrective feedback, and personal thematic discourse were all found to have a positive impact on the students' L2 development, positive comments and corrective feedback were most helpful in the development of positive teacher-student relationships while personal thematic discourse was the most helpful for positive student-student relationships.
Fall 2021	Kunimatsu, Hiroko	MA	*A Needs Analysis of English Teachers at a Public High School in Japan for a New English Curriculum*
Fall 2021	Lim, Soo Jin	MA	*Parents' Perceptions and Experiences of Early English Education in South Korea: A Focus on English Kindergartens* As many studies report on the effectiveness of early English education in South Korea, this study investigated the perceived need for and satisfaction of early English education from the parents' point of view. Currently, English is mandated in all public schools beginning in the third grade. However, some parents in Korea want their child to learn English as early as possible. Parents who participated in this study explained that they sent their child to a private English kindergarten school because they believe learning English at a young age is easier and becoming proficient in English is necessary to compete in a globalized society. The main goal of having their children become proficient in English as early as

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possible is to ensure their best chance of getting good grades in school, passing entrance exams, and securing a good job. Many of the parents in this study preferred academic-oriented kindergartens where students are taught all subjects in English. However, the quality of these educational institutions was based on reputation from parenting forums rather than measurable qualities. Parents also preferred teachers who had a background related to early childhood education, TESOL certification, and were native speakers of English. Parents who sent their children to these English kindergarten schools were highly satisfied as they observed their child had higher self-confidence in their English abilities.

Fall 2021	Ling, Wenyi	PhD	*The Perception, Processing and Learning of Mandarin Lexical Tone by Second Language Speakers* Learning Mandarin has been considered difficult for learners whose first language does not have tone. This dissertation sought to understand native English speakers' perspectives and challenges with tones as they learned Mandarin, specifically how they perceived, processed, and learned lexical tones. Through an identification task and discrimination task, the results showed that learners with higher proficiencies had a higher categorical perception of tone, meaning they were better able to form mental categories of the tones they heard. Findings from this dissertation also showed that L2 Mandarin learners process tone differently from native Mandarin speakers. This dissertation also demonstrated that cue-focus training was not an effective pedagogical approach to learn tonal languages.
Fall 2021	Otto, Jeffrey	MA	*Homeless in Hawai'i: Developing Critical Materials for an Intensive English Program* This scholarly paper took a critical language pedagogy approach to materials development for English as a second language. The goal of this study was to design materials and activities that were based on interviews with target language community members. More specifically, this study draws attention to how social issues and social justice topics, such as homelessness, can be brought into the classroom to challenge the stereotypes and perceptions of marginalized groups held by study abroad students. The materials were

			developed from an interview that the author conducted with a homeless person, who's narrative was different from the prevailing stereotype about homeless people.
Fall 2021	Rock, Kristin	PhD	*Using Analytic Rubrics to Support Second Language Writing Development in Online Tasks* This dissertation used a mixed methods approach in generating a rubric to assess academic blog posts. Generating the rubric began with 148 blog posts in which six raters placed each post into one of six levels based on merit. In evaluating the blog posts, the six raters provided qualitative comments, which were then used as the descriptors for each level on the rubric. At the end of the first phase, the rubric consisted of five categories with six levels. The goal of the second phase in this project was to revise and refine the rubric in which 163 blog posts were evaluated by six new raters. By the end of the second phase, the rubric had the same five categories, but the levels were reduced to four with more refined descriptors. In using the rubric, this study found that when students were provided with the rubric while they completed their writing assignment, they performed better than students who were not provided with the rubric. This study also delved into the learners' longitudinal development, specifically looking at learners' linguistic and rhetorical move development.