THE 17TH ANNUAL COLLEGE OF LANGUAGES, LINGUISTICS AND LITERATURE

GRADUATE STUDENT CONFERENCE

April 20, 2013
9 a.m. - 3 p.m.
Spalding and Webster Hall
University of Hawai‘i at Manoa
Help organize the 18th Annual College of Languages, Linguistics and Literature Conference in 2014

For more information on volunteering opportunities, please contact any participant of this year’s Organizing Committee:

Keeley Cestare ● Language & Literatures of Europe & the Americas
cestare@hawaii.edu

Megumi Jinushi ● Second Language Studies
megumij@hawaii.edu

Dongmin Kim ● East Asian Language and Literature
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Gordon West ● Second Language Studies
gordonbw@hawaii.edu
Developing an L2 critical reading course: beyond just reading critically
Gordon West (SLS)
gordonbw@hawaii.edu

Webster 115

This presentation discusses the process of developing a critical reading course for university level ESL class. I share materials designed to help students see L2 literacy as a socially engaged activity, while also calling for goals and learning objectives of similar reading courses to be updated drawing on theories of critical literacy. Handouts provided.
Aloha and welcome to the Seventeenth Annual Graduate Student Conference of the College of Languages, Linguistics, and Literature. This student-organized research conference is not only a showcase for the intellectual talents, scholarly abilities, and research accomplishments of our graduate students, but it also provides the student organizers and the many volunteers and presenters with the valuable experience of running an academic conference.

This conference would not be possible without the commitment and dedication of its organizers—Gordon West, Keeley Cestare, Dongmin Kim, and Megumi Jinushi—and their faculty advisor, Marta González-Lloret, as well as the College liaison, Jim Yoshioka. Their hard work, their energy, and their ability have made this conference possible. We are also indebted to a dedicated team of student volunteers from all the departments in our College.

I would also like to extend my special thanks to Kathryn Davis, Department of Second Language Studies, for generously agreeing to give today’s keynote address.

I am also grateful to the people in my office who assist several months of the year in the preparations for this conference and the publication of the Proceedings that

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**PAPERS**

**2:20-2:45**

**Literary exclusions among Generation 1927 poets: aren’t women citizens too?**
Blanca Pruitt (LLEA)
blancae@hawaii.edu

*Webster 101*

The muting of women’s literary voice in Generation 1927 has cause a snowball effect that continues to be seen today. Classroom content focuses on the so called, Masters of literacy. Meanwhile, Generation 1927 was the birthplace of a powerful generation of women with an unprecedented hunger for literature.

**Unproportional: Disparities of Funding and Endangerment in Languages and Species**
Shaun Kindred (Linguistics)
skindred@hawaii.edu

*Webster 102*

This paper investigates the extent of the disparity in support and endangerment for language and biological conservation. This is done by surveying and contrasting the amount of funding and other resources that are dedicated to language and biological conservation as well as defining and comparing the endangerment of each.

**Humor production in Mandarin and English Conversations**
Susanne DeVore (EALL)
sdevore@hawaii.edu

*Webster 112*

This paper looks into how a bilingual speaker of Mandarin/English uses humor in conversations with native speakers of each language, respectively.
Tracking development of scopal ambiguities in L1 Japanese interlanguage English
Daniela Culinovic (SLS)
dc26@hawaii.edu

Webster 116

The study investigates how the interpretation of quantified sentences with someone (subject position) and every (object position) in the L2 English of L1 Japanese children develops over time. Preliminary data from 4 L1-Japanese children support Full transfer/Full access model but also raise methodological issues related to research of this kind.

collect the best papers delivered here. My thanks go particularly to Iris Chang and her assistants Blake Lau and Tyler Bills.

Finally, congratulations to all who participate and all who attend. This conference would not exist without the many students who are eager to share their research with their peers and mentors. And a large part of the success of this conference is due to those same peers and mentors whose presence today will create the lively forums that always mark this annual event.

Mahalo to all.

Robert Bley-Vroman
Dean, College of Languages, Linguistics, and Literature
ORGANIZING COMMITTEE

Keeley Cestare  ● Language & Literatures of Europe & the Americas  
cestare@hawaii.edu

Keeley Cestare is an MA student in the Spanish division of the Department of Languages & Literatures of Europe & the Americas. She is the out-going Vice President of the UH chapter of Sigma Delta Pi, the national Spanish honor society. Keeley has taught undergraduate sections of Spanish 101 and 102 at UH for the past two years and plans to continue teaching Spanish after she graduates this May. In her free time Keeley enjoys spending time with friends, traveling, going to the beach and playing with her sassy, beautiful dog Sasha Siracha.

Megumi Jinushi  ● Second Language Studies  
megumij@hawaii.edu

Megumi Jinushi is an MA student in the department of Second Language Studies, specializing in Second Language Acquisition. Her current interests mainly lie in linguistic relativity and corpus linguistics. She is the current Computer Vice-president of the Second Language Studies Student Association (SLSSA). In her free time she enjoys eating meals prepared by friends and perusing through TV shows looking for interesting linguistic phenomena.

PAPERS

Korean numeral structures with the omission of classifiers than second language learners.

A comparison of words in preschool – grade 3 Thai language textbooks used in 2503 B.E. (1960 A.D.) and 2544 B.E. (2001 A.D.) curricula
Tantong Champaiboon (Chulalongkorn University, Thailand)  
tantong.c@gmail.com

Words in Thai language subject textbooks are changed over the time. In this study, the two corpora of the different periods were used. It could be found the changes in terms of word formations as well as semantic fields.

Presence of pre-Christian beliefs in Vacas, a film by Julio Medem
Maya Iriondo Simek (LLEA)  
simek@hawaii.edu

The film Vacas (1992), directed by Julio Medem, shows a strong presence of pre-Christian elements in a narrative that weaves together history and magical realism. The story relies on the use of Basque mythological symbols, as well as more universal concepts of sympathetic magic.

Language, identity and ethnicity: An intersectionality approach
Prem Phyak (SLS)  
pphyak@hawaii.edu

Drawing on the intersectionality approach (Anthias, 2006), in this paper, I discuss how ethnic identity intersects with language, culture, and nationalism. Building upon the data collected during the indigenous street movements in May 2012 in Nepal, I present linkage between ethnicity, marginalization and desire for redefining nationalism.
The Hollywood Representation of the Hypermasculinized Asian Male
Edward Hunter Lee (English)
edwardhl@hawaii.edu

Webster 101
This paper offers an analysis of how recent Hollywood movies have emasculated world-renowned hypermasculinized Asian male megastars who have been marketed for North American audiences. As artifacts of popular culture, such movies complicate the issue of the symbolization of Asian male heterosexuality.

The Adoption of Chinese Characters in Japanese and Vietnamese: A Comparative Analysis of Man’yōgana and Chữ Nôm
Donna Huynh (EALL)
ddhuy@hawaii.edu

Webster 102
This paper compares how Japan and Vietnam adopted Chinese characters to write their vernaculars. Both used Chinese characters phonographically and logographically. Due to typological similarities with Chinese, Vietnamese was able to create a mainly logographic script that paralleled Chinese script.

The Acquisition of Korean Numeral Noun Phrases
Hyeyeon Kim (Linguistics)
simirema@hawaii.edu

Webster 112
I examine the acquisition of Korean noun phrases and report that heritage learners are better in acquiring infrequent

Dongmin Kim ● East Asian Language and Literature
dongmink@hawaii.edu
Research focus: Korean syntax and semantics, Pedagogy.
Teaching: Beginning Korean, Sino-Korean, Korean Composition.
Activities: Coaching for my son's baseball team, Watching MLB game, Swimming.

Gordon West ● Second Language Studies
gordonbw@hawaii.edu
Hailing from a small town in South Dakota, Gordon West worked for nearly four years in a private language institute in Seoul, South Korea, where he taught EFL to k-8. Since making his way to UH, he has nurtured an interest in critical pedagogy while developing an interest in engaged research. He is interested in seeking ways of teaching and researching language that focus on social justice and critical consciousness raising, as well as examining how aspects of spatial theory can inform critical inquiry in second language studies.

Faculty Adviser: Marta Gonzalez-Lloret
College Liaison: Jim Yoshioka, National Foreign Language Resource Center
Program Designers: Priscila Leal, Second Language Studies
Nozomi Tanaka, Linguistics
Phonological memory and its role in second language vocabulary development
Sunhee Kim (SLS)
sunheeki@hawaii.edu

This study developed from recent views of working memory and language investigates the role of phonological memory in second language vocabulary. Employing a longitudinal design, the present study compares adult second language learners with language exposure at home to those without at the beginning and end of an academic semester.
beneficial especially for L2 Korean learners whose mother tongue does not have the occurrence of any or fewer phonemes at the end of syllable.

**Language policy in the Kingdom of Hawai‘i**
Rubén Fernández Asensio (SLS)
asensio@hawaii.edu

*Webster 113*
This research analyzes historical data to compare the official status of both Hawaiian and English languages under the Kingdom of Hawai‘i to ascertain by what means the hegemony of English came into existence. I examine a variety of data to pinpoint the process that led to the privileging of English within the legislative and judiciary powers.

**It Takes a Hurricane: The Renaissance of the French Language in Post-Katrina Louisiana**
Eve Millett (LLEA)
millett@hawaii.edu

*Webster 114*
The French language, once common in Louisiana, was threatened early in the 20th century by legislation prohibiting its use in public schools, causing a decline in the use of French. Hurricane Katrina brought a resurgence of interest in French, which has resulted in immersion schools and other activities promoting French.

**“Church helps immigrants learn English”: Engaging in critical moments in language learning**
Priscila Leal (SLS)
pbluth@hawaii.edu

*Webster 115*
Research on informal language programs is under-researched and most of the existing literature focuses on contexts other than religious. This study aims to examine the experiences of adult immigrants in a culturally and linguistically diverse, church-based ESL program in Honolulu, and analyze the critical themes that emerge in this context.
# MORNING SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30-9:00</td>
<td>Registration/Reception (Front of Spalding Hall)</td>
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<tr>
<td>9:00-9:15</td>
<td>Opening Ceremony and Dean’s Welcome (SPAL 155)</td>
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</tbody>
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| 9:15-10:00 | Keynote: Engaged Language Research and Practice  
Dr. Kathryn Davis (SPAL 155) |
| 10:00-10:10 | Break                                                                   |

## SPAL 155

### WEB 101
- Scrivner (English)
- M. Pak (English)
- Shea (English)
- Compoc (English)

### WEB 102
- Ross (Ling)
- Chen (Ling)
- Rarrick (Ling)
- Simpson (Ling)

### WEB 112
- Choi (EALL)
- Paul (EALL)
- Shakely (EALL)
- Kubota (EALL)

### WEB 113
- Wesely (SLS)
- Jinushi (SLS)
- Stabile (Ling)
- Peters & Wesely (SLS)

### WEB 114
- Fukushima (SLS)
- Tsai (SLS)
- Barbee (SLS)
- Cestare (LLEA)

### WEB 115
- Patu (IPLL)
- Holdway (SLS)
- J. Pak (SLS)
- Nagashima (SLS)

### WEB 116
- Matsumura (EALL)
- Sung (EALL)
- H.S. Lee (EALL)
- Neergard (SLS)

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## PAPERS

### 1:20-1:45

**Acquisition of the English Aspectal System by Chinese Learners of English**  
Aihua Li (English)  
liaihua@hawaii.edu

*Webster 101*

This study investigates the acquisition of the English aspectual system by Chinese learners of English in the framework of generative grammar. The focus is on the acquisition of the English perfect aspect encoded by the present perfect tense.

**Considerations for Berber Language Standardization and Official Recognition**  
Colleen Patton (Linguistics)  
patonc@hawaii.edu

*Webster 102*

This paper presents the situation of the Berber speakers in Algeria and their movement for official recognition to highlight the theoretical and practical concerns which must be acknowledged in standardizing a language for implementation at the official level of the state for all communities.

**Frequencies of Korean phonemes in the syllable-final position in speech**  
Sumire Matsuyama (EALL)  
sumirema@hawaii.edu

*Webster 112*

The aim of this study is to provide information on the occurrence frequencies of phonemes in the syllable-final position used in Korean speech. This information is
Phonotactic Probability and Phonological Neighborhood Density in Bilingual Word Learning
Karl Neergaard (SLS)
karld@hawaii.edu

Webster 116

The purpose of this study is to differentiate the effects of phonotactic probability and phonological neighborhood density on the learning of nonwords by Spanish-English bilingual and English monolingual participants.
preschool male children in non-play situations. The result was that they use the gendered languages more frequently compared to the girls.

**Participant recruitment using Amazon Mechanical Turk**
Ryan Peters and Tomoka Wesely (SLS)
pete2022@gmail.com, mokawesely@gmail.com

This paper will introduce the use of the online crowdsourcing service Amazon Mechanical Turk (AMT) as an unconventional but promising recruitment tool for research. The foci of this paper are to discuss the usage of AMT, how we used it for our experiments and possible problems and solutions.

**Siren Song: Manifestations of the Sea in 20th Century Spanish Poetry**
Keeley Cestare (LLEA)
cestare@hawaii.edu

This essay explores the recurring image of the sea in the development of a Spanish national poetry that would universally define the human condition during the early to mid-20th century. In the context of a synthetic literature, the ephemeral nature of the sea reverberates in the human experience amidst political turmoil and violence.

**Language, identities, and a sense of belonging**
Yuzuko Nagashima (SLS)
yuzukon@hawaii.edu

This presentation explores the complexity of a Japanese female’s ethnic and gender identities and examines how it is related to the transformation of her sense of belonging. By analyzing narratives about her life-story, I aim to de-generalize the stereotypes of international students, and to create counter-narratives of Asian women.
Masculinity, Anxiety and the Queer Cosmopolitan  
Kim Compoc (English)  
compoc@hawaii.edu  

Webster 101  
This paper compares Ang Lee’s Brokeback Mountain with R. Zamora Linmark’s Leche with attention to the cosmopolitan subject going abroad to fulfill certain queer desires. I explore how those desires are accommodated or refused, and how each text contemplates the agency of the “third worlders” (i.e. Mexicans or Filipinos, respectively.)

Preliminary Results: Phonetic Variation and Perceived Localness in Hawaii  
Sean Simpson (Linguistics)  
seanss@hawaii.edu  

Webster 102  
This study examines how different phonetic realizations of certain linguistic variables impact perceptions of Localness for listeners in Hawaii. Preliminary results indicate that monophthongal realizations of the vowel segment /oʊ/ (as in ‘show’) significantly increase listeners’ perceptions of a speaker as Local.

Use of gendered languages among preschool male children  
Nobuo Kubota (EALL)  
kubotan@hawaii.edu  

Webster 112  
It has been reported that use of gendered languages by children are influenced by play context. In this small study, I examined if the gendered languages are seen among

Engaged Language Research and Practice  
Kathryn A. Davis  

9:15-10:00 SPAL 155  
Professional associations, higher education institutions, and scholar-activists are increasingly acknowledging the value of engaged research and practice. University programs such as the Center for Institutional and Social Change at Columbia University promote a “full participation” diversity and public engagement framework that focuses on enabling people across identities, backgrounds, and institutional positions to realize their capabilities, engage in meaningful institutional life and enable others to do the same (Sturm et al, 2012). Networks of scholars and communities are also being formed, notably the Urban Research-Based Action Network (URBAN) designed to foster engaged research across university disciplines and within communities. Building on current trends and the historical legacy of equity scholarship in linguistics and applied linguistics (e.g. Hymes, Hornberger, Labov, Lippi-Green, Rickford, Shohamy, Heller), this presentation explores the potential for engaged research and practice across LLL multilingual/bilingual and foreign, heritage, indigenous and second language fields. In seeking “full participation”, the presenter suggests the centrality of engaged dialogic processes towards gaining and raising awareness across communities (institutions and people) of the potential for research, curriculum, pedagogy, and programs that are meaningful and inclusive.
The Korean adverb com ‘a little’ is a morphological diminutive equivalent to the English little, French petit, and Japanese chotto. The core meaning, ‘a little’, has experienced a bifurcated semantic change. It now includes the deepened meaning of minimal and the new, contrary meaning through subjectification and intersubjectification.
why co-construction is found more often in female conversations, particularly ones in Japanese.

**A Preliminary Investigation of Cross-Language Priming**
Claire Stabile (Linguistics)
cstabile@hawaii.edu

The Mandarin bei construction is controversial. Some claim it is a true passive, while others claim it has a biclausal structure. We investigate this issue using cross-language priming in Mandarin-English bilinguals. We show that priming occurs across the languages, indicating that the passive in English and the Mandarin bei construction share an underlying structure, and therefore the Mandarin bei is a true passive.

**Exposed! A Survey Study of L2 Exposure and Motivation in Japan**
Matthew Barbee (SLS)
matthewkamden@gmail.com

A survey of Japanese high school EFL students was conducted to determine which sources of L2 input the students are exposed to outside of the English classroom, how much exposure they had to each source of input, as well as their attitudes and beliefs toward those sources of input.

Jenna Pak (SLS)
jennapak@hawaii.edu

Very few linguistic studies in Hawai`i Creole have focused on the Local Korean community. This study, thus, encompasses the discourses of three Local Koreans and their usage of code-switching, code-mixing, and borrowing in Hawai`i Creole, English, and Korean. These discourses frame their identities as both Locals and Koreans.

**“A Verisimilitude Evaluation”: Language and Everyday Life in George Saunders’s “CivilWarLand in Bad Decline.”**
David Scrivner (English)
dfscrivner@gmail.com

This paper analyzes George Saunders's critical presentation of language in his story, “CivilWarLand in Bad Decline” and explores how Saunders’s treatment of language contrasts with Michel de Certeau’s claim that language can serve as an “everyday” site of resistance to the intrusion of economic and political forces.

**A Preliminary Look at Education and Language Attitudes in East Timor**
Melody Loss (Linguistics)
melodyaross@gmail.com

Using a combination of survey data and interview analyses, this study explores the intersection of language attitudes and education in the highly multilingual developing nation of Timor-Leste.

**Korean Nominalizers –um and –ki**
Yoon Hwa Choi (EALL)
yoonhwa@hawaii.edu

This study shows a historical development on the usage of nominalizers –um and –ki. It investigates the syntactic and semantic properties of Korean nominalizers, -um and –ki. It will compare these two Korean nominalizers with gerund and infinitive in English.
Automatic word recognition in L2 reading: A comparison between high and low reading performance groups.
Takafumi Fukushima (SLS)
t.fukutyan1015@gmail.com

Webster 113
The purpose of this study is to reveal the importance of automatic word recognition in L2 by comparing the high reading comprehension group to low reading comprehension group. 22 Japanese learners of English participated in this study and were asked to do the cloze test and the lexical decision task.

“I’m Korean who live in the U.S.”
Tomoka Weseley (SLS)
mokawesely@gmail.com

Webster 114
This case study is about a Korean student who followed a transnational life style. She was exposed to Korean and Hawaiian/American culture constantly while growing up, and currently she is studying at a local community college. The study focuses on her identity, motivation and strategies to manage mainstream classes.

Perpetuating the Fa’asāmoa in Diaspora: Challenges and Possible Solutions to Samoan Language and Culture Maintenance in Hawai’i
John Patu (IPLL & Center for Pacific Island Studies)
patu@hawaii.edu

Webster 115
The Samoan community in Hawai’i has steadily increased over the decades and has contributed to the ethnic diversity of the general population. Issues over identity arise as this population becomes integrated into Hawai’i and challenges to language and cultural maintenance becomes correlated with these issues. This paper argues that language and cultural transmission and maintenance is not only a social duty and responsibility of those in Samoa but in all diasporic communities in Hawai’i. This paper will offer possible solutions to addressing the continuity of language and cultural transmission.

Retweet This: Social Rhetorics and the Utility of Amplification
Lisa Shea (English)
lisashea@hawaii.edu

Webster 101
This paper examines the popular social networking platform Twitter and the social act of a retweet as an empowering medium of amplification and mass communication, arguing that it is the media phenomenon par excellence for the experience and distribution of the word, which enables real and meaningful social change.

Language Policy and the Revitalization of Native American Languages
Samantha Rarrick (Linguistics)
srarrick@hawaii.edu

Webster 102
This paper examines language policy in the United States over the past 150 years and its influence on speaker numbers and revitalization efforts in the Navajo, Hawaiian, and Yup’ik communities. As language policies have become less oppressive, language attitudes have become more positive, and heritage language use has increased.

Co-construction in Female Conversations in Japanese
Maximillion Shakely (EALL)
shakely@hawaii.edu

Webster 112
By observing differences and similarities between the frequency and use of co-construction in pleasant conversations between strangers, and conversations between female friends, this presentation will attempt show
Consciousness-raising through in-service teacher professional development
Jennifer Holdway (SLS)
jholdway@hawaii.edu

This paper explores the engagement and reflections of 11 K-12 in-service teachers in a 15-week online, asynchronous, professional development course. Offered to teachers across the state of Hawai‘i, this course addressed a simultaneous focus on English language development and mathematics content instruction for emergent bilinguals.

Vocabulary Acquisitions: Multimedia learning and word writing on Korean L2 Learners
Jason Sung (EALL)
bysung@hawaii.edu

This study investigates effectiveness of multimedia learning and word writing on vocabulary learning with the aim of providing practical and effective vocabulary strategy for Korean L2 learners. The investigation shows that multimedia inputs and word writing strategy are the most effective method.

Japanese-English Codeswitching in Hawai‘i: A Generation Y Analysis
Nikki Matsumura (EALL)
nikkicm@hawaii.edu

Ervin-Tripp (1964) showed that Japanese-English bilinguals of California code-switch to English or Japanese based upon the conversation's topic. This paper tests to see if the Japanese-English bilingual code-switching data currently acquired in Hawai‘i matches Ervin-Tripp's results. The analysis indicated Generation Y follows the rule but it is not as significant as the post-war participants.
Silences in Japanese/American Fiction
Michael Pak (English)
pakm@hawaii.edu

Webster 101
This paper suggests that silences in Japanese/American fiction are important carriers of meaning that suggest the vicissitudes of subtlety that are lost in the overgeneralizing nature of categorizing fiction, culture, and identity.

The Sino-Tibetan Homeland: A Linguistic-palaeontological Perspective
Victoria Chen (Linguistics)
viclap45@gmail.com

Webster 102
This study explores the Sino-Tibetan lexicon in relation to the homeland question, drawing on cognates that shed light on the natural environment. Several homeland locations suggested by previous literature are reconsidered with palaeontological evidence. By examining the distribution and ecology of the floral and faunal terms, it is concluded that the Sichuan region is the most plausible candidate of the ST homeland.

Expressions of caused motion events: The case of L2 Chinese learners
Jing Z. Paul (EALL)
jzhan2@hawaii.edu

Webster 112
This study investigated how advanced L2 Chinese learners express different-trajectory(DT) caused motion events in Chinese. The results have shown that both Chinese and English display satellite-framed properties in expressing DT caused motion events. However, the learners have difficulty in conveying the concept of disposal in L2 Chinese due to the absence of such a concept in their L1 English.

Linguistic Transfer on English Definite Article and Japanese Medial Demonstrative: Does Transfer Speak for Speaker-Oriented Approach and Hearer Orientation?
Megumi Jinushi (SLS)
megumij@hawaii.edu

Webster 113
This study investigates the transfer effects on the marking of identifiability. When the English definite article marks definiteness, the speaker assesses if the hearer has the knowledge of a specific referent (the hearer-oriented approach) as well as if the speaker has a referential act (the speaker-oriented approach). On the other hand, the Japanese medial demonstrative sono (‘that’) marks the speaker’s assessed knowledge of the hearer regardless of the speaker’s referential act. From this point of view, the study aims to explore if transfer effects with both monolinguals and bilinguals are consistent with Mazurkewich’s prediction of learnability.

Patterns of Reading Motivation during L2 Extensive Reading in Japanese
Aurora Tsai (SLS)
amtsai@gmail.com

Webster 114
This project investigates patterns of reading motivation among two Japanese as a foreign language learners engaged in extensive reading for 8 weeks. This pilot study collects qualitative data from learner diaries, reading practices, and focus groups to explore motivation as dynamic, complex, and situated within each learner’s identity and personal context (Ushioda, 2009).