“Your Voice, My Voice: Literature, Language, Culture and Society”

April 26, 2014
9 a.m. - 1:05 p.m.
Spalding and Webster Halls
University of Hawai‘i at Mānoa
Aloha and welcome to the Eighteenth 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 with the valuable experience of running an academic conference.

This conference would not be possible without the commitment and dedication of its organizers—Marsalee Breakfield, Grace Cassagnol, Madoka Nagado, and Jing Zhou—and their faculty advisor, Lucía Aranda, 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 and faculty volunteers from all the departments in our College.

I would also like to extend my special thanks to Puakea Nogelmeier, Center for Hawaiian Language, 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

WELCOME MESSAGE
collect the best papers delivered here. My thanks go particularly to Iris Chang and her assistant 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
Marsalee Breakfield ● Languages & Literatures of Europe & the Americas
marsalee@hawaii.edu

Marsalee Breakfield is an MA student in the Spanish division of the Department of Languages & Literatures of Europe & the Americas. Her primary interests are Spanish Literature and translation. In her free time she enjoys reading, going to the beach, and hanging out with her husband and two mini-schnauzers.

Grace Cassagnol ● Second Language Studies
gcassagn@hawaii.edu

Grace Cassagnol is an MA student in the Second Language Studies department, specializing in Language in Social Interaction. Her interests include the role of language and discourse in shaping social perceptions and ideologies; she is particularly interested in the discourse of education as a channel for development. She is currently one of the Academic Vice Presidents of the Second Language Studies Students Association (SLSSA).

Help organize the 19th Annual College of Languages, Linguistics and Literature Conference in 2015

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

Marsalee Breakfield ● Languages & Literatures of Europe & the Americas
marsalee@hawaii.edu

Grace Cassagnol ● Second Language Studies
gcassagn@hawaii.edu

Madoka Nagado ● English
mn27@hawaii.edu
“Restructuring in Eight Formosan Languages and Their Implications”
Victoria Chen (Ling)**
vicap45@gmail.com

Webster 113

‘Restructuring’ refers to the complementation of a subclass of predicates that is characterized by the lack of clause-boundedness effects. This study identifies two types of restructuring phenomena found among eight Formosan languages, and explores their theoretical implications. In this study, particular attention will be paid to two points: (i) What does Type I restructuring contribute to our current understanding of (Austronesian-type) oblique case licensing; (ii) what does Type II restructuring infer regarding the exact scale of the restructuring infinitive? Last, it is shown that the voice morphology within the restructuring clauselets may shed new light on our understanding of the Philippine-type voice system.

Madoka Nagado ● English

mn27@hawaii.edu

Madoka Nagado is currently pursuing a PhD in English with interests in Victorian culture and literature, visual culture, disability studies, and almost anything about the interaction between our sight and the world. She completed her MA in Nineteenth-century Studies at the University of Hull in 2009, and has been in Hawaii since 2010. She is also working at the Writing Center, doing a bit of translation here and there, and enjoying every bit of UH life.

Jing Zhou ● East Asian Languages and Literatures
jingzhou@hawaii.edu

Jing Zhou is a PhD student in the East Asian Languages and Literatures department. She has 7 years of college-level English language teaching experience in China. As a Fulbright Foreign Language Teaching Assistant, she taught Chinese in Pomona College for one year. Her research interests include teaching reading and writing, teaching Chinese and English as foreign languages, and translation studies.

Faculty Adviser: Lucía Aranda, Center for Interpretation and Translation Studies, Director
College Liaison: Jim Yoshioka, National Foreign Language Resource Center
Program Designers: Priscila Leal, Second Language Studies
Grace Cassagnol, Second Language Studies
“Desire in the Love Stories of Sanyan”  
Di Sun (EALL) 
maggiehyde@gmail.com  
Webster 103  
This essay examines the desire factor in love stories of Chinese Ming vernacular fictions, especially those in Feng Menglong’s *Sanyan*, and explores the social circumstances, the philosophical context in Ming and Feng’s literal ideas that generate the desire-driven love stories in *Sanyan*.

“Historical Change in the French Sign Language Family”  
Brittany Wilson (Ling)  
bgwilson@hawaii.edu  
Webster 104  
The French Sign Language Family stretched from France to Thailand, due to the history of Deaf education in these countries. This paper looks at the linguistic evidence of a genetic relationship between three languages: French Sign Language, American Sign Language, and Modern Thai Sign Language.

“The Effectiveness of Pronunciation Instruction to ESL Learners”  
Akiko Kahue-Burrows (SLS)  
akikokb@hawaii.edu  
Webster 112  
This study examines the effects of pronunciation instruction on adult ESL learners whose native language is Japanese. Various techniques and activities were used to address the learners’ needs. The results show that there was an improvement in English pronunciation among learners.
“Media Influence on Preschool Girls’ Use of Women’s Language”
Nobuo Kubota (EALL)
kubotan@hawaii.edu

I observed the frequency women’s language appeared in media (e.g., TV anime and picture-books) and in mother-child conversations; I found that women’s language was seen in the former but not in the latter. These findings suggest that media is more likely to be a possible influence on children’s use of gendered language.

“The Classifier System of Phan Rang Cham: A Preliminary Study”
Ya-chi Yeh (Ling)
yachi@hawaii.edu

Like many other neighboring languages in East and Southeast Asia, Phan Rang Cham has numeral classifier constructions. Based on the collected data, this language has at least 19 classifiers. This paper provides a preliminary sketch of the numeral classifier system which seems to have significant potential for elaboration.

“Needs Analysis for Home Care Worker Training”
Kendi Ho (SLS)
kendih@hawaii.edu

This qualitative study creates goals, objectives and materials for a bridge course for immigrant ESL students by identifying needs in the first module of a non-credit home care worker training course. Interviews of stakeholders and classroom observations were triangulated with existing research and materials analysis.
## 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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<td>9:00-9:15</td>
<td>Opening Ceremony and Dean’s Welcome (SPAL 155)</td>
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| 9:15-10:00| Keynote: *Echoes of Captain Cook - Voices Across The Sands (of time and space)*  
Dr. Puakea Nogelmeier (SPAL 155) |
| 10:00-10:10| Break                                                                   |

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<th>10:10-10:35</th>
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<td>An (SLS)</td>
<td>Rarrick (Ling)</td>
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<td>WEB 104</td>
<td>Diez (LLEA)</td>
<td>Paul (SLS)</td>
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<td>Millet (LLEA)</td>
<td>Espanto (CPIS)</td>
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<td>WEB 113</td>
<td>Rouse (SLS)</td>
<td>Sawada (Ling)</td>
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<td>WEB 115</td>
<td>Tsuchida (EALL)</td>
<td>Bruno (LLEA)</td>
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### 12:10-12:35

#### “The Voices of Resistance: The Struggle against Transculturation in the Poems of Carlo Fricciti, Jamaica Osorio and Ittai Wong”
Ryan Swanson (LLEA)
rsanson@hawaii.edu

*Webster 103*

This paper challenges the notion of transculturation as a desired and beneficial process by the entire Hawai‘i population. Through the form of literature, poetic discourses resonate intense emotions of both settler and native voices of Hawai‘i locked in a struggle of maintaining cultural identity, while resisting the mainstream idea of transculturation.

#### “The Microaggression Experience of English as Second Language Students”
Travis Lockwood (SLS)
traviswl@hawaii.edu

*Webster 104*

This presentation will aim to familiarize audience members with the concept of microaggressions and how this concept relates to the experience of ESL students. The presentation will go on to discuss the usage of freewriting, journaling, and classroom-based focus groups in addressing the issue of microaggressions in an ESL classroom.
“Proposal for the Transcription of Cetacean Communication”
Brenda Clark (Ling)
brendarc@hawaii.edu

Webster 112
This paper proposes a method of transcription for cetacean sounds and gestures thought to be used in a complex communication system. It uses letters, numbers and symbols found on a standard keyboard to organize and describe the features of dolphin and whale sounds and gestures for further analysis.

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jaymt@hawaii.edu

Webster 113
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“Differences in Co-Construction in Japanese between Fathers and Mothers: Discoveries from Conversation Analysis”
Vera Hanaoka (EALL)
vera2@hawaii.edu

Webster 115
This paper shows the differences between the language used by a father and a mother when using conversation to socialize their child to Japanese mother tongue norms. Both parents used co-construction but employed different methods, with the father relying mainly on repetition and the mother using clarification and expansion.

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<td>Amos (ENG)</td>
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<td>Yeh (Ling)</td>
<td>Chen (Ling)**</td>
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“Working Memory Capacity and the Acquisition of Phrasal Verbs”
Fred Zenker (SLS) and Hyunjung An (SLS)
fzenker@hawaii.edu

This pilot study investigated the relationship between working memory capacity (WMC) and the acquisition of phrasal verbs. Results indicated a positive correlation between WMC and performance on a delayed posttest. Establishing a connection between WMC and phrasal verb learning could have important implications for second language pedagogy.

“The Rhythm of a People: Capoeira as a Narrative of Nationalism”
Anna Sachs (LLEA)
annaks@hawaii.edu

Capoeira is frequently recognized as a dance or sport; however, it represents much more as an image of national identity, having grown from a history of slavery, gangs, and schools. This presentation will discuss capoeira’s impact upon the social borders of race, class, and gender in order to prove its significance as a symbol of Brazilian identity.

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KEYNOTE

Echoes of Captain Cook - Voices Across The Sands (of time and space)
Puakea Nogelmeier
9:15-10:00 SPAL 155

Captain Cook may not have been the first in Hawai‘i to require translation, but he was the first to be well-documented. Nearly two and a half centuries later we’re still connected to those early voices that crossed the sands between ship and island shore. The processes have changed, as have the islands’ societies, so the roles of translators have to keep moving along with the times and tides. Translation is caught in, and helps to generate, the ebb and flow of it all.
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“Causativization in Tangut: A Typological Perspective”
Victoria Chen (Ling)*
viclap45@gmail.com

Webster 104

Tangut (Xixia) is an extinct Tibeto-Burman language once spoken in the Tangut Empire (11th-13th century). The language is generally considered to be closely related to the Qiangic and rGyalrongic languages (Sun 1991; Lin 1996). This study analyzes the causative sentences found in the Tangut text “Lei-lin”. I claim that Tangut is a Type III language in the sense of Dixon (2000), as the language adopts the same case marker jij1 for both the (human) direct object and the awai. It is further shown that causativization in Tangut and in other Qiangic/rGyalrongic languages exhibit intriguing strategic similarities. They adopt the same marking strategy of treating the awai as a direct object (and the recipient of a...
“ʻAʻohe pau ka ʻike i ka hālau hoʻokahi: All Knowledge Is Not Learned in Just One School”
Rolando Espanto (CPIS)
respanto@hawaii.edu

Webster 112
The Merrie Monarch Festival is unique in that it is both a cultural institution and an economic-touristic venue. Normally, cultural preservation and tourism are incompatible. This paper examines the ways that the Merrie Monarch Festival maintains a delicate balance between the two.

“The L1 Acquisition of Particle ‘ni’ in Japanese Children”
Mihoko Sawada (Ling)
mihokos@hawaii.edu

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The order in which different types of the particle ‘ni’ in Japanese are acquired remains an understudied and controversial topic. This study presents experimental evidence that Japanese children acquire the types of particle ‘ni’ related to location and goal earlier than those related to indirect objects/benefactives and copulas.

“Third Language Reading: Eight Case Studies”
Gonzalo Isidro Bruno (LLEA)
gisidro@hawaii.edu

Webster 115
It is increasingly more evident that a large number of students around the world engage in higher education using their second, third, or fourth languages. Reportedly L2 and L3 readers who are aware of their strategy use can make use of a wider array of strategies across languages. This presentation will discuss eight case studies of L3 readers that provide evidence of cross-linguistic strategy transfer patterns. The research tools used were questionnaires, interviews, and think-aloud protocols.

“10:10-10:35”

“The Affective Effects of Comprehension Questions after Extensive Reading”
Hyunjung An (SLS)
an3@hawaii.edu

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This is a case study to examine reading anxiety and motivation of adopting comprehension questions after ER using questionnaires, observations, and interviews. This study can be meaningful for practitioners to utilize comprehension quizzes appropriately in the classroom by recognizing the affective influences when implementing comprehension questions after ER.

“CREAte ARTe, a Bilingual Avant-Garde Project”
Maria Diez (LLEA)
mdiez@hawaii.edu

Webster 104
CREAte ARTe is a bilingual Surrealist and Dadaist project designed to take art outdoors and provide an opportunity to merge poetry with our daily lives. The project video, edited in Spring 2013, presents a positive public attitude towards poetry demonstrated by students and faculty interested in reading avant-garde poems and in creating their own poems.
“Magic, Business, and Comedy: The Representation of the Chinese in 18th Century French Theater”
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This paper discusses the stereotypes in the portrayals of the Chinese by the French. It looks at how, when, and why Chinese characters appeared in plays in the 18th century.

“Language Access and the Professionalization of Community Interpreting in Hawaii”
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rouseat@hawaii.edu  
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This talk will discuss the challenges facing community interpreting as a developing profession. I will discuss the legal precedents that determine Hawaii’s approach to providing Limited English Proficient (LEP) speakers equal access to the courts, healthcare, and social service programs.

“Teacher Use of the Non-lexical Token Hee in the JFL Classrooms: Balance between Modeling and Control”
Megumi Tsuchida (EALL)  
mt34@hawaii.edu  
Webster 115
This paper presents what actions teachers accomplish by saying hee “wow” and how it contributes to teacher-learner interaction. Informed by conversation analysis, I examined naturally occurring classroom data collected from six college-level JFL classrooms. Despite restrictions in classroom discourse, teacher’s third turn, including hee, provides interactional opportunity that reflects ordinary talk.

“Evaluating the Classification of the Chimbu-Waghi Subgrouping”
Samantha Rarrick (Ling)  
srarrick@hawaii.edu  
Webster 103
Little work has extensively been done to support the proposed Chimbu-Waghi subgrouping of the Trans-New Guinea phylum of languages. This paper evaluates the previous evidence used to support the relationships between these languages of Papua New Guinea and attempts a reconstruction which suggests that some of these languages are related.

“What Should We Teach First: Words or Sentences?”
Jing Paul (SLS)  
jzhan2@hawaii.edu  
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Webster 113
The purpose of this study is to see how the density of unknown words in a text affects comprehension and motivation when reading with hyperglossing on a tablet computer. Hypergloss technology allows readers to look up the meaning of an unknown word by tapping the word on the screen.

“Differences in Co-Construction in Japanese between Fathers and Mothers: Discoveries from Conversation Analysis”
Vera Hanaoka (EALL)
vera2@hawaii.edu

Webster 115
This paper shows the differences between the language used by a father and a mother when using conversation to socialize their child to Japanese mother tongue norms. Both parents used co-construction but employed different methods, with the father relying mainly on repetition and the mother using clarification and expansion.
# SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</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>
</tr>
</tbody>
</table>
| 9:15-10:00 | Keynote: "Echoes of Captain Cook - Voices Across The Sands (of time and space)"
             | Dr. Puakea Nogelmeier (SPAL 155)                                     |
| 10:00-10:10| Break                                                                |

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Speaker 1</th>
<th>Speaker 2</th>
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<tbody>
<tr>
<td>10:10-10:35</td>
<td>WEB 103</td>
<td>An (SLS)</td>
<td>Rarrick (Ling)</td>
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<td></td>
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<td>Nagado (ENG)</td>
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<tr>
<td>10:40-11:05</td>
<td>WEB 104</td>
<td>Diez (LLEA)</td>
<td>Paul (SLS)</td>
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<td>Chen (Ling)*</td>
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<tr>
<td>11:10-11:35</td>
<td>WEB 112</td>
<td>Millet (LLEA)</td>
<td>Espanto (CPIS)</td>
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<td>Zenker &amp; An (SLS)</td>
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<tr>
<td>11:35-12:10</td>
<td>WEB 113</td>
<td>Rouse (SLS)</td>
<td>Sawada (Ling)</td>
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<td>Sachs (LLEA)</td>
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<td>12:10-12:35</td>
<td>WEB 115</td>
<td>Tsuchida (EALL)</td>
<td>Bruno (LLEA)</td>
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<td>Hata (EALL)</td>
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**PAPERS**

**“The Voices of Resistance: The Struggle against Transculturation in the Poems of Carlo Fraticelli, Jamaica Osorio and Ittai Wong”**
Ryan Swanson (LLEA)
rswanson@hawaii.edu

**Webster 103**
This paper challenges the notion of transculturation as a desired and beneficial process by the entire Hawai’i population. Through the form of literature, poetic discourses resonate intense emotions of both settler and native voices of Hawai’i locked in a struggle of maintaining cultural identity, while resisting the mainstream idea of transculturation.

**“The Microaggression Experience of English as Second Language Students”**
Travis Lockwood (SLS)
traviswl@hawaii.edu

**Webster 104**
This presentation will aim to familiarize audience members with the concept of microaggressions and how this concept relates to the experience of ESL students. The presentation will go on to discuss the usage of freewriting, journaling, and classroom-based focus groups in addressing the issue of microaggressions in an ESL classroom.
“Media Influence on Preschool Girls’ Use of Women’s Language”
Nobuo Kubota (EALL)
kubotan@hawaii.edu

Webster 112
I observed the frequency women’s language appeared in media (e.g., TV anime and picture-books) and in mother-child conversations; I found that women’s language was seen in the former but not in the latter. These findings suggest that media is more likely to be a possible influence on children’s use of gendered language.

“The Classifier System of Phan Rang Cham: A Preliminary Study”
Ya-chi Yeh (Ling)
yachi@hawaii.edu

Webster 113
Like many other neighboring languages in East and Southeast Asia, Phan Rang Cham has numeral classifier constructions. Based on the collected data, this language has at least 19 classifiers. This paper provides a preliminary sketch of the numeral classifier system which seems to have significant potential for elaboration.

“Needs Analysis for Home Care Worker Training”
Kendi Ho (SLS)
kendih@hawaii.edu

Webster 115
This qualitative study creates goals, objectives and materials for a bridge course for immigrant ESL students by identifying needs in the first module of a non-credit home care worker training course. Interviews of stakeholders and classroom observations were triangulated with existing research and materials analysis.

SPONSORS

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“Desire in the Love Stories of Sanyan”
Di Sun (EALL)
maggielhyde@gmail.com
Webster 103
This essay examines the desire factor in love stories of Chinese Ming vernacular fictions, especially those in Feng Menglong’s *Sanyan*, and explores the social circumstances, the philosophical context in Ming and Feng’s literal ideas that generate the desire-driven love stories in *Sanyan*.

“Historical Change in the French Sign Language Family”
Brittany Wilson (Ling)
bgwilson@hawaii.edu
Webster 104
The French Sign Language Family stretched from France to Thailand, due to the history of Deaf education in these countries. This paper looks at the linguistic evidence of a genetic relationship between three languages: French Sign Language, American Sign Language, and Modern Thai Sign Language.

“The Effectiveness of Pronunciation Instruction to ESL Learners”
Akiko Kahue-Burrows (SLS)
akikokb@hawaii.edu
Webster 112
This study examines the effects of pronunciation instruction on adult ESL learners whose native language is Japanese. Various techniques and activities were used to address the learners’ needs. The results show that there was an improvement in English pronunciation among learners.
‘Restructuring’ refers to the complementation of a subclass of predicates that is characterized by the lack of clause-boundedness effects. This study identifies two types of restructuring phenomena found among eight Formosan languages, and explores their theoretical implications. In this study, particular attention will be paid to two points: (i) What does Type I restructuring contribute to our current understanding of (Austronesian-type) oblique case licensing; (ii) what does Type II restructuring infer regarding the exact scale of the restructuring infinitive? Last, it is shown that the voice morphology within the restructuring clauselets may shed new light on our understanding of the Philippine-type voice system.

Madoka Nagado • English
mn27@hawaii.edu

Madoka Nagado is currently pursuing a PhD in English with interests in Victorian culture and literature, visual culture, disability studies, and almost anything about the interaction between our sight and the world. She completed her MA in Nineteenth-century Studies at the University of Hull in 2009, and has been in Hawaii since 2010. She is also working at the Writing Center, doing a bit of translation here and there, and enjoying every bit of UH life.

Jing Zhou • East Asian Languages and Literatures
jingzhou@hawaii.edu

Jing Zhou is a PhD student in the East Asian Languages and Literatures department. She has 7 years of college-level English language teaching experience in China. As a Fulbright Foreign Language Teaching Assistant, she taught Chinese in Pomona College for one year. Her research interests include teaching reading and writing, teaching Chinese and English as foreign languages, and translation studies.

Faculty Adviser: Lucía Aranda, Center for Interpretation and Translation Studies, Director
College Liaison: Jim Yoshioka, National Foreign Language Resource Center
Program Designers: Priscila Leal, Second Language Studies
Grace Cassagnol, Second Language Studies
Marsalee Breakfield ● Languages & Literatures of Europe & the Americas

Marsalee Breakfield is an MA student in the Spanish division of the Department of Languages & Literatures of Europe & the Americas. Her primary interests are Spanish Literature and translation. In her free time she enjoys reading, going to the beach, and hanging out with her husband and two mini-schnauzers.

Grace Cassagnol ● Second Language Studies

gcassagn@hawaii.edu

Grace Cassagnol is an MA student in the Second Language Studies department, specializing in Language in Social Interaction. Her interests include the role of language and discourse in shaping social perceptions and ideologies; she is particularly interested in the discourse of education as a channel for development. She is currently one of the Academic Vice Presidents of the Second Language Studies Students Association (SLSSA).

Help organize the 19th Annual College of Languages, Linguistics and Literature Conference in 2015

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

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marsalee@hawaii.edu

Grace Cassagnol ● Second Language Studies

gcassagn@hawaii.edu

Madoka Nagado ● English

mn27@hawaii.edu
collect the best papers delivered here. My thanks go particularly to Iris Chang and her assistant 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
Aloha and welcome to the Eighteenth 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 with the valuable experience of running an academic conference.

This conference would not be possible without the commitment and dedication of its organizers—Marsalee Breakfield, Grace Cassagnol, Madoka Nagado, and Jing Zhou—and their faculty advisor, Lucía Aranda, 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 and faculty volunteers from all the departments in our College.

I would also like to extend my special thanks to Puakea Nogelmeier, Center for Hawaiian Language, 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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THE 18TH ANNUAL
COLLEGE OF LANGUAGES,
LINGUISTICS AND LITERATURE
GRADUATE STUDENT CONFERENCE

April 26, 2014
9 a.m. - 1:05 p.m.
Spalding and Webster Halls
University of Hawai‘i at Mānoa

“Your Voice, My Voice:
Literature, Language,
Culture and Society”