21st Annual Graduate Student Conference

Be Seen
Be Heard

College of Languages, Linguistics & Literature

Celebrating 35 years 1982 - 2017
Languages, Linguistics & Literature
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Aloha Graduate Students, Faculty, Staff, and Friends,

Welcome to the College of Languages, Linguistics & Literature’s 21st Annual Graduate Student Conference. We appreciate your being here today.

“Be Seen, Be Heard” is an especially fitting topic in an academic year in which we continue to witness globally so many people advocating in various spheres for their rights and the rights of others to be seen, to be heard, to be acknowledged, to be taken seriously, in other words, to matter. Given this topic, I can think of no better choice for a keynote speaker than Jamaica Heolimeleikalani Osorio, a PhD student in English and a faculty member with Native Hawaiian Student Services. An award-winning spoken word poet and talented musician, she uses the full range of her voice to generate new knowledge as a scholar, to fight for indigenous rights here and elsewhere as an activist, and to create poetry and songs that both inspire us with their beauty and demand social justice.

We in LLL are proud that this conference frequently offers our newest graduate students with their first experience presenting their research at an academic conference, and at the same time often affords our more experienced students with the chance to try out new ideas before presenting them in other professional settings. The work you will hear today exemplifies the wide range of scholarly topics and research methodologies studied within the college.
Today’s conference was chaired by an outstanding group of graduate students who set the theme and attended to the many organizational tasks and minute details that are inevitably involved in planning: Lisa Chow (English), Noella Handley (Linguistics), R. Hughes (SLS), Uy–Di Nancy Le (SLS), and Taylor Lewis (SLS). I am also grateful to Li (Julie) Jiang of EALL as well as Jim Yoshioka and Karin Mackenzie for serving as advisors to the chairs.

Congratulations to both the organizers and presenters. Your work reflects on both the intellectual strengths of this college and the myriad of ways we collaborate in the academy, from an influential professor whose seminars develop research topics for a new generation of students, to the classmate who encourages others with questions. May our work individually and collectively continue to be heard and to be seen, to matter.

Me ke aloha pumehana,

Laura E. Lyons

Interim Dean, College of Languages, Linguistics & Literature
Lisa Chow ~ English

Lisa Leinaʻala Chow is a PhD student in the English department. She started her academic career at Windward Community College, and then transferred to the University of Hawaiʻi at Mānoa, earning a Bachelor's degree in communications and English. Her MA, also from the English department, focused on cultural studies and the empowerment of story. Her research is embedded in place-based pedagogy, *Mana Wahine*, and traditional Hawaiian cultural practices – specifically birthing practices, working closely with her daughters who are both practitioners. Lisa teaches expository writing at Chaminade University and substitutes for the DOE. All spare time is spent with her six kids and four grandkids.

Noella Handley ~ Linguistics

Noella is currently a Master's student in the linguistics program at the University of Hawaiʻi at Mānoa. They graduated from the College of William & Mary in Virginia with BAs in History and Linguistics, where they also served as a student director for regional alternative breaks. They have previously worked for the Intercultural Learning Center at Tidewater Community College. They are interested in sociolinguistics, sign languages, language documentation, and language policy, and has served as a mentor for the Language Documentation Training Center.

R. Hughes ~ Second Language Studies

R. Hughes is a Master's student in the Department of Second Language Studies at the University of Hawaiʻi at Mānoa. Hughes has taught English outside of Surabaya, Indonesia for two years, writing and English conversation at the College of Lake County after that, and worked in special education for Serendipity Center in Portland before coming to Honolulu. Currently Hughes is focused on Indonesian, phonetics, language materials development for less commonly taught languages, historical linguistics, and second language acquisition. They currently work as a graduate assistant for the Student Athletic Academic Services on lower campus.
Uy–Di Nancy Le ~ Second Language Studies

Uy–Di Nancy Le is a long-time student of the University of Hawai‘i at Mānoa, earning her Bachelor's degree in psychology and German studies, and is currently a Master's student in the Department of Second Language Studies. She has recently returned from an English language teaching exchange with Ubon Ratchathani University in Thailand, where she worked with multilingual students of Laotian, Thai and Vietnamese heritages. Her other experience abroad includes studying German language in Berlin and studying German language pedagogy in Leipzig. Currently she is both a graduate assistant for the English Language Institute and for the Language Analysis and Experimentation Labs. She is interested in second language acquisition, psycholinguistics, language policy and multilingualism, with particular interest in displaced language learner populations like refugees and immigrants.

Taylor Lewis ~ Second Language Studies

Taylor Lewis is currently pursuing her Master’s degree in Second Language Studies. As an undergraduate at the University of Maryland, Taylor studied journalism and French, where she also pursued creative writing at the Jiménez-Porter Writers’ House and started *The Writer’s Bloc*, an arts publication. Before coming to Hawai‘i, Taylor spent a year in France teaching English. She is currently researching policy, raciolinguistics, and Ebonics/African American Language development in the Washington, D.C.–Baltimore area.

Advisors

**Julie Jiang** ~ East Asian Languages and Literatures  
**Jim Yoshioka** ~ College of Languages, Linguistics & Literature  
**Karin Mackenzie** ~ College of Languages, Linguistics & Literature
Acknowledgements

Mahalo to our Abstract Readers and Volunteers!

Abstract Readers
Carrie Bach
Victoria Chen
Yi-Chun Chen
Reuben Closson
Bonnie Fox
Janet Graham
Daniel Lin
Andrew Pick
John Reider
Raquel Reinagel
Peter Schuelke
Gyu-Ho Shin
George Smith
Mitsuko Suzuki
Liulin Zhang

Volunteers
Hyunjung An
Richard Akamine
Precious Arao
Lydia Ary
A.L. Blake
Yunchuan Chen
Reuben Closson
Eddie Danielson
Yijun Ding
Sharon Estioca
Ryan Fleming
Inho Jung
Scott Kaalele
Han Lee
Lynn Lethin

Daniel Lin
Yu-Han Lin
Christian Mortensen
Madoka Nagado
Ryler Nielsen
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Qiong Wu
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National Foreign Language Resource Center
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<th>Session 4: Syntax, Semantics, &amp; Pragmatics</th>
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<td>8:30-9:00</td>
<td>Keoni Auditorium — Coffee Service</td>
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<td>9:00-9:15</td>
<td>1st floor, Keoni Auditorium</td>
<td>Opening Ceremony and Dean's Welcome</td>
<td>KEYNOTE SPEAKER: Jamaica Heolimeleikalani Osorio</td>
<td>Ea and the moʻolelo that raise us</td>
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<td>10:00-10:15</td>
<td>Sarimanok Room (40)</td>
<td>Mendoza (SLS) Positioning Consumers in Commercials for Standardized English Tests</td>
<td>Lethin (EALL) Differences in Women's Speech and Onee Kotoba in Media</td>
<td>Closson (LING) The Vowels of Sasak</td>
<td>Blake (LING) Self-Initiated Self-Repair in Western Subanon</td>
<td>Takahashi (LING) Intransitive Sentences with Floating Quantifiers in Child Japanese</td>
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<td>11:15-11:40</td>
<td>Mandarin Room (20)</td>
<td>Zhou (SLS) Multi-modal Synchronous Communication in an Online Course of Creative Writing</td>
<td>Estioca (LING) Two Patterns of /a/ and /o/ Alternation in Subanon</td>
<td>Chen (LING) Voice System in Pazih</td>
<td>Zhong (SLS) Scope interaction in child L2 language</td>
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<td>11:45-12:30</td>
<td>Pago Pago Room (20)</td>
<td>Lee (EALL) The meaningful differences between ‘cohta’ and ‘cotahata’</td>
<td>Blake (LING) Self-Initiated Self-Repair in Western Subanon</td>
<td>Chen (LING) Voice System in Pazih</td>
<td>Zhong (SLS) Scope interaction in child L2 language</td>
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**SCHEDULE**

**KEYONI FEATURED SPEAKERS**
- Bacchilega (ENG) Fairy-Tale Adaptations in Site

**SARIMANOK FEATURED SPEAKERS**
- Kim (EALL) Question-Answer Sequences in Congressional Hearings: Resistance and Pursuit

**Garden Level Dining Room (Wailana)**

**LUNCH BREAK**
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<td>Sarimanok Room</td>
<td>FEATURED SPEAKERS Chen (LING) Comparing the grammar of understudied languages</td>
<td>Kaniela Room FEATURED SPEAKERS Lamb (SLS) Nonhuman charisma in Hawaiian green sea turtle conservation and tourism in Hawai'i</td>
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<td>Sarimanok Room</td>
<td>SESSION 6: LANGUAGE PEDAGOGY &amp; TESTING</td>
<td>Washington Room FEATURED SPEAKERS Pak (English) Failure and Literacy</td>
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<td>2:05-2:30</td>
<td>Sarimanok Room</td>
<td>Minami (EALL) Explicit instructions of first-person pronouns for elementary learners of Japanese</td>
<td>Kaniela Room SESSION 7: SOCIOLINGUISTICS</td>
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<td>Kaniela Room</td>
<td>Handley (LING) (ING) Variation in the English of Speakers from O'ahu and Big Island</td>
<td>Washington Room SESSION 8: PHONETICS &amp; PHONOLOGY</td>
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<td>Washington Room</td>
<td>Fox (EALL) Novel Derivational Patterns in Korean Onomatopoeic and Mimetic Neologisms</td>
<td>Mandarin Room SESSION 9: SYNTAX, SEMANTICS, &amp; PRAGMATICS</td>
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<td>Mandarin Room</td>
<td>Henke (LING) Toward a descriptive understanding of ditransitive constructions in Sasak</td>
<td>Pago Room SESSION 10: LITERATURE, CULTURE, &amp; PHILOSOPHY</td>
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<td>Pago Room</td>
<td>Gunter (English — Winona State University) Sorrow's Child: Agency and Identity in Toni Morrison’s A Mercy</td>
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<td>2:35-3:00</td>
<td>Phung (SLS)</td>
<td>From TBLT to PBLL: An Ecological Perspective</td>
<td>Edmond (SLS) Assimilation and Superdiversity: A Linguistic Landscape Analysis of Cary, NC</td>
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<td>Edmond (SLS)</td>
<td>Pappas (LING) An Exploration of Tonogenesis in Oceania</td>
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<td>Callender (LING)</td>
<td>Pick (LING) The interaction of switch-reference and agreement in Kamano Kafe</td>
<td>Dutil (LLEA) South African postcolonial literature in Wicomb's Playing in the Light</td>
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<td>Schuelke (LING) Towards a Typology of Symmetrical Voice</td>
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<td>Jung (SLS)</td>
<td>Bondoc (LING) What is accessible for relativization in symmetrical voice languages?</td>
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<td>3:35-4:00</td>
<td>Reinagel (SLS)</td>
<td>#일상: Korean Language Learner's Identity on Instagram ♡</td>
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<td>4:05-4:30</td>
<td>Juhn (EALL)</td>
<td>The Possibilities of Detaching ‘ehata’ from the Korean Psych Adjectives</td>
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<td>Vidal (SLS)</td>
<td>Revitalizing ʻŌlelo Hawai‘i: One ‘ohana’s challenges and working solutions</td>
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Jamaica Heolimeleikalani Osorio is a Kanaka Maoli activist, poet, musician, educator, and a PhD candidate in English at the University of Hawai‘i at Mānoa. Her formal research areas are indigenous theory, translation theory, and Kanaka Maoli mo’olelo. Jamaica's introduction to formal education began in her hometown of Pālolo at Ke Kula Kaiapuni o Ānuenue where she honed her aloha for ʻŌlelo and ʻike Hawai‘i. Jamaica is a proud graduate of Kamehameha Schools Kapālama. After high school Jamaica attended and graduated with honors from the Comparative Studies in Race and Ethnicity program at Stanford University and a later received a Master's degree in the Arts Politics program at the New York University Tisch School of the Arts.

Jamaica is a widely published poet and professional performer and has shared her poetry throughout Oceania, on 5 continents, and at the White House by invitation of President Obama. In her free time, Jamaica facilitates poetry workshops for local and Kanaka Maoli youth in Hawai‘i and is a board member of the award winning organization Pacific Tongues. Currently Jamaica is a junior faculty specialist at Native Hawaiian Student Services at the University of Hawai‘i at Mānoa.

Keynote Abstract

Ea and the mo’olelo that raise us

9:15, Keoni

What does Kanaka Maoli Mo’olelo & Art have to do with nation building and self determination? Everything.
Cristina Bacchilega is a professor in the Department of English where she teaches folklore and literature, fairy tales and their adaptations, and cultural studies. Both a Guggenheim and a Fulbright fellow, she has lectured widely and received numerous awards, including the Regents’ Medal for Excellence in Teaching.


**Featured Abstract**

**Fairy-Tale Adaptations in Site**

11:45, Keoni

Inviting us to “imagine the history of the fairy tale as a map,” cultural critic Marina Warner instructs: “unfurl this imaginary terrain in your mind’s eye” and take notice not only of its most dazzling landmarks, but of the web of story routes that spreads across plains and cities, ocean and forest, media and audiences. The fairy-tale map she sketches is expansive, and yet guiding us are the lights “in the windows of that house in the deep forest ahead of us” (2014). One house, one forest: but not the same house or forest lies ahead for each of us. To and from this story house, fairy-tale characters, artists, audiences, and scholars journey through variedly situated spaces of danger and possibility. While rooting these travels are variable desires, at play in fairy-tale journeying as well as in transforming fairy tales are the uncanny experiences of both disorientation and reorientation. From whose story house and to whose do fairy tales’ imaginary excursions take us? How and to what ends do they negotiate disorienting and re-orienting their audiences? Such questions guide my own situated exploration of selected adaptations in today’s fairy-tale web.
Featured Speaker

Dr. Mary Shin Kim - East Asian Languages and Literatures
LLL Junior/Mid-Career Faculty Award for Excellence in Scholarship & Research

Mary Shin Kim is an associate professor of Korean linguistics in the Department of East Asian Languages and Literatures, where she teaches Korean conversation analysis, pragmatics, and sociolinguistics. Her research focuses on investigating the intricate relationship between language and social interaction observed in everyday and institutional settings. She has published on evidentiality, question and answer sequences, repair organization, reported speech, stance, and self-presentation. Her research appears in *Discourse Processes, Discourse Studies, Journal of Pragmatics, Pragmatics and Society, Research on Language and Social Interaction*, and *Text and Talk*, among other places. She currently serves on editorial boards of three refereed journals. Previously, she taught in the Department of Asian Languages and Cultures at the University of California at Los Angeles.

Featured Abstract

**Question-Answer Sequences in Congressional Hearings: Resistance and Pursuit**

11:45, Sarimanok

Congressional hearings provide a unique venue for members of a congress to investigate public figures in a highly public and interactive format. A conversation analytic examination of recent special congressional investigative hearings, which took place at the National Assembly in Korea in 2016, shows how linguistic resources and interactional practices play a critical role in shaping the talk and conduct of the participants, thus affecting the outcome of an investigation. In particular, how a legislator designs his/her questions (types, forms, positions) significantly impacts how he/she challenges, exposes contradictions, and compels testimony from uncooperative witnesses. A question places various constraints on a witness as s/he is expected to answer the question in a manner that abides to the agendas, terms, and presuppositions imposed by the question. However, witnesses can resist or replace the terms and implications of a question by designing a specific response (e.g., *transformative responses, nonconforming responses*), thus balancing between resisting a question and answering it at the same time. This presentation illustrates how the language practices of legislators and witnesses are central to the process of (re)formulating and (re)interpreting facts and information during public hearings.
Victoria Chen is a PhD candidate in the Department of Linguistics. Her dissertation, *A reexamination of the Philippine-type voice system and its implications for Austronesian primary-level subgrouping*, investigates the comparative grammar of indigenous languages spoken in Taiwan, which provides new evidence for the classification of higher-order Austronesian languages. After her dissertation, Chen wants to document the morphosyntax of endangered languages, and explore how similarities and differences in the grammar of closely related languages contribute to their linguistic history and the theory of Universal Grammar. Besides linguistics, Chen likes coffee, music, and animals!

**Featured Abstract**

**Comparing the grammar of understudied languages**

1:15, Sarimanok

Our current understanding of languages has been shaped primarily by the investigation of a small number of well-studied languages, such as English, German, Chinese, and Japanese. In this talk, I discuss why linguistic fieldwork in minority languages is important and how it can contribute to our understanding of human languages in general.

Using my own experience of working on several endangered Austronesian languages spoken in Taiwan, I will discuss (i) how similarities and differences in the grammar of closely related languages may shed new light on the theories of language evolution, and (ii) how several universally observed grammatical rules may serve as a useful tool to better understand the grammar of understudied languages. Last, I will discuss several future directions for documenting the grammar of understudied languages on a comparative basis via collaborative fieldwork.
Gavin Lamb is a PhD candidate in the Department of Second Language Studies whose research interests examine multilingual practices at the nexus of language, society and the environment. Lamb’s dissertation research explores the linguistic and social practices that emerge in the intersecting contexts of wildlife conservation and nature-based tourism in Hawai’i around one charismatic ‘flagship species,’ the Hawaiian green sea turtle. His research seeks to bridge sociocultural linguistics with emerging interdisciplinary research on human-environment relations in the social sciences and humanities. This research addresses the intertwined social and ecological challenges posed by the environmental crisis, from climate change to species extinction, and the diverse cultural responses to its consequences. His dissertation research is supported through the Russell J. & Dorothy S. Bilinski Fellowship.

**Featured Abstract**

**Nonhuman charisma in Hawaiian green sea turtle conservation and tourism in Hawai’i.**

1:15, Kaniela

In this presentation, I explore how *nonhuman charisma* (Lorimer 2007) of the Hawaiian green sea turtle plays a role in their conservation in Hawai’i. Certain wildlife, due to their ‘charismatic’ qualities become a key motivation for the growth of an international wildlife tourism industry. These charismatic, and potentially endangered, creatures are also often considered by conservation efforts as *flagship species*, and provide a means for conservationists to raise public awareness, as well as monetary contributions, to further particular conservation agendas around wildlife and habitat protection in different cultural contexts. My research over the past two years on the practices of human-wildlife interactions reveals the importance of affect as a motivating factor impelling both tourists and conservationists to engage with wildlife in different and sometimes conflicting ways. Emerging multispecies ethnographies in wildlife tourism and conservation contexts have explored how affect opens up possibilities for rethinking the relations between human and nonhuman forms of agency in developing ‘more-than-human’ approaches to environmental ethics in a time of unprecedented species extinction. To examine these possibilities, I draw on developments in sociocultural linguistics and applied linguistics to shed light on how practice-oriented research uncovers the ways distributed, embodied and emplaced relations between language use and human agency function in the material world. In this presentation, I will illustrate how the concept of nonhuman charisma foregrounds affective practice as a central force shaping the linguistic, social and material landscape of human-wildlife relations in the often overlapping contexts of wildlife conservation and tourism. Drawing on data from my on-going ethnographic research including interviews, interactions, and the linguistic landscape of sea turtle conservation and tourism in Hawai’i, I suggest some possibilities for how an applied sociocultural linguistic approach to nonhuman charisma might contribute to these emerging conceptual and ethical challenges of human relations with endangered or threatened wildlife.
Featured Speaker

Michael Pak - English
LLL Award for Doctoral Dissertation Research

Michael Pak is a PhD candidate in the English department. His dissertation, titled “Embracing the Absurdity of Failure: Reimagining Failure in Composition Studies,” urges educators to embrace a nuanced understanding of failure in their own pedagogical approaches. Pak's research interests include popular culture, ethnic American literatures, and composition pedagogy. His work has been published in the anthology Building a Community, Having a Home: A History of the Conference on College Composition and Communication Asian/Asian American Caucus, as well as academic journals Amerasia and Composition Forum. He was privileged to serve as the assistant director of the Writing Center at UH Mānoa from 2014-16.

Featured Abstract

Failure and Literacy

1:15, Washington

A spectre is haunting our classrooms—the spectre of failure. We almost instinctively avoid failure at all costs, and dogmatically thirst for the sweetness of success. But what is failure, and how do our understandings of failure predetermine and/or limit what we perceive and achieve as success? In this excerpt from my dissertation “Embracing the Absurdity of Failure: Reimagining Failure in Composition Studies,” I will explore the concept of failure within literacy studies and basic writing pedagogy. I argue that the stigmatic failure of illiteracy is an unproductive failure that creates anguish for both remedial and advanced students and suggest teaching praxes invested in literacy that work beneficially in the composition classroom.

While literacy pedagogies are not synonymous with basic writing pedagogies, a thorough investigation of literacy, one that does not hold literacy and illiteracy in a success and failure binary, can show teachers how to deal with student anguish in our composition classrooms, both for remedial students and for advanced students. One of the ways that literacy becomes a process is within basic writing pedagogy, which both nurtures and frustrates issues of literacy.
10:15-11:40
Session 1: Language Pedagogy & Testing, Sarimanok
Session 2: Sociolinguistics, Kaniela
Session 3: Phonetics & Phonology, Washington
Session 4: Syntax, Semantics, and Pragmatics, Mandarin
Session 5: Language Acquisition, Pago Pago

11:45-12:30: Featured Speakers

1:15-2:00: Featured Speakers

2:05-4:30
Session 6: Language Pedagogy & Testing, Sarimanok
Session 7: Sociolinguistics, Kaniela
Session 8: Phonetics & Phonology, Washington
Session 9: Syntax, Semantics, and Pragmatics, Mandarin
Session 10: Literature, Culture, & Philosophy, Pago Pago
Positioning Consumers in Commercials for Standardized English Tests
Anna Mendoza (SLS)

This discourse analysis applies the SPEAKING mnemonic developed by Hymes (1986) to commercials for two standardized English tests (the IELTS for international study abroad and the CELPIP for Canadian citizenship) to show how counter-hegemonic discourses of ELF and WEs are co-opted to position test-takers as ideal global and national citizens.

Differences in Women's Speech and Onee Kotoba in Media
Lynn Lethin (EALL)

This paper looks at the difference between women's speech and the speech of gay male drag queens in Japanese by analyzing sentence final particles and gendered first person pronouns.

The Vowels of Sasak
Reuben M. Closson (LING)

Languages vary vastly in their phoneme inventories. A key part of a language documentation project is clarifying the vowel inventory. This paper uses acoustic phonetic data to illustrate the phonetic vowel inventory, and attempt to define the phonemic inventory.

Self-Initiated Self-Repair in Western Subanon
A.L. Blake (LING)

Languages have conventionalized methods of dealing with troubles in conversation when they arise (Schlegoff 1979). Descriptions of repair, however, are not commonly found in reference grammars. This study describes self-initiated self-repair in Western Subanon. Different repair structures are preliminarily identified, then these structures are provisionally matched with their interactional functions.

Intransitive Sentences with Floating Quantifiers in Child Japanese
Maho Takahashi (LING)

This study investigates English-Japanese bilingual children’s knowledge of Floating Quantifiers (FQs) in Japanese, and shows that they are yet to acquire the constraint on FQs in intransitive sentences. Their lack of relevant knowledge is either attributed to their linguistic background, or the experiment not being sensitive enough to detect the knowledge.
Early Schematicity in L2 Mandarin Construction Learning
Reed Riggs (EALL)

This usage-based study looks at syntactic creativity in L2 Mandarin writing after a three-week intensive classroom-based program. Program-final writing samples reveal a generally high degree of schematicity, measured in high type-token ratios in word-slots across a variety construction types. Possible causal factors from the program’s pedagogical interventions are discussed.

Yes, I wakaru: Japanese-English code-switching in oral and written interaction
Sarah Brooke Dell’Orfano (SLS)

This paper hones in on the sociolinguistic reasons behind code-switching in Japanese-English bilinguals, specifically how individuals associate themselves with cultural aspects and social identity. It highlights that code-switching is not always done for a word-search, but for other purposes as well.

Two Patterns of /a/ and /o/ Alternation in Subanon
Sharon Estioca (LING)

Subanon, spoken in the Philippines, shows two patterns of alternations: /a/ changes to /o/ in pre-penultimate position, and /o/ changes to /a/ in penultimate position. Drawing on diachronic evidence, I propose that the /a/ to /o/ alternation was mediated by a vowel-reduction process, whereas the /o/ to /a/ alternation is a vowel harmony process.

Voice System in Pazih
Yi-Chun Chen (LING)

Pazih, spoken by an aboriginal community in central Taiwan, belongs to the Formosan language branch included in the Austronesian language family. Once we have determined the voice system in Pazih clearly, we can shed new light on the little recognized issue of the symmetrical voice system.

Scope interaction in child L2 language
Crystal Jing Zhong (SLS)

This study employs a Truth-value Judgment Task to investigate whether English-speaking child learners transfer inverse scope reading in English sentences containing universal quantifier and negation, e.g., ‘Every horse didn’t jump over the fence’, to the Mandarin equivalents. The results show the participants did not assign inverse scope reading in Mandarin.
Multi-modal Synchronous Communication in an Online Course of Creative Writing
Lin Zhou (SLS)

This study entails ethnographic case studies of ten Chinese high-school students in an online course of English Creative Writing. The synchronous sessions including their textual conversations and responses to whole-class discussions were screen-recorded for multi-modal discourse analysis to investigate how multi-modal synchronous communication affords students’ learning of second language writing.

Conversation between Sasak Speakers in Cultural Context
Khairunnisa (LING)

This work provides evidence from Sasak, a Malayo Polynesian language spoken in eastern Indonesia of how components of communication proposed by Hymes (1972) are integrated with cultural values. Additionally, this work offers a perspective of a native fieldworker.

Reduplication in ‘Oroha: The Multifaceted Process and it’s Affects within the Language’s Grammar
Darren Flavelle (LING)

This presentation covers the known forms of reduplication that exist in ‘Oroha and how they are used to productively change the meanings of words in a myriad of ways. The morphosyntax of ‘Oroha is complex and understudied: this presentation takes the first in depth look at the reduplication patterns found in the language.

The meaningful differences between ‘cohta’ and ‘cotahata’
Heejin Lee (EALL)

In Korean language, ‘cohta’ has meanings of not only expressing the object’s state but also expressing human emotion. The emotional adjective ‘cohta’ can be compared with emotional verb ‘cohahata’. Apparently, ‘cohta’ articulates the subject’s state whereas ‘cohahata’ expresses motion of the subject. However, ‘being behavioral’ in ‘cohahata’ causes complex differences between the two forms in terms of position, meaning, and context.

Examining Effects of Revitalization on Pronunciation of Southern Tutchone Ejectives
Ashleigh Smith (LING)

This paper examines the effects of language revitalization on the acquisition of ejective phonemes in Southern Tutchone. I propose an experiment designed to test levels of perception and production exhibited across various age groups in order to illuminate differences in speech patterns between the generations.
Explicit instructions of first-person pronouns for elementary learners of Japanese
Sayoko Minami (EALL)  
Sarimanok

This study examines how explicit instructions of Japanese first-person pronouns help elementary learners of Japanese to develop their awareness of social factors and use them pragmatically. Findings from pre- and post- survey demonstrate how the explicit instructions influenced their understanding of Japanese first-person pronouns.

(ING) Variation in the English of Speakers from O'ahu and Big Island
Noella Handley (LING)  
Kaniela

This study investigates variation in the pronunciation of –ing in the speech of speakers from O'ahu and the Big Island by analyzing sociolinguistic interviews conducted with four speakers from each island. While the velar variant is dominant in both islands, the alveolar variant occurs more among O'ahu speakers.

Novel Morphophonological Derivational Patterns in Korean Onomatopoeic and Mimetic Neologisms
Bonnie J. Fox (EALL)  
Washington

This study analyzes Korean sound symbolic neologisms for the morphophonological patterns currently in use. Standard sound symbolic terms have a set of standardized rules that can be applied to enact connotational change. Sound symbolic neologisms, however, do not follow these rules in the same manner, and even exhibit novel patterns.

Toward a descriptive understanding of ditransitive constructions in Sasak
Ryan Henke (LING)  
Mandarin

This study presents the first dedicated linguistic description of ditransitive constructions in the Sasak language (ISO 639-3 code sas). Analyzing natural-speech data as well as elicited speech, this paper shows that Sasak ditransitives exhibit several general grammatical characteristics related to argument ordering, pragmatic conditions, and limitations on cliticized arguments.

Sorrow's Child: Agency and Identity in Toni Morrison's A Mercy
Jennifer Gunter (English - Winona State University)  
Pago Pago

Toni Morrison’s A Mercy pivots around Lina, Rebekka, Sorrow and Florens, the women within Jacob Vaark’s household. I discuss Sorrow’s agency and identity through her personal renaissance and motherhood’s effects on her transformation. In labor and parenthood, Sorrow speaks as Complete.
From TBLT to PBLL: An Ecological Perspective
Huy V. Phung (SLS)

In this conceptual paper, PBLL will be discussed through the PBL underlying principles and its elements and how these components are compatible with key findings of SLA and different approaches and methods of L2 pedagogy, particularly Task Based Language Teaching (TBLT). The presentation argues for the study of PBLL from an ecological-semiotic approach as a more holistic approach to language education.

Assimilation and Superdiversity: A Linguistic Landscape Analysis of Cary, NC
Lucas Edmond (SLS)

In this paper, I draw on the tools of linguistic landscapes to examine the transforming diversity of Cary, NC. By focusing mostly on the signage of two prominent diaspora communities in the area, I will raise questions about who has access to participate in the increasing diversity and linguistic pluralism found in the area and who this benefits.

An Exploration of Tonogenesis in Oceania
Leah Pappas (LING)

This paper conducts an analysis of tonogenesis in two regions of Oceania: the Morobe Province of Papua New Guinea and New Caledonia. It identifies similarities and differences of the process in the two regions and identifies areas for future study.

Stance and engagement features in academic writing in Korean
Seunghye Yu (EALL)

Based on Hyland’s interactional model, this study presents a corpus-based investigation of academic writings to explore ways in which L1 writers of Korean construct their authorial stance and engagement with readers. Findings will be discussed in terms of linguistic features of Korean, L1 transfer, and its pedagogical implication.

South African postcolonial literature in Wicomb's Playing in the Light
Matthieu Dutil (LLEA)

This novel revolving about the problems of identity and skin color ends on an unforgettable and perplexing note. Through the analysis of the structure and style of the ending of the novel, lights is shed on the link to the history of South Africa and the novel.
#일상: Korean Language Learner's Identity on Instagram
Raquel Reinagel (SLS)

This work in progress focuses on analyzing how learners of the Korean language construct and display their identity through the popular photo and video social sharing tool, Instagram. Through discourse analysis, Korean language learner's bios, photos, videos, captions, hashtags, and emojis are analyzed to produce a picture of the variety of identity production tools they use to be seen and be heard.

Language Focus in a Bilingual Sociolinguistic Interview
Yu-Han Lin (SLS)

This study examines how language becomes a focus in a bilingual sociolinguistic interview utilizing conversation analysis. Focuses include how language focus is activated and recipient-designed for the interviewer, and how the language expert-novice relationship is locally and sequentially constructed by both the interviewee and interviewer.

What Can We Say about the Languages of Ancient Europe
Douglas Callender (LING)

Little is known about the languages of Europe before Indo-European. This presentation goes over what we do know about the Paleo-European language situation, then evaluates the various hypotheses regarding Paleo-European, all while trying to situate Ancient Europe into more general patterns of linguistic diversity.

The interaction of switch-reference and agreement in Kamano Kafe
Andrew Pick (LING)

This paper discusses the interaction of switch-reference and agreement in the Papuan language Kamano Kafe, in which verbs agree with their own subject, as well as the subject of the following verb. Kamano Kafe's particularly elaborate system adds to our understanding of the typology of switch-reference and agreement.

Identity Formation in Pacific Literatures: Selfhood between Va and the Psyche
Kaela Goodman Clapp (ENG)

This paper mobilizes Freud's model of the psyche with the Samoan concept of va in order to better understand individual development in relation to the community. This work takes place through an analysis of Pacific literature, specifically Albert Wendt’s Sons for the Return Home and “The Cross of Soot.”
The Possibilities of Detaching ‘-ehata’ from the Korean Psych Adjectives
Dianne Juhn (EALL)

A comparison between teaching the ‘-ehata’ structure in psych adjective stems to describe a 3rd person’s emotive states and the real-life usage of ‘-ehata’ from the psych adjective stems in Korean language.

Narrative analysis of North Korean defector students' interviews
Hye Young Jung (SLS)

This paper examines the identities North Korean defector students revealed in media interviews and illustrates their difficulties. The study is relevant to other contexts, such as refugees or certain immigrant groups of students who have been through traumatic experience with a feeling of being isolated from the mainstream society.

Towards a Typology of Symmetrical Voice
Peter Schuelke (LING)

This talk presents comprehensive typology of symmetrical voice. I start by reviewing current diagnostics proposing a unified diagnostic. It is then possible to map the logical possibilities and the attested patterns. The talk concludes by proposing an implicational hierarchy which accounts for observed gap in the paradigm.

Kanaloa Unconquerable: Liberating Indigenous Identity
Sarah Goodson (ENG)

Finding the formation of Hawaiian identity in the stories of Kanaloa, and through the rich practice of moʻolelo, cultural activism is granted the space to reconnect Hawaiians to land and self, against the absolute imperative of colonialism that remains steeped in the Pacific today.
Revitalizing ʻŌlelo Hawaiʻi: One ʻohana’s challenges and working solutions
Mónica Vidal (SLS)  

This paper examines the case of Hawaiian language transmission, which provides an understanding of the challenges parents face in revitalizing an indigenous language that they were not raised speaking. Challenges expressed ranged from smaller lexical matters, to the wider struggle of learning ʻŌH and Hawaiian culture through familial experience over book-learning. This study adds to the literature on bidirectional language transmission and the ideological effects of majority languages.

What is accessible for relativization in symmetrical voice languages?
Ivan Paul Bondoc (L1NG)  

This paper presents data on the acceptable relativization patterns from three Philippine languages exhibiting symmetrical voice (Pangasinan, Tagalog, and Blaan), and proposes a potential accessibility hierarchy for relativization for languages having the same voice types.
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Keoni Auditorium – 1st Floor

Wailana Room – Garden Level