March 21, 2018

To the awards committee,

I am very pleased to recommend Joan Palmer Bajorek be awarded the Outstanding Graduate Student Award for this upcoming year. Joan is enrolled in my Technology and Online Language Teaching course this Spring, and it has been a pleasure getting to know her and her work over the last three months. Her dissertation research takes a rigorous and independent approach to evaluating the learning outcomes associated with ImmerseMe VR technology software, a highly innovative new language learning environment. She is examining the development of speaking, pronunciation, and interactional skills in this environment – an important area of research because of the ‘speaking skills gap’ in CALL. She has a considerable and impressive number of publications, focused on evaluation educational technology, corpus-informed social media (Twitter) L2 discourse analysis, and pronunciation. She has presented at several key conferences and has made connections in the ed tech/CALL industry.

Joan has taken a non-conventional approach to CALL professionalization, which I truly admire. She does not intend to enter academia as a researcher, but instead wants to be an ed tech industry consultant and professional, trained in, and able to speak to, CALL academia. I believe she is successfully accomplishing this goal, that she is building alternate, viable bridges between CALL academia and the burgeoning commercial CALL/ed tech industry, and illuminating this pathway for future students. I believe we should recognize this publicly, because these illuminated bridges keep us relevant in the minds of industry, consumers, and university leaders. Moreover, when people like Luis van Ahn, the President of Duolingo, implies that he has no need for academic-based CALL or SLA research, yet still makes millions as his product is recognized as CALL by the average everyday language learner, we need people who understand that bridges go both ways and how to cross them. I think Joan has real potential to lead her generation, people who have grown up with everyday CALL technologies, to understand that CALL research must inform CALL industry, and vice-versa. I believe that CALICO should recognize her efforts as they will open pathways and bear fruit for others who follow.

Thank you, and please do not hesitate to contact me with any further questions.

Best,

Jonathon Reinhardt
II. To the mentor professor
A. Please answer the following questions regarding the graduate student candidate.

1. Is the candidate in good academic standing? YES NO
2. Has the candidate begun dissertation research/data collection? YES NO
3. Is the candidate’s dissertation primarily focused on CALL? YES NO

B. Please provide a letter of recommendation focusing on the elements in section I of the application and speak to why this graduate student is deserving of the CALICO Outstanding Graduate Student Award.

Please email this application cover sheet along with the candidate’s responses, his/her CV, and your responses and letter to Esther Horn at ec06@TXSTATE.EDU. Thank you very much for your participation in this process.
I. To the candidates
Once you have completed this award application, please forward it and a current CV to your mentor professor for finalization and emailing to CALICO. Fill out the personal information and respond to the five questions with a maximum of 200 words for EACH question.

<table>
<thead>
<tr>
<th>Name</th>
<th>Joan Palmiter Bajorek</th>
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| University & name of degree program | University of Arizona
Second Language Acquisition & Teaching (SLAT) Program
Affiliated Programs: UA Linguistics & Human Language Technology
Linguistics, MA, 2016
University of California, Davis |
| (Tentative) title of dissertation | Language Learner Experiences with Educational Technology: Automatic Speech Recognition, Virtual Reality-Based Software, & Learner Pronunciation |
| Organization memberships (include dates) | • AAAL: 2015-Present
• Arizona Working Papers: 2017
• CALICO: 2016-Present
• Girls Who Code: 2017-Present
• Laureate-Cambridge Online Language Learning Research Network (OLLReN): 2017-Present
• Linguist List: 2015-Present
• National Postdoctoral Association: 2017-Present
• Pronunciation for Teachers, Dr. John Levis: 2017-Present
• Pronunciation in Second Language Learning & Teaching (PSLLT): 2017-Present
• R-Ladies Coding Organization: 2017-Present
• Women Techmakers Tucson: 2017-Present
• UC Davis Symposium on Language Research: 2014-2016
• UX@UA Meetup (User Experience Group): 2017-Present |
My primary research focus is EdTech (educational technology), a booming and under-researched sector of our field. Hundreds of millions of language learners (L2) worldwide are influenced by EdTech and experience language learning solely through this medium.

My dissertation research explores L2 learner experiences with virtual reality (VR) technology, automatic speech recognition (ASR), and L2 pronunciation outcomes. With ImmerseMe VR technology software and audio recording software from Lingt, I am collecting pretest and posttest data from 200+ L2 French learners. The research data is from mixed methods including demographic background, attitudes, listening, speaking, time stamped backend data, and interviews.

Specifically, my research questions look at interactivity of spoken output as an affordance of the VR technology, anxiety levels related to speaking to ASR in different contexts that extrapolate to the real world, and pronunciation development of listening and speaking skill. In addition to my analyses, the qualitative data will also be analyzed by a second coder, a specialist in user experience work. The 7,000+ audio files from pretest and posttest activities will also be systematically analyzed for phonetic features spoken by the participants.

This research will inform future development of VR technology and ASR as EdTech tools for learner-centered CALL.
2. Describe your CALL research undertaken: projects (e.g. CALL development, pedagogical modules, innovations...) completed and/or currently in progress perhaps as preparation for your dissertation or with another researcher. (200 words max)

For the French pronunciation app, BonApp, I consulted with researchers Dr. Dan Nolan and Dr. Dana Lindaman, of University of Minnesota, Duluth. As they built and prototyped their app, I provided feedback to them about the design and efficacy of the app. Due to their interest in supporting interdisciplinary projects and my background in L2 French phonetics, we had fruitful discussions about how the app could be improved and what might be the next research steps in the project.

As a user experience (UX) consultant, I contracted with the company PitchVantage. This online software builds public speaking and presentation skills of users. The software analyzes the speech of speakers as well as provides a visualization of an audience of the presentation that are human avatars. If the presenter speaks to slowly and looks at their notes, the avatars noticeably lose focus and get bored.

To improve their product, I was hired to analyze their user dashboard. Utilizing my background in pedagogical research and graphic design, I provided them with constructive feedback about how to improve the product through modifications to layout, color story, and gamification features. With this feedback about their product, PitchVantage can improve the UX for their clients and their own sales pitches.
3. Describe your experience in language teaching using CALL. (200 words max)

Since 2011, I have been teaching French and English to second language learners in a variety of settings, from universities to language camps almost all with some element of computer aided language learning (CALL).

As part of my doctoral coursework, I designed online language courses. One course targeted intermediate French phonetics instruction using a variety of speech technology tools. The other was a suite of French data-driven corpus lessons that could be used flexibly as a supplement to traditional introductory French courses.

At UC Davis, I independently taught French hybrid classes in a communicative and task-based style. In class there was time for talking and the homework was primarily online. I designed projects that required students to create multimodal presentations about their passions to enrich their vocabulary in French and help them articulate their ideas for real-world usage.

Working for the French Ministry of Education in Toulouse, I worked with 300+ French students to bring English enrichment programs to underserved youth. We did not have access to technology, instead worked with paper and handouts. I created lessons about the pragmatics of emojis, staged mock political debates, and designed clapping games to work on prosody awareness.
4. Describe up to three subjects on which you have written articles for peer reviewed journals (sole or contributing author). (200 words max). Explanations = 190 words

**Educational Technology (EdTech)**
At the intersection of CALL and the EdTech sector is a prolific and important sector of growth for research and development. Investigating the role of speech technology, automatic speech recognition, name-brand software, free resources, and impacts on learners are topics explored in these articles.


**Forthcoming**


**Twitter/Online Corpora**
In addition to designing data-driven pedagogy, I have published research on the comparison of Twitter language and written and spoken corpora (Bajorek, 2016). I also have another project underway that considers authentic French language corpora from around the world (Lonsdale & Le Bras, 2009) as compared to French vocabulary in 12 prominent introductory French textbooks (Wagner, 2015). These comparisons of data sets help to illustrate the direction of the field and how data can help to inform powerful, authentic CALL tools.


**Pronunciation/Phonetics**
Coined the “Cinderella of language teaching” (Celce-Murcia, Brinton, & Goodwin, 2010, p. 2), explicit L2 pronunciation teaching has long been a neglected stepchild in SLA. Only recently has there been an uptick in research (Lord, 2005, p. 558; Thomson &
Derwing, 2014). A shift is underway where EdTech products better support L2 phonetics development with tools such as text-to-speech, automatic speech recognition, and speech technology.

5. Describe your involvement with CALICO and your anticipated participation in its future. (200 words max)

When I began my graduate studies at UC Davis, Dr. Robert Blake shared the importance of CALICO to the CALL field. As my close mentor, he pointed me to many resources from CALICO that have fundamentally shaped me as a researcher.

I first presented at CALICO in 2017 and was inspired by the abundance of ideas. The experience bolstered my confidence and gave me strategic feedback that supported my four publications in 2017. This year at CALICO, I am excited to get feedback on my dissertation research.

In the future, I see CALICO as a community of scholars that connects researchers and with EdTech industry leaders and developers. Currently, EdTech company representatives are commonplace at CALICO, but not to its full potential. After my doctoral studies, I plan to work for a technology company in research, design, and implementation of tools. CALICO has helped me to start building a network includes companies such as Duolingo, Mango Languages, Rosetta Stone, Babbel, Voxy, and McGraw-Hill, among others. Companies, designers, researchers, academics, instructors, and learners in CALL can all learn from one another. As I build my career, this is how I want to foster to support fruitful research and EdTech products.
EDUCATION

2016–present  PhD Candidate, Second Language & Teaching Program, University of Arizona
               University of Arizona Graduate College Fellowship 2016-2017

2016           MA, Linguistics, University of California, Davis

2013           BFA, Photomedia: Photography and Graphic Design, UW
2013           BA, French with Honors, University of Washington (UW)

PUBLICATIONS


               https://journals.uair.arizona.edu/index.php/itet/issue/view/1481


LANGUAGE EMPLOYMENT

2014-2016  Associate Instructor of French: University of California, Davis: FRENCH 001, 003
2015      Instructor of English: University of California, Davis Extension Program
2013-2014 English Language Instructor, French Ministry of Education, Toulouse, France
2013      Team Lead- English Literacy Group: UW Alternative Spring Break: Tonasket, WA
2013      Advanced French & Darkroom Photo Instructor: Canoe Island French Camp, WA
2013      French Immersion Teacher: Language Link LLC: Seattle, WA
PROFESSIONAL EXPERIENCE


Analysis of analytics data related to user experience with the automatic speech recognition system and virtual reality-based software. 13,000+ users worldwide. Pilot study research of survey and interview data regarding French student learning experiences with software.

2017-18  Webmaster: University of Arizona, Postdoctoral Affairs, Research, Development, & Innovation

2017-2018  User Interface and User Experience (UI & UX) Consultant, Freelance Web Design Work: PitchVantage

2017  Women Techmakers Tucson Hackathon Organizer and Presenter, University of Arizona

SELECTED PRESENTATIONS


2018  Co-Presenter: “Hey Siri, What is Automatic Speech Recognition and Why Do We Care?” University of Arizona, iSpace, Friday Tech Talks


2017  Presenter: “Let’s Talk Language Technology,” Girls Who Code, Timbercrest Middle School, WA

2017  Workshop Presenter: “Twitter, YouTube, and Books: Ways to Play with the Data All around Us,” Women Techmakers Tucson Hackathon, UA


2017  Presenter: “French & Spanish Pronunciation in CALL Software: Rosetta Stone, Duolingo, Babbel, & Mango Languages,” Pronunciation in Second Language Learning and Teaching (PSLLT), University of Utah


2017  Presenter: “Pronunciation, Identity, and Linguistic Insecurity: Spanish Heritage and Non-Heritage Students” Fourth Annual Symposium on Spanish as a Heritage Language, University of California, Irvine

2017  Presenter: “Adjective Complexity in L2 Learner Corpora: Freq., Variation, & Length” SLAT Interdisciplinary Roundtable, University of Arizona

2016  Presenter: “Adjective-Noun Placement Variation in French Twitter Corpora” Corpus Linguistics Fest, Indiana University
PROFESSIONAL ORGANIZATIONS
American Association of Applied Linguistics (AAAL): 2015-Present
Arizona Working Papers: 2017
Computer Assisted Language Instruction Consortium (CALICO): 2016-Present
Girls Who Code: 2017-Present
Laureate-Cambridge Online Language Learning Research Network (OLLReN): 2017-Present
Linguist List: 2015-Present
National Postdoctoral Association: 2017-Present
Pronunciation for Teachers, Dr. John Levis: 2017-Present
Pronunciation in Second Language Learning & Teaching (PSLLT): 2017-Present
R-Ladies Coding Organization: 2017-Present
Women Techmakers Tucson: 2017-Present
UX@UA Meetup (User Experience Group): 2017-Present

LANGUAGE PROFICIENCY
ENGLISH Native Speaker SPANISH Conversational
FRENCH Professional Fluency ITALIAN Conversational

SERVICE, COMPETITIONS, & COMMITTEES
2017 Grad Slam Finalist, Graduate & Professional Student Council, University of Arizona
2017 Science Fair Judge, Southern Arizona Science and Engineering Foundation (SARSEF)

SOFTWARE PROFICIENCY
PRAAT, Audacity, WordPress, D2L, Sakai, Adobe Photoshop CS6, Adobe Lightroom 5, Adobe Bridge, Facebook, Twitter, LinkedIn, Chrome, Microsoft Word, PowerPoint, Excel, Google Sites, Google Drive including Docs, Sheets, Slides, & Forms. Experience with: Python, R, & HTML

GRAPHIC DESIGN cargocollective.com/joanpalmiterbajorekdesign
2017 Graphic Designer: SLATSA Interdisciplinary Conference Flyer and Program, Tucson, AZ
2016 Graphic Designer: UC Davis Graduate Student Association Marketing Materials
2012-present Freelance Graphic Designer: Posters, Programs, & Logos

SELECTED PHOTOGRAPHY & GALLERIES cargocollective.com/joanpalmiterbajorek
2016 Alaska Airlines Magazine, Photograph Published, January 2016, Vol. 40, # 1, p. 98
2015 Pence Gallery, Photograph Exhibition, Davis, CA
2012-2013 UW Hall Health Center, Yearlong installation & Pieces Purchased
2012 Jacob Lawrence Gallery, Seattle, WA Juried School of Art Open Show: Spring & Fall