February 26, 2018
Ms. Esther Horn
CALICO

CALICO's Robert A. Fischer Outstanding Graduate Student Award 2018

Dear Ms. Horn:

It pleases me to write in very strong support of Alexandra Martín (ABD) who is applying for the CALICO’s Robert A. Fischer Outstanding Graduate Student Award 2018. Sandra is my mentee who is currently finalizing the statistical analyses of her dissertation data in order to write up her Results chapter to be followed by her Discussion and Conclusion chapters. She plans to defend her dissertation later this semester. I also know Sandra in the following capacities: (1) a former student in three of my graduate courses, (2) an instructor in my non-Intensive language program, (3) my current Assistant Director for the Intermediate level (Spanish) program, and (4) a co-author of two refereed publications.

There is no doubt in my mind that Sandra is a well-qualified candidate for this award. Sandra’s doctoral dissertation project easily reflects her deep interest in two of the fastest growing strands of research in the field of instructed second language acquisition (ISLA), namely, the roles of technology (and more specifically, type of synchronous computer-mediated communication, namely, Video-, Text-, and Voice-based SCMC) and working memory on L2 development, with solid implications for online or technology-driven instruction. Indeed, this study is pioneering given that her independent variables (both external and internal factors in language learning) have yet to be empirically addressed together in one research design in the field. The findings will provide researchers not only with a better understanding of potential differences or lack thereof between types of SCMC but also pedagogical ramifications for the classroom setting that is witnessing an
exponential uptick in technological usage in the language curriculum. I have no doubt that the findings of this dissertation will be influential in the Technology strand of research and the potential for publication in one of our top refereed journals is clearly strong. [The pilot study of her dissertation has recently won the prestigious graduate student Wilga Rivers award at the 2018 AAAL conference where she will be presenting it next month.]

Sandra’s candidacy is clearly supported by her impressive involvement in both the empirical and pedagogical aspects of technology. Empirically, in addition to her dissertation, she has participated in a study of the benefits of Teletandem when compared to the traditional classroom format. This study entailed quite a large amount of time gathering, coding and analyzing for complexity and accuracy the data of both experimental conditions (Teletandem vs. traditional) gathered over three stages during one semester. This study was presented at an international conference last year and is part of an edited book proposal on Teletandem viewed from both a socio-cultural and psycholinguistic perspective. Sandra and a colleague are also participating in an empirical study with me that will be included in the SLR Handbook of classroom learning: Processing and processes (Routledge). They are currently coding and analyzing data gathered from two computerized instructional conditions (processing instruction vs. guided induction) to address their respective effect on L2 development. One of the conditions (guided induction) required the creation of an online maze game that was carefully designed to promote participants’ depth of processing while they navigated the different levels of perceived complexity of the target structure – the Spanish clitics. It is noteworthy that the study is not only addressing behavioral performance, like previous studies, but pioneering the effort to tap into the internal processes demonstrated during the instructional session via the use of the concurrent data elicitation procedure of think aloud protocols.

Pedagogically, Sandra incorporates technology in all her classes, be it a language, linguistics, or business class. Suffice it to say that Sandra’s students’ high appreciation of her teaching is easily reflected in her consistently and almost perfect student evaluations over all the years she has been teaching with us. The value of such evaluations is even more impressive when one considers that Sandra has taught courses ranging from first year to upper level courses, which is indeed remarkable. Sandra ranks in the top 1 percentile in teaching success in the Department.
In sum, Sandra’s profound interest in technology, her active and empirical pursuit in this technology-driven strand of instructed second language acquisition (ISLA) that includes her dissertation and several empirical studies, together with her use of technology in her classes all underscore a candidate who fits very well the profile this award requires. I very strongly support Sandra’s candidacy for this prestigious award.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Ronald P. Leow, Professor
Applied Linguistics
Director, Spanish Language Instruction
Email: leowr@georgetown.edu
https://gufaculty360.georgetown.edu/s/faculty-profile?netid=leowr%2F
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>Alexandra Martin</th>
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| University & name of degree program | Georgetown University  
Spanish Applied Linguistics |
| Organization memberships (include dates) | • American Association for Applied Linguistics (AAAL)- Since 2016  
• The Computer Assisted Language Instruction Consortium (CALICO)- Since 2016  
• American Association of Teachers of Spanish & Portuguese (AATSP)- Since 2016  
• Modern Language Association (MLA)- Since 2016  
• Northeast Modern Language Association (NEMLA)- Since 2016 |

1. Provide a description of your primary research in CALL with a short justification regarding its future significance to teaching and learning.

My dissertation focuses on investigating the newest forms of Synchronous Computer-Mediated Communication (SCMC), combined with feedback, for the learning of complex grammatical structures. The growing presence of SCMC via audio-based and video-chat programs such as Skype and Google Hangouts in online language courses has been documented in the literature (Ziegler, 2016a, 2016b). However, empirical studies addressing the efficacy of these new environments for language learning have been scarce thus far (e.g., Granena, 2016; Monteiro, 2014). While research up to date lends general support to the claim that text-based SCMC has a positive impact on second language (L2) learning (e.g., Lin, Huang & Liou, 2013), comparisons between this mode and video- or audio-based SCMC have not abounded in the literature. Additionally, the role of learners’ internal factors such as working memory capacity (WMC) in the SCMC mode has begun to be explored in previous research, but only for text-based SCMC (e.g., Lai, Fei, & Roots, 2008; Payne & Whitney, 2002), whereas video- and audio-based SCMC have yet to be addressed. My dissertation will help fill these gaps in the literature by investigating the potential of three different communication modes (text-based, video-based, and audio-based SCMC) for L2 Spanish grammatical learning, while exploring whether WMC might mediate the effects of mode for L2 learning.

*References provided at the end of the document
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.

1. **Teletandem project**: in this study, I investigated the effects of video-based telecollaboration interactions between American and Mexican students for the development of Spanish linguistic complexity and accuracy over a semester, while comparing these interactions to other students’ interactions who remained in the classroom and communicated face-to-face. While students doing Teletandem seemed to improve their complexity more, students who experienced face-to-face interactions seemed to improve their accuracy to a greater extent.

2. **Synchronous Computer-Mediated Communication (SCMC) and feedback**: for my dissertation (described in 1 above), I have created all the SCMC interaction tasks (3 versions of an online interactive task), two posttests (one oral, one written), and one PowerPoint tutorial to review some grammatical forms. Data of 72 participants are being analyzed at the moment.

3. **E-tutors and online games**: in this study, the focus is on comparing two e-tutors applying different methodologies (processing instruction and guided induction). The research team for this study has created the guided induction e-tutor from scratch. This e-tutor is a maze game in which students need to master the direct object pronouns in Spanish to get out of four different mazes (representing the different levels of complexity for this structure) while earning money on the way. Data on students’ learning, their processing, and their attitudinal data are currently being analyzed.

3. Describe your experience in language teaching using CALL.

- At the beginning of the semester, I tend to use the **online voice recorder Vocaroo** to have students record a short introduction of themselves (two minutes) at home and upload it to our course website. Students record their voices, and also listen to their classmates’ recordings and fill-in an online survey (created by me) to discuss their answers on the next day in class.
- I have used **Kahoot** in my Gateway to Linguistics course to review linguistic concepts covered in class, and students loved this activity every time. They even created some Kahoot games themselves when they had to be teachers for one day.
- In my Intermediate II class, I often use **short movies** to foster students’ creativity in and outside of the classroom. I have found great short movies with activities ideas on this website before: [https://www.profedeel.es/profesores/cortos-aula-ele-propuestas/](https://www.profedeel.es/profesores/cortos-aula-ele-propuestas/)
- In my Business Spanish course, students created their **videocurricula** after analyzing some videocurricula altogether in the classroom. It was astonishing to see their creativity and use of Spanish in this activity.
- In my Heritage Spanish course, students had to write different **blog entries**
commenting on various aspects of the cultural readings. Sometimes, they discussed each other’s contributions, and one time we even had a prize awarded to the best blog entry.

4. Describe up to three subjects on which you have written articles for peer reviewed journals (sole or contributing author).

1. **Spanish for the Professions & Task-based Language Teaching (TBLT).**
   In this project, we conducted a needs analysis and designed a cutting-edge, task-based syllabus that attends to the needs of a diverse population of students taking Business Advanced Spanish courses. Some of the tasks included in the syllabus were designing your CV in Spanish, interviewing in Spanish, and writing a formal email in Spanish.

2. **Textual Enhancement to promote L2 learning.**
   In this project, a critical overview of textual enhancement, as it relates to the classroom, is provided. We extend the typical approach to include a review of concurrent data-elicitation procedures, namely, eye-tracking and think-alouds.

3. **E-tutors & Online Games.**
   In this state-of-the-art project, two e-tutors applying different methodologies are compared in terms of learning, processing, and learners’ attitudes and satisfaction.

5. Describe your involvement with CALICO and your anticipated participation in its future.

   I have been a member of CALICO since 2016, when I attended CALICO at Michigan State University (East Lansing). I presented my first CALL project there, entitled ‘Cognitive Capacity and the Development of Accuracy and Complexity in L2 Oral Production During a Semester of Synchronous Computer-mediated Communication vs. Face-to-face’. I fell in love with the conference, as I thoroughly enjoyed the amicable environment, the talks, colloquia and posters, and the connections I created. I especially
enjoyed the way in which experienced colleagues and academics in the field interacted with more junior scholars such as myself, giving us feedback and advice for our future research. Since then, I have encouraged my colleagues to attend CALICO. Although I haven’t been able to attend the conference for the past two years, I have still renewed my membership, as I like to enjoy the benefits and information I get through it. Additionally, I am a regular reader of the CALICO Journal. In the future, I hope to keep attending the CALICO Conference and I hope to publish my research in the CALICO Journal one day.

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.
References


ALEXANDRA MARTIN

Intercultural Center 442
Georgetown University
Washington DC, 20057-1039

E-mail: am3101@georgetown.edu
Phone: (202) 910-7762

EDUCATION

<table>
<thead>
<tr>
<th>Year(s)</th>
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<th>Institution</th>
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</table>
| 2015-2018     | Ph. D. SPANISH APPLIED LINGUISTICS (ABD) | Georgetown University | Mentor: Dr. Ronald P. Leow  
| June 2015     | M.S. SPANISH LINGUISTICS      | Georgetown University               | GPA: 3.97/4  
| June 2013     | M.A. SECONDARY SCHOOL TEACHING, VOCATIONAL TRAINING AND LANGUAGE TEACHING TRAINING (SPECIALIZATION: ENGLISH) | University of Salamanca           | GPA: 9.34/10 |
| June 2008     | B.A. TRANSLATION AND INTERPRETING | Autónoma University of Madrid      |                                                                      |

ACADEMIC PROFESSIONAL EXPERIENCE

Teaching Appointments

- 2013-present Graduate Teaching Assistant of Spanish.  
Georgetown University. Department of Spanish and Portuguese.
- AY 2011 Foreign Language Teaching Assistant  
Bard College. Department of Foreign Languages, Cultures, and Literatures.

Coordination Appointments

- 2016-present Assistant Director. Georgetown Spanish Language Program: Intermediate I & II.
- Spring 2016 Interim Director. Georgetown Business Spanish Program.
- Summer 2015 Assistant Director. Georgetown Barcelona Summer Abroad Program.

Research Appointments

- AY 2015 Material Developer and Designer for the ITEL Project (Initiative on Technology-Enhanced Learning). ‘Teaching to Teach: Preparing the Future Language Teacher’  
Supervisor: Dr. Cristina Sanz.
- AY 2013, Fall 2015 Research Assistant for supervisors Dr. Cristina Sanz, Dr. Héctor Campos, and Dr. Tania Gentic.
- AY 2014 Consultant: Transcription for telecollaboration project  
Supervisors: Dr. Michael Ferreira and Dr. Ronald P. Leow

Assessment Appointments

- AY 2014, AY 2015, Rater of the Study Abroad Spanish Language Proficiency Exams  
Office of Global Education & Dep. of Spanish and Portuguese, Georgetown University.
- AY 2016 Rater of the Spanish Oral Proficiency Exams  
School of Foreign Service & Dep. of Spanish and Portuguese, Georgetown University.

PUBLICATIONS AND WORK IN PROGRESS


**PRESENTATIONS, COLLOQUIA & POSTERS**


2017 Leow, R., Martin, A. To enhance or not to enhance to promote L2 development: What the research reveals. Invited Talk at Sungkyunkwan University, Seoul, Korea. September 8.


2017 Martin, A. Learning Outcomes and Learners’ Attitudes in Heritage Tailored Courses vs. Mixed Courses. Paper presented at the National Symposium on Spanish as a Heritage Language, UC Irvine, California, February 16-18


WORKSHOPS AND INVITED TALKS


Martin, A. (2016, August). Hablantes de Herencia en la clase de ELE. Spanish Teaching Methodology Workshop, Department of Spanish & Portuguese, Georgetown University.


TEACHING EXPERIENCE

Georgetown University, Washington DC, USA
Fall 2014 SPAN 004, Introductory Spanish II
Spring 2015, Fall 2016 SPAN 022, Intermediate Spanish II
Spring 2017 SPAN 200, Gateway to Linguistics
Fall 2017 SPAN 203, Advanced Spanish for Heritage Speakers
Fall 2014, Summer 2015, Fall 2015 SPAN 209, Advanced Spanish for Business I
Spring 2016 SPAN 389, Advanced Spanish for Business II
Summer 2016 SPAN 392, Teaching Spanish
Summer 2015  SPAN 313, Bilingualism: Mind and Context

**UNESP, São Paulo, Brazil**

Summer 2014  Advanced Spanish Language and Culture

**Bard College, NY, USA**

Fall 2011, Spring 2012  SPAN 106 Basic Intensive Spanish,
Fall 2011  SPAN 201 Intermediate Spanish I
Spring 2012  SPAN 265 Introduction to Literary Analysis

**St. Angela’s Ursuline School, London, England**

AY 2008, AY 2009  Introductory Spanish, Intermediate Spanish

**Brampton Manor School, London, England**

AY 2009  Introductory Spanish, Intermediate Spanish

### HONORS AND AWARDS

- **February 2018**  Wilga Rivers Award
  American Association for Applied Linguistics (AAAL) Conference
- **February 2017**  Best Graduate Student Abstract
  4th Symposium on Spanish as a Heritage Language
- **July 2016**  First-Time Attendee Scholarship
  American Association of Teachers of Spanish & Portuguese (AATSP)
- **Spring 2016**  Georgetown Graduate Student Teaching Award Finalist
- **March 2016**  Travel Grant
  Northeast Modern Language Association (NEMLA)
- **AY 2015, AY 2016**  Travel Grant
  Georgetown University
- **AY 2011**  Fulbright Scholarship
  Fulbright Language Teaching Assistant (FLTA)
  Bard College, Annandale-on-Hudson, New York.
- **Summer 2009**  One of the Four Best Study-Abroad Supervisors of the Year
  Astex (Language Courses Abroad), Madrid, Spain.
- **AY 2008**  Teaching Assistantship
  St. Angela’s Ursuline School, London, UK.
- **AY 2006**  Erasmus Scholarship
  One Year Study-Abroad Program
  Heriot Watt University, Edinburgh, Scotland

### PROFESSIONAL SERVICE

**Conference Organization**

**Georgetown University, Washington DC**

- **September 2017-present**  Graduate Students Mentor
  Graduate Students Mentorship Committee
- **October 2016**  Invited Chair, Study Abroad panel
  Hispanic Linguistics Symposium
- **October 2016**  Volunteer
  Hispanic Linguistics Symposium
- **March 2016**  Volunteer
  Georgetown University Round Table on Languages and Linguistics (GURT)
- **February 2016, April 2015**  Volunteer
  Graduate Portuguese and Hispanic Symposium (GRAPHSY)
- **March 2014**  Volunteer
  Current Approaches to Spanish and Portuguese Second Language Phonology (CAPSLAP)
Other Conferences
February 2017  Invited Chair, Mixed HL-L2 Classes/Interactions panel. 4th National Symposium on Spanish as a Heritage Language
April 2016  Volunteer, AAAL Conference
May 2016  Volunteer, CALICO Conference, Michigan State University

Reviewer
March 2017  Manuscript reviewer, Proceedings for the HLS (Hispanic Linguistics Symposium)

Other Voluntary Work
Dec 2015-May 2016  Vice President of Spanish Linguistics
GSPO (Georgetown's Graduate Spanish and Portuguese Student Organization).
May 2016-May 2017  GSO (Graduate Student Organization) Representative
GSPO (Georgetown's Graduate Spanish and Portuguese Student Organization).
August 2011-May 2012  Co-president and Organizer
Mesa de Español [Spanish Conversation Club], Bard College
January 31, 2012  Spanish-English, English-Spanish Interpreter

LANGUAGES

<table>
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<tbody>
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<td>Spanish</td>
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<td>English</td>
<td>Near-native</td>
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<td>French</td>
<td>Intermediate</td>
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<tr>
<td>Portuguese</td>
<td>Intermediate</td>
</tr>
</tbody>
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OTHER EDUCATIONAL EXPERIENCE

October 2017  “Developing and using rating scales for writing assessment” Prof. Sara Cushing
March 2016  “Useful Evaluation in Language Programs” Workshop Prof. John McEwan Davis
January 2016  “Connecting Practice with Theory in Business Language Studies: Adapting Content and Method to Context and Purpose” Workshop Prof. Michael Scott Doyle
October 2015  “Teaching Foreign Language and Culture Through Business Cases” Workshop Prof. Anna Helm & Margaret Gonglewski
March 2015  “Teaching and Researching Technology-Mediated Language Learning” Workshop Prof. Marta González-Lloret

OTHER WORK EXPERIENCE

2008  Consultant for the Department of Language Courses Abroad
International House, Madrid, Spain.

2009-2012  Students’ Supervisor in Study Abroad Language Programs
Astex (Language Courses Abroad), Madrid, Spain.
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- American Association for Applied Linguistics (AAAL)
- The Computer Assisted Language Instruction Consortium (CALICO)
- American Association of Teachers of Spanish & Portuguese (AATSP)
- Modern Language Association (MLA)
- Northeast Modern Language Association (NEMLA)

SUMMARY OF ADMINISTRATIVE DUTIES

**Assistant Director, Intermediate Spanish**
- Coordinated up to 22 Intermediate I and II (SPAN 021 & 022) Spanish sections and up to 13 instructors for four semesters
- Created quizzes and exams and managed online course content
- Updated curriculum and assessment methods as needed
- Supervised and evaluated instructors’ teaching performance
- Advised instructors in classroom management and departmental policy administration
- Addressed student concerns and disciplinary infractions

**Interim Director, Georgetown Business Spanish Program**
- Directed a multisection level (SPAN 389) for one semester
- Updated curriculum and assessment methods as needed
- Created quizzes and exams and managed online course content
- Addressed student concerns and disciplinary infractions

**Language Proficiency Exams Coordinator, Georgetown Overseas International Programs**
- Coordinated the administration of pre Study-Abroad exams for four semesters
- Oversaw up to 3 instructors per semester
- Organized the administration of up to 50 proficiency exams

**Assistant Director, Georgetown Barcelona Summer Abroad Program**
- Developed curriculum changes and assessment materials (Advanced Business Spanish)
- Conducted cultural orientation in the study abroad environment
- Accompanied students on fieldtrips in the Catalonian region
- Supervised students in residence hall

GRADUATE COURSES TAKEN

**Georgetown University**

**Theoretical Linguistics**
- History of the Spanish Language & Spanish Dialectology (Thomas Walsh, Ph.D.)
- Semantics & Pragmatics I (Elena Herburguer, Ph.D.)
- Generative Syntax I & II (Héctor Campos, Ph.D.)
- Spanish Phonology I & II (Alfonso Morales-Front, Ph.D.)

**Second Language Acquisition, Bilingualism & Teaching Methodology**
- Instructed Second Language Acquisition (SLA) (Ronald Leow, Ph.D.)
- Introduction to SLA & Bilingualism (Lourdes Ortega, Ph.D.)
- Seminar: Language Learning and Technology (Ronald Leow, Ph.D.)
- Seminar: L2 Development & Study Abroad (Cristina Sanz, Ph.D.)
- Seminar: Depth of Processing in L2 (Ronald Leow, Ph.D.)
- Spanish Teaching Methodology (Cristina Sanz, Ph.D.)
- Task-based Language Teaching & Learning (TBLT) (John Norris, Ph.D.)

**Research Methods**
- Research Methods (Allison Mackey, Ph.D.)
- Statistics for Linguistic research (John Davis, Ph.D.)
- Advanced Statistics (Luke Plonsky, Ph.D.) [Auditor]
University of Salamanca

- Psychology of Education
- Diversity Awareness in Education
- Organization and History of the Educational System
- Educational Counseling (Familial and Academic)
- Sociology of Education
- Didactics in the Specialty of English
- English Teaching Resources
- Methodology in the Specialty of English
- English Language Assessment
- English Teaching Content
- History of Teaching English
- Innovation in Teaching English
- Initiation to Educational Research in Teaching English
- Curricular design
- English Teaching Internship (Teacher Observations)
- English Teaching Internship (In-class instruction)
- End of Master's Thesis

REFERENCES

- **Dr. Ronald P. Leow**, Professor of Applied Linguistics, Director of Non-Intensive Spanish Programs, Department of Spanish & Portuguese, Georgetown University
  - Email: leowr@georgetown.edu
  - Phone: 202-687-5840

- **Dr. Cristina Sanz**, Chair & Professor of Applied Linguistics, Director, Barcelona Summer Program, Department of Spanish & Portuguese, Georgetown University
  - Email: cristina.Sanz@georgetown.edu
  - Phone: 202-687-6134

- **Dr. Héctor Campos**, Associate Professor, Director of Heritage Spanish, Gateway to Linguistics, Department of Spanish & Portuguese, Georgetown University
  - Email: camposh@georgetown.edu/ camposh76@yahoo.com
  - Phone: 202-687-5748

- **Dr. Michael Ferreira**, Associate Professor, Director of Graduate Studies, Department of Spanish & Portuguese, Georgetown University
  - Email: mjf62@georgetown.edu
  - Phone: 202-687-6134