February 8, 2022

Dear CALICO Graduate Student Award Committee:

It is my pleasure to write this letter of support for Ms. Blanche Gao for the Robert A. Fischer Outstanding Graduate Student Award 2022. I have known Blanche since she took my Intro to CALL class in 2020, where she excelled. She is an active member (currently Vice President) of the CALL Club at ASU, which organizes several CALL-related events throughout the year, including the AZCALL conference. Additionally, she served as TA for my CALL Praxis class in spring 2021 and for my SLA class this past fall semester. Her performance as a TA in both classes was exceptional. She attended weekly class sessions and regularly led class discussions targeting student postings. She also assisted in trouble shooting technical issues when we were still online last spring and proved herself to be a knowledgeable, responsible, and caring TA.

She is a passionate researcher in the field of game-mediated second and foreign language learning and will present her work at this year’s CALICO conference in Seattle. Her research forwards the L2 gaming agenda as she seeks to understand the nuances in different learning contexts, for example, English language learners in secondary school content classes. Her research also helps bridge the research-pedagogy gap through conducting ethnographic, classroom-based research in this domain. She has wisely reached out to CALL scholars outside of the ASU community who specialize in L2 gaming to be members of her dissertation committee.

I am sure that as Blanche continues to contribute to the global CALL community and emerge as a CALL teacher-scholar, her presence in CALICO will be especially influential and welcome! She is already involved in CALICO’s Gaming SIG and is getting more involved with Graduate Student SIG as well. She has already shown her enthusiasm and commitment at a local level with her ongoing leadership role in the CALL Club at ASU as well as her efforts is helping organize the AZCALL 2021 and 2022 conferences. She is also very involved in organizing other club activates, such as our spring research incubator and spring guest lecture.

Ms. Gao is certainly an excellent graduate student and emerging CALL scholar. I give her my highest recommendation for this award.

Sincerely yours,

Bryan Smith
Professor Of Applied Linguistics
Editor, CALICO Journal
Yuchan Gao (Blanche)
She/her/hers

Doctoral Candidate in Learning, Literacies, and Technologies
Mary Lou Fulton Teachers College
Arizona State University

Email: ygao148@asu.edu
Website: isearch.asu.edu
ORCID ID: 0000-0002-6216-2801

EDUCATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Learning, Literacies, and Technologies</td>
<td>Arizona State University, Tempe</td>
<td>Expected: June 2023</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Committee: Elisabeth R. Gee (chair), Katie Bernstein, Jonathon Reinhardt (University of Arizona), Julie Sykes (University of Oregon)</td>
<td></td>
</tr>
<tr>
<td>ME.d.</td>
<td>Curriculum and Instruction</td>
<td>University of Virginia, Charlottesville</td>
<td>2017</td>
</tr>
<tr>
<td>B.A.</td>
<td>Linguistics (concentration in TESOL)</td>
<td>Southern Illinois University, Carbondale</td>
<td>2015</td>
</tr>
</tbody>
</table>

Professional Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Description</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert.</td>
<td>Computer-Assisted Language Learning</td>
<td>Arizona State University, Tempe</td>
<td>2021</td>
</tr>
<tr>
<td>Cert.</td>
<td>Content Language Integrated Learning (CLIL) Specialist</td>
<td>Oxford TEFL Teacher Training</td>
<td>2019</td>
</tr>
<tr>
<td>Cert.</td>
<td>Diploma Programme (DP) Language B Category 2 English Acquisition Instructor</td>
<td>International Baccalaureate Program</td>
<td>2018</td>
</tr>
<tr>
<td>Cert.</td>
<td>Apple Teacher Training</td>
<td>Perkiomen School, Pennsylvania</td>
<td>2017</td>
</tr>
<tr>
<td>Cert.</td>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
<td>University of Virginia, Charlottesville</td>
<td>2016</td>
</tr>
</tbody>
</table>

PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Research Assistant</td>
<td>Arizona State University, Tempe</td>
<td>2019-present</td>
</tr>
<tr>
<td></td>
<td>Mary Lou Fulton Teachers College</td>
<td></td>
</tr>
</tbody>
</table>
**Graduate Teaching Assistant** 2020-present
Arizona State University, Tempe
Department of English

**Secondary School ESL Instructor** 2017-2019
Perkiomen School, PA
BISS International School, Beijing, China
Harrow International School, Beijing, China

**Curriculum Director** 2017-2019
Perkiomen School, PA
BISS International School, Beijing, China
Harrow International School, Beijing, China

**Department Coordinator** 2018
BISS International School, Beijing, China
Department of Language Acquisition

**Teaching Consultant, Writing Tutor, Communication Consultant** 2015-2017
University of Virginia, VA
Center for American English Language & Culture
School of Continuing & Professional Studies
McIntire School of Business

**Teaching Assistant** 2014
Southern Illinois University, Carbondale
Department of Linguistics

**SCHOLARSHIP**

**Refereed Journal Articles**

**Refereed Conference Proceedings**

**Regional and National Conferences**


Gao, Y. (2021, February). Ready to be a spy? A review of a language learning game Spywatch Lex. Presentation accepted at the Teachers College Doctoral Council Education Research Conference, Tempe, AZ.


Posters and Workshops

**Gao, Y.** (2021, April) *Game design: Language learning through an AR-supported game*. Presentation accepted to Playful collaboration: Workshop on design of learning analytics for digital game use in the classroom. The 11th International Learning Analytics and Knowledge Conference, Online format.


**Gao, Y.** & Singha, S. (2020, February). *Ideal or fantasy? Autonomy and willingness for risk-taking in avatar-design games*. Poster presented at the Institute for Social Science Research Graduate Student Poster Competition at Arizona State University, Tempe, AZ

**Manuscripts in Preparation**


**GRANTS, FELLOWSHIPS, AWARDS, AND HONORS**

**Awards & Honors**

*American Educational Research Association (AERA)*

Graduate Student Travel/Registration Award 2021

*Computer and Internet Applications in Education Special Interest Group*

*Southern Illinois University*

Senior Class Academic Honors 2015

International Students Tuition Awards ($1000) 2014

**Grants**

*Arizona State University*

$2000 Graduate and professional Students Association Research Support Grant Spring 2022

$1000 LLT Dissertation Grant Spring 2022

$200 Dr. Zsuzsi Abrams AZCALL Travel Grant Spring 2022

$150 Graduate College Travel Award January 2022

$750 Mary Lou Fulton Teachers College Travel Grant Spring 2021

$750 Mary Lou Fulton Teachers College Travel Grant Fall 2021

$750 Mary Lou Fulton Teachers College Travel Grant Spring 2020

$750 Mary Lou Fulton Teachers College Travel Grant Fall 2020

$750 Mary Lou Fulton Teachers College Travel Grant Spring 2019

$500 Graduate and Professional Students Association Travel Grants Spring 2021

*Southern Illinois University*

$500 Undergraduate Student-to-Student International Grant 2014

**Fellowships**

*Arizona State University*

$80,000 Mary Lou Fulton Teachers College Fellowship 2019-present
TEACHING EXPERIENCE

College Teaching & Tutoring
Teaching Assistant, LIN520: Second Language Acquisition Theories, Professor Bryan Smith, Arizona State University-Tempe, Fall 2021
  • Graded graduate students’ assignments and instructed partial class activities
Teaching Assistant, APL 558: Computer-Assisted Language Learning Praxis, Professor Bryan Smith, Arizona State University-Tempe, Spring 2021
  • Graded graduate students’ assignments and instructed partial class activities
Teaching Consultant, Classroom Communication for International Teaching Assistants, CAELC, UVa, January 2016-May 2017
  • Co-taught 3 sessions of 20 international graduate teaching assistants
Writing Tutor, Center for American English Language & Culture (CAELC), UVa, August-December 2016
  • Instructed Academic Writing course for 20 science-focused ESL graduate and undergraduate students individually regarding global and social issues
Head Classroom Assistant, Visiting Faculty Program, School of Continuing & Professional Studies, UVa, August 2015-May 2016
  • Supervised assistants’ team, organized classroom management, and facilitated in group work
Teaching Assistant, Department of Linguistics, SIU, August-December 2014
  • Created collaboratively exclusive curriculums and assessment tools
  • Facilitated in-class teaching of 25 international undergraduates in English Speaking & Listening course
Chinese Tutor, East Asian Studies Department, UVa, January-May 2016
  • Tutored individual undergraduates based on specific needs
Chinese Language Teacher, Chinese Language & Culture Table, SIU, August 2013-May 2014
  • Instructed novice CFL learners in conversational Chinese, designed personalized curriculums and conducted appropriate assessment

K-12 Teaching
Content and Language Integrated Learning (CLIL) Support Teacher, Harrow International School Beijing, October 2018-June 2019
  • Provide in-class support to Year 8 students and instruct CLIL English lessons
  • Collaborate with various departments to revise curricula and integrate CLIL to daily lessons
  • Serve as a house co-tutor and member of schoolwide CLIL Committee
MYP English Acquisition / DP English Language B Instructor, Language Acquisition Department Coordinator, and ESOL Support Coordinator, Beijing BISS International School, August-October 2018
  • Instructed Intermediate/Advanced English Acquisition courses to Grade 6-12
- Designed and revised English Acquisition Curriculums and administered English Placement Assessments
- Facilitated Language Acquisition Department and supervised ESOL Support team
- Served as Grade 8 Homeroom teacher and offered “English Corner” after school activities

Curriculum Director, English Language & American Culture Institute, Perkiomen School, Pennsylvania, February-July 2018
- Designed overarching academic program and curriculum, created engaging lesson plans and instructional materials, and served as a source for ESL instructors throughout the program

ESL Instructor, Perkiomen School, Pennsylvania, July 2017-June 2018
- Taught from 6th graders to 11th graders Beginning and Intermediate level ESL courses
- Created authentic lesson materials, design and revised departmental curriculum
- Collaborated with other faculties and departments and provided “Push-In” and “Pull-Out” support in content classes
- Led school-wide professional development workshops for teachers
- Served as advisor and dorm parent to a group of students, advised after school Yearbook activities and host various student workshops

ESL Specialist, ESL@PERK Summer Camp, Perkiomen School, Pennsylvania, July-August 2017
- Designed academic English curriculum and weekly lesson plans
- Coached and supported ESL instructors in delivering and assessing quality instruction
- Participated in residential life planning and monitoring and provided language support

ESL Teacher Intern, St. Anne’s-Belfield School, Virginia, January-May 2017
- Facilitated and tutored in ELL Humanities class for grades 9 and 10 students

ESL Teacher Intern, Buford Middle School, Virginia, January 2016-December 2017
- Directed ESL Digital Storytelling Project with group of grade 7 and 8 students
- Conducted Disciplinary Literacies and Engineering Project (ESL Maker Space) with group of grade 7 ESL students to improve writing and speaking skills

EFL Instructor, Beijing Royal School, China, July-August 2016
- Taught intermediate English course with topic of “American Culture” to grades 7 and 10 (400+ students) for total of 80 hours
- Served as foreign homeroom teacher in 4 classes (100+ students) and coached extracurricular activities and post-curricular events

English Teacher, Beijing Royal School, China, May-June 2016
- Taught TOEFL-prep courses (Listening, Speaking & Writing) to grade 11 (150+ students) for total of 60 hours
- Drafted final English assessment for current grade 10 and edited English curriculums for incoming grade 10
- Translated school-wide English-Chinese documents, simultaneously interpreted at bilingual conferences and presentations, hosted school speech contests for teachers
PROFESSIONAL AFFILIATIONS

American Association for Applied Linguistics (AAAL)  
Graduate Student Council (GSC), Event Planning Subcommittee member, June 2020-present

The Computer-Assisted Language Learning (CALL) Club at ASU  
Vice President, January 2022-present  
Communication Officer, June 2020-December 2021

The Infinity Game Lab  
Operation Officer, Arizona State University-Tempe, Fall 2019-present

Computer-Assisted Language Instruction Consortium (CALICO)  
Special Interest Group: Gaming, Fall 2019-present

Teaching English to Speakers of Other Languages (TESOL) International Association, Fall 2017-present

American Educational Research Association (AERA), Fall 2019-present

International Society of the Learning Sciences (ISLS), Fall 2019-present

SCHOLARLY SERVICE

Reviewer Experience

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ludic Language Pedagogy</td>
<td>2022</td>
</tr>
<tr>
<td>AZCALL Annual Conference</td>
<td>2020-2021</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages (TESOL) International Association</td>
<td>2021</td>
</tr>
<tr>
<td>American Educational Research Association (AERA)</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Learning Sciences Graduate Student Conference (LSGSC)</td>
<td>2019</td>
</tr>
</tbody>
</table>

Conference/Event Organizing Experience

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>AZCALL Annual Conference</td>
<td>2020, 2021, 2022</td>
</tr>
<tr>
<td>CALL Club, ASU</td>
<td></td>
</tr>
<tr>
<td>Graduate Student Council (GSC) Workshops, Webinars, Networking Events</td>
<td>2021, 2022</td>
</tr>
<tr>
<td>American Association for Applied Linguistics (AAAL)</td>
<td></td>
</tr>
<tr>
<td>CALL Research Incubator, Spring Talk</td>
<td>2020, 2021, 2022</td>
</tr>
<tr>
<td>CALL Club, ASU</td>
<td></td>
</tr>
</tbody>
</table>

Others

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Student Representative to the Programs Committee</td>
<td>2021-2022</td>
</tr>
</tbody>
</table>

LANGUAGES

Mandarin Chinese (native proficiency)
English (native equivalent)
Cantonese Chinese (comprehension level)
French, Spanish, Korean (foundational level)
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>Yuchan Gao (Blanche)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University &amp; name of degree program</td>
<td>Arizona State University-Tempe PhD in Learning, Literacies, and Technologies CALL Certificate (already completed)</td>
</tr>
<tr>
<td>(Tentative) title of dissertation</td>
<td>Game-Mediated Second Language Learning in a Secondary Content Class: Exploring Opportunities through Social Interaction and Languaging</td>
</tr>
<tr>
<td>Organization memberships (include dates)</td>
<td>Ludic Language Pedagogy Reviewer, Spring 2022-present American Association for Applied Linguistics (AAAL) Graduate Student Council (GSC), Event Planning Subcommittee member, June 2020-present The Computer-Assisted Language Learning (CALL) Club at ASU Vice President, January 2022-present Communication Officer, June 2020-December 2021 Volunteer member, December 2019-May 2020 The Infinity Game Lab 2nd Officer, Fall 2021-present 4th Officer, Arizona State University-Tempe, Fall 2019-Spring 2020 Computer-Assisted Language Instruction Consortium (CALICO) Special Interest Group: Gaming, Fall 2019-present Teaching English to Speakers of Other Languages (TESOL) International Association, Fall 2017-present Conference reviewer 2021</td>
</tr>
</tbody>
</table>
1. Provide a description of your primary research in CALL with a short justification regarding its future significance to teaching and learning.

My primary research in CALL revolves around the use of games and game-mediated activities in second and foreign language learning and teaching, in particular for English language learners. Gaming in CALL has received growing attention in the past years and is suggested to be effective for language learning. However, games come with different types and genres, and each case might provide dissimilar opportunities for language learning and teaching. Therefore, much still needs to be known regarding its effectiveness in differentiated learning contexts, for example, in what ways do English language learners interact with each other and languaging through participating in co-gameplay and wraparound activities in a secondary school content (physics) class. This particular focus is not only the topic of my ongoing dissertation but also an area to which I hope to contribute my future scholarship.

To be specific, I am proposing a content-integrated, task-based, gaming approach which is an instructional approach that prescribes the use of game-mediated activities to provide English language learners with diverse opportunities for language and content learning through social interaction with peers. In my dissertation study, I designed a series of wraparound activities that supplement a commercial game and implemented them in a secondary school physics class in the US. My plan is to use my dissertation to playtest this learner-centered, game-mediated instructional approach in a classroom setting and refine the approach in an iterative fashion. Moreover, I hope to contribute to bridging the research-pedagogy gap that commonly exists in educational research, in particular second language research by conducting classroom-based research and suggesting detailed implications for field practitioners.

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.

My dissertation titled Game-Mediated Second Language Learning in a Secondary Content Class: Exploring Opportunities through Social Interaction and Languaging (tentative) is a currently ongoing project that explores how game-mediated activities provide opportunities for second language learning in a high school physics class in the US. This three-article-format dissertation aims to produce three separate but relevant publishable articles with one conceptual article proposing the content-integrated, task-
An ongoing game design project was first developed in a technology and education class in 2019 and then further established through several conference presentation (i.e., CALICO 2021) and workshops (i.e., Infinity Game Lab at ASU, Game2Collab at CASLS). I plan to continue refining the game design and seeking avenues for publications as now I have collected some gameplay data and player feedback.

My advisor (Dr. Elisabeth Gee) and I have been working on a manuscript of a critical literature review paper that reviews previously published empirical articles (2010-2021) based on how the authors defined the use of games and game-mediated activities. We plan to submit this manuscript to a CALL-related journal by the end of March 2022.

I am currently working on identifying a topic for publishing at the Learning Technology Review column of the CALICO journal.

3. Describe your experience in language teaching using CALL.

I strongly believe that technologies can be used as a tool to support language learning. I am also passionate about incorporating different technologies into my own teaching practices. At the level of K-12 teaching, I used a number of external websites and apps (e.g., Quizlet, Kahoot, Flipgrid, Seesaw) to enhance my students’ learning experiences on a regular basis. Moreover, I believe it is every teacher’s job to intentionally incorporate opportunities for students to learn and practice digital literacies. For instance, I designated sections of my curriculum for technology-based projects (e.g., extensive reading and book sharing using a slideshow). At the level of university teaching, I continued incorporating the use of technologies (e.g., slideshows, storyboards, Padlet) to connect language learning to students’ daily lives in the university ESL classes. In addition, I served as a TA in the CALL Praxis class and Second Language Acquisition class for Dr. Bryan Smith. I introduced several learning technologies (e.g. Mozilla) to the class and I was in charge of grading and providing comments for students’ weekly postings on the courseware sharing assignment (i.e., each student needs to share several pieces of courseware that have values for language learning and/or teaching throughout the semester). The CALL Praxis class was carried out online due to the Covid pandemic, and I helped manage the facilitation of the lecture and class discussion in different online software, such as Zoom and Spatial Chat.

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

My advisor (Dr. Elisabeth Gee) and I were invited to publish a conceptual article about using game-mediated strategies to support adult learners’ literacy development. This article was already submitted and accepted and is currently in preparation for press.

My advisor and I have been working on a critical literature review about how authors defined their uses of games and/or game-mediated approaches. We plan to submit the final draft to a CALL-related journal by March 2022.

5. Describe your involvement with CALICO and your anticipated participation in its future.
I have been a member of the CALICO community since 2019 and I also joined the gaming SIG and attended their regular meetings since then.

I submitted a manuscript to the CALICO journal although it was declined due to its nature of being a literature review rather than an empirical study. However, I plan to submit an article to the Learning Technology Review column in the CALICO journal by Fall 2023. I also plan to submit my dissertation study to the CALICO journal by Spring 2023.

I attended and presented at the CALICO 2021 conference. I will be presenting again at the CALICO 2022 conference. In addition, I will work as a student volunteer to help organize the 2022 conference.


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
2. Has the candidate begun dissertation research/data collection? YES
3. Is the candidate’s dissertation primarily focused on CALL? YES
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.