Dear CALICO colleagues,

I am extremely eager to support Tricia Thrasher, fourth-year Ph.D. student in French with a concentration in Second Language Acquisition Teacher Education (SLATE) and in Computer-Assisted Language Learning (CALL) and with a Graduate Certificate in TESOL, to receive CALICO’s Graduate Student Award. I have been Tricia’s advisor since her entry in our M.A. program in 2015 and her director of research since her entry in our Ph.D. program in 2018. Tricia has proven to be an outstanding scholar in the making whose extraordinary rigor and research productivity deserve to be recognized.

For the past 4 years, and in the midst of the Covid-19 crisis, Tricia has been diligently and very productively working on a bold and innovative CALL research project for her dissertation titled *Saying ‘au revoir’ to anxiety in a heartbeat: the benefits of virtual reality*. In this study, Tricia focuses on Intermediate learners of French as a foreign language aiming to reach Advanced proficiency who are part of Generation Z (i.e., born after 1995). As the most ethnically, linguistically, and culturally diverse generation in the US to date, Gen Zers can be predicted to demonstrate great dispositions for language learning. Yet, as digital natives who conceive socialization with a “mobile first” mindset, they consider the reality of their social interactions to be situated online, while they admit dreading the type of face-to-face interactions that language programs set to prepare them for. Recently, all of these pre-existing theoretical dispositions have been put to the test by the drastic restrictions in teaching and learning that have accompanied the emergence and lasting effects of the Covid-19 crisis. It is thus imperative to understand the extent to which and conditions under which the pre-existing symptoms of language anxiety affecting language learners belonging to Generation Z can be impacted and/or alleviated by various forms of learning environments, particularly under the type of urgency, uncertainty, and threat that have been definitional of the Covid-19 crisis.

For that purpose, Tricia’s study represents a great and timely contribution to research all together in SLATE, in CALL, and in the Digital Humanities, as she sets to explore whether and under which conditions learners’ language and anxiety could be affected, both in the short- and in the long-run, by experiencing challenging problem-solving interpersonal speaking (1) face to face, (2) during online teaching and learning via Zoom, and (3) in an immersive Social Virtual Reality (SVR, specifically *VTime*). In this 16-week-long quasi-experimental mixed methods study guided by a Complex Dynamic Systems Theory framework, Tricia innovatively maps out the relationship between language anxiety – as assessed through complementary self-reported and physiological measures (heartbeat rates) – and different facets of proficiency – including comprehensibility, intelligibility, fluency, and language background – as they are impacted by changes in the learning environment within which students are immersed. Her study thus establishes which specific affordances present in the different learning environments contributed to impede or alleviate anxiety and the quality of oral production based on the
anxiety background of participants – for instance, the possibility to cut the sound of the microphone in Zoom, or students’ embodiment through avatars in VTime. She also dives into the reality of anxiety as an evolving emotion by investigating, via audio-visual screen captures, how the co-constructed discourses of two focus groups unfold in terms of levels of negotiation of meaning, relative to each participant’s evolving anxiety. Data collection and data analysis have been completed. Writing of the dissertation has been completed. Tricia is scheduled to defend on March 30, 2022.

This study has real, hands-on implications for the computer-mediated teaching and learning of languages, both at the administrative and at the classroom level, as it provides language administrators and instructors with a true research-based insight into how and why to best utilize the different learning environments – particularly online learning as it has developed during the covid-19 crisis – to provide language learners with anxiety-reduced opportunity to produce oral language of quality in interpersonal exchanges. The true cutting-edge nature of this study as well as its critical contribution to our field of studies have been recognized by the highly competitive national Duolingo Grant in Language Learning with Technology Tricia was awarded in August 2020 ($5,000), as well as the Language Learning grant she was awarded in February 2021 ($2,000) to help her finance the technological equipment (SVR headsets and heartrate monitors), and the National Federation of Modern Language Teachers Associations (NFMLTA) Dissertation Support Grant in November 2021 ($2,500) to help remunerate raters necessary for the study.

Moreover, Tricia has also been involved as a research team member and co-author into my own research study, titled (Dis)connection of connected learners: Smartphones’ impact on proficiency and intercultural competence in Gen Z learners abroad, that received a competitive ACTFL’s Research Priority Award in August 2019. More specifically, she contributed to two research articles, one under consideration in Frontiers: The Interdisciplinary Journal of Study Abroad titled Unfolding of COVID-19 Crisis in a Study-Abroad Program: Voices of Stakeholders Involved in the Evacuation, the other in press in Foreign Language Annals titled Proficiency Development and Smartphone Usage in Study Abroad: Microgenetic Longitudinal Case Studies of French Learners.

Please don’t hesitate to contact me, should you need more details about Tricia Thrasher’s remarkable research path as a graduate student. I would like to restate my very eager support.

Sincerely,

Dr. Aurore Mroz
Assistant Professor of French – Second Language Acquisition Teacher Education (SLATE)
The University of Illinois at Urbana-Champaign
Department of French and Italian
707 S. Mathews Ave - FLB 2109
Urbana, IL 61801 - USA
apmroz@illinois.edu
EDUCATION

Ph.D. French – Concentration in Second Language Acquisition and Teacher Education (SLATE)  Expected May 2022
University of Illinois at Urbana-Champaign
Committee: Dr. Aurore Mroz (Director), Dr. Zsuzsanna Fagyal, Dr. Randall Sadler, Dr. Florin Dolcos, & Dr. Marissa Barlaz
(Defense scheduled for March 30 2022)

Graduate Certificate in Mentoring  2021
University of Illinois at Urbana-Champaign

Graduate Certificate in Teaching English as a Second Language  2020
University of Illinois at Urbana-Champaign

M.A. French – Concentration in French Language Learning/SLATE  2018
University of Illinois at Urbana-Champaign
Thesis Title: “The Influence of L3 German on L2 English Phonemic Vowel Acquisition by L1 French Speakers: A Mixed Methods Study.”
Advisor: Dr. Aurore Mroz

B.A. French and Francophone Studies (Honors Track)  2014
The University of Tennessee, Knoxville
Advisor: Dr. Sébastien Dubreil

Study Abroad  2012 – 2013
Université de Caen

PUBLICATIONS


Co-Editor (with Dr. Randall Sadler) of CALICO Journal Special Issue February 2023 (forthcoming) titled: XR Crossing Reality to Enhance Language Learning

PRESENTATIONS

INVITED TALKS


Thrasher, T. (January 2020). The impact of social virtual reality on L2 French learners’ anxiety and oral production. Department of Educational Psychology, University of Illinois at Urbana-Champaign, IL.

ORAL PRESENTATIONS

Mroz, A., & Thrasher, T. (June 2022). *Proficiency development and smartphone usage in study abroad: Microgenetic longitudinal case studies of French learners.* Computer Assisted Language Instruction Consortium (CALICO), Seattle, WA.

Sadler, R., & Thrasher, T. (June 2022). *How do we immerse our students in language learning?* Technology Showcase for Computer Assisted Language Instruction Consortium (CALICO), Seattle, WA.


Sadler, R., & Thrasher, T. (February 2021). *VR spaces and faces: An exploration of the usability of virtual reality environments for telecollaboration.* 18th Annual Cambodia Teaching English to Speakers of Other Languages Conference (CamTESOL), Online.


Thrasher, T. (February 2020) “I felt more at ease”: *How social virtual reality impacts L2 French learners' anxiety and oral production.* Midwest Association for Language Learning Technology (MWALLT), Iowa City, IA.


**POSTER PRESENTATIONS**

Thrasher, T. (April 2019). “There is less pressure to be perfect”: How VR can impact L2 French learners’ anxiety and oral production (a pilot study). The Illinois Language and Linguistics Society, Champaign-Urbana, IL.

Thrasher, T. (May 2016). *The Influence of L2 German on L3 English phonemic vowel acquisition: A mixed methods study (proposal)*. Graduate SLATE Symposium at the University of Illinois at Urbana-Champaign, Champaign-Urbana, IL.

**CAMPUS TALKS**

Thrasher, T. (April 2021). Invited panel speaker at the *French and Italian graduate workshop on fellowships*. University of Illinois at Urbana Champaign.

Thrasher, T. (April 2019). *Integrating technology into the language classroom*. Presentation for the Graduate Students of French and Italian at the University of Illinois at Urbana-Champaign, IL.

Thrasher, T. (November 2018). *Using VOKI as a pedagogical tool in the language learning classroom*. Presentation at the Language Teaching Share Fair at the University of Illinois at Urbana-Champaign, Champaign-Urbana, IL.

Thrasher, T. (August 2018). *Using machine translation in the language learning classroom*. Concurrent Session at the Graduate Academy for College Teaching at the University of Illinois at Urbana-Champaign, Champaign-Urbana, IL.

**RESEARCH EXPERIENCE**

Research Assistantship (Dr. Aurore Mroz)  
*University of Illinois at Urbana-Champaign*  
January 2020 – April 2021

- Worked on research project examining the impact of phone usage on the development of study abroad students’ French proficiency.
Assisted in transcribing, cleaning, coding, and analyzing data using R, SPSS, and MAXQDA.

Co-authored research articles and co-presented papers at conferences.

**RESEARCH INTERESTS**
- Computer-assisted language learning
- Integration of immersive technologies into teaching and learning
- Learner interactions and group dynamics in virtual environments
- Foreign language anxiety and oral production skills
- Subjective and objective anxiety measures
- Oral proficiency and L2 oral skills
- Complex dynamic systems theories
- Mixed-methods research

**GRANTS & FELLOWSHIPS**

<table>
<thead>
<tr>
<th>Grant/Program</th>
<th>Amount</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>NFMLTA-MLJ Graduate Dissertation Writing Support Grant</em></td>
<td><em>National Federation of Modern Language Teachers Associates – $2,500</em></td>
<td>October 2021</td>
</tr>
<tr>
<td><em>Reed Fellowship 2021</em></td>
<td><em>Department of French &amp; Italian, University of Illinois – $4,000</em></td>
<td>Summer 2021</td>
</tr>
<tr>
<td><em>Language Learning Dissertation Grant</em></td>
<td><em>Language Learning Journal – $2,000</em></td>
<td>Spring 2021</td>
</tr>
<tr>
<td><em>Graduate College Conference Participation Award</em></td>
<td><em>Graduate College, University of Illinois – $200</em></td>
<td>Fall 2020</td>
</tr>
<tr>
<td><em>Duolingo Dissertation Grant in Language Learning with Technology</em></td>
<td><em>Duolingo – $5,000</em></td>
<td>Fall 2020</td>
</tr>
<tr>
<td><em>Summer Research Fellowship</em></td>
<td><em>Department of French &amp; Italian, University of Illinois – $3,800</em></td>
<td>Summer 2020</td>
</tr>
<tr>
<td><em>Graduate Students of French &amp; Italian Travel Awards</em></td>
<td><em>Department of French &amp; Italian at the University of Illinois – $100</em></td>
<td>Spring 2020</td>
</tr>
<tr>
<td><em>Second Language Acquisition &amp; Teacher Education Conference Travel Award</em></td>
<td><em>Program in SLATE at the University of Illinois – $250</em></td>
<td>Spring 2020</td>
</tr>
<tr>
<td><em>Larkin Burl Price Scholarship</em></td>
<td><em>Department of French &amp; Italian, University of Illinois – $200</em></td>
<td>Spring 2020</td>
</tr>
<tr>
<td><em>Second Language Acquisition &amp; Teacher Education Doctoral Research Award</em></td>
<td><em>Program in SLATE, University of Illinois – $500</em></td>
<td>Fall 2019</td>
</tr>
<tr>
<td><em>Virtual Reality Seed Grant</em></td>
<td><em>VR at Illinois Group, University of Illinois – $800</em></td>
<td>Fall 2019</td>
</tr>
<tr>
<td><em>Knudson &amp; McPherson Fellowship</em></td>
<td><em>Department of French &amp; Italian at the University of Illinois – $2,500</em></td>
<td>Summer 2019</td>
</tr>
<tr>
<td><em>Foreign Language &amp; Area Studies (FLAS) Fellowship</em></td>
<td><em>European Union Center, University of Illinois – $2,500</em></td>
<td>Summer 2019</td>
</tr>
<tr>
<td><em>Graduate College Conference Participation Award</em></td>
<td></td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>

Tricia Thrasher – CV
Graduate College, University of Illinois – $200
Second Language Acquisition & Teacher Education Conference Travel Award  
Program in SLATE, University of Illinois – $250
Larkin Burl Price Scholarship  
Department of French & Italian, University of Illinois – $500
Larkin Burl Price Scholarship  
Department of French & Italian, University of Illinois – $500
Summer Research Fellowship  
Department of French & Italian, University of Illinois – $5,000
Graduate Students of French & Italian Travel Award  
Department of French & Italian, University of Illinois – $80
Summer Research Fellowship  
Department of French & Italian, University of Illinois – $5,000
Volunteer Scholarship  
The University of Tennessee Knoxville – $2,500 (awarded yearly)
HOPE Scholarship  
The University of Tennessee Knoxville – $5,000 (awarded yearly)
Susanna Stover Root Memorial Scholarship  
Kappa Kappa Gamma Foundation – $3,000
Ready for the World Grant  
The Chancellor’s Honors Program at the University of Tennessee – $2,000
International Scholarship  
Office of the Parents Association at the University of Tennessee – $1,250
Study Abroad Scholarship  
CIEE: College Study Abroad – $1,000

TEACHING EXPERIENCE

Graduate Teaching Assistant  
Department of French and Italian, University of Illinois  
Fall 2015 – Present
Instructor of Record  
Beginner French I (Spring 2016, Fall 2015)  
Beginner French II (Fall 2017)  
Intermediate French I (Spring 2020, Spring 2019, Fall 2018, Spring 2018)  
Intermediate French II (Spring 2021 – online; Fall 2019)  
French Phonetics (Fall 2020 – online)  
French Writing and Grammar Workshop (Fall 2021)
Grader  
Exploring Rome (Fall 2019)  
Exploring Paris (Fall 2017)
Department of Accountancy, University of Illinois
Grader Communications (Fall 2018)

English Lecturer September 2016 – July 2017
Department of English, Université de Bourgogne (Dijon, France)
Instructor of Record
English Oral Expression
English Phonetics
ESL Writing
English for Special Purposes: Business

Long-term Substitute French Teacher March – May 2015
Knoxville Catholic High School, Knoxville, Tennessee
Honors French 1
Honors French III
AP French

English Language Assistant January – May 2013
Collège Saint Paul (Caen, France)

TEACHING INTERESTS
- SLA learning theories
- Educational Technology
- Mixed methods research
- Beginner and Intermediate French
- French phonetics
- French oral proficiency
- Business French

MENTORING & COURSE COORDINATION

Undergraduate Research Apprenticeship Program Mentor Fall 2020 – Spring 2021
University of Illinois at Urbana-Champaign
- Developed one-on-one mentoring program for two undergraduate students to learn about conducting graduate-level research.
- Mentored students on a weekly basis, providing training and feedback on collecting and analyzing data.
- Trained students to specifically review academic literature, collect and clean questionnaire data, transcribe L2 speech data in Elan, code L2 speech data & qualitative interview data, perform data analysis in R, and present poster presentations.

Coordinator of Basic French Fall 2019 – Spring 2020
University of Illinois at Urbana-Champaign
- Developed in collaboration with faculty members all syllabi and course calendars for Intermediate French I & II.
- Trained Teaching Assistants to perform technological updates and modifications using Moodle and VHL.
- Trained Teaching Assistants to create quizzes and exams.
- Performed observations for Teaching Assistants and provided feedback on teaching skills.
- Transformed Intermediate French I & II to online format during COVID-19 crisis.

RECOGNITIONS

List of Teachers Ranked as Excellent at University of Illinois

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate French II*</td>
<td>Spring 2021</td>
</tr>
<tr>
<td>French Phonetics</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Intermediate French I</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>Intermediate French II*</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Intermediate French I*</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Intermediate French I*</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Intermediate French I</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Beginner French II*</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Beginner French I*</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Beginner French I*</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

* denotes “outstanding mention”

K.A. Looney Award for Excellence in Teaching (Senior Category)  
Spring 2020

Italian Studies Prize  
Fall 2019

SERVICE

PROFESSION

- **Associate Chair of Immersive Realities SIG**  
  *Computer-Assisted Language Instruction Consortium*  
  August 2021 – May 2022
  
  Associate chair of the immersive realities special interest group. Assisted the chair in organizing events. Will serve as Chair during 2022-2023 academic year.

- **Committee Member of ILLS 10 & 11**  
  *University of Illinois at Urbana-Champaign*  
  August 2017 – May 2019
  
  Member of the planning committee for the 2018 & 2019 Illinois Language and Linguistics Society conferences. Reviewed abstracts and planned conference reception.

- **Volunteer at CALICO Conference**  
  June 2018

UNIVERSITY

- **President of GSFRIT** (Graduate Students of French and Italian)  
  *Department of French & Italian, University of Illinois*  
  Current
  
  Workshops Organized: *Navigating the 2021-2022 Job Market* (September 2021)
- **English Proficiency Interviewer**  
  *Current*  
  *Center for Innovation in Teaching & Learning, University of Illinois*  
  Interview international graduate students to determine if English proficiency level is satisfactory for teaching.

- **Member of Graduate Student External Review Committee**  
  *Fall 2020*  
  Graduate student representative for the department of French and Italian during an external review.

- **Graduate Student Representative to the Faculty**  
  *January 2019 – May 2019*  
  *Department of French & Italian, University of Illinois*  
  Student representative in the department of French & Italian faculty meetings.  
  In charge of facilitating communication between graduate students and faculty in the department.  
  Workshops Organized:  
  - *Navigating the Job Market in SLA* (February 2019)  
  - *Navigating the Job Market in French Studies* (March 2019)

- **Representative on the Capricious Grading Committee**  
  *August 2018 – May 2019*  
  *Department of French & Italian, University of Illinois*  
  Leader of the capricious grading committee for graduate students in the department of French & Italian.

- **Co-Social Chair of the French & Italian Department**  
  *Fall 2019 – Spring 2020*  
  *Department of French & Italian, University of Illinois*  
  *Fall 2017 – Spring 2018*  
  In charge of planning & coordinating social events for the students in the department.

- **English Conversation Partner**  
  *Summer 2018*  
  *Center for Innovation in Teaching & Learning, University of Illinois*  
  Weekly 1-hour meetings with foreign exchange students to help them improve their English conversation skills.

**COMMUNITY**

- **Private French Tutor**  
  *Current*  
  *Champaign-Urbana, IL*

- **Volunteer at Urbana Middle School**  
  *April 2018 – Spring 2020*  
  *Champaign-Urbana, IL*  
  Work weekly with students to improve their French skills.

- **Private English Tutor**  
  *August 2016 – July 2017*  
  *Dijon, France*

- **Pond Gap Elementary Service Club**  
  *Fall 2014 – May 2015*  
  *Knoxville, TN*  
  Helped lead French Club every week for the students.  
  Focused on teaching the students French vocabulary & conversation.
PROFESSIONAL DEVELOPMENT

Training for the Teaching of Advanced Business French
Observed professor Dr. Aurore Mroz teach an 8-week long Advanced Business French course with the goal of learning how to develop a similar course.

American Council on Teaching of Foreign Languages
Oral Proficiency Interview Workshop – led by Dr. Cynthia Martin
Oral Proficiency Interview Tester in French (semi-certification)

American Educational Research Association
Advancing Qualitative and Mixed Methods Data Collection and Analysis with Visual Displays

Computer-Assisted Language Instruction Consortium
Using Post Reality to Introduce Augmented Reality into Language Learning
Fundamentals on Online Language Teaching

Center for Language Instruction and Coordination
Contextualized Language Instruction
Promoting Interculturality in the L2 Classroom

Center for Innovation in Teaching & Learning
Designing Your Course
Assessment Design
Providing Meaningful Feedback

PROFESSIONAL AFFILIATIONS

AAAL  CALICO
AERA  MWALLT

TECHNOLOGICAL SKILLS

Course Management Software: Blackboard, Compass, Moodle, VHL Central, McGraw Hill Connect
Pedagogical Software: PowerPoint, Storybird, FlipGrid, Padlet, Voki, ARIS
Data Analysis:
  Quantitative: Excel, Praat, R, R Studio & R Markdown, SPSS 23 - 27
  Qualitative: Elan, MAXQDA
REFERENCES

Dr. Aurore Mroz, Assistant Professor of French and Language Learning / SLATE
Department of French and Italian
University of Illinois at Urbana-Champaign
apmroz@illinois.edu

Dr. Randall Sadler, Associate Professor of Linguistics
Department of Linguistics
University of Illinois at Urbana-Champaign
rsadler@illinois.edu

Dr. Zsuzsanna Fagyal, Associate Professor of French Linguistics
Department of French and Italian
University of Illinois at Urbana-Champaign
zsfagyal@illinois.edu
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>Tricia Thrasher</th>
</tr>
</thead>
<tbody>
<tr>
<td>University &amp; name of degree program</td>
<td>University of Illinois at Urbana-Champaign, French.</td>
</tr>
<tr>
<td>(Tentative) title of dissertation</td>
<td>Saying ‘Au Revoir’ to Anxiety in a Heartbeat: The benefits of Virtual Reality for Language Learning</td>
</tr>
</tbody>
</table>
| Organization memberships (include dates) | CALICO (June 2018 – Current)  
MWALLT (January 2020 – Current)  
AAAL (February 2018 – Current) |

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

My main project examined how virtual reality (compared to Zoom and a traditional classroom) impacted French learners’ self-reported anxiety and heart rate during interpersonal speaking tasks. I also measured how the lower anxiety afforded by VR impacted learners’ speech in terms of comprehensibility, intelligibility, fluency, and complexity. Furthermore, I documented how participants’ heart rates fluctuated throughout tasks in response to the different learning environments and interactions with their peers. Lastly, I interviewed participants to have their opinions of the environments and how they felt they impacted their learning during COVID-19.

This study is significant, because it addresses several gaps in research: 1) the lack of foreign language anxiety research that has used physiological data, 2) the lack of VR research that has empirically measured how VR impacts anxiety and oral performance and 3) the lack of research on peer-to-peer interactions in VR. Regarding future significance, as VR technology becomes more widespread and popular, it is critical for educators to understand how it benefits learning (aside from just being fun). This research specifically demonstrates a positive impact of VR on oral skills that should be considered when teachers decide when to use VR and for what types of activities.

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 main research has been on virtual reality. I conducted my dissertation with it (see description above) and have published an article on my preliminary findings in the CALICO journal. However, I have also worked on two additional VR studies (one with Dr. Randall Sadler and the other with Dr. Sadler and Dr. Melinda Dooly). In the first, we had current language teachers explore 6 VR social platforms and evaluate their pedagogical potential. We have finished this study and are planning to publish the...
results in the British Journal of Educational Technology. In the second study, Dr. Sadler, Dr. Dooly and I have worked together to integrate VR-based language lessons into an EFL classroom in Barcelona. This study is on-going, but we will be presenting preliminary results at AAAL 2022 and final results at CALICO 2022. We will publish the findings in a CALL journal.

I have also worked as a research assistant on a study that examined the impact of smartphone use on language proficiency development during study abroad with Dr. Aurore Mroz. We have written an article that is in press for the *Foreign Language Annals* and will be presenting this study at the CALICO 2022 conference.

3. Describe your experience in language teaching using CALL.
I have used VR while teaching French in order to immerse students in authentic French environments. For example, the VR application Wander allows students to virtually walk around any location in the world. I have used this in the classroom to allow students to immerse themselves in and take tours of French cities. I have also used VR to immerse students in cultural experiences that we learn about such as La Fête de Lumières, which is an annual lights festival that takes place in Lyon, France. I have also incorporated various online platforms into the classroom, such as ThingLink, Padlet, Flipgrid, and Kahoot in order to make my French classes more interactive. For example, I have used ThingLink to replace traditional readings on cultural topics. Specifically, I have used it to create interactive images where students can explore the same cultural topic but through videos, images, and texts. Moreover, I have used Padlet and Flipgrid as means of encouraging active discussion between students.

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

1) I have published a single-author article in the *CALICO Journal* on how VR reduces foreign language anxiety (both self-reported and physiological measured via salivary cortisol) and how this leads to learners producing more comprehensible speech.

2) I have co-authored an article on how smartphone usage impacts proficiency development. This article has been accepted and is in press for the *Foreign Language Annals*.

3) I have published a co-authored a *CALICO Infobytes* on using VR for language teaching and learning.

5. Describe your involvement with CALICO and your anticipated participation in its future.
I have been a member of CALICO since June 2018. I have participated and presented at the conference since then. I have also given workshops on using VR for the CALICO Workshop series in Summer 2021.
I am also actively involved with the Graduate Student SIG and the Immersive Realities SIG. For the graduate student SIG, I have helped organize talks and events for other graduate students to attend. For the Immersive Realities SIG, I am the Associate Chair and assist Kevin Papin in organizing events that showcase XR research. We are also giving a panel presentation at CALICO this year.

I am also serving as the co-editor of the upcoming CALICO special issue (February 2023) on XR for language teaching and learning.

Moving forward, I intend to become even more involved with CALICO. Specifically, I will be the Chair of the Immersive Realities SIG next academic year. I would also like to one day serve on the Executive Board.

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.