CALICO Board
Attn: Esther Horn
RE: CALICO Outstanding Graduate Student Award

I am writing to recommend Lillian Jones for the CALICO Outstanding Graduate Student Award. Ms. Jones has advanced to candidacy in our Hispanic Linguistics Program at UC Davis, after passing her comprehensive exams with flying colors in March, 2022, and she continues to maintain herself in good academic standing. I have been her mentor, dissertation director, and teaching supervisor and can attest first-hand as to her academic and pedagogical talents. On campus, she has co-chaired the graduate-run Language Consortium and, presently, manages the graduate student journal Spanish and Portuguese Review. In addition, she serves as a teaching peer mentor/consultant for graduate students at the university-wide level and has given several graduate workshops. With CALICO she serves on the CALICO Grad Student SIG and has presented papers at the last three annual conferences. In terms of professional activities, she recently copy-edited the special issue on “Study Abroad during COVID and Beyond” for the L2 Journal. She has also presented on CALL topics at other national venues such as AATSP 2021/2022 and the UC Davis Scholarship on Teaching and Learning Conference 2021/2022.

With reference to her dissertation, Ms. Jones has a particular interest in computer-assisted language learning (CALL) and the use of technology to support L2 acquisition. More specifically, she is examining how learners use text messaging to enhance their language studies. While carrying out an international exchange between UC Davis and the University of Salamanca, Spain (Spring 2022), she collected data for her dissertation from international students enrolled in this prestigious Spanish university. At present, she is collecting further data for her topic from UC Davis students. She is extremely disciplined and well organized and, consequently, I fully expect her to finish her graduate work on time by 2024.

Ms. Jones is one of the three most outstanding students I have mentored in the last 10 years. I have no doubt that Ms. Jones will make a significant contribution to applied linguistics and, in particular, the CALL field. I can easily imagined her becoming an important member of CALICO in the near future. I recommend her for this graduate student award in the strongest possible terms. Please feel free to contact me further about her candidacy (530-219-8427; rjblake@ucdavis.edu).

Sincerely,

Robert Blake, Distinguished Professor of Spanish, Emeritus
To Whom it May Concern,

I am writing this letter in support of Lillian Jones’ application for the CALICO Outstanding Graduate Student. I have known Lillian for over three years now and I can say, without a doubt, that she is one of the more dedicated and hard-working graduate students I have ever met, as well as one of the more insightful educators I have had the chance to work with. Since her arrival to UC Davis, Lillian has just done literally EVERYTHING one can do to succeed in graduate school. She has published articles, presented at conferences, collaborated with peers and faculty, and organized events and conferences. On top of this, she has succeeded to become one of the best TAs in the department, with excellent teaching evaluations every quarter and has worked closely with me to improve the pedagogical materials in the First-Year language, which I coordinate.

Lillian’s hard work and pedagogical instincts have become central to my own conception of how language teaching needs to be done. Thus, when I received a grant to develop a new elementary Spanish online course, I had no doubt that Lillian was the person I needed by my side in order to create this innovative and unique course. Together, we decided to focus the course on the needs of someone who will use Spanish mostly online and made each unit of the course revolve around some online activity that students can carry out on Spanish-speaking websites. For instance, instead of creating a module where students have to order food at a restaurant, in this course, they have to use a food delivery app, select a restaurant, select their food, talk to the delivery person over the phone, and eventually post a review about their overall experience. In the process of creating this course, Lillian’s creativity was central to the project, as she has a unique sensitivity for esthetics and a playful view of how to use teaching technology in meaningful and playful ways. Right now, as we progress in the creation of course materials, Lillian is coordinating the actors for the instructional videos we are designing and shooting for the course. Her efforts and organizational skills cannot impress me more, and her dedication to language teaching, both as a job and as a research topic, is highly commendable.

On top of the collaborations with me and the classes she teaches every quarter, Lillian has been working on her dissertation project, which focuses on assessing the affordances of text messaging in language teaching. Concretely, she is comparing the benefits of having students complete interactive weekly assignments commenting on class contents through either (1) WhatsApp messages, or (2) Zoom conversations. Her findings so far indicate that both options equally influence the oral fluency of language learners, but that students tend to prefer WhatsApp as a less invasive way of practicing communicative skills. This research is innovative because it proves that it is not always necessary to perform oral tasks to improve oral skills, and that text messaging, as a midpoint between writing and speaking, can offer useful opportunities for students who want to become more fluent in a language. The next steps of her dissertation involve a lot of qualitative analyses using grounded theory methods, as she will analyze the specific interactions through WhatsApp and Zoom to characterize the type of language used in both, and she will also interview teachers and organize focus groups to get a better grasp of people’s perception of using text messaging as part of a language class.

In sum, I highly recommend Lillian Jones for this award, and I am sure that she will be able to use it to develop her already impressive research and pedagogical agenda even further.

Sincerely,
Claudia H. Sanchez Gutierrez  
Associate Professor  
Department of Spanish and Portuguese  
University of California, Davis  
chsanchez@ucdavis.edu
LILLIAN C. JONES

PhD Candidate & Associate Instructor
University of California, Davis
Department of Spanish and Portuguese
Room 215, Sproul Hall
One Shields Avenue • Davis, CA 95616

• liljones@ucdavis.edu
• lillianciones.com
• linkedin.com/in/lillianjones
• twitter.com/Lily Jones20

CURRENT POSITION
2020-present  Associate Instructor (graduate student) in the Department of Spanish and Portuguese at the University of California, Davis

EDUCATION
2019 - present  Ph.D. Candidate, University of California, Davis
Expected graduation June 2024
PhD in Spanish Linguistics
Designated Emphasis: Second Language Acquisition
Dissertation committee: Dr. Robert J. Blake, Dr. Claudia Sánchez-Gutiérrez, and Dr. Travis Bradley.
Dissertation title: “The Task is in the Text: Texting and L2 Oral Fluency”

2015-2019  M.A. Spanish, Saint Louis University
Academic Year completed at Saint Louis University - Madrid 2015
MA Research paper title: “Los efectos de SMS en la producción lingüística” (“The effects of SMS on Linguistic Production”)

2004-2008  B.A. Spanish, University of Washington
Semester Abroad completed at the University of Granada (Spain) - 2007-2008

LANGUAGES
English (native); Spanish (near-native); Italian (intermediate)

TEACHING EXPERIENCE

SPANISH LANGUAGE COURSES

University of California, Davis
• SPA 116 - Spanish Applied Linguistics (in-person)
• SPA 21V - Intermediate Spanish I (online)
• SPA 3 - Elementary Spanish III (online and in-person)
• SPA 2V - Elementary Spanish II (online)
• SPA 2Y - Elementary Spanish (hybrid)
• SPA 1 - Elementary Spanish I (in person)
• SPA 1Y - Elementary Spanish: Spanish for Travelers (hybrid)

Saint Louis University
• SPAN 1010 Communicating in Spanish I (in person)
• Speaking Lab Coordinator • Spanish 1010: Communicating in Spanish I (in person)

Saint Louis University - Madrid
• SPAN 1010 Communicating in Spanish I (in person)

SPANISH FOR SPECIFIC PURPOSES:

University of California, Davis
• Introductory Spanish for Veterinary Professionals - School of Veterinary Sciences (in person)

ENGLISH FOR SPECIFIC PURPOSES:

University of California, Davis
• Continuing and Professional Education | International (online)
  - Interdisciplinary Global Awareness and Intercultural Communication Seminar - Intercultural Communication Skills
  - Remote Global Seminar for Ibaraki High School - Sustainable Development Goals
  - Interdisciplinary STEM Seminar - Listening & Pronunciation

OTHER:

Primary School Spanish Teacher
Mesnier Elementary School, St. Louis, MO
(contract through Sarah’s Spanish School)

Language & Culture Assistant, Centro de Educación Infantil y Primaria
Elementary English Language & American Culture teacher to students of 3 to 12 years of age.
Cádiz, Spain

Private Tutor / Clases Particulares, Cádiz, Spain
Created and instructed lessons on the English language, American culture, and intercultural communication for education and business from students ranging from 10 years to 50 years of age. Cádiz, Spain

RELATED PROFESSIONAL EXPERIENCE

2021-present  Course Design Team - Beginning Online Spanish, University of California, Davis
I am on a team that is designing a task-based online beginning Spanish course, where the tasks center around the theme of technology. We started by using a needs-based survey and analysis to support the design of the thematic units and learning content. We are currently designing and creating supporting material such as dialogues for videos and WhatsApp conversations, vocabulary and grammar quizzes, and cultural exploration activities. I was the lead on designing the lesson on the pros and cons and best practices, for utilizing machine translators (i.e. Google Translate), and for integrating the use of Duolingo into the course curriculum.

2018-2019  Graduate Assistant - Language Resource Center, Saint Louis University
Department of Languages, Literatures & Cultures

Duties included ensuring the computer labs functioned properly and assisting students, faculty and staff in general computer and technology use, as well as assisting with computer issues as able; connecting foreign language students and
instructors with academic resources, such as technology and media resources and tutoring opportunities, to further enhance their teaching and learning (for example, I digitized movies for foreign language instructors utilizing HandBrake); collaborating with the LLC department staff on promotion of department events, and performing a variety of light clerical, administrative, and research tasks; managing social media, including promotion of events and language classes, general department offerings, engaging with students and other SLU departments, and coordinating Instagram Stories Student Takeovers.

2010-2013 **Study Abroad Coordinator**, Sol Education Abroad
Served in United States headquarters office in support of high school and university study abroad trips to Argentina, Costa Rica, México, and Spain; served as point of contact from initial application process and academic and cultural advising, through return to home country; responsible for communication to onsite directors, home and host country universities, and parents and students; interacted with a range of campus offices including advising and Study Abroad; carried out recruiting responsibilities such as in-person presenting and email follow up; assisted with marketing and social media efforts, including content and photo competitions.

2008-2009 **Study Abroad Administrative Assistant**, Texas State University - San Marcos
Served as study abroad advisor, including aiding students in choosing appropriate programs, application processes, and pre-departure guidance; maintained organization of Study Abroad library and knowledge of programs; fostered and retained strong professional relationships with students, parents & faculty; assisted with event coordination including representing the office of study abroad at on-campus Study Abroad fairs.

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<th>LEADERSHIP &amp; SERVICE POSITIONS</th>
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| **2022** | **Advisory Committee Summer Institute on Teaching & Technology 2022**
“Unmuting Our Students” • University of California, Davis |
| **2021 - present** | **Committee Member • CALICO Grad Student SIG**
Special Interest Group for Graduate Students within the Computer-Assisted Language Instruction Consortium. |
| **2021** | **Advisory Committee Summer Institute on Teaching & Technology 2021**
“Bouncing Back: Flexible Teaching in a Year of Recovery” • University of California, Davis |
| **2021** | **Co-Director • 7th Annual Symposium on Language Research**, University of California, Davis. (online). |
| **2021** | **Co-coordinator and panelist** • Student Panel: Student Resources During a Pandemic: Linguistic Society of America Student Ambassadors Share Their Experiences and Insight. |
2020-2021  **Co-graduate student advisor**, Spanish Club at the University of California, Davis

2020-2021  **Co-chair**, Cluster on Language Research • University of California, Davis

2021-present  **Managing Editor for Communications**, *Spanish & Portuguese Review*, the graduate student journal for the American Association of Teachers of Spanish and Portuguese

2020-2021  **Associate Editor for Social Media & Communications**, *Spanish & Portuguese Review*, the graduate student journal for the American Association of Teachers of Spanish and Portuguese

2019-2021  **Student Ambassador** for the Linguistic Society of America at the University of California, Davis.

2020  **Advisory Committee** Summer Institute on Teaching & Technology • “Remotely Possible: Moving Beyond the Emergency” University of California, Davis.

2019  **Volunteer | Publicity Team, Info Desk & Events • Linguistic Society of America Linguistic Institute**, “Linguistics in the Digital Era”, University of California, Davis

Courses completed at the LSA Institute:  **Corpus Linguistics, Topics in Sociolinguistics and Computer-Mediated Communication, Introduction to Sociolinguistics, Introduction to Language Acquisition**

2019  **Event Co-Organizer | Languages, Literatures and Cultures Undergraduate & Graduate Symposium** • Saint Louis University, St. Louis, MO

2019  **Event Organizer | New Trends in the Dynamic Language Classroom, Pedagogical Workshop** • Saint Louis University, St. Louis, MO.

2019  **Coordinator - Tertulia** - Informal Spanish conversation hour
Saint Louis University, St. Louis, MO.

2018  **Volunteer | 6th Annual Symposium on Medieval and Renaissance Studies**
Saint Louis University, St. Louis, MO.

2019  **Panel Moderator** | “Metropolitan Powers and Exclusion”
Dept. of Languages, Literatures & Cultures Annual Symposium
Saint Louis University, St. Louis, MO.

2017-2018  **Graduate student advisor - Spanish Club**
Saint Louis University, St. Louis, MO.

2014  **Lead Volunteer - Practiquemos Español** (Spanish conversation group)
Austin Public Library, Austin, TX.

**PUBLICATIONS**

**Articles**


**Other**


Jones, L. (2020). Linguistic Society of America, student ambassador blog:
- Voices: who we are and what we say: [https://bit.ly/LSAVoices](https://bit.ly/LSAVoices)


*I develop and implement comprehension activities in the form of interactive content using WordPress and HP5 (HTML5 Package).*

**Manuscripts Under Review**


Jones, L. (under review; abstract accepted for special issue, June 2024). An Interactionist Perspective on Leveraging AI-chatbots for L2 Learning and Skill Development. Special Issue on Artificial Intelligence for Language Learning, *Language Learning & Technology*. [https://www.lltjournal.org/post/10/](https://www.lltjournal.org/post/10/)


Jones, L. “The impact of SMS on linguistic production” 25th Annual Graduate Student Association Research Symposium • Saint Louis University • St. Louis, MO • April 26th, 2019

Jones, L. “El impacto del SMS en la producción lingüística” Saint Louis University Annual Symposium, Languages, Literatures, and Cultures • St. Louis, MO • April 6th, 2019

Jones, L. “The impact of SMS on linguistic production”. University of Georgia. Crossroads: Graduate Student Interdisciplinary Conference • Athens, GA • Feb. 21st - 22nd, 2019
Jones, L. “Blas Jiménez: una voz para la identidad afrodominicana”. Saint Louis University Annual Symposium, Languages, Literatures, and Cultures • St. Louis, MO • April 5th, 2018

WORKSHOPS, PRESENTATIONS & LECTURES


Jones, L. “3-Minute Thesis®” Competition • “The impact of SMS on linguistic production” Office of Graduate Education • Saint Louis University • St. Louis, MO • November 30th, 2018.

Jones, L. “Rompiendo Reglas - El impacto del SMS en la producción lingüística” for the classes “Language in Use: Spanish Pragmatics” and “Spanish Phonetics & Phonology” • Saint Louis University, St. Louis, MO • Fall 2018

Jones, L. "Introduction to using Flipgrid in your Foreign Language Classroom" for the class “Methods & Technology for Teaching French” • Saint Louis University, St. Louis, MO • Fall 2018

HONORS, AWARDS, & NOMINATIONS


2023 Graduate Student Association's Spring 2023 Travel Award, University of California, Davis.

2022 Mango Languages Dissertation Award Recipient 2022

2022 Research Exchange Fellowship, University of Salamanca, Spain

2021 Conference Travel Stipend, American Association of Teachers of Spanish and Portuguese (AATSP), Annual Conference, Atlanta, Georgia.
2021  Graduate Student Association's Spring 2021 Travel Award, University of California, Davis.

2021  Travel Support Grant, National Federation of Modern Language Teachers Associations (NFMLTA), AATSP, Atlanta, Georgia.

2019-2020  Provost Fellowship • Office of Graduate Studies & Graduate Program in Spanish, University of California, Davis

2019  Nomination for FLAM (Foreign Language Association of Missouri) Outstanding Future Foreign Language Teacher

2018  Graduate Teaching Assistant Teaching Award, Languages, Literatures, and Cultures Department • Saint Louis University

2018  Nomination for Graduate Student Association Teaching Assistant Teaching Award • Graduate Student Association • Saint Louis University

2008  Dean’s List • University of Washington

CERTIFICATIONS & TRAININGS

2022  **Certificate Series:** Teaching and Learning Complex (TLC)
The goal of this series is to prepare UC Davis instructors for teaching with active learning strategies in the new building that features flexible technology-enhanced classrooms. University of California, Davis.

2020  **Workshop series:** Hybrid and Online Courses: Teaching and Learning in E-Learning Spaces • University of California, Davis.

MEDIA APPEARANCES


2019  **Guest. @KDVSS903fm • UC Davis Community Freeform Radio**
Dr. Andy’s Poetry and Technology Hour.
Discussion: Linguistics, Second Language Acquisition & Technology

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association of Applied Linguists (AAAL)
American Association of Teachers of Spanish and Portuguese (AATSP)
Computer-Assisted Language Instruction Consortium (CALICO)
Linguistic Society of America (LSA)

RESEARCH INTERESTS
Spanish linguistics • second language acquisition (SLA) • second language pedagogy • applied linguistics • educational technologies • computer-assisted language learning • mobile-assisted language learning • computer-mediated communication • text messaging and social media as tools for teaching foreign language • instructional design • SLA mobile applications • history of the Spanish language • language change • effects of technology on language • effects of text messaging on linguistic production • digital discourse • sociolinguistics.
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.

Name | Lillian Jones
---|---
University & name of degree program | University of California, Davis
PhD, Spanish Linguistics
Designated Emphasis: Second Language Acquisition
(Tentative) title of dissertation | The Task is in the Text: Texting and L2 Oral Fluency
Organization memberships (include dates) | CALICO Student Member 2018-present

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 focuses on mobile-assisted language learning, specifically text messaging and the impact this modality may have on second language (L2) oral fluency. My dissertation research explores the use of WhatsApp and Zoom as different modes to execute communicative tasks among L2 Spanish language learners. This research has significant implications to teaching and learning. First, measuring the participants’ oral fluency based on the influence of written computer-mediated communication (CMC) offers insight into a potential cross-modality effect, which may inform the development of a language production model for CMC, which includes both auditory and textual communication elements. Second, integrating a colloquial communicative mode (WhatsApp) into formal language learning will offer instructors insight into the effectiveness and learners’ perception of using such a tool for formal learning, which may inform innovative instructional approaches to language learning. Third, collecting the participants’ messages will add to a text message linguistic corpora. This corpus may support research and instruction in areas such as usage-based language learning and discovery learning. Fourth, the insight gleaned from the communicative strategies employed in texting, paired with the post-treatment questionnaire, will provide information into learner motivation and linguistic creativity in a more naturalistic-like setting.

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.
First, my MA thesis explored the effect of text messaging on linguistic production and literacy among second language (L2) Spanish learners. The findings indicate that this group 1) does not overuse text message abbreviations causing their messages to be incomprehensible, 2) do feel that texting may affect both their speaking and writing in other registers, and 3) do feel that the increased exposure to writing in their L2 may help develop their L2 skills. Second, my dissertation explores the impact of text messaging on L2 oral fluency. Students executed communicative real-life tasks either via WhatsApp or Zoom. Assessment measures will be made by comparing before- and after-treatment speech recordings and student experience surveys. Third, I carried out research on L2 vocabulary based on my work providing curriculum design/support for an open-source digital vocabulary learning program. Fourth, I conducted several iterative rounds of research and instructional design revisions utilizing native speaker audio files and automatic speech recognition (ASR) for L2 pronunciation training. Lastly, I submitted a conceptual article in the *Language Learning & Technology* Special Issue on Artificial Intelligence (AI) about utilizing AI-Chatbots for language learning, which calls attention to human-machine interaction, adaptive learning, and a hybrid discourse language production model.

3. Describe your experience in language teaching using CALL.

For 6+ years, I have been an instructor in higher education, including teaching in blended, hybrid, and fully online courses, where I have integrated varying levels of technology to enhance learning. Over the past 4+ years I have gained experience in developing and implementing language technology solutions, collaborating with colleagues on research for teaching and material design, and implementing instructional design models. For example, I leverage learning management systems such as Canvas and Blackboard in a way that optimizes learning, such as organizing modules and showing students the most efficient way to find materials. Additionally, I often integrate both high- and low-tech solutions in my daily lessons. For instance, my students complete online discussion forums on Canvas, engage in interactive video quizzes using PlayPosit, and leverage ASR technology for at home language pronunciation practice. I also leverage gamified learning for motivation such as Quizlet Live and Kahoot!. Additionally, I have paired learners as study buddies via their mobile devices to engage in text messaging for learning purposes. Learners were encouraged to practice the language and carry out certain practice assignments via text messaging to prepare for exams and real-world language use.

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

First, Jones (2021) examines text messaging behavior and language use. The article presents a literature review of potential advantages and disadvantages of text messaging on literacy, and describes research I executed involving a survey about L2 Spanish learners’ texting behavior and perceptions. The results highlight that the group frequently texted, did not overuse abbreviations enough to distort the message meaning, and the participants showed an awareness of modifying language between linguistic registers. The results also do not show strong evidence to suggest negative correlations between frequency of texting and its impact on literacy. Second, (García et al., 2020) shares results of a classroom study measuring student outcomes of ASR-based versus instructor-led pronunciation practice. The results were mixed, showing that the effect of explicit and ASR instruction varies depending on the targeted phoneme or practice sentences. Effects were also mixed in regards to
comprehensibility, where the explicit instruction group showed longer-term gains. In general, the findings indicate that although there are advantages to both approaches, using both instructor-led or ASR would be the most strategic approach to L2 pronunciation training and speech development. Third, I have published one book review (Jones, 2019) and have another in press (Jones, in press).


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

I have participated in three CALICO conferences since joining the organization (2019, 2021, and 2022), where I have presented original research at each of these three conferences, and attended several presentations, networking events, keynote speeches, etc. In 2019, I also volunteered for CALICO on-site in Montreal, helping with check-in and other tasks. Additionally, I also presented at the technology showcase with my colleague Dr. Dan Nickolai. In 2023, at the University of Minnesota, I will present my own research as a 30-minute presentation, support the CALICO Graduate Student Special Interest Group (SIG) panel, and present at the technology showcase. In addition to participating as an attendee and presenter at the conferences, I am also on the CALICO Graduate Student SIG Committee where I help coordinate graduate student professional development events, help connect graduate students, write conference abstracts, provide resources for graduate students, and proofread the grad student newsletter. I plan to be an active member of the CALICO community for a long time, contributing to the community through research and contribution to scholarship, teaching, attending conferences, learning from colleagues, and volunteering, such as on the SIG committee, and peer reviewing.
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.