March 23rd, 2023

To the Committee Members:

It is with great pleasure that I write this letter to recommend Sanghee Kang for the CALICO Outstanding Graduate Student Award. She is one of the best PhD students in our program at Georgia State University. Sanghee has completed all required steps in our PhD program and is currently working on her dissertation entitled “The role of chatbot-assisted collaboration tasks and learner characteristics in the alignment-driven learning of L2 grammar and pragmatics: Comparing provision of primes and recasts.” I have known Sanghee since 2014 when she was enrolled in our MA program, and I am her PhD advisor. Thus I can confirm that I know Sanghee very well both academically and personally.

Sanghee’s research interests include CALL, second language acquisition and task-based language teaching. As clearly shown on her CV, she has been a prolific rising star in the field of Applied Linguistics. She has published eight peer reviewed journal articles and two book chapters during her graduate studies. She also co-published a task-based Korean language textbook with other colleagues. Sanghee has been keen on learning about new technologies through attending workshops (e.g., CALICO workshop series), and has been able to utilize her skills in her research. For instance, she published an article focusing on digital multimodal composing, synchronous online feedback, and mobile-assisted task performance. I am always amazed by her work ethics and dedication to her academic work.

Sanghee’s dissertation is a groundbreaking study in the fields of second language teaching and learning and CALL because of the following reasons: (1) It examines the use of a chatbot that has received an increasing attention in education; (2) It investigates the role of positive and negative evidence in L2 alignment during synchronous computer-mediated communication; (3) It explores important learner factors in computer-mediated alignment research such as proficiency, aptitude and learner perception towards the use of a chatbot, and (4) It will draw important pedagogical implications which could be expanded to diverse instructional contexts during the post COVID19 period. Furthermore, I strongly believe that as online teaching and technology-based language instruction is on the rise in the current digital era, relevant research such as Sanghee’s dissertation should be promoted. The findings of the study will contribute to our understanding of the use of a chatbot in language education and the role of alignment in L2 learning.
When I saw the announcement for the CALICO graduate student award, I could not stop thinking that Sanghee is a perfect candidate for the award. CALL has been her passion as a researcher and a teacher, and she has been very successful with conducting and disseminating CALL research and incorporating CALL into her teaching. What makes Sanghee stand out from other candidates is her enthusiasm towards and action to make connections between research and teaching, using different educational technologies. Learning how to create customized chatbots has not been easy for her, but she was very persistent and diligent during the process. I am very proud of her and have no doubt that her dissertation is truly one of a kind.

I thank you all for taking the time to consider Sanghee for the CALICO graduate student award.

Sincerely,

YouJin Kim, Ph.D.
Professor
Director of Graduate Studies
Department of Applied Linguistics and ESL
Georgia State University
Associate editor of Journal Second Language Writing
ykim39@gsu.edu
SANGHEE KANG

PhD student in Department of Applied Linguistics & ESL
Georgia State University
25 Park Place NE, Suite 1500, Atlanta, GA 30092

Phone: +1 (470) 357-8000
Email: skang30@gsu.edu

EDUCATION

2018-2024 (expected) Doctor of Philosophy in Applied Linguistics
Georgia State University, Atlanta, Georgia (GPA: 4.22/4.30)

August 2016 Master of Arts in Applied Linguistics
Georgia State University, Atlanta, Georgia (GPA: 4.24/4.30)

August 2011 Teacher’s License (Secondary Education, Grade I, English)
Gyeonggi Provincial Office of Education, Gyeonggi-do, South Korea

August 2007 Bachelor of Arts in English Language Education and Bachelor of Arts in French Language Education
Seoul National University, Seoul, South Korea (GPA: 3.89/4.30, Graduated Cum Laude)

August 2007 Teacher’s License (Secondary Education, Grade II, English)
Ministry of Education, South Korea

August 2007 Teacher’s License (Secondary Education, Grade II, French)
Ministry of Education, South Korea

RESEARCH INTERESTS

Computer-Assisted Language Learning, Second Language Acquisition, Task-Based Language Teaching, Digital Multimodal Composing

TEACHING EXPERIENCE

Georgia State University, Atlanta, Georgia

Fall 2020, Spring 2021 Instructor, Department of Applied Linguistics & ESL
• AL 3041 Second Language Acquisition (Undergraduate course)

Fall 2019
• ENGL 1101 English Composition I (Undergraduate course)

Fall 2018 Instructor, The Intensive English Program
Sanghee Kang

- IEP 0930 Writing for University Exams III

**Summer 2015**

**Instructor, Department of World Languages and Cultures**
- Korean 1001 Elementary Korean I (Undergraduate course)

**August 2014**

**Substitute instructor, Department of Modern and Classical Languages**

**Program of the Cluster Curriculum, Gyeonggi Provincial Office of Education, South Korea**

**March 2017 - February 2018**

**English Writing Instructor**
- Taught Advanced English Composition to 11th grade students from Gwangmoon High School and Gwangmyeongbuk High School
- Incorporated Task-based language teaching and Project-based language teaching in the English writing class
- Conducted technology-mediated lessons (multimodal writing, generating videos, etc.)
- Developed innovative teaching and learning materials and designed English writing tasks and projects
- Created performance tests and school-based tests

**Gwangmyeongbuk High School, Gwangmyeong, South Korea**

**September 2016 - July 2018**

**English Teacher**
- Taught Comprehensive English to 10th and 11th grade students
- Responsible for managing a student club of school English newspaper HERMES
- Developed school-based English reading and listening examinations
- Took charge of a homeroom teacher of 2nd grade students and conducted administrative work related to after-school programs

**Wongok High School, Ansan, South Korea**

**March 2013 - August 2014**

**English Teacher**
- Designed and implemented unit lesson plans, developed teaching materials, conducted group and one-to-one English reading and writing activities
- Developed items for English reading and writing tests and assess students’ performance in English reading and writing proficiency
- Responsible for seniors as homeroom teacher; guided students for their future academic pathways
Sanghee Kang

**Songho Middle School, Ansan, South Korea**
March 2011 - February 2013

**English Teacher**
- Promoted excellent learning environment and fostered good interactions between student-student and teacher-students
- Co-taught comprehensive English with a native English-speaking teacher
- Instructed students individually and in groups by using a variety of teaching methods and technologies
- In charge of 7th and 9th grades as homeroom teacher and performed administrative duties related to grading
- Produced school-based English reading and grammar tests

**Seongpo High School, Ansan, South Korea**
March 2008 - February 2011

**English Teacher**
- Taught comprehensive English to 10th, 11th, and 12th grade students
- Adapted teaching methods and modified instructional materials to meet students’ individual needs and levels
- Participated in developing English textbook to meet students’ different language proficiency levels
- Designed advanced English lessons for high-level students and prepared course materials such as syllabi, course content, and handouts

**RESEARCH EXPERIENCE**

**Georgia State University, Atlanta, Georgia (PhD Program)**
Fall 2019-Spring 2022

**Graduate Research Assistant for Dr. YouJin Kim**
- Worked on a range of research projects focusing on second language acquisition and task-based language teaching

Fall 2021, Spring 2022
- *Multimodal mobile-assisted Korean language interaction: learning opportunities and outcomes*

Spring 2021
- *Collaborative digital multimodal composing task (planning condition)*

Fall 2020
- *Teaching pragmatics using collaborative writing tasks*
- *Task-based vocabulary learning through real-world tasks*
- *Examining Business English Learning of Japanese College Students*

Spring 2020
- *Examining Business English Learning of Japanese College Students*
Fall 2019

- Exploring the relationship between monologic and dialogic speech production
- Writing to make meaning through collaborative multimodal composing

• Assisted Dr. YouJin Kim with her administrative work as Director of Graduate Studies

Fall 2018-Summer 2019  Graduate Research Assistant for Drs. YouJin Kim and Diane Belcher

• Worked as a graduate research assistant for a research project (Writing to Make Meaning through Multimodal Composing: Does it Facilitate L2 Writing Development?) funded by GSU Center for Research on the Challenges of Acquiring Language and Literacy (RCALL)

Georgia State University, Atlanta, Georgia (MA Program)

Fall 2015-Summer 2016  Graduate Research Assistant for Dr. YouJin Kim

• Worked as a graduate research assistant for a research project funded by The Center for Urban Language Teaching and Research (CULTR) Research Grant
• Developed and revised writing tasks for task-supported Korean classes (a total of 30 different tasks)
• Created and revised pretests, posttests, and delayed posttests for task-based research project
• Participated in classroom-based data collection for one semester
• Coded and analyzed participants’ written output data
• Transcribed audio recordings of Korean language learners’ interaction

Fall 2014-Spring 2015  Graduate Research Assistant for Dr. Eric Friginal

• Analyzed transcribed data
• Helped Dr. Eric Friginal (Director of Graduate Studies) with his administrative tasks of graduate studies
• Supported departmental processes of organizing an orientation for newly admitted students
• Provided assistance to prepare departmental workshops for MA students
• Delivered administrative support to assigned projects and tasks as directed by the supervisor
SCHOLARSHIPS AND GRANTS

**Georgia State University, Department of Applied Linguistics & ESL, Atlanta, Georgia**
- 2018-2022: Graduate Assistantship Scholarship (PhD program)
- 2018-2020: Department Scholarship
- 2018-2020: Professional Development Funds
- 2018-Present: Annual Student Travel Grants (PhD program)
- 2015-2016: Annual Student Travel Grants (MA program)
- 2014-2016: Graduate Assistantship Scholarship (MA program)

**SMU-TESOL Program, Sookmyung Women’s University, Seoul, South Korea**
- 2011: Academic Excellence Scholarship Award

**Kwanjeong Educational Foundation, Seoul, South Korea**
- 2006: Academic Excellence Scholarship Awards (twice)

**Seoul National University, Seoul, South Korea**
- 2004: Scholarship from Alumni Association of the Department of French Language Education of Seoul National University

AWARDS AND HONORS

**2017**
- **Best Poster Award**
  The Applied Linguistics Association of Korea International Conference, Seoul National University of Education, Seoul, South Korea

**2017**
- **Outstanding Graduate Student Award**
  College of Arts and Sciences, Georgia State University, Atlanta, Georgia

**2012**
- **Award of Local Officer of Education in Ansan**
  Gyeonggi Ansan Office of Education, Ansan, South Korea

**2011**
- **Honor Award and Award of Excellence**
  SMU-TESOL, Sookmyung Women’s University, Seoul, South Korea

PUBLICATIONS

**BOOKS**
REFEREED JOURNAL PUBLICATIONS

Kang, S., & Kim, Y. (online first). Examining the quality of mobile-assisted, video-making task outcomes: The role of proficiency, narrative ability, digital literacy, and motivation. Language Teaching Research, 13621688211047984.


JOURNAL ARTICLES UNDER REVIEW


REFEREED BOOK CHAPTERS


BOOK REVIEWS

PRESENTATIONS
INVITED PRESENTATIONS


REFEREED PRESENTATIONS


Yi, T., & Kang, S. (March 2022) Towards an Aural English Phrasal Verb Test. Work-In-Progress
Virtually presented at the 43rd Language Testing Research Colloquium.


Kang, S., Shin, Y., & Yu, W. (October 2018) Formulaic sequences as a tool for teaching English prepositions to Korean high school EFL students: An experimental study, Poster session presented at the 37th Second Language Research Forum (SLRF), the Université du Québec à Montréal, Montréal, Canada.


Kim, Y., Choi, B., Kim, B., Yun, H., Choi, S., & Kang, S. (2017 October). Task repetition,
written corrective feedback and second language development. Paper presented at Second Language Research Forum, Ohio State University, Columbus, Ohio.

Kang, S. & Oh, H. (September 2017). The Effect of Explicit Instruction of Formulaic Sequences on English Learners’ Writing across Proficiency Levels. Poster session presented at The Applied Linguistics Association of Korea International Conference, Seoul National University of Education, Seoul, South Korea. (Received Best Post Award)


Kim, Y., Choi, B., Kang, S., Yun, H., & Kim, B. (March 2017). Let’s do it again!: The role of task repetition in foreign language pedagogy. Paper presented at Teaching and Learning Second Languages as a Process of Discovery – Bridging Theories and Practices, Emory University, Atlanta, Georgia.


Kang, S. (October 2015). Technology-based English Teaching for Integrated Writing and
TEACHER TRAINING WORKSHOPS


Kim, Y., Choi, B., Kang, S., Yun, H., & Kim, B. (July 2016). Designing Instructional Tasks for Korean Language Learners. Yonsei University, Seoul, South Korea.

Kim, Y., Choi, B., Kang, S., Yun, H., & Kim, B. (June 2016). Developing Task-Supported Syllabi for Korean as a Foreign Language Learners: Benefits and Challenges. Annual Meeting of the American Association of Teachers of Korean (AATK), Emory University, Atlanta, Georgia.


PROFESSIONAL SERVICE

AD-HOC REVIEWER FOR JOURNALS

2022-2023
Ad Hoc Reviewer
Journal of Language, Identity, and Education

2021
Ad Hoc Reviewer
Foreign Language Annals

REVIEWER FOR CONFERENCES

AAAL conference
Abstract Reviewer
August 2022
AAAL 2023 (Second Language Acquisition strand)

TESOL Convention
Abstract Reviewer
June 2022
TESOL Convention 2023 (Applied Linguistics strand)
June-July 2021
TESOL Convention 2022 (Applied Linguistics strand)
June-July 2020
TESOL Convention 2021 (Applied Linguistics strand)

TESOL Regional Conference
Abstract Reviewer
March 2022
TESOL 2022 Uzbekistan Regional Conference
### TESOL Graduate Student Forum

**Proposal Reviewer**

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tbody>
<tr>
<td>October-November 2022</td>
<td>TESOL 2023 Graduate Student Research Forum (Doctoral Student Forum)</td>
</tr>
<tr>
<td>October-November 2021</td>
<td>TESOL 2022 Graduate Student Research Forum (Doctoral Student Forum)</td>
</tr>
<tr>
<td>October-November 2020</td>
<td>TESOL 2021 Graduate Student Research Forum (Doctoral Student Forum)</td>
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### The East Coast Organization of Language Testers (ECOLT)

**Abstract Reviewer**

- **August 2020:** ECOLT 2020

### MENTORSHIPS AND ADVISING

<table>
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<tr>
<th>Month</th>
<th>Activity</th>
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<tr>
<td>March 2023</td>
<td>Mentor of Sookmyung TESOL Mentoring Program</td>
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<td>May 2021</td>
<td>SMU-TESOL, Sookmyung Women’s University, South Korea</td>
</tr>
<tr>
<td>May 2018</td>
<td>Pre-service Teacher Advising (Secondary Education: English)</td>
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<tr>
<td></td>
<td>Gwangmyeongbuk High School, Gwangmyeong, South Korea</td>
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### VOLUNTARY WORK AND LEADERSHIP

<table>
<thead>
<tr>
<th>Month</th>
<th>Role</th>
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<tbody>
<tr>
<td>August 2020-2021</td>
<td>Co-President of Graduate Student Association</td>
</tr>
<tr>
<td>March 2019</td>
<td>Volunteer</td>
</tr>
<tr>
<td>March 2019</td>
<td>Volunteer/Session Chair</td>
</tr>
<tr>
<td>September 2018</td>
<td>Volunteer/Session Chair</td>
</tr>
<tr>
<td>April 2016</td>
<td>Volunteer</td>
</tr>
<tr>
<td>April 2015</td>
<td>Volunteer</td>
</tr>
<tr>
<td>October 2015</td>
<td>Volunteer/Session Chair</td>
</tr>
<tr>
<td>August 2015-July 2016</td>
<td>Assistant Manager</td>
</tr>
<tr>
<td>June-August 2015</td>
<td>ESOL teacher</td>
</tr>
</tbody>
</table>
International Rescue Committee, Atlanta, Georgia

Volunteer (International Exchange Student Buddy)
International Exchange Student Buddy Program, College of Arts and Sciences, Georgia State University, Atlanta, Georgia

Assistance Manager
English Teacher Association for Designing English Lessons, Ansan, South Korea

SNU Buddy Volunteer
SNU BUDDY program, Seoul National University, Seoul, South Korea
• Helped international exchange students adapt to campus life and Korean culture; served as a Korean tutor

Student Vice-President
Department of French Language Education, Seoul National University, Seoul, South Korea

Korean Language Tutor
Language Education Institute of Seoul National University, Seoul, South Korea

Certificate of Online Training Program for Korean Language Teachers
Seoul National University, Seoul, South Korea

SMU-TESOL Certificate
Sookmyung Women’s University, Seoul, South Korea

SIT QuiLT Certificate
Paju English village (in affiliation with School for International Training), Paju, South Korea

Foundations of Programming: Python (Online)
University of Washington

Learn Dialogflow ES, Learn Dialogflow CX (Dr. Aravind Mohanoor)
Botflo

Developing Chat Bots for Language Learning (Dr. Adriana Picoral)
CALICO Winter 2021 Workshop
June 2020  |  **A Badge of Master Online Teaching: Fundamentals of Course Design and Delivery**  
  
Georgia State University Center for Excellence in Teaching and Learning, Georgia State University, Atlanta, Georgia

May 2020  |  **Using Post Reality to Introduce Augmented Reality into Language Learning**  
**Computational Approaches to Studies in Human Language and Technology Using Python and NLTK**  
**Make Your Own Language Adventure: Learner-developed Interactive Fiction Games with Twine**  
CALICO 2020 Workshop

June 2019  |  **The ACTFL 4-day OPI Assessment Workshop**  
University of Wisconsin, Madison, Wisconsin

**OTHER RELEVANT EXPERIENCE**

| Spring 2023 | **Guest speaker**  
**AL 8962 Seminar in Research Methods (L2 Writing Research Methods, Dr. Diane Belcher), Georgia State University, Atlanta, Georgia**  
- Topic: Insider’s perspective on Kim, Kang, Nam, & Skalicky (2022)

| Fall 2022  | **Guest speaker**  
**AL 8955 Academic Socialization and Preparation for UG Teaching (Dr. Ute Römer), Georgia State University, Atlanta, Georgia**  
- Topic: What to expect from your mentor(s)?

| Spring 2022 | **Guest speaker**  
**AL 8955 Academic Socialization and Preparation for UG Teaching (Dr. Stephanie Lindemann), Georgia State University, Atlanta, Georgia**  
- Topic: Working with the advisor on dissertation and publications

| Fall 2020  | **Guest speaker**  
**AL 8955 Academic Socialization and Preparation for UG Teaching (Dr. Ute Römer), Georgia State University, Atlanta, Georgia**  
- Topic: Learning to cope with doctoral study

| August 2019, August 2015 | **Georgia State Test of English Proficiency (GSTEP) Rater**  
Georgia State University, Atlanta, Georgia
May 2006

**Representative of Student Teachers (French Language Education)**
Seoul National University High School, Seoul, South Korea

**LANGUAGES**

- **Korean**: native language
- **English**: excellent command of English language and fluent in four skills: reading, listening, writing, and speaking
- **French**: intermediate level of communicative competence; functional in both productive and receptive skills
- **Japanese**: obtained Japanese Language Proficiency Test (JLPT) N3 (September 2013); upper-intermediate proficiency in written and spoken communication in Japanese

**SOFTWARE SKILLS**

- Data analysis: MAXQDA, NVivo, MS Excel
- Statistical analysis: R, SPSS
- Linguistic analysis: AntConc
- Multimodal creating software: Adobe Spark, KineMaster (mobile application), MS PowerPoint
- AI software: Google Dialogflow (natural language understanding platform/chatbot development platform)
- Programming language: Python, R
- Web software: Qualtrics (survey platform), iCollege (LMS)

**CONTACT INFORMATION OF MY SUPERVISOR**

Dr. YouJin Kim
Department of Applied Linguistics and ESL, Georgia State University
Phone: 404-413-5188
E-mail: ykim39@gsu.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>Sanghee Kang</th>
</tr>
</thead>
<tbody>
<tr>
<td>University &amp; name of degree program</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>(Tentative) title of dissertation</td>
<td>The role of chatbot-assisted collaboration tasks and learner characteristics in the alignment-driven learning of L2 grammar and pragmatics: Comparing provision of primes and recasts</td>
</tr>
</tbody>
</table>
| Organization memberships (include dates) | AAAL (2015-present)  
TESOL (2015-present)  
CALICO (2018-2021) |

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

Building on my previous research which focused on CALL-TBLT, particularly technology-mediated interaction studies, I recently defended my dissertation proposal. The proposed dissertation examines the role of chatbot-assisted collaboration tasks and learner characteristics in alignment-driven L2 learning. The goal of my dissertation is three-fold: (1) to investigate the role of linguistic alignment manifested during L2 learner-chatbot interaction in the learning of L2 English grammar and pragmatics; (2) to examine how positive and negative evidence in input affects linguistic alignment during chatbot-based interaction; (3) to evaluate the role of learner-related factors (prior knowledge, L2 proficiency, language aptitude) and learners’ perceptions of a chatbot in linguistic alignment. Findings from the study would account for the potential benefits of linguistic alignment during chatbot-based L2 interaction in learning of a developmentally challenging grammatical feature (i.e., stranded prepositions) and a pragmatic feature that is often not taught in L2 classrooms. The dissertation study will also address some of teachers’ concerns such as what type of learners benefit from chatbot-based interaction. Last, the study will provide useful information to L2 practitioners for designing chatbot-assisted alignment tasks by demonstrating which type of task (positive evidence vs. negative + positive evidence) is more effective for teaching grammar and pragmatics. [200 words]

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.

I have several on-going collaborative CALL projects, which investigate different CALL topics such as synchronous written corrective feedback (SWCF) on collaborative writing during online English courses, alignment-driven Korean pragmatics learning during mobile-mediated interaction, and a longitudinal
investigation into learner perceptions of digital multimodal composing (DMC) tasks. Regarding the online feedback study, we compare the effects of direct and indirect SWCF, which was provided on students’ shared Google Docs, on the learning of L2 English grammar (simple past tense) and students’ perceptions of receiving SWCF in fully online English courses. Another CALL project in progress investigates pragmatics learning through linguistic alignment during mobile-mediated text chat conversation. In the project, we examine linguistic alignment at the level of pragmatics among L2 Korean language learners and factors that may affect the occurrence of alignment and alignment-driven learning in the context of mobile communication. Lastly, in the longitudinal study on learner perceptions, we track EFL adolescent learners’ perceptions of the role of DMC tasks in English learning over seven months as they engage in various genres of DMC tasks (e.g., argumentative essay, promotional video, book review). Additionally, we examine the relationship between the quality of DMC task outcomes and learners’ perceptions. [197 words]

3. Describe your experience in language teaching using CALL.

Inspired by the development of technologies and their potential affordances for language teaching, I have been greatly passionate about adopting diverse technologies and technology-mediated tasks into my language classroom. While teaching at public high schools in South Korea, I employed a range of up-to-date technological tools to increase EFL adolescent learners’ motivation, to create opportunities for authentic language use, and to build students’ autonomy. For example, I designed a DMC-based course curriculum (e.g., a collaborative video creation task), which required students to produce English texts on their own and to engage in discussions to resolve any language-related topics. Because English writing is not often taught in Korean high school contexts, implementation of technology-mediated writing tasks was perceived very positively by the learners in terms of its helpfulness for language learning. I also used a learning platform for developing interactive collaborative tasks (e.g., Quizizz.com). For instance, I created assessment tools to check learners’ understanding after completing reading passages or to check students’ vocabulary learning. In the US, when I taught English composition at a university level, I used MS Word online to promote college students’ collaboration on various writing genres inside and outside classroom and to provide feedback more effectively. [199 words]

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

I have published four journal articles that are at the intersection of CALL, L2 writing, and Task-based language Teaching. The three recent articles involve mobile-assisted task, vocabulary learning through real-world video-creation task, and the effect of pretask planning on collaborative DMC task. First, in Kang and Kim (online first), we investigated factors that affect the quality of mobile-assisted, video-making task outcomes. As predicting factors, L2 English writing proficiency, L1 narrative ability, digital literacy, and motivation were included. Results showed that L2 writing proficiency and L1 narrative ability significantly predicted the quality of video production in terms of language use and task fulfillment. In Kim, Kang, and D’Arienzo (2021), we explored EFL learners’ vocabulary learning through an uncontrolled, real-
world, video creating task. The task involved pretask planning, a field trip to the historical site, and creation of an English travel guide in a computer lab. The study indicated that use of target lexical items in the video production varied among participants. Lastly, Kim, Kang, Nam, and Skalicky (2022) examined the role of pretask planning conditions (guided vs. unguided) on peer interaction during a collaborative DMC task and showed the effects of pretask planning conditions on the amount of peer interaction. [199 words]

Kang, S., & Kim, Y. (online first). Examining the quality of mobile-assisted, video-making task outcomes: The role of proficiency, narrative ability, digital literacy, and motivation. Language Teaching Research, 13621688211047984.

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

I have had strong interest in actively engaged in the academic community for CALL and believed that presenting my research work at CALICO conference is a great opportunity for such involvement. Accordingly, in 2021, I was able to present a paper titled “A Mobile-Assisted Multimodal Task in an EFL Classroom Context: Predicting Factors, Process, and Task Outcomes” at the CALICO conference. Also, I have been greatly interested in learning about new technological tools for teaching and research. With my burning desire to learn, I actively participated in a variety of CALICO workshops (e.g., chatbot development and interactive fiction games using Twine). As a young CALL researcher, while participating in CALICO workshops, I greatly appreciated the opportunities that allowed me to come up with new ideas for CALL research. In the future, I would like to be more involved with CALICO and further make contributions. I wish that I continue to present my future work at the CALICO conference, get my CALL studies published in the CALICO journal, and serve as a manuscript reviewer. Further, I would like to contribute to the CALICO workshops as a workshop leader and share my teaching and research experience using CALL with the CALICO community. [200 words]

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.