



THE UNIVERSITY OF ARIZONA

# Second Language Acquisition & Teaching

Graduate Interdisciplinary Program

1103 East Second Street  
Harvill, Room 241  
P.O. Box 210076  
Tucson, AZ 85721-0076  
Phone: (520) 621-7391  
Fax: (520) 626-3313  
GIDP-SLAT@arizona.edu  
slat.arizona.edu

March 21, 2024

Dear CALICO Awards Committee members,

I am absolutely delighted to nominate Lincoln Bain, a Ph.D. Candidate in the Doctoral Program in Second Language Acquisition and Teaching (SLAT) at the University of Arizona for the 2024 Robert A. Fischer Outstanding Graduate Student Award. Everyone who has worked with Lincoln can attest to the fact that **he is an exceptional doctoral student and a truly aspiring researcher in CALL!** In the spring of 2023 Lincoln completed his comprehensive examinations and successfully defended his dissertation proposal. He is currently working on his data collection and analyses. In addition to his research, Lincoln has been **an active member of the CALL graduate student community** within his university and nationwide participating in a number of graduate student SIGs and mentoring programs. He has **served as a graduate student representative at the SLAT Executive Council and proven himself to be a reliable and talented research assistant** on several nationally funded research projects. I have worked with Lincoln in several capacities as his instructor, supervisor, colleague, and member of his dissertation committee, and I can state with all confidence that **Lincoln is truly the best candidate for this award.**

Lincoln's area of research in CALL is gaming and gamification. His three-article dissertation, which he is writing under the supervision of Dr. Jon Reinhardt, is entitled "Bringing Digital Games into the L2 Classroom: Examining the Uses of Commercial and Educational Games for L2 Teaching and Learning. It focuses on three aspects of Digital Game-Based Language Learning (DGBLL). In his first dissertation project, Lincoln draws from the previous studies of game-enhanced practices, multimodal composing, and social semiotics to examine the practices and the development of L2 learner-player's identities through the multimodal composing process of avatar creation and that avatars' potential embodiment through gameplay. I supervised his pilot study leading up to this research and noted Lincoln's **extensive knowledge of CALL theory and approaches, and his keen interest in making games an attractive but also powerful medium for language learning for his students.** Lincoln's second project examines the existence of communities of inquiry in game streaming communities and their potential for impactful L2 learning experiences. This study carries important implications for L2 teaching praxis, by showing how educators may utilize the gaming streams for L2 learning, and how the presences of streamers can be used for teaching with vernacular and serious games.

Lincoln's third dissertation project is of particular importance to our field as it adopts a critical perspective in identifying a number of problematic areas in the ways serious and vernacular games are being developed, evaluated, and presented for practice in current DGBLL research and scholarship. **His goal is to establish a rigorous conceptual framework** for evaluating the validity of published research on gaming and identify patterns in methodologies and data analysis instruments to establish criteria for analyzing the presentation and quality of pedagogical implications within the field. I envision that his work to make an important contribution to the field of CALL and to offer a new vision on the use of game-based environments in language education.

In addition to his research, Lincoln was recruited to work as a research associate for two multi-site international research initiatives, funded by the Stevens Initiative. In this role, Lincoln contributed to the analysis of virtual exchange initiatives and educational practices in several geopolitical regions of the world and **wrote a report for international stakeholders** on the state of virtual international education in Central Asia. More recently, Lincoln was invited to join the team of CALL faculty members and graduate students in the Technology-Enhanced Placed-Based Language Learning (TEPBLL) Consortium. Lincoln has created a number of TEPBLL modules for the Open Education Resource (OER) *Geoliteracies and TEPBLL*, assisted in leading teacher training workshops on TEPBLL and conducted data analysis in partnership with the Center for Educational Resources in Culture, Language, and Literacy (CERCLL) at the University of Arizona. Lincoln has been invited to contribute several articles for *the Encyclopedia of CALL* (Palgrave-MacMillan). He has presented his CALL research at a number of local, national and international conferences, and will be participating in two panels at the 2024 CALICO Conference in Pittsburg in May. I attended his talk at the 2023 CALICO Conference in Minneapolis last year, and I was very impressed by the quality of his research and his outstanding presentation skills.

**Lincoln is one of the most outstanding students I have had the opportunity to mentor** in the past 10 years, and I have **no doubt he will become a new Jon Reinhardt in the area of game-based CALL** and make a significant contribution to our field. Given his leadership and organizational skills, I can easily imagine him becoming a CALICO President in the near future. I know that **Bob Fischer would have approved his candidacy for the CALICO Outstanding Graduate Student Award**. Knowing that, I recommend Lincoln for the award in Bob's honors in the strongest possible terms.

Sincerely,

Liudmila Klimanova, Ph.D.  
Assistant Professor of Russian and SLAT  
Doctoral Program in Second Language Acquisition & Teaching (SLAT)  
College of Humanities  
[klimanova@arizona.edu](mailto:klimanova@arizona.edu)

# Curriculum Vitae

## **Contact Information**

Lincoln G. Bain IV

Cell: (+1) 480-600-2050

Email: [lincolnbainiv@arizona.edu](mailto:lincolnbainiv@arizona.edu)

## **Education**

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### **Doctor of Philosophy**

The University of Arizona, Tucson, Arizona

- Major: Second Language Acquisition and Teaching
- Graduate Certificate in Technology in Second Language Teaching
- Expected: Fall 2025

### **Masters in the Arts of Teaching**

Northern Arizona University, Flagstaff, Arizona

- Major: Spanish Education
- Dec. 2018 - Graduated with distinction

### **Bachelor of Arts**

Arizona State University, Tempe, Arizona

- Major: Spanish Literature and Culture
- Concentration: Latin American Studies
- May 2016

## **Publications**

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Bain, L. G., IV. & Reinhardt, J. (2024). Pedagogical Approaches To Digital Game-Based Language Learning And Teaching. *Palgrave Encyclopedia for Computer-Assisted Language Learning*. [Manuscript in preparation].

Bain, L. G., IV., & Klimanova, L. (2024). Identity and DGBLLT. *Palgrave Encyclopedia for Computer-Assisted Language Learning*. [Manuscript in preparation].

Reinhardt, J., & Bain, L. G., IV. (2024). Digital games and Gaming in Language Teaching and Learning. *Language Teaching*. [Manuscript in preparation].

Bain, L. G., IV. (2018). Perusall: A Collaborative Reading Tool. *The FLTmag*. Retrieved from <http://fltmag.com/perusall/>

### **Presentations**

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- Bain, L. G., IV. (2024, August). *"Building Your In-Game Avatar: Examining L2 Identity through Multimodal Composing"*. The paper will be presented at The International Association for Applied Linguistics (AILA) in Kuala Lumpur, Malaysia.
- Bain, L. G., IV. (2024, May 25th). *"Bringing Digital Games into the L2 Classroom: A Systematic Review of the Pedagogical Implications Presented in Research"*. The paper will be presented at The Computer Assisted Language Instruction Consortium (CALICO) at Carnegie Mellon University, Pittsburgh, PA.
- Reinhardt, J., & Bain, L. G., IV. (2024, May 25th). *"Building a Serious L2 Learning Game: Perspectives on Collaborations between Academia and Industry"*. The panel presentation will be presented at The Computer Assisted Language Instruction Consortium (CALICO) at Carnegie Mellon University, Pittsburgh, PA.
- Bain, L. G., IV. (2023, June 8th). *Learning From the Sidelines: Utilizing Community of Inquiry to Examine Twitch Video Game Streamer's Presences and their Affordances for SLA*. The paper was presented at The Computer Assisted Language Instruction Consortium (CALICO) at the University of Minnesota, Minneapolis, MN.
- Bain, L. G., IV. (2018, November 10). *Perusall as a Second Language Tool – Enhancing L2 Literacy with Social Annotations and Collaborative Reading*. Poster presented at the Arizona Computer-Assisted Language Learning Conference at Arizona State University, Tempe, AZ.

### **Workshops**

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Klimanova, L. & Lomicka, L. (2024, February 22nd) *Walking the Land: Footsteps toward Impactful Place-based Language Learning*. Intercultural Competence Conference, The University of Arizona, Tucson, Arizona  
 Role: Facilitator

### **Research Positions**

#### **Research Assistant**

Project Title: K-16 Teacher Perceptions of Place-Placed Pedagogies in Foreign Language Education  
 Principal Investigators: Dr. Lara Lomicka and Dr. Liudmila Klimanova  
 June 2023 - August 2023

#### **Research Associate**

Stevens Initiative/The Aspen Institute International Research Grant (2021-2022)  
 Project Title: "Causes of Marginalization and Underrepresentation in Global Virtual Exchange Initiatives"  
 Principle Investigators: Modern University for Business and Science (Lebanon), The Open University (UK), Newcastle University (UK), Meija University (Japan), Culture Beyond Borders (USA/Ghana Foundation), Class2Class (USA), University of Arizona (USA)  
 May 2022 – July 2022

### Teaching Appointments

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#### **Graduate Teaching Assistant**

University of Arizona

Aug. 2021 – Present

**Responsibilities:** I am the sole instructor of face-to-face and online Spanish 102 and 202 courses with 24-26 students per class. I am currently working on adapting gamification techniques for the language learning classroom and the use of commercial games for oral production.

#### **Blended Learning Specialist**

Casteel High School

Aug. 2019 – May 2021

**Responsibilities:** I was in charge of advising 15-20 of my colleagues on new language learning tools and how they can be successfully implemented in the classroom. This involved the uses of computer assisted language learning, as well as mobile-assisted language learning.

#### **Certified Teacher**

Casteel High School

Jan. 2019 – May 2021

**Responsibilities:** I was teaching five separate sections of Spanish 2 and Honors Spanish 3 for students that range from 13-17 years of age. I also developed a classroom approach around the use of gamification elements.

#### **Student Teacher**

Campo Verde High School

Aug. 2018 – Dec. 2018

**Responsibilities:** I was assisting with five sections of high school students for a semester to earn a state certification. I am currently advising my co-teacher on the use of technology in a secondary education classroom, specifically the use of serious games as language learning tools.

#### **Graduate Teaching Assistant**

Northern Arizona University

Aug. 2016 – Dec. 2018

**Responsibilities:** I was the sole instructor of 20-27 students per class for a total of four academic semesters and one summer term. I taught Spanish 101 and 102 while working as a GTA. I adapted current technology into the classroom and focused primarily on collaborative reading and flipped classrooms.

### **Additional Positions**

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#### **Curriculum and Content Designer**

Tutorworks

July 2022 – Present

**Responsibilities:** I am currently designing a Spanish curriculum and narrative structure for an educational video game for Tutorworks. The curriculum starts with introductory Spanish, but future game iterations will be made to cover additional language levels.

### **Research Interests**

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- Game-Based Language Learning Application and Integration
- Game-Enhanced Language Learning
- Gameful Learning
- Digital Identity Development
- Informal Language Learning in the Digital Wilds
- Multimodal Composing
- Social Media

### **Certifications**

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- Certified Instructor K-12 in the State of Arizona
  - Spanish Language
  - Structured English Immersion

### **Awards and Honors**

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- Russell J. and Dorothy Bilinski Fellow
  - 2024-2025
- Member of Sigma Delta Phi, Spanish Honor Society
  - 2015 - Present.

### **Courses Taught**

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#### **Post Secondary**

SPA 101 – Introductory Spanish 1 | 7 Sections | Online/In-person | Northern Arizona University

- First-semester Spanish course designed around the formation of basic language construction and use in the present verb tense.

SPA 102 – Introductory Spanish 2 | 7 Sections | Online/In-person | Northern Arizona University and University of Arizona

- Second-semester Spanish course with an increased emphasis on new grammar structures, specifically the varying past tenses.

SPA 202 – Intermediate Spanish 2 | 4 Sections | Online/In-person | University of Arizona

- Fourth-semester Spanish course that utilizes the four language skills, new grammatical structures, and culture, focusing more specifically on oral production for everyday activities.

### **Secondary**

Spanish 1 – Introductory Spanish | 4 Sections

- First-semester Spanish course designed around the formation of basic language construction and use in the present verb tense.

Spanish 2 – Introductory Spanish | 11 Sections

- Second-semester Spanish course with an increased emphasis on new grammar structures, more specifically the varying past tenses.

Honors Spanish 3 – Intermediate Spanish | 3 Sections

- Third Semester Spanish that addresses various grammatical structures within different verb tenses, with a larger emphasis on oral and listening comprehension.

### **Professional Affiliations**

2023 - Present The International Association of Applied Linguistics (AILA)

2023 - Present American Association for Applied Linguistics (AAAL)

2022 – Present The Computer-Assisted Language Learning Consortium (CALICO)

2017 – Present American Association of Teachers of Spanish and Portuguese (AATSP)

2015 – Present National Collegiate Hispanic Honors Society

### **Skills**

- Fluent in English
- Professional fluency in Spanish
- Curriculum Design
- CALL and Blended-learning Specialist

### **Study Abroad**

- Studied biomedical engineering and nutrition in Spanish with native students.

### 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	Lincoln G. Bain IV
University & name of degree program	University of Arizona – Second Language Acquisition and Teaching
(Tentative) title of dissertation	Bringing Digital Games Into the L2 Classroom: Avatars, eSports and Pedagogical Implications
Organization memberships (include dates)	<i>2023 - Present:</i> The International Association of Applied Linguistics (AILA) <i>2023 - Present:</i> American Association for Applied Linguistics (AAAL) <i>2022 – Present:</i> The Computer-Assisted Language Learning Consortium (CALICO) <i>2017 – Present:</i> American Association of Teachers of Spanish and Portuguese (AATSP) <i>2015 – Present:</i> National Collegiate Hispanic Honors Society

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

<ul style="list-style-type: none"><li>• Gameful Second Language Learning and Teaching (GL2LT) is the foundation for my research. Within GL2TL, my primary research areas involve using commercial and educational video games for formal and informal language learning, how digital games foster second language identity development in the digital wilds, and teacher education for implementing games for language learning. The next step is to take this knowledge and examine the intersections that exist for gaming, artificial intelligence, and how non-player characters (NPC) can be used to guide and facilitate language instruction.</li><li>• Understanding how commercial and educational games can be used for language learning is something that I believe will become more relevant with time. Billions of people play commercial video games worldwide, and the global video game industry is worth hundreds of billions of dollars, and more money will be invested into designing them. It is an opportunity for meaningful formal and informal language learning and to utilize students' gaming literacy skills. As games become more advanced, incorporating virtual reality and AI will become more prevalent, providing new facets to game-based language</li></ul>
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learning. It is best to stay ahead of the curve and gradually build teachers' gaming literacies.

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 involves three articles. The first is a systematic review of the field of GL2TL to identify the gaps in pedagogical implications and how they may be better improved and interpreted. The second examines second language identity development in a massively multiplayer online role-playing game (MMORPG) through the multimodal composition of character avatars and gameplay over several weeks. The third utilizes the community of inquiry framework to identify presences within Twitch.TV video game streams and how they may be implemented for formal and informal language learning.
- I have worked as a research assistant on two separate occasions. The first assistantship examined virtual exchange practices worldwide via the Stevens Initiative / The Aspen Institute. The second assistantship was focused on designing digital place-based language learning (DPBLL) activities in partnership with The Center for Educational Resources in Culture, Language, and Literacy (CERCLL) at the University of Arizona.
- I have also worked as a curriculum and content designer for Tutorworks in collaboration with the United States Airforce on their educational video game, *Mage Duel*. I am the sole curriculum designer for the Spanish version of the game and serve as a member of their research team.

3. Describe your experience in language teaching using CALL.

- K-12: All students were given access to a Chromebook at the secondary level, which provided them equal opportunities for CALL in class. I implemented a *Minecraft* project for teaching Spanish culture and required students to present their *Minecraft* builds to the class as tour guides. I also used the game *Among Us* to practice the four language skills on multiple occasions to incorporate more commercial video games. I also utilized the collaborative reading tool *Perusall* to encourage collaborative reading and note-taking with my more advanced students to incorporate Spanish literature better. I also incorporated gamification elements such as *Quizlet/Kahoot/Quizizz* to motivate and encourage competition.
- University: I decided to bring the game *Among Us* to the university classroom and saw higher levels of success and interactions at this level. I also brought the gamification elements of *Quizlet/Kahoot/Quizizz*, but to a lesser effect. Their repetitiveness was a critical feature mentioned by my students, and I transitioned towards using *Gimkit* to encourage more gaming literacy and game mechanics beyond answering questions. I have also incorporated digital place-based learning through 360 VR technology to explore culture in Latin America.

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

- I have one published article within the FLTmag on using *Perusall* as a collaborative reading tool. I am currently working on a few different publications that are beyond my dissertation articles.
- GL2TL: I am working on three journal entries/articles involving GL2TL. Two pieces will be entries within the *Palgrave Encyclopedia for Computer-Assisted Language Learning*. In the first piece, I am the primary author alongside Dr. Jonathon Reinhardt with the tentative title “Pedagogical Approaches To Digital Game-Based Language Learning And Teaching.” For the second piece, I will be the primary author alongside Dr. Liudmila Klimanova, working on addressing the intersections between commercial and educational games and digital identity. For the third piece, I will be a contributing author alongside Dr. Jonathon Reinhardt for a state-of-the-art review on Digital game-based language learning from 2020 – 2024 for *Language Teaching*.
- I am also reviewing a manuscript for the L2 Journal from the Berkley Language Center at the University of California on using Computer-Based Assessments for L2 learning.

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

- During my first year of CALICO, I presented at the Minnesota conference and joined the Gaming and Graduate Student SIG. I worked as a student volunteer during the conference, attended workshops, and helped moderate some presentation sessions. I also worked as a member of Tutorworks, which participated in the Launchpad.
- I am currently in my second year as a member of CALICO. I will be presenting at CALICO 2024 for two different projects. I also plan to work as a student volunteer this year and moderate some of the presentations.
- In the future, I plan to participate in CALICO in a few ways that go beyond presenting and volunteering. I would like to be more active in my current SIGs and others. I would like to help organize the Gaming SIG in the future. I anticipate being able to take part in the CALICO journal as a potential reviewer, as well as publish my research in the future. I plan to stay as active as possible within the community to stay engaged with the scholarship and members of CALICO to share research and build professional relationships.

## **II. To the mentor professor**

A. Please answer the following questions regarding the graduate student candidate.

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|---|------------|----|
| 1. Is the candidate in good academic standing?                    | <b>YES</b> | NO |
| 2. Has the candidate begun dissertation research/data collection? | <b>YES</b> | NO |
| 3. Is the candidate's dissertation primarily focused on CALL?     | <b>YES</b> | 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](mailto:ec06@TXSTATE.EDU). Thank you very much for your participation in this process.**