

March 25, 2024

Dear CALICO Graduate Student Award Selection Committee,

I am writing this letter to express my strong support for Carla Consolini's application for the CALICO Graduate Student Award. Carla is an excellent researcher, and her dissertation will have an important impact on language learning research broadly (and computer assisted language learning specifically).

Carla's research interests lie in the interface between immersive virtual reality and language learning. Some of her work has focused on the affordances of immersive virtual reality for vocabulary learning (in comparison to other learning environments). Her dissertation project focuses on the relationship between lexical and lexicogrammatical features of language use and judgements of writing proficiency. The results of her dissertation will inform automated writing feedback systems in second language Spanish contexts (which is underexplored).

In addition to her technical abilities, Carla is also a talented communicator. She has presented her work at national and international conferences and has consistently received positive feedback from her peers and professors. Her ability to effectively convey complex ideas and present her research in a clear and concise manner will be invaluable as she continues to make significant contributions to the field.

I wholeheartedly endorse Carla's application for the CALICO Graduate Student Award. She is an exceptional student and researcher, and I am confident that she will make a significant impact in her field. I strongly recommend her for the fellowship and am certain that she will make the most of this opportunity to further her academic and professional goals.

Sincerely,



Kristopher Kyle
Associate Professor
Department of Linguistics
Associate Editor
Language Learning

EDUCATION

- 2024** - University of Oregon, Eugene, Oregon.
 - PhD Linguistics.
- 2019** - Ohio University, Athens, Ohio.
 - MA Applied Linguistics.
 - CALL Certificate (Computer-Assisted Language Learning).
- 2017** - Ohio University, Athens, Ohio.
 - MA Spanish Literature and Linguistics.
- 2014** – Instituto Superior San Bartolomé, Rosario, Argentina.
 - BA Conference Interpreter (Spanish<>English).
- 2013** – Instituto Superior Pago de los Arroyos, Rosario, Argentina.
 - BA Translation Studies (Spanish<>English).

HONORS AND AWARDS

- 2023** – University of Oregon, Eugene, Oregon.
 - Dissertation and Thesis Award
 - Three-Minute Thesis Award
- 2019** – University of Oregon, Eugene, Oregon.
 - Promising Scholar.
- 2017** – Ohio University, Athens, Ohio.
 - Outstanding Graduate Student.

ACADEMIC APPOINTMENTS

University of Oregon

2021 - Present – Teaching Assistant

Courses taught:

- Linguistics 302: Introduction to linguistic behavior, Winter 2021, Spring, 2023, Winter 2024 – Teaching assistant in charge of discussion sections, Department of Linguistics
- Linguistics, 150: Structure of English words, Winter, 2023, Fall 2023 – Instructor of record, Department of Linguistics
- Linguistics 144: Learning How to Learn Languages, Fall, 2022, Spring 2024 – Instructor of record, Department of Linguistics
- Spanish 203, Spring 2022 – Instructor of record, Department of Romance Languages
- Spanish 202, Winter 2022 – Instructor of record, Department of Romance Languages
- Spanish 201, Fall 2021 – Instructor of record, Department of Romance Languages
- Spanish 322: Introduction to Hispanic Linguistics, Spring 2021 – Instructor of record, Department of Romance Languages

2019 - 2020 – Research Assistant at the Center for Applied Second Language Studies –
Main tasks and responsibilities: Design of data collection methodologies for research studies in English and Spanish; curation of pedagogical materials for foreign language teachers and instructors for weekly newsletter; creation of pedagogical interventions and instructional videos about different language learning topics and tasks; video and audio recording and editing for instructional materials design; recruitment and management of research participants; data collection and analysis of experimental data.

Ohio University

2015 - 2019 – Spanish Teaching Associate - Instructor of record

Courses taught:

- Intermediate Spanish 2, Spring 2019
- Intermediate Spanish 2, Fall 2018
- Intermediate Spanish 2, Summer 2018
- Elementary Spanish 2, Spring 2018
- Elementary Spanish 2, Fall 2017
- Elementary Spanish 2, Spring 2017
- Elementary Spanish 2, Fall 2016
- Elementary Spanish 1, Summer 2016
- Elementary Spanish 2, Spring 2016
- Elementary Spanish 1, Fall 2015

PROFESSIONAL EXPERIENCE

2023-Present

-Curriculum and Assessment Manager – Immerse, Inc. – In charge of curriculum and assessment maps and content for English, Spanish and French language programs.

2022-2023

-VR Spanish Curriculum Specialist and Spanish Instructor – Immerse, Inc. – In charge of curriculum creation for Spanish lessons in VR, instructor of record for VR Spanish lessons, and Spanish specialist for content translation.

2020-2022

-Assistant to the Editor of the Foreign Language Annals – In charge of reviewing submission, contacting and coordinating with reviewers, and keeping track of submissions status.

2021

-Eight-week Summer Research Intern at The Language Flagship Technology Innovation Center at the University Hawai'i at Manoa. Responsibilities: design, management, research, and execution of Virtual Reality Prototype for language learning. - <https://bit.ly/VRPrototype>

2018 - 2019

-Graduate Writing Tutor – ELIP graduate writing lab, Ohio University, Athens, Ohio.

2017 - 2018

-Interpreter for the Undergraduate College of Admissions – Ohio University, Athens, Ohio.

-Exam proctor for the Office of Disabilities – Ohio University, Athens, Ohio.

2016 - 2017

-Research Assistant, Ohio University.

Data lookup and coding for Dr. Ashwini Ganeshan, Department of Modern Languages

2012 - 2015

-Freelance Translator for different companies: ProTranslating, Gear Translations, Babelcube, Lion Translations – Argentina.

Responsibilities: English-Spanish translations and editing of legal, scientific, education and marketing related texts.

2011 - 2012

-In-house translator and editor for Main Post translations – Argentina

Responsibilities: English-Spanish translations and editing of subtitled for different companies.

2009 - 2011

-Departmental associate for telecommunications company – Teletech Holdings, Argentina.

Responsibilities: data report development, database maintenance, data input, data analytics.

SERVICE TO THE DEPARTMENT AND OTHER ORGANIZATIONS

The Computer-Assisted Language Instruction Consortium (CALICO)

2023 - Present

- Associate Chair for the Immersive Realities Special Interest Group

American Association of Applied Linguistics

2022 - Present

- Member of the Diversity, Equity, and Inclusion Committee of the Graduate Association of the American Association of Applied Linguistics

2021 - Present

- Reviewer of conference submitted abstracts for the Corpus Strand for the annual conference of the American Association of Applied Linguistics.

American Council on the Teaching of Foreign Languages

2020 – 2022

- Reviewer of conference submitted abstracts for the Technology Strand for the annual conference of the American Council on the Teaching of Foreign Languages.
- Reviewer of individual applications for the ACTFL/Cengage/IALLT Postsecondary Award for Excellence in World Language Instruction Using Technology.

University of Oregon

2021 - Present

- Member of the Diversity, Equity, and Inclusion Committee of the Linguistics Department
– Graduate student representative

2022 – Present

- Treasurer for the Graduate Linguists of Oregon Student Society (GLOSS)

2020 - 2022

- President for the Graduate Linguists of Oregon Student Society (GLOSS)

2019 - 2020

- Vice President for the Graduate Linguists of Oregon Student Society (GLOSS)

Ohio University

2018 - 2019

- Linguistic Society of Ohio University (LSOU) – Officer
- Guest speaker at Ohio University pre-colloquium Technology and Translation – “The translation of novels and subtitles”.
- Guest speaker at Sigma Delta Pi Honors Society of Ohio University – “Spanish in your future – Translation and Interpretation careers”.

2015 - 2018

- Oral Proficiency Interview (OPI) Training Session Organizer.
- Conversation Hour Leader.
- Language Fair Organizer.

2016 - 2017

- Ohio University – Modern Languages Department ambassador in Argentina.
 - Development of personal relationships with educational institutions in Argentina.
- President of Tango Club at Ohio University.
- Lecturer at “Translator’s café” – Graduate life at Ohio University.
- Ohio University Translation Club – Guest speaker: “Translation in the world and translation ethics”.
- Supervisor of educational cultural events:

- “The Taking of Gordy Hall” - <https://goo.gl/0BxBNX>
- “TangOU” Tango Club Classes

PUBLICATIONS

2024

(Under review) **Consolini, C. H.**, & Kyle, K. The relationship between L2 Spanish proficiency and features of written lexical and lexicogrammatical use.

2022

Knight, S., Sykes, J. M, Forrest, L., and **Consolini, C. H.** (2022). Meaningful Integration in Professional Communities: Examining User Behaviors in Catalyst. *CALICO Journal*. <https://doi.org/10.1558/cj.20861>

2020

Consolini, C. H., & Soto-Lucena, I. (2020). Low-proficiency L2 Collaborative writing to enhance individual writing and grammatical accuracy. *Coyote Papers: Working Papers in Linguistics, Linguistic Theory at the University of Arizona*, 22, 33-42. <http://hdl.handle.net/10150/641484>

CONFERENCE PRESENTATIONS

2024

Accepted to present in May: Annual CALICO conference – Panel Presenter: Research Methods in Virtual Reality, Virtual Exchange and Gaming

Accepted to present in May: Annual CALICO conference – Panel Presenter: The Digital Confluence: Merging VR and AI in CALL Environments

Annual AAAL conference – Presenter: Development of Spanish L2 vocabulary through interaction and immersive virtual reality.

2023

Annual CALICO conference – Presenter: “Examining Pragmatic Competence in Interaction during Immersive Virtual Reality Collaborative Gameplay”

2022

Annual CALICO conference – Presenter: “A Game-based Approach to L2 Spanish Vocabulary Learning in the Second Language Classroom”

Annual CALICO conference – Presenter: “Designing VR Immersive Environments for Learning Pragmatics: A Pilot Study”

Annual AAAL conference – Presenter: “The relationship between L2 Spanish proficiency and features of written lexical and lexicogrammatical use”.

2021

CALICO VR SIG Graduate Presentations – Presenter: “Creating Web-based VR Immersive Environments”.

Ohio University Linguistics Colloquium Series – Invited Speaker: “Spanish L2 writing assessment: lexical sophistication and lexical diversity as predictors of proficiency”.

Online Summer Internship Series: Center for Language and Technology at the University of Hawai’i – Presenter: “Designing VR Scenarios for Language Learning”. <https://vimeo.com/588643714>

2020

Annual ACTFL convention – Presenter: “Collaborative Writing: Meaningful Implementation for Low Proficiency L2ers”.

ECOLT Conference – Presenter: “Using Digital Simulations to Assess L2 Pragmatic Competence: A Report on Pilot Results in Spanish”

AZCall Conference – Presenter: “Immersive classroom experiences using Google Cardboard”

2019

Annual ACTFL convention – Presenter: “The use of immersive AR/VR in language classrooms to enhance acquisition”.

13th Arizona Linguistic Circle Conference – Presenter: “Low-proficiency learners of Spanish and their perception on the functionality of collaborative writing”.

Second Language Research Forum 2019 – Presenter: “Does collaborative writing enhance individual writing? An empirical study of Spanish L2ers”.

Second Language Research Forum 2019 – Presenter: “Collaborative text reconstruction: The impact of dyadic vs individual reconstruction on text length and complexity”.

Second Language Research Forum 2019 – Collaborator: “Semantico-syntactic variations in transitive predicates expressing locational change: Implications for native grammar and L2 research”.

Kentucky Foreign Language Conference 2019 – Presenter: “Change of Location Expressed by English Transitive Sentences”.

Kentucky Foreign Language Conference 2019 – Presenter: “Korean English Learners' Pragmatic Difficulties in Using English Emotional Intonation”.

Ohio University 10th CALL conference – Tech Fair – “Using Google Virtual Tour creator to teach culture in the foreign language classroom”.

2018

Ohio Valley Foreign Language Alliance – Workshop facilitator: “How to enhance noticing and intake of morphological forms in L2 learners”.

Second Language Research Forum 2018 – Presenter: “Task complexity in low-proficiency learners: Effects of task manipulation on L2 writing”.

GloCALL 2018 Conference & 15th China CALL Conference 2018 – Virtual Presenter: “Games, technology and group interaction: Enhancing L2 vocabulary intake through mobile-based games”.

Seventh TESOL/Applied Linguistics/Foreign Languages (TALFL) Conference – Presenter: “L2 Writing complexity in early stages of interlanguage development: Collaborative text reconstruction”.

IUP Methodology Conference on Foreign Language Teaching – Workshop facilitator: “Using Collaborative Written Tasks to Promote Morphological Acquisition”.

American Association of Applied Linguistics 2018 Conference – Poster presenter: “Collaborative Writing-Induced Interaction and the Production of Subjunctive in Low-Proficiency Spanish L2 Learners”.

Ohio University 10th annual CALL Conference – Presenter: “Technology and games in the classroom to enhance language intake”.

2017

XIX Congreso Internacional de Literatura Hispánica – Presenter: “La traducción al inglés de los estereotipos en la comedia del Siglo de Oro”.

Ohio Latin Americanists Conference – Presenter: “De Abya Yala a Hispanoamérica”.

2016

Ohio Latin Americanists Conference – Presenter: “Las complicaciones de la traducción al inglés de *Triste, solitario y final*, de Osvaldo Soriano”.

PROFESSIONAL DEVELOPMENT

2023

American Association of Applied Linguistics 2023 Workshop Series: “Researching L2 Pragmatics Across Contexts”. Portland, Oregon.

2022

CALICO Conference 2022 Workshop Series: “Critical Thinking, Task Engagement, and Learning with Educational Escape Rooms”, Seattle, Washington.

American Association of Applied Linguistics 2022 Workshop Series: “Using 3D Virtual Reality to Promote Critical Language and Cultural Global Competence: A One-Day Workshop on Research, Teaching, and Design”. Pittsburgh, Pennsylvania.

Intercultural Competence Conference Workshop Series: “A Deep Learning Approach to Intercultural Education: The DMLL, by Dr. Joseph Shaules”. Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona, Tucson, Arizona.

2021

Workshop “Anti-Racist Leadership: How to Practice Anti-Racist Leadership”, University of Oregon, Holden Center for Leadership & Community Engagement, Eugene, Oregon.

Workshop. “Introduction to Dedoose: qualitative data analysis”, University of Oregon, Department of Education, Eugene, Oregon.

Workshop “Teaching using new technologies”, University of Oregon, Teaching Engagement Program, Eugene, Oregon.

2020

Workshop “Master the Tidyverse Workshop Series 2: ggplot2.”, University of Oregon, Library Data Services, Eugene, Oregon.

Workshop “Master the Tidyverse Workshop Series 1: Introduction to R and RStudio.”, University of Oregon, Library Data Services, Eugene, Oregon.

2019

Workshop “Basics Statistics Series Part 2: Basic Statistics in SPSS.”, University of Oregon, Library Data Services, Eugene, Oregon.

Workshop “Intro to Zotero.”, University of Oregon, Library Data Services, Eugene, Oregon.

2018

Workshop “Online Teaching Best Practices.”, Ohio University, ELIP Writing & Critical Reading Labs, Athens, Ohio.

Workshop “Rhetorical Moves in Research Articles.”, Ohio University, ELIP Writing & Critical Reading Labs, Athens, Ohio.

Workshop “Conducting successful online tutoring sessions.”, Ohio University, ELIP Writing & Critical Reading Labs, Athens, Ohio.

2017

Workshop “Professional Development of Graduate Teaching Assistants”, Ohio University, Athens, Ohio.

Workshop “How to Prepare for the Job Market: Writing a Teaching Philosophy and a Research Statement.”, Ohio University, Athens, Ohio.

2016.

Workshop “Developing an E-portfolio”, Ohio University, Athens, Ohio.

Workshop “Classroom Management”, Ohio University, Athens, Ohio.

2014

Workshop “Translation policies.” (10 hours, no assessment). Association of Translators of the Province of Santa Fe, 2nd District, Rosario, Argentina.

2013

Workshop “Applied Computer Science in Translation.” (10 hours, no assessment). Association of Translators of the Province of Santa Fe, 2nd District. Rosario, Argentina.

2011

SDL Trados training course (CAT tool). Instituto Superior Pago de los Arroyos, Rosario, Argentina.

Workshop “Neutral Spanish.” Instituto Superior Pago de los Arroyos, Rosario, Argentina.

LANGUAGES

- Spanish native
- English near native

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	Carla Consolini
University & name of degree program	University of Oregon, PhD in Linguistics
(Tentative) title of dissertation	Exploring Lexicogrammatical Features as Predictors of Writing Quality in Second Language Spanish: A Multivariate Analysis
Organization memberships (include dates)	CALICO member since 2019

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

My CALL research focus is twofold: I am currently investing most of my time on my dissertation project, aimed at investigating the relationship between indices of lexicogrammatical features and human judgments of Spanish second language writings. As this project moves forward and beyond the dissertation, the goal is not only to create an open source text-analysis tool that can provide indices of lexicogrammatical performance (almost completed!), but also work on the implementation of these indices to provide automated feedback for learners and instructors. Additionally, I have invested time in my PhD career investigating the applications, benefits and opportunities for improvement regarding immersive virtual reality (iVR) environments for second language teaching. Regarding this line of inquiry, I have developed iVR projects at The Language Flagship Technology Innovation Center, and have partnered with the VR language teaching platform Immerse to carry out research on the relationship between the use of iVR and the short and long term retention of novel vocabulary items (in progress). As this research project continues to develop in the future, looking at other aspects of language acquisition outside vocabulary, it can provide relevant insight for the development of appropriate pedagogical material for successful language learning in iVR environments.

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 worked on CALL projects for language teaching and learning since 2017, when I first implemented 360 semi-immersive tours for Spanish classes. During 2018, I examined the use of gamified mobile phone collaborative and competitive tasks for L2 vocabulary acquisition in novice Spanish learners. Later, during 2019 and 2020, I had the opportunity to work for the Center for Applied Second Language Studies (CASLS), where I assisted in the design and implementation of computer simulations for the assessment of Spanish intercultural competency of college students, and the design and implementation of mixed reality puzzle tasks to aid high-school students in developing their intercultural competence in Spanish. Simultaneously to my work at CASLS, I started investigating the use of Spanish learner corpora to better understand second language writing development and its pedagogical implications (Consolini & Kyle, forthcoming). Moreover, during the Summer of 2021, I worked at the University of Hawai'i Manoa, where I designed, created and implemented an interactive 360 immersive virtual reality gamified task to encourage learners of Spanish to reflect on their intercultural competence. More recently, I have continued to work on the use of learner corpora for the development of open-source tools for the analysis of L2 writing, and have partnered with VR platforms to conduct research on the impact of immersive environments and second language acquisition (in progress).

3. Describe your experience in language teaching using CALL.

I have a cumulative 6 years of experience teaching second language Spanish classes at the college level. I started implementing computer-assisted language learning tools in my classroom early on by creating collaborative writing tasks online in Google Docs, and by incorporating collaborative games and gamified tasks for grammar and vocabulary review. As I became more familiar with CALL practices, I implemented digital portfolios, virtual reality tours, and individual games created specifically for language learning. During my PhD career as an instructor of Spanish, I continued to implement much of these practices, but have also included micro-teachings intended to provide digital literacy by informing and aiding students in the responsible use of language-related tools, such as Google translate, online dictionaries and forums, social networks, and more recently, AI-powered technologies such as chat GPT. Overall, my experience utilizing CALL-related approaches and tools in the language classroom greatly shaped and informed my research. In turn, my research has helped inform the practices I incorporate in the language classroom. Most recently, I have taught classes through an immersive virtual reality platform, which has also created opportunities for CALL research which will provide significant insight to inform pedagogical practices of a growing subfield of CALL.

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

I have written articles on the relationship of indices of lexicogrammatical indices and levels of proficiency of second language learners of Spanish (first author, forthcoming), on the integration of teachers and instructors professional communities online and their digital behavior (2022, contributing author), and on a pilot on immersive virtual reality for pragmatics development (contributing author, in progress),

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

I have been a member of CALICO since 2018, and have participated as a presented in all its conference since then. I have also been a member of the Graduate Student SIG, and I am currently the co-chair of the Immersive Realities SIG. In the future, I will continue to attend all conferences to present future research and be informed of current research from my peers. I will also continue to serve in the Immersive Realities SIG as a co-chair.

II. To the mentor professor

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

1. Is the candidate in good academic standing? **YES**
2. Has the candidate begun dissertation research/data collection? **YES**
3. Is the candidate's dissertation primarily focused on CALL? **YES**

B. Please provide a letter of recommendation focusing on the elements in section I of the application and speak to why this graduate student is deserving of the CALICO Outstanding Graduate Student Award.

Please email this application cover sheet along with the candidate's responses, his/her CV, and your responses and letter to Esther Horn at ec06@TXSTATE.EDU. Thank you very much for your participation in this process.