

John Chi Curriculum Vitae

Department of Teaching and Learning, Policy and Leadership
College of Education, University of Maryland at College Park
2311 Benjamin Building, College Park, MD 20742, USA
Email: johnchi@umd.edu
ORCID: [0000-0002-9133-2582](https://orcid.org/0000-0002-9133-2582)

EDUCATION

2020-present	Ph.D. in Education. University of Maryland at College Park, USA.
2015	M.S. in Applied Linguistics. Georgetown University, USA.
2012	B.A. in Linguistics, minor in Chinese. San Diego State University, USA.

LICENSES & CERTIFICATIONS

2012	TEFL in China Certification. State Administration of Foreign Expert Affairs (SAFEA), China.
2012	TESL/TEFL Certificate. San Diego State University, Department of Linguistics & Asian/Middle Eastern Languages.

EMPLOYMENT

2020-present	Graduate Assistant , University of Maryland at College Park, Department of Teaching and Learning, Policy and Leadership.
	Editorial Assistant , International Multilingual Research Journal.
2017-2019	English Language Fellow , English Language Programs, Beijing Normal University & Hebei Normal University of Science & Technology.
2015-2017	Research Assistant , Center for Applied Linguistics, Division of World Languages and International Programs/Language Assessment Division.
2013-2014	Research Intern , Center for Applied Linguistics, Alliance of Heritage Languages in America (Heritage Alliance)
2013-2014	ESL Instructor , International Language Schools of Canada.
2012-2012	Seasonal ESL Instructor , Escondido Charter High School.
2011-2012	Tutor , Educational Opportunity Program & Fowler's Athletic Center.
2011-2012	ESL Teaching Assistant , American Language Institute at SDSU.

FELLOWSHIPS

2017-2019	English Language Fellow . Two separate 10-month fellowships in China, funded through the U.S. Department of State. Qinhuangdao, Hebei (2017-18), and Beijing (2018-19), China.
2016-2017	Teaching Fellow , Global Language Network (GLN). Year-long teaching fellowship for Beginner Mandarin courses.

PUBLICATIONS

I. Books, Edited Books, Journal Special Issues

II. Peer-Reviewed Journal Articles

Chi, J., Donovan, A. E., Malone, M. E. (2022). Teachers' perceptions of heritage language learners: A large-scale survey study on dialect variation, expectations, and assessment needs. *Heritage Language Journal*, 19(1), 1-39. <https://doi.org/10.1163/15507076-bja10009>

III. Chapters in Books, Edited Volumes, Handbooks

Chi, J., & Rolstad, K. (under review). Challenging standard language ideologies and promoting critical language awareness in teacher education. In C. Kocaman & A. F. Selvi (Eds.), *Critical Language Teacher Education*.

Peercy, M. M., & **Chi, J.** (2022). "Oh, I was scaffolding!": Novice teachers' use of scaffolding as humanizing practice with multilingual students. In L. C. de Oliveira & R. Westerlund (Eds.), *Scaffolding for Multilingual Learners in Elementary and Secondary Schools* (pp. 102-120). Routledge.

PRESENTATIONS & WORKSHOPS

I. Conference Presentations

Chi, J. (2023, April). Complicating the Essentialized Notion of a Heritage Learner: Variation in Experiences, Motivation, and Identity [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, USA.

Chi, J. (2023, April). International Multilingual Research Journal (IMRJ) [Journal roundtable]. American Educational Research Association (AERA) Annual Meeting, Chicago, IL, USA.

Chi, J. (2023, March). Humanizing Pedagogy in EFL Contexts: Interviews with EFL Teacher Educators [Paper presentation]. TESOL International, Portland, OR, USA.

Chi, J., Sears, F., Yeom, S., & Rolstad, K. (2023, March). Cultivating Teachers to Work with CLD Students: Longitudinal Perceptions on CLA from Student Teachers [Roundtable presentation]. American Association for Applied Linguistics (AAAL), Portland, OR, USA.

- Chi, J.** (2022, August). Humanizing Pedagogy in the EFL Context: Interviews with Seasoned EFL Teacher Educators [Paper presentation]. AsiaTEFL - TEFLIN - iNETAL Hybrid International Conference, East Java, Indonesia (Hybrid).
- Chi, J., Allen, L., & Nkooyooyo, E.** (2022, July). Centering Identity as Pedagogy in Teacher Education [Panel presentation]. NCTE English Language Arts Teacher Education (ELATE) Conference, Louisville, KY, USA.
- Chi, J.** (2022, April). International Multilingual Research Journal (IMRJ) [Journal roundtable]. American Educational Research Association Annual Meeting, San Diego, CA, USA.
- Peercy, M. M., & **Chi, J.** (2022, March). Humanizing Pedagogy in EFL Contexts: Interviews with EFL Teacher Educators [Paper presentation]. TESOL International, Pittsburgh, PA, USA (Hybrid).
- Chi, J., & Peercy, M. M.** (2021, November). Supporting Novice Teachers' Use of Scaffolding to Promote Humanizing Pedagogy [Individual presentation]. Maryland TESOL, Virtual.
- Chi, J.** (2021, October, November). The World Is Your Classroom: Teach with English Language Programs [Exhibitor presentation]. California TESOL, Virtual.
- Chi, J.** (2021, April). International Multilingual Research Journal (IMRJ) [Journal roundtable]. American Educational Research Association Annual Meeting, Virtual.
- Chi, J.** (2018, October). Task-Induced Involvement & Vocabulary Learning [Paper presentation]. English Language Teachers' Association of Mongolia (ELTAM) Conference, Ulaanbaatar, Mongolia.
- Chi, J.** (2018, April). Heritage Language Learners under the Microscope: Variation in Experience and Identity within a Chinese Classroom in the United States [Paper presentation]. English Language Conference (ELC). Shantou, Guangdong, China.
- Chi, J.** (2017, April). Teachers of LCTL heritage learners: How do we perceive our students? [Paper presentation]. National Council of Less Commonly Taught Languages (NCOLCTL) Conference, Rolling Meadows, IL, USA.
- Chi, J.** (2017, April). Teachers of heritage language learners: Perceptions, beliefs, expectations, and needs [Paper presentation]. Conference on Language, Learning, and Culture (CLLC), Fairfax, VA, USA.
- Chi, J.** (2017, March). Teachers' perceptions of heritage language learners in the classroom [Roundtable presentation]. American Association for Applied Linguistics (AAAL), Portland, OR, USA.
- Chi, J.** (2016, October). Modeling Two STARTALK Principles through a Teacher Training Program [Paper presentation]. STARTALK Fall Conference, Atlanta, GA, USA.

Chi, J. (2016, April). The Heritage Language Database: Promoting Awareness of Heritage Language Schools and Programs [Paper presentation]. National Council of Less Commonly Taught Languages (NCOLCTL) Conference, Atlanta, GA, USA.

Chi, J. (2016, April). The Heritage Language Learner under the Microscope: Variation in Experiences and Identity within a Single Chinese Classroom [Paper presentation]. American Association for Applied Linguistics (AAAL), Orlando, FL, USA.

Chi, J. (2015, October). The Heritage Language Database [Showcase presentation]. STARTALK Fall Conference, Orlando, FL, USA.

II. Conference Workshops

Chi, J. (2019, January, February). Assessment Basics: A Guide for Teachers [Workshop]. University of San Jose-Recoletos Conference, Cebu, Philippines.

Chi, J. (2018, December). Assessment Basics: A Guide for Teachers [Workshop]. Anhui University 安徽大学 Conference, Hefei, Anhui, China.

Chi, J. (2017, November). Performance Assessments: Developing Tasks and Rubrics [Workshop]. National Association of Foreign Language Education (NAFLE) Conference, Beijing, China.

Chi, J. (2017, October). Performance Assessments: Tasks and Rubrics for the Classroom [Workshop]. English Language Teachers' Association of Mongolia (ELTAM) Conference, Ulaanbaatar, Mongolia.

III. Invited Workshops

Note: *Workshops were conducted during my time as an English Language Fellow, and workshop topics were selected by the inviting party through a workshop menu.

***Chi, J.** (2018-2019, weekly). Friday roundtables on topics related to ELT [Workshop]. Regional English Language Office, U.S. Embassy, Beijing, China.

***Chi, J.** (2019, May). Warm-ups & Ice Breakers [Workshop]. Guangqumen Middle School Teacher Training Workshops, Beijing, China.

***Chi, J.** (2019, April). Becoming Better Conversationalists; Warm-ups & Icebreakers [Workshops]. Southwest University (西南大学) Workshops, Chongqing, Sichuan, China.

***Chi, J.** (2019, April). Assessment Basics; Performance Assessments [Workshops]. Regional English Language Office, U.S. Embassy, Beijing, China.

- ***Chi, J.** (2018-2019, monthly). Regular workshops for local secondary English teachers. Yanhua Middle School Teacher Training Workshops, Fangshan District, Beijing, China.
- ***Chi, J.** (2018, September). Performance assessment: Developing tasks and rubrics [Workshop]. ETS Global TOEFL Seminar, Chengdu, Sichuan, China.
- ***Chi, J.** (2018, April). Becoming Better Conversationalists: Listening Effective and Asking Good Questions [Workshop]. ETS Global TOEFL Seminar, Xi'an, Shaanxi, China.
- ***Chi, J.** (2018, April). Warm-ups & Icebreakers [Workshop]. Beijing Normal University, Beijing, China.
- ***Chi, J.** (2017, December). Performance assessment: Developing tasks and rubrics [Workshop]. Central China Normal University, Wuhan, Hubei, China.
- ***Chi, J.** (2017, November). Performance Assessment: Developing Tasks and Rubrics for the Classroom [Workshops]. Changchun Institute of Education, Changchun, Jilin, China.
- ***Chi, J.** (2017, October). Ice breakers; Performance assessment [Workshops]. Regional English Language Office, U.S. Embassy, Beijing, China.
- ***Chi, J.** (2017, September). Ice Breakers; Classroom Management [Workshops]. Changchun Institute of Education, Changchun, Jilin, China.
- Donovan, A. E., & **Chi, J.** (2016, February, March). New York State English as a Second Language Achievement Test (NYSESLAT): Speaking test [Turkey training]. New York State Education Department, Queens, NY, USA.
- Mackey, A., **Chi, J.**, Lee, J., & Bryfonski, L. (2015, May). Corrective Feedback Reflection & Task Design [Workshop]. Foreign Service Institute, Arlington, VA, USA.
- Mackey, A., **Chi, J.**, Lee, J., & Bryfonski, L. (2015, April). Corrective feedback [Workshop]. Foreign Service Institute, Arlington, VA, USA.
- Chi, J.** (2014, March). Language program evaluation: How to conduct focus groups [Workshop]. Georgetown University, Washington, DC, USA.

TEACHING

Selected courses taught at the university level as instructor of record:

UNIVERSITY OF MARYLAND at COLLEGE PARK

Spring 2023	TLPL 697: Embracing Diversity: Supporting Culturally & Linguistically Diverse Learners in Secondary Classrooms
Fall 2021, Fall 2022	TLPL 446: Language Variation and Multilingualism in Elementary Classrooms

BEIJING NORMAL UNIVERSITY 北京师范大学

Spring 2019 How Languages Are Learned (First Language Acquisition) (3 sections)
Language Learning Theory (Second Language Acquisition) (2 sections)
Fall 2018 Critical Reading and Writing
Approaches and Methods to Language Teaching
Oral English
Creative Writing

HEBEI NORMAL UNIVERSITY OF SCIENCE & TECHNOLOGY 河北科技师范学院

Spring 2018 Language Teaching Design & Practice (postgraduate)
Oral English 2 (4 sections)
Fall 2017 Selected Readings for Theories of English Language Teaching
Oral English 1 (4 sections)

ADVISING & MENTORING

Thesis advising for undergraduate students at Beijing Normal University (2018-19):

Chao Keng Choi, *A case study on teachers' beliefs and practices on grammar teaching under the introduction of the Joint Admission Examination for Macao four higher education institutions*, 2019.

Feng Xinying (Ilsa), *Autonomous learning ability among the English majors*, 2019.

Jiang Yinqi (Jasmine), *Language attitude and identity of South Korean students born abroad towards Korean language*, 2019.

Kim Dongwoo, *A rhetorical analysis of verbal humor in sitcom "The Big Bang Theory" based on Conversational Principles*, 2019.

Li Wenru (Cathy), *A pragmatic analysis of Chinese and American animated comedies based on the Cooperative Principle*, 2019.

Lim Sunha (Celine), *A comparative study of early English education between China and South Korea*, 2019.

HONORS & AWARDS

SCHOLARSHIPS & GRANTS

2022 College of Education Greatest Need Fund
2022 Jacob K. Goldhaber Travel Grant
2021 The William C. Graham & William J. Graham Endowed Scholarship in Education

SERVICE

2022-present **Organizer & Committee Member**, UMD Multilingual Research Center Speaker Series Committee.

2022-present **Teaching Assistant**, Cantonese School of Greater Washington.
2021 **UMD Multilingual Research Center Representative**, Maryland TESOL.
2015 **Organizer**, Consortium on Useful Assessment in Language & Humanities Education (CUALHE) Conference.
2015 **Organizer**, East Coast Organization for Language Testing (ECOLT) Conference.
2015 **Registration Organizer**, Georgetown University Round Table (GURT).
2015 **Student Organizer**, Georgetown University Graduate Student Conference.
2014 **Registration Organizer**, Georgetown University Round Table (GURT).

PROFESSIONAL AFFILIATIONS

2022-present Student Member, TESOL International
2020-present Student Member, American Educational Research Association (AERA)
2013-present Student Member, American Association for Applied Linguistics (AAAL)