

John Chi Curriculum Vitae

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EDUCATION

2020-present **Ph.D.** in Applied Linguistics/Language Education. University of Maryland, 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, SF.
2012-2012 **Seasonal ESL Instructor**, Escondido Charter High School.
2011-2012 **Tutor**, Educ. Opportunity Program & Fowler's Athletic Center at SDSU.
2011-2012 **ESL Teaching Assistant**, American Language Institute at SDSU.

FELLOWSHIPS

2017-2019 **English Language Fellow**, English Language Programs. 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. Year-long teaching fellowship for Beginner Mandarin courses. Washington, DC, USA.

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

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. <https://doi.org/10.4324/9781003196228>

Chi, J., & Rolstad, K. (forthcoming, 2024). Challenging standard language ideologies and promoting critical language awareness in teacher education. In A. F. Selvi, & C. Kocaman (Eds.), *International Perspectives on Critical English Language Teacher Education: Theory and Practice*. Bloomsbury.

Chi, J. (under review). Humanizing pedagogy in EFL teaching in East Asia: Perspectives from seasoned EFL teacher educators. In R. Jain, J. C. Chen, D. N. Marissa, & E. Trinh (Eds.), *Humanizing Language Pedagogies and Teacher Education Research*.

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 (AERA) 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 - iNELLTAL 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 (AERA) 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 (AERA) 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., Donovan, A. E., & Malone, M. E. (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., Donovan, A. E., & Malone, M. E. (2017, March). Teachers' perceptions of heritage language learners in the classroom [Roundtable presentation]. American Association for Applied Linguistics (AAAL), Portland, OR, USA.

Chi, J., & Thompson, L. (2016, October). Modeling Two STARTALK Principles through a Teacher Training Program [Paper presentation]. STARTALK Fall Conference, Atlanta, GA, USA.

Chi, J., & Donovan, A. E. (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

Note: * Workshops were conducted during my time as an English Language Fellow.

***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

Fall 2023	TLPL 691: Research Methods
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 (2 sections) 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

2016	Staff-Initiated Scholarly Research Award (Center for Applied Linguistics)
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SCHOLARSHIPS & GRANTS

2023	UMD Graduate School's Summer Research Fellowship
2023	Alumni Conference Grant (English Language Programs; for AAAL & TESOL)
2022	College of Education Greatest Need Fund
2022	Alumni Conference Grant (English Language Programs; for NCTE ELATE)
2022	Jacob K. Goldhaber Travel Grant
2021	The William C. Graham & William J. Graham Endowed Scholarship in Education

SERVICE

2023	Proposal Reviewer , American Association for Applied Linguistics (AAAL)
2022-present	Teaching Assistant/Volunteer , Cantonese School of Greater Washington
2022-2023	Organizer & Committee Member , UMD Multilingual Research Center (MRC) Speaker Series Committee
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

2022-2023	Student Member, National Council of Teachers of English (NCTE)
2022-present	Student Member, TESOL International
2020-2021	Student Member, Maryland TESOL
2020-present	Student Member, American Educational Research Association (AERA)
2013-present	Student Member, American Association for Applied Linguistics (AAAL)

LANGUAGES

English	Fluent, Native
Cantonese/Chinese	Fluent, Heritage Language, four years of formal study (1998-2001)
Mandarin/Chinese	Intermediate-Mid (ACTFL), three years of formal study (2009-2012)
Spanish	Novice-Intermediate, four years of formal study (2004-2008)