

John Chi Curriculum Vitae

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EDUCATION

2020-present **PhD**, Applied Linguistics/Language Education, University of Maryland;
anticipated spring 2025
2015 **MS**, in Applied Linguistics, Georgetown University
2012 **BA**, in Linguistics (Chinese minor), San Diego State University

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, Department of Teaching and
Learning, Policy and Leadership
2021-2024 **Editorial Assistant**, *International Multilingual Research Journal*
2017-2019 **English Language Fellow**, English Language Programs
Visiting Lecturer, Beijing Normal University (2018-19)
Visiting Lecturer, Hebei Normal University of Science & Technology (2017-18)
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 Teacher**, International Language Schools of Canada, San Francisco
2012 **ESL Teacher**, Escondido Charter High School
2011-2012 **Tutor**, Educational Opportunity Program & Fowler's Athletic Center, SDSU
2011-2012 **ESL Teaching Assistant**, American Language Institute, SDSU

CONSULTING/CONTRACTED EMPLOYMENT

2024-present **Alumni Ambassador**, English Language Programs
2024 **EMI Workshop Facilitator**, Fulbright Taiwan, Maryland English Institute
2023 **Test Development Consultant**, Center for Applied Linguistics, WIDA

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.

PUBLICATIONS

Peer-Reviewed Journal Articles

- Moore, S. C. K., & **Chi, J.** (in press). Bilingual-bicultural education rejected: English-only despite Lau [Special issue]. *Language Policy*.
- 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>
- Moore, S. C. K., Mahalingappa, L., & **Chi, J.** (under review). Bilingual-bicultural education: Opportunity obscured [Special issue]. *Bilingual Research Journal*.

Book Chapters

- Chi, J.**, & Rolstad, K. (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* (pp. 27–32). Bloomsbury.
- 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.** (in press). “Very, very small, almost negligible” practices: Perspectives and experiences of EFL teacher educators on the role of humanizing pedagogy in the Global South. In R. Jain, J. C. Chen, & E. Trinh (Eds.), *Humanizing Language Teaching and Teacher Education in Transnational Spaces: Critical Perspectives on Identities, Pedagogies, and Research*. Bloomsbury.
- Hu, X. H., & **Chi, J.** (in preparation). The transnational experience of being socialized into academia: A self-study of an international doctoral student in the United States [tentative title].

PRESENTATIONS & WORKSHOPS

Conference Presentations

- Chi, J.** (2024, October). Family decisions to sustain a heritage language through community-based schools: A case study [Paper presentation]. Family Language Policy Conference, Galway, Ireland.
- Moore, S. C. K., & **Chi, J.** (2024, April). Fifty Years On: Lau v. Nichols, Language Rights or English-only? [Poster presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA.
- MacSwan, J., **Chi, J.**, et al. (2024, April). Meet the Editors: International Multilingual Research Journal (IMRJ) [Roundtable session]. American Educational Research Association Annual Meeting, Philadelphia, PA.
- Chi, J.** (2024, March). Sustainability and Investment in the Community: A Collaborative and Participatory Evaluation of a Cantonese Community-based Heritage Language Program [Roundtable presentation]. American Association for Applied Linguistics Conference, Houston, TX.
- 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.
- MacSwan, J., **Chi, J.**, et al. (2023, April). Journal Talks: International Multilingual Research Journal (IMRJ) [Roundtable session]. American Educational Research Association Annual Meeting, Chicago, IL.
- Chi, J.** (2023, March). Humanizing Pedagogy in EFL Contexts: Interviews with EFL Teacher Educators [Paper presentation]. TESOL International, Portland, OR.
- 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 Conference, Portland, OR.
- Chi, J.** (2022, August). Humanizing Pedagogy in the EFL Context: Interviews with Seasoned EFL Teacher Educators [Paper presentation]. AsiaTEFL - TEFLIN - iNELTAL 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.

- MacSwan, J., **Chi, J.**, et al. (2022, April). Journal Talks: International Multilingual Research Journal (IMRJ) [Roundtable session]. American Educational Research Association Annual Meeting, San Diego, CA.
- Peercy, M. M., & **Chi, J.** (2022, March). “Oh, I was scaffolding!”: Novice Teachers’ Scaffolding as Humanizing Practice [Paper presentation]. TESOL International, Pittsburgh, PA (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.**, et al. (2021, April). Journal Talks: International Multilingual Research Journal (IMRJ) [Roundtable session]. 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.**, 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.
- 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.
- 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 Conference, Portland, OR.
- Chi, J.**, & Thompson, L. (2016, October). Modeling Two STARTALK Principles through a Teacher Training Program [Paper presentation]. STARTALK Fall Conference, Atlanta, GA.
- 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.

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 Conference, Orlando, FL.

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

English Language Fellow 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.

Invited Lectures, Workshops, Professional Development, and Trainings

Wang, S., & **Chi, J.** (2024, October). A Checklist for Program Establishment and Evaluation [Workshop]. Community-based Heritage Language Conference, American University, Washington, DC, USA.

Chi, J., & Moore, S. C. K. (2024, January-February). EMI Workshops for Fulbright Taiwan [Workshops]. Maryland English Institute (UMD), College Park, MD, USA.

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 [Turnkey 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 2025	TLPL 646: Linguistics in Education
Fall 2023	TLPL 691: Research Methods
Spring 2023	TLPL 697: Embracing Diversity: Supporting Culturally and 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.

SERVICE

Peer/Proposal Review

- 2024 **Proposal Reviewer**, American Educational Research Association (AERA)
2024 **Peer Reviewer**, Book chapter for *The Long Overdue Voice: Asian Americans in Bilingualism and Bilingual Education* (edited volume)
2024 **Peer Reviewer**, Special issue for *Language Policy* (LP)
2023, 2024 **Proposal Reviewer**, American Association for Applied Linguistics (AAAL)

Conference Organizing

- 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 **Student Organizer**, Georgetown University Graduate Student Conference
2014, 2015 **Registration Organizer**, Georgetown University Round Table (GURT)

External Community Involvement and Volunteer Teaching

- 2024-present **Alumni Ambassador**, English Language Programs
2024-present **Board Member**, Cantonese School of Greater Washington
2023 **Student Volunteer**, Community-Based Heritage Language Schools Conference
2022-2023 **Teaching Assistant/Volunteer**, Cantonese School of Greater Washington
2016-2017 **Teaching Fellow** for Beginner Mandarin, Global Language Network

HONORS & AWARDS

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

FELLOWSHIPS, SCHOLARSHIPS, & GRANTS

2024 ACTFL Research Priorities Grant, \$3800
2023 College of Education Graduate Student Fellowship Fund (UMD)
2023 Graduate School's Summer Research Fellowship (UMD)
2023 Alumni Conference Grant (*English Language Programs*; for AAAL & TESOL)
2022 College of Education Greatest Need Fund (UMD)
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
2021-2024 Multilingual Research Center's Conference Travel Fund (UMD)

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)
2022-2023 Student Member, National Council of Teachers of English (NCTE)
2020-2021 Student Member, Maryland TESOL

LANGUAGES

English Fluent
Cantonese/Chinese Fluent, Heritage Language, four years of formal study (1998-2002)
Mandarin/Chinese Intermediate-Mid ([ACTFL](#)), three years of formal study (2009-2012)
Spanish Novice-Intermediate, four years of formal study (2004-2008)