

John Chi

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Quick links: [EDUCATION](#) | [EMPLOYMENT](#) | [PUBLICATIONS](#) | [PRESENTATIONS & WORKSHOPS](#) | [TEACHING](#) | [ADVISING & MENTORSHIP](#) | [GRANTS & AWARDS](#) | [SERVICE](#)

EDUCATION

- 2020-present **PhD**, Applied Linguistics and Language Education, University of Maryland (ABD, anticipated 2025 completion)
2025 (spring) **MA**, Language, Literacy, and Social Inquiry, University of Maryland
2015 **MS**, Applied Linguistics, Georgetown University
2012 **BA**, Linguistics, Chinese, San Diego State University

PROFESSIONAL ACADEMIC & RESEARCH

- 2020-present **Graduate Assistant** (Research/Program Assistant), University of Maryland, Department of Teaching and Learning, Policy and Leadership
Editorial Assistant, *International Multilingual Research Journal* (2021-24)
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)

PROFESSIONAL TEACHING (see [UNIVERSITY TEACHING](#) for course list)

- 2020-present **Instructor of Record, Instructional Assistant**, University of Maryland, Department of Teaching and Learning, Policy and Leadership
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)
2013-2014 **ESL Teacher**, International Language Schools of Canada, San Francisco, CA
2012 **ESL Teacher**, Escondido Charter High School, Escondido, CA
2011-2012 **Tutor**, Educational Opportunity Program & Fowler's Athletic Center, SDSU
2011-2012 **ESL Teaching Facilitator**, American Language Institute, SDSU

CONSULTING/CONTRACTED EMPLOYMENT

- 2024-present **Alumni Ambassador**, English Language Programs
2024, 2025 **Workshop Instructor/Facilitator**, Fulbright Taiwan, Maryland English Institute
2023 **Test Development Consultant**, Center for Applied Linguistics, WIDA
2013 **ESL Corporate Trainer**, Twitter, Inc.

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

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.**, & Mahalingappa, L. (2024). Bilingual-bicultural education: Opportunity obscured. *Bilingual Research Journal*, 47(4), 367–391. <https://doi.org/10.1080/15235882.2024.2412526>
- Moore, S. C. K., & **Chi, J.** (2024). Bilingual-bicultural education rejected: English-only despite Lau. *Language Policy*, 23(4), 427–449. <https://doi.org/10.1007/s10993-024-09712-8>
- 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>

Book Chapters

- Chi, J.** (in production, 2025). “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.
- 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>

In Preparation

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.

Chi, J. (in preparation). The heritage language learner under the microscope: Dismantling essentialized notions of learners' identities and experiences.

PRESENTATIONS & WORKSHOPS

Conference Presentations

Chi, J., & Moore, S. C. K. (2025, April, upcoming). Bilingual-bicultural education rejected: English-only despite *Lau* [Symposium]. American Educational Research Association Annual Meeting, Denver, CO.

Chi, J. (2025, March, upcoming). Investing in local multilingual communities: Language program evaluation for community-based heritage language schools [Roundtable presentation]. American Association for Applied Linguistics Conference, Denver, CO.

Hull, T., **Chi, J.**, et al. (2025, March, upcoming). Celebrating Diversity and Creating Cross-Cultural Dialogue in Global Classrooms [Exhibitor session]. TESOL International, Long Beach, CA.

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.
- 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.
- Chi, J.,** & Peercy, M. M. (2021, November). Supporting Novice Teachers' Use of Scaffolding to Promote Humanizing Pedagogy [Individual presentation]. Maryland TESOL.
- Chi, J.** (2021, October/November). The World Is Your Classroom: Teach with English Language Programs [Exhibitor presentation]. California TESOL.
- MacSwan, J., **Chi, J.**, et al. (2021, April). Journal Talks: International Multilingual Research Journal (IMRJ) [Roundtable session]. American Educational Research Association Annual Meeting.
- 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

Chi, J., & Moore, S. C. K. (2025, February). Fulbright Taiwan: U.S. Training for EMI Faculties [Workshop Series]. Maryland English Institute at UMD, College Park, MD.

Chi, J. (2024, October). Heritage Language Rights and Education [Guest Lecture, TLPL 253]. University of Maryland, College Park, MD.

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

Chi, J., & Moore, S. C. K. (2024, January-February). Fulbright Taiwan: U.S. Training for EMI Faculties [Workshop Series]. Maryland English Institute at UMD, College Park, MD.

Chi, J. (2018-2019, weekly). Friday roundtables on topics related to ELT [Workshop Series]. 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). ELT training for secondary English teachers [Workshop Series]. 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.
- Mackey, A., **Chi, J.**, Lee, J., & Bryfonski, L. (2015, May). Corrective Feedback: Reflection & Task Design [Workshop]. Foreign Service Institute, Arlington, VA.
- Mackey, A., **Chi, J.**, Lee, J., & Bryfonski, L. (2015, April). Corrective Feedback [Workshop]. Foreign Service Institute, Arlington, VA.
- Chi, J.** (2014, March). Language program evaluation: How to conduct focus groups [Workshop]. Georgetown University, Washington, DC.

UNIVERSITY TEACHING

Selected courses taught at the university level as Instructor of Record [U=undergraduate; G=graduate]:

UNIVERSITY OF MARYLAND at COLLEGE PARK

Spring 2025	TLPL 646: Linguistics in Education [G]
Fall 2023	TLPL 691: (Educational) Research Methods [G]
Spring 2023	TLPL 697: Embracing Diversity: Supporting Culturally and Linguistically Diverse Learners in Secondary Classrooms [G]
Fall 2021, Fall 2022	TLPL 446: Language Variation and Multilingualism in Elementary Classrooms [U]

BEIJING NORMAL UNIVERSITY 北京师范大学

Spring 2019	How Languages Are Learned (L1 Acquisition) (3 sections) [U] Language Learning Theory (L2 Acquisition) (2 sections) [U]
Fall 2018	Critical Reading and Writing (2 sections) [U] Approaches and Methods to Language Teaching [U] Oral English [U] Creative Writing [U]

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

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

ADVISING & MENTORSHIP

BEIJING NORMAL UNIVERSITY 北京师范大学 (undergraduate theses):

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.

FELLOWSHIPS, SCHOLARSHIPS, GRANTS, & AWARDS

National Grants & Awards

2025	<i>AERA</i> Bilingual Education Research (BER) SIG Conference Award
2024	<i>ACTFL</i> Research Priorities Grant, \$3800
2023	<i>English Language Program</i> Alumni Conference Grant, \$3544
2022	<i>English Language Program</i> Alumni Conference Grant, \$1177
2016	<i>Center for Applied Linguistics</i> Staff-Initiated Scholarly Research Award, \$5000

Intramural Fellowships, Scholarships, & Grants

2024, 2022	Jacob K. Goldhaber Travel Grant (domestic, international)
2023	College of Education Graduate Student Fellowship Fund
2023	Graduate School's Summer Research Fellowship
2022	College of Education Greatest Need Fund
2021	The William C. Graham & William J. Graham Endowed Scholarship in Education
2021-2025	Multilingual Research Center's Conference Travel Fund (various)
2020-2024	Dean's Fellowship (annual)

SERVICE

Peer/Proposal Review

2025	Peer Reviewer , Special issue manuscript for <i>The Language Learning Journal</i>
2024	Proposal Reviewer , American Educational Research Association (AERA)
2024	Peer Reviewer , Book chapter manuscript for <i>The Long Overdue Voice: Asian Americans in Bilingualism and Bilingual Education</i> (edited volume)
2024	Peer Reviewer , Special issue manuscript for <i>Language Policy</i> (LP)
2023, 2024	Proposal Reviewer , American Association for Applied Linguistics (AAAL)

Conference Organizing & Representation

2024	Exhibitor Representative for English Language Programs , New Jersey Education Association (NJEA) Convention
2022-2023	Organizer & Committee Member , UMD MRC Speaker Series
2021	Representative for UMD Multilingual Research Center , 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
2022-present	Board Member & Volunteer , Cantonese School of Greater Washington
2023	Student Volunteer , Community-Based Heritage Language Schools Conference
2016-2017	Teaching Fellow for Beginner Mandarin, Global Language Network

PROFESSIONAL AFFILIATIONS

2025-present	Member, American Council for the Teaching of Foreign Languages (ACTFL)
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	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)

(*Note: The redaction of ‘native’ or ‘non-native’ labels to describe proficiency is intentional.)