

John Chi

Curriculum Vitae

Department of Teaching and Learning, Policy and Leadership
University of Maryland at College Park
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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, 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 in San Francisco.
2012 **Seasonal ESL Instructor**, Escondido Charter High School.
2011-2012 **Tutor**, Educational Opportunity Program & Fowler's Athletic Center at SDSU.
2011-2012 **ESL Teaching Assistant**, American Language Institute at SDSU.

CONSULTING/CONTRACTED EMPLOYMENT

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, 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>

Moore, S. C. K., & **Chi, J.** (under review). Bilingual education rejected: English-only despite Lau [Special issue]. *Language Policy*.

Moore, S. C. K., Mahalingappa, L., & **Chi, J.** (in preparation). Lau's legacy? English only [Special issue]. *Bilingual Research Journal*.

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* (pp. 27–32). Bloomsbury.

Chi, J. (under review). "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*.

PRESENTATIONS & WORKSHOPS

**Note:* AAAL = American Association for Applied Linguistics; AERA = American Educational Research Association; TESOL = Teaching English to Speakers of Other Languages

I. Conference Presentations

Moore, S. C. K., & **Chi, J.** (2024, April). Fifty Years On: Lau v. Nichols, Language Rights or English-only? [Poster presentation]. AERA Annual Meeting, Philadelphia, PA, USA.

Chi, J., et al. (2024, April). Meet the Editors: International Multilingual Research Journal (IMRJ) [Roundtable session]. AERA Annual Meeting, Philadelphia, PA, USA.

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]. AAAL Conference, Houston, TX, USA.

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

Chi, J., et al. (2023, April). Journal Talks: International Multilingual Research Journal (IMRJ) [Roundtable session]. 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]. AAAL Conference, Portland, OR, USA.

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, USA.

Chi, J., et al. (2022, April). Journal Talks: International Multilingual Research Journal (IMRJ) [Roundtable session]. AERA Annual Meeting, San Diego, CA, USA.

Peercy, M. M., & **Chi, J.** (2022, March). “Oh, I was scaffolding!”: Novice Teachers’ Scaffolding as Humanizing Practice [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., et al.** (2021, April). Journal Talks: International Multilingual Research Journal (IMRJ) [Roundtable session]. 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]. AAAL Conference, 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]. AAAL Conference, Orlando, FL, USA.
- Chi, J.** (2015, October). The Heritage Language Database [Showcase presentation]. STARTALK Fall Conference, Orlando, FL, USA.

II. Conference Workshops, Professional Development, and Trainings

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, Professional Development, and Trainings

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.

- 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

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.

SERVICE

I. Peer Review

2024 **Peer Review**, Special issue paper for *Language Policy* (LP)
2023 **Proposal Reviewer**, American Association for Applied Linguistics (AAAL)

II. 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	Registration Organizer , Georgetown University Round Table (GURT)
2015	Student Organizer , Georgetown University Graduate Student Conference
2014	Registration Organizer , Georgetown University Round Table (GURT)

III. External Community Involvement and Volunteer Teaching

2023-present	Board Member , Cantonese School of Greater Washington (CSGW)
2023	Student Volunteer , Community-Based Heritage Language Schools Conference
2022-2023	Teaching Assistant/Volunteer , Cantonese School of Greater Washington

HONORS & AWARDS

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

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

PROFESSIONAL AFFILIATIONS

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)
2022-2023	Student Member, TESOL International
2020-2021	Student Member, Maryland TESOL

LANGUAGES

English	Fluent, Native
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)