Ko-Yin Sung
Professor of Chinese
Utah State University
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Research Interests: Chinese as a foreign language, language learning strategies, language attitudes and motivations, computer assisted language learning, Chinese dual language immersion program

Education

2009   Ph.D.   Culture, Literacy & Language   University of Texas at San Antonio
        Dissertation: *Language Learning Strategy Use and Language Achievement for American College Learners of Chinese as a Foreign Language*

2004   M.S.   Information Technology   University of Texas at San Antonio
        (Concentration: Infrastructure Assurance)

2001   M.A.   Bicultural-Bilingual Studies   University of Texas at San Antonio
        (Concentration: Bilingual Education)
        (Graduated with Honors)

1999   B.A.   Major: Spanish, Minor: Music   University of the Incarnate Word
        (Cum Laude)

Teaching Certification

Early Childhood, Taiwan

Academic Appointments

August 2021 – Present   *Full Professor*
                             Dept. of Languages, Philosophy and Communication
                             Studies, Utah State University

August 2019 - Present   *Associate Department Head*
                             Dept. of Languages, Philosophy and Communication
                             Studies, Utah State University

July 2016 – July 2021   *Associate Professor of Chinese*
                             Dept. of Languages, Philosophy and Communication
                             Studies, Utah State University

August 2010 - June 2016   *Assistant Professor of Chinese*

	Dept. of Languages, Philosophy and Communication Studies, Utah State University
August 2009 - July 2010	*Chinese Lecturer* Dept. of Languages, Philosophy and Speech Communication, Utah State University
August 2005 - May 2009	*Teaching Assistant* Dept. of Bicultural-Bilingual Studies University of Texas at San Antonio
August 2008 - May 2009	*Chinese Tutor* Dept. of Modern Languages & Literatures Trinity University
August 2008 - May 2009	*Chinese Teaching Assistant/Grader* Dept. of Modern Languages & Literatures University of Texas at San Antonio
August 2004 - June 2005	*Chinese-English Dual Language Teacher* Glenwood Elementary Carrboro City School District Chapel-Hill, North Carolina
August 2004 - June 2005	*Chinese Language Teacher* Cary Chinese School Morrisville, North Carolina

Research – Publications (Peer-Reviewed)

Books (Post-Tenure)

2019   *Mandarin Chinese Dual Language Immersion Programs.* Bristol, UK: Multilingual Matters. (Hsiao-Mei Tsai, second author)

2019   *Teaching and Learning Chinese as a Second or Foreign Language: Emerging Trends*. Ed. Maryland: Lexington Books.

Articles (Post-Tenure)

2022   (Accepted) Oral Narrative Development of Mandarin Chinese Dual Language Immersion Learners. *International Journal of Bilingual Education and Bilingualism*.

2021   Young readers in a Mandarin Chinese dual language bilingual education programme. *Journal of Multilingual and Multicultural Development*, DOI: 10.1080/01434632.2021.1968876

2020   Parent satisfaction and one-way Mandarin Chinese dual language programs in Utah, *Bilingual Research Journal, 43*(4), 384-399 DOI: 10.1080/15235882.2020.1825540

2020   Intercultural competence in the Chinese-speaking study abroad context. *Electronic Journal of Foreign Language Teaching, 17*(1), 231-242 (Wenjuan Guo, second author)

2017   Chinese language learning and teaching through desktop videoconferencing. *Journal of Technology and Chinese Language Teaching*, *8*(2), 1-24. (Hsiu-Jen Cheng, second author).

2017   Investigating the linguistic and pedagogical affordances of an L2 open reading environment via eComma: An exploratory study in a Chinese language course. *System, 69*, 38-53 (Joshua Thoms, first author, Frederick Poole, third author).

2017   Investigating the use of a smartphone social networking application on language learning. *Japan Association for Language Teaching- Computer Assisted Language Learning*, *13*(2), 97-115 (Fredrick Poole, second author).

2016   Differences between native and non-native English-speaking teachers in China from the perspectives of Chinese EFL students. *The Journal of English as an International Language, 11*(2), 1-18. (Frederick Poole, second author)

2016   A preliminary study on the effects of an e-gloss tool on incidental vocabulary learning when reading Chinese as a foreign language. *Chinese as a Second Language, 51*(3), 266-285 (Fredrick Poole, first author)

Book Chapters (Post-Tenure)

2019   Using the Chunking Method in Teaching Chinese Characters in a Sixth Grade Chinese Dual Language Immersion Classroom. In K. Sung (Ed.) *Teaching and Learning Chinese as a Second or Foreign Language: Emerging Trends* (pp. 113-126). Maryland: Lexington Books (Hsiao-Mei Tsai, second author; I-Chiao Hung, third author).

2018   (Chinese edition) Differences between native and non-native Chinese speaking teachers: Voices from overseas students who study Chinese in China. In P. Chou & J. Spangler (Eds.) *Chinese Education Models in a Global Age* (pp. 147-164). Taiwan: Psychological Publishing. (Hsiao-Mei Tsai, second author)

2017   Lexical richness and syntactic complexity analysis – From an online genre to academic discourse. In M. Li & B. Reynolds (Eds.) *Research into Second Language: Chinese and English Literacy Instruction* (pp. 105-157). Taiwan:

National Central University. (Hsiao-Ping Wu, first author)

2016   Differences between native and non-native Chinese speaking teachers: Voices from overseas students who study Chinese in China. In P. Chou & J. Spangler (Eds.) *Chinese Education Models in a Global Age* (pp. 133-147). Singapore: Springer. (Frederick Poole, second author)

Textbook Series (Pre-Tenure)

2014   *We Speak Chinese Intermediate Level 2 Textbook & Workbook.* Peking University Press.

2013   *We Speak Chinese Intermediate Level 1 Textbook & Workbook.* Peking University Press.

2013   *We Speak Chinese Beginner Level 2 Textbook & Workbook.* Peking University Press.

2013   *We Speak Chinese Beginner Level 1 Textbook & Workbook.* Peking University Press.

Articles (Pre-Tenure)

2015   Evaluating the impact of graded readings on the recognition of Chinese characters and reading comprehension by learners of Chinese as a foreign language. *Konin Language Studies, 3*(3), 271-294. (Frederick Poole, second author)

2015   Three approaches to beginning Chinese instruction and their effects on oral development and character recognition. *Eurasian Journal of Applied Linguistics, 1*(1), 59-75. (Frederick Poole, first author)

2014   Novice learners' Chinese-character learning strategies and performance. *Electronic Journal of Foreign Language Teaching, 11*(1), 38-51.

2014   Exploring student errors, teachers' corrective feedback, learner uptake and repair, and learners' preferences of corrective feedback. *The Journal of Language Teaching and Learning, 4*(1), 37-54. (Hsiao-Mei Tsai, second author).

2014   Motivation and learner variables: Group differences in college foreign language learners' motivations. *International Journal of Research Studies in Language Learning, 3*(2), 43 54. (Hsiao-Mei Tsai, second author).

2013   CFL students' attitudinal constructs towards Chinese language learning. *Language and Communication Quarterly, 2*(3), 195-209. (Hsiao-Ping Wu, second author).

2013   Investigating students' needs in a Chinese language program. GSTF International Journal on Education, 1(2), 47-54. (Hsiao-Mei Tsai, second author).

2013   L2 motivation in foreign language learning. *The Journal of Language and Linguistic Studies, 9*(2), 19-30.

2013   Comparing paper and forum journals in the second language classroom. *Computer-Assisted Language Learning - Electronic Journal (CALL-EJ), 14*(1), 16-29. (Hsiao-Ping Wu, second author).

2012   A study on Chinese-character learning strategies and character learning performance among American learners of Chinese. *Chinese as a Second Language Research, 1*(2), 193-200.

2012   Stories of "foreign brides" in Taiwan. *Women's Studies: An Interdisciplinary Journal, 41*(5), 515-535.

2011   Factors influencing the learning of Chinese characters. *International Journal of Bilingual Education and Bilingualism,14*(6), 683-700. (Hsiao-Ping Wu, second author).

2011   Chinese as a foreign language learners' strategy use and writing achievement. *New Waves-Educational Research and Development, 14*(1), 67-83.

2011   Factors influencing language learners' strategy use. *International Journal of Multilingualism,8*(2), 117-134.

2010   Intercultural exchanges in the blogosphere. *Journal of the Japan Association for Language Teaching - Computer Assisted Language Learning (JALTCALL), 6*(3), 171-188. (Wenyun Lin, second author).

2010   Promoting communicative language learning through communicative tasks. *Journal of Language Teaching and Research, 1*(5), 704-713.

2009   Negotiated interaction in a Chinese language classroom. *Texas Foreign Language Association Journal, 56*(1), 52-53.

Book Chapters (Pre-Tenure)

2013   Identities, values, and beliefs: Listening to a Chinese teacher's narratives. In W. Ma (Ed*.) East meets West: In teacher preparation crossing Chinese and American borders* (pp. 54-63). New York: Teachers College Press.

2012   Teachers' sheltered English immersion views and practices. In B. Arias & C. Faltis (Eds.) *Implementing educational language policy in Arizona: Legal, Historical and Current Practices in SEI* (pp. 86-106). Clevedon, England: Multilingual Matters. (Wayne Wright, first author).

2010   Language attitudes among American college students in Chinese language classes. In J. Chen, C. Wang & J. Cai (Eds.) *Teaching and learning Chinese: Issues and perspectives* (pp. 101-116). Information Age Publishing.

Conference Proceedings

2013   Learner-reported technology use and expectations for technology-integrated teaching in the beginning Chinese as a foreign language classrooms. Proceedings from Hawaii International Conference on Education (p. 2530-2565). ISSN#15415880

Encyclopedia Articles

2008   Status differences among languages. In González, J. (Ed.) *Encyclopedia of Bilingual Education*. Thousand Oaks, CA: Sage Publications, Inc.

Book Reviews

2013   Review of A. Burns, & H. S. Joyce's (2007). Planning and Teaching Creatively Within a Required Curriculum for Adult Learners. *Asian EFL Journal, 15*(1), 284-286.

2009   Review of K. Kondo-Brown, & J. D. Brown's (2008). Teaching Chinese, Japanese, and Korean heritage language students. *Language and Education, 23*(5), 481-482.

2009   Review of M. Morris' (2007). An introduction to the philosophy of language. *Critical Inquiry in Language Studies.*

2009   Review of G. Dudeney's (2007). The Internet and the language classroom. *Asian EFL Journal, 11*(1), 292-293.

2007   Review of D. Fu's (2003). An Island of English: Teaching ESL in Chinatown. *Education Review* [On-line]. Available: http://edrev.asu.edu/reviews/rev557.htm

Conferences

Conference Presentations (Post-Tenure)

2021   **An Exploratory Study on Parents' and Students' Perceptions toward Native and Non-native Chinese Speaking Dual Language Immersion Teachers**
Linguistic Association of the Southwest (LASSO)
September 22-25, 2021, Virtual Platform

2021   **Young Emergent Readers in a Chinese Dual Language Immersion Program**
American Association for Applied Linguistics (AAAL)
March 20-23, 2021, Virtual Platform

2019　**Factors Influencing Chinese Language Learning Anxiety**
American Council on the Teaching of Foreign Languages (ACTFL)
November 22-24, 2019, Washington, D.C.

2019　**Teaching Chinese Characters in a Sixth Grade Dual Language Classroom**
American Council on the Teaching of Foreign Languages (ACTFL)
November 22-24, 2019, Washington, D.C.

2019　**Exploring Chinese Dual Language Immersion Teachers' Identities**
American Association for Applied Linguistics (AAAL)
March 9-12, 2019, Atlanta, Georgia

2018　**Creating an Effective and Supportive Dual Language Classroom**
American Council on the Teaching of Foreign Languages (ACTFL)
November 16-18, 2018, New Orleans, Louisiana

2018　**Oral Feedback and Subsequent Learner Responses in a Dual Language Classroom**
American Council on the Teaching of Foreign Languages (ACTFL)
November 16-18, 2018, New Orleans, Louisiana

2018　**Translanguaging: A Documentation of how Emergent Bilinguals Use Translanguaging in Their Daily Communication**
Linguistic Association of the Southwest （LASSO）
October 12-13, 2018, Provo, Utah

2017　**First Graders' Language Learning Strategy Use**
Second Language Research Forum
October 14, 2018, Ohio State University

2017　**The Effect of Chunking on Chinese Character Learning in a Chinese Dual Language Immersion Classroom**
The Third of International Forum on Linguistics and Chinese Education
October 15, 2018, University of Notre dame

2017　**Chinese Language Learning and Teaching Strategies in a Dual Language Class**
The Third of International Forum on Linguistics and Chinese Education
October 15, 2018, University of Notre dame

2017　**Chinese Character Instruction in a Chinese Dual Language Immersion Program**
National Association for Bilingual Education (NABE)
March 23-24, 2017, Dallas, TX

2017 **Teaching Chinese Characters to First Graders in a Chinese Dual Language Immersion Program**
American Association for Applied Linguistics (AAAL)
March 18-21, 2017, Portland, OR

2016 **A Cross-language Analysis of Online Language Tutors' Corrective Feedback and Learners' Uptake and Repair When Learning via Videoconferencing Tool**
American Association for Applied Linguistics (AAAL)
April 9-12, 2016, Orlando, FL

Conference Presentations (Pre-Tenure)

2015 **Investigating the Effectiveness of 'We Chat' on Language Learning**
American Council on the Teaching of Foreign Languages (ACTFL)
November 20-22, 2015, San Diego, CA

2015 **The Effects of E-Dictionaries on Incidental Vocabulary Learning**
American Council on the Teaching of Foreign Languages (ACTFL)
November 20-22, 2015, San Diego, CA

2015 **Teaching Models: Voices from Students Learning Chinese in Northern China**
The Chinese American Educational Research and Development Association (CAERDA)
April 15-16, 2015, Chicago, IL

2014 **Using Graded Reading in a Beginning Language Class**
American Council on the Teaching of Foreign Languages (ACTFL)
November 21-23, 2014, San Antonio, TX

2014 **Investigating Students' Needs in a Language Program**
American Council on the Teaching of Foreign Languages (ACTFL)
November 21-23, 2014, San Antonio, TX

2014 **English Language Pre-Service Teachers' Language Beliefs and Language Ideologies**
The First Symposium on TESOL, Linguistics, and Literature, Huafan University
May 17, 2014, Taipei, Taiwan

2014 **Exploring Learner Errors, Teachers' Corrective Feedback (CF), Learner Uptake and Repair, and Learners' Preferences of CF**
American Association for Applied Linguistics (AAAL)
March 22-25, 2014, Portland, OR

2013 **Effective Communicative Language Learning Tasks for Novice Language Learners**

American Council on the Teaching of Foreign Languages (ACTFL)
November 22-24, 2013, Orlando, FL

2013 **Lexical Richness and Syntactic Complexity Analysis - From Online Genre to Academic Discourse**
Chinese/English as a Second Language Conference on Reading and Writing Instructions
June1-2, 2013, Taoyuan, Taiwan

2013 **What Makes An Effective Foreign Language Teacher?**
The Chinese American Educational Research and Development Association (CAERDA)
April 26-27, 2013, San Francisco

2013 **Language Learning Attitude in the Chinese as a Foreign Language Classroom**
The Chinese American Educational Research and Development Association (CAERDA)
April 26-27, 2013, San Francisco

2012 **Syntactic Complexity in Paper-based Essays and Online Discussions**
The Computer Assisted Language Instruction Consortium (CALICO)
June 12-16, 2012, South Bend, Indiana

2011 **Chinese-Character Learning Strategies and Character Learning Performance among American Learners of Chinese**
Linguistic Association of the Southwest (LASSO)
September 30-October 2, 2011, Brownsville, Texas

2011 **Promoting Communicative Language Learning through Communicative Tasks**
American Association for Applied Linguistics (AAAL)
March 26-29, 2011, Chicago, Illinois

2010 **Intercultural Exchanges in the Blogosphere**
Utah Foreign Language Association (UFLA)
November 11, 2010, Orem, Utah

2010 **Using Blogs as a Chinese Language and Culture Learning Tool**
Teachers College, Columbia University Roundtable in Second Language Studies (TCCRISLS)
October 1-2, 2010, New York City, NY

2010 **Language Learning Strategy Use in Classrooms for Chinese as a Foreign Language and Chinese Heritage Language**
American Educational Research Association (AERA)
April 29-May 4, 2010, Denver, Colorado

2010   **Chinese as a Foreign Language Learners' Strategy Use and Writing Achievement**
American Association for Applied Linguistics (AAAL)
March 6-9, 2010, Atlanta, Georgia

2009   **Language Learning Strategy Use in the First-Year Chinese Language Classrooms**
Linguistic Association of the Southwest (LASSO)
September 25-26, 2009, Provo, Utah

2009   **The Influence of Sociocultural Factors on Learning Chinese as a Foreign/Heritage Language**
National Association for Bilingual Education (NABE)
February 18-21, 2009, Austin, TX

2008   **Language Attitude among American College Students in Chinese Language Classes**
American Council on the Teaching of Foreign Languages (ACTFL)
November 21-23, 2008, Orlando, FL

2008   **School Labels and English Language Learners: Accurate Depiction or Misleading Picture of the Quality of Teaching and Learning**
American Educational Research Association (AERA)
March 24-28, 2008, New York City, NY

2008   **Identities, Values, and Beliefs: Narratives of A Chinese Teacher**
Chinese American Educational Research and Development Association (CAERDA)
March 23-24, 2008, New York City, NY

2008   **Factors Affecting Learners' Strategy Use in a First-Year Chinese Language Class**
Southwest Conference on Language Teaching (SWCOLT)
February 28-March 1, 2008, Salt Lake City, Utah

2008   **ESL Learners from Taiwan**
Texas Council of Teachers of English Language (TCTELA)
January 24-26, 2008, Houston, Texas

2007   **Language and Identity in Taiwan**
American Anthropological Association (AAA)
November 28-December 2, 2007, Washington, DC

Teaching

Undergraduate Teaching

2016-Present *Associate Professor   Utah State University*

CHIN 1010 Chinese First Year I
CHIN 3010 Chinese Third Year I
CHIN 3050 Chinese Conversation
CHIN 3060 Chinese Grammar and Composition
CHIN 3080 Chinese Outreach Practicum
CHIN 3100 Readings in Contemporary Chinese Culture
CHIN 3510 Business Chinese
CHIN 3880 Individual Readings
CHIN 4100 Teaching Chinese as a Foreign Language
CHIN 4920 Chinese Language Tutoring

2009-2016   *Assistant Professor   Utah State University*

CHIN 1010 Chinese First Year I (method: both traditional and distance learning)
CHIN 1020 Chinese First Year II (method: both traditional and distance learning)
CHIN 2020 Chinese Second Year II
CHIN 3010 Chinese Third Year I
CHIN 3020 Chinese Third Year II
CHIN 3050 Chinese Conversation
CHIN 3080 Chinese Outreach Practicum
CHIN 3510 Business Chinese
CHIN 3880 Individual Readings
CHIN 4100 Teaching Chinese as a Foreign Language
CHIN 4920 Chinese Language Tutoring

2005-2009   *Graduate Instructor   University of Texas at San Antonio*

ESL 3023 Second Language Teaching and Learning
ESL 3033 Foundations in English as a Second Language
ESL 3063 Second Language Acquisition in Early Adolescence
ESL 3053 Literacy in a Second language

Graduate Teaching

2020   LING 6940 Independent Study

2014   LING 6940 Independent Study

2011-Present *Graduate Instructor Mentor*
            Masters in Second Language Teaching, Utah State University

- Wenrui Chen, Fall 2011-Spring 2012
- Zina Tsai, Fall 2012-Spring 2013
- Fred Poole Fall 2013-Spring 2015
- Brenda Zhao Fall 2014-Spring 2016

- Wen-Yu Chang Fall 2017-Fall 2018
- Wanru Xue Fall 2019-Spring 2020

Elementary Teaching

2004-2005   *Dual Language Teacher   Glenwood Elementary*
Taught K-1 in the Chinese-English Bilingual program

2004-2005   *Chinese as a Heritage Language Teacher   Cary Chinese School*
Taught Pre-K Chinese class on Saturdays

Teaching English as a Second Language

2001-2002   *Teaching Assistant   University of Texas at San Antonio*
Tutored ESL students
Taught TOEFL class
Coordinated the Conversation Partner Program
Processed ESL applications and contacted future students
Monitored the ESL computer lab
Designed the ESL Website utilizing Dreamweaver

Kindergarten Teaching

1996-1997   *Early Childhood Teacher   Han-Gia Kindergarten*
Taught kindergarteners

Course Coordination

2009-Present   *Coordinator, First-Year Chinese Language Utah State University*

Service

2009-Present   **Chinese Section Coordinator**
- Coordinating the annual Mid-Autumn Festival celebration
- Coordinating the annual Chinese New Year Show
- Mentoring graduate instructors in the Master of Second Language Teaching (MSLT) program
- Training students for the Cheng & Tsui National Karaoke Contest for Chinese language Students and Teachers
- Developing the Chinese-English language partner program
- Creating the Chinese Language Study Abroad program
- Developing exchange programs between USU and the National Taipei University of Education (NTUE)
- Making connections with Chinese programs in K-12 schools in Utah.
  - Creating the Chinese-English Language Friends program

o Inviting Chinese heritage school and Chinese dual language program in Cache Valley to Chinese program events
o Recruiting volunteers from the USU Chinese program to help children in the Chinese dual language immersion program

2019 **Member,** Masters in Second Language Teaching Portfolio Committee Languages, Philosophy and Communication Studies, Utah State University
(Amanda Chang)

2018 **Chair**, Search Committee for tenure track Chinese position

2016 **Member,** Masters in Second Language Teaching Portfolio Committee Languages, Philosophy and Communication Studies, Utah State University
(Brenda Zhao)

2014 **Member,** Masters in Second Language Teaching Portfolio Committee Languages, Philosophy and Communication Studies, Utah State University
(Dora Brunson)

2012 **Member,** Masters in Second Language Teaching Portfolio Committee Languages, Philosophy and Communication Studies, Utah State University
(Hsiao-Mei Tsai)

2011 **Member**, Ph.D. Comprehensive Exam
School of Teacher Education and Leadership, Utah State University
(Juanjuan Zhu)

2010-2012 **USU Representative**, Utah Foreign Language Association (UFLA)

2010 **Member**, Search Committee for tenure track Spanish position

2009-Present **Faculty Mentor,** Chinese Club

2009-2014 **Faculty Mentor,** Taiwanese Student Association (TSA)

2009-Fall 2010 **Faculty Mentor,** Taiwanese Exchange Scholar/Students Trips

2009 **Member,** Masters in Second Language Teaching Portfolio Committee Languages, Philosophy and Communication Studies, Utah State University
(Jessica Liu)

2007-Present	**Journal Reviewer** Bilingual Research Journal Language and Education International Journal of Language, Culture and Curriculum System
2008-2009	**Chinese Language Curricula Designer** University of Texas at San Antonio CHN 1014 Elementary Chinese I CHN 2013 Intermediate Chinese I
2008	**Guest Panelist** The Many Voices of the ESL Learner Texas Teachers of English to Speakers of Other Languages Region II (March 29th, 2008, San Antonio, Texas)
2008	**Guest Speaker** University of Texas at San Antonio Taiwanese Identity BBL 3403 Cultural and Linguistic Diversity in a Pluralistic Society

Awards (Post-Tenure)

2021	Recipient, CHaSS Creative Activity and Research Enhancement (CARE) Award ($2000), College of Humanities and Social Sciences, Utah State University
2021	Recipient, "Graduate Faculty Mentor of the Year," Dept. of World Languages and Cultures, Utah State University
2021	Nominee, "Researcher of the Year," Dept. of World Languages and Cultures, Utah State University
2019	Recipient, CHaSS Creative Activity and Research Enhancement (CARE) Award ($1500), College of Humanities and Social Sciences, Utah State University
2019	Recipient, "Researcher of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University
2018	Recipient, "Undergraduate Research Mentor of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University
2018	Recipient, "Ed Glatfelter Faculty Service Award," Dept. of Languages, Philosophy and Communication Studies, Utah State University
2017	Nominee, "Researcher of the Year," Dept. of Languages, Philosophy and

Communication Studies, Utah State University

Awards (Pre-Tenure)

2015 Nominee, "Researcher of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University

2014 Nominee, "Researcher of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University

2014 Recipient, "Teacher of the Year," ($1000), College of Humanities and Social Sciences, Utah State University

2014 Recipient, "Teacher of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University

2013 Nominee, "Teacher of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University

2012 Recipient, "Performance Recognition" ($1000), Dept. of Languages, Philosophy and Communication Studies. Utah State University

2012 Recipient, "Teacher of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University

2010 Recipient of the 2010 Teacher Vitality Award ($1000), Utah Foreign Language Association (UFLA).

2010 Nominee, "Faculty Service," College of Humanities and Social Sciences, Utah State University

2009 Nominee, "Teacher of the Year," Dept. of Languages, Philosophy and Communication Studies, Utah State University

2009 Winner of the 2009 Outstanding TA Award ($100) in the category of humanities, social science and professional schools (HSS), The University of Texas at San Antonio.

Grants (Post-Tenure)

2021 Recipient, Intersection Research Grant ($2000), College of Humanities and Social Sciences, Utah State University.

2021 Recipient, Faculty-Student Summer Mentorship Grant (Faculty $1000; Student $3000), College of Humanities and Social Sciences, Utah State University.

2020	Recipient, Faculty-Student Summer Mentorship Grant (Faculty $1000; Student $3000), College of Humanities and Social Sciences, Utah State University.
2019	Recipient, Faculty-Student Summer Mentorship Grant (Faculty $1000; Student $3000), College of Humanities and Social Sciences, Utah State University.
2018	Recipient, Faculty-Student Summer Mentorship Grant (Faculty $1000; Student $3000), College of Humanities and Social Sciences, Utah State University.
2017	Recipient, Faculty-Student Summer Mentorship Grant (Faculty $1000; Student $3000), College of Humanities and Social Sciences, Utah State University.
2016	Recipient, CHaSS seed grant ($5000), College of Humanities and Social Sciences, Utah State University

Grants (Pre-Tenure)

2015	Recipient, Research Grant ($6500), Talk Abroad
2013	Recipient of the Fall 2013 Travel Grant ($500), Women and Gender Institute, Utah State University
2013	Recipient of the Fall 2013 Travel Grant ($1000), College of Humanities and Social Sciences, Utah State University.
2012	Recipient of the Spring 2012 Travel Grant ($500), College of Humanities and Social Sciences, Utah State University.
2011	Recipient of the Fall 2011 Travel Grant ($780), College of Humanities and Social Sciences, Utah State University.
2011	Recipient of the Spring 2011 Travel Grant ($1000), College of Humanities and Social Sciences, Utah State University.
2010	Recipient of the Fall 2010 Travel Grant ($600), College of Humanities and Social Sciences, Utah State University.
2010	Grant for speaker or event sponsorship ($300), Women and Gender Institute, Utah State University

2007-2008	Graduate student grant for research ($700), College of Education and Human Development, University of Texas at San Antonio
2005-2009	Ph.D. fellowship ($6000), University of Texas at San Antonio
2005-2009	Teaching/Research assistantship ($9200), University of Texas at San Antonio

Professional Affiliations

AAAL (American Association for Applied Linguistics)
ACTFL (American Council on the Teaching of Foreign Languages)
LASSO (Linguistic Association of the Southwest)
CLTA (The Chinese Language Teachers Association, USA)

Technology-Related Professional Experience

2005-2006   **Graduate Assistant**
Bicultural-Bilingual Studies
College of Education and Human Development
University of Texas at San Antonio

- Trouble shot and solved technology problems
- Gave Nvivo and SPSS training to doctoral students and faculty members in Bicultural-Bilingual Studies

2002-2004   **Graduate Research Assistant**
Tech-Connect (PT3) Project
College of Education and Human Development
University of Texas at San Antonio

- Used MS FrontPage to design database driven online interface to gather statistical data.
- Utilized Excel and Visual Basic to manipulate raw survey data and create spreadsheet to show collective data.
- Conducted software demonstration workshops (Inspiration, PowerPoint, and WebCT) for UTSA College of Education.
- Developed an information database using MS Access
- One-on-One faculty technology training on MS Office, WebCT, and PDAs,
- Coordinated technology workshops
- Created on-line Palm tutorials