

JIE ZHANG (张洁)

Department of Modern Languages, Literatures, and Linguistics
 College of Arts and Sciences
 University of Oklahoma
 780 Van Vleet Oval, Norman, OK, 73019-2032
 E-mail: jiezhang@ou.edu

EDUCATION

The Pennsylvania State University Ph.D., Applied Linguistics	University Park, PA 2011
Tsinghua University M.A., Linguistics and Applied Linguistics in Foreign Languages	Beijing, China 2004
Shandong University B.A., English	Jinan, China 2001

ACADEMIC APPOINTMENTS

The University of Oklahoma Department of Modern Languages, Literatures, and Linguistics Associate Professor of Chinese Pedagogy and Applied Linguistics Assistant Professor of Chinese Pedagogy and Applied Linguistics	Norman, OK 2018 – present 2012 – 2018
Defense Language Institute Foreign Language Center Assistant Professor of Chinese Language Technology Specialist, Department of Chinese, Asian School I	Monterey, CA 2011 – 2012
The Pennsylvania State University Instructor of Chinese, Asian Studies Program Instructor of English as a Second Language, Department of Applied Linguistics Research Assistant, Center of Language Acquisition, Center of Advanced Language Proficiency Education and Research (CALPER)	University Park, PA 2008 – 2009 2006 – 2007 2007 – 2010
University of Science and Technology Beijing Assistant Lecturer of English, School of Foreign Languages	Beijing, China 2004 – 2006
Tsinghua University Graduate Teaching Assistant of English, Department of Foreign Languages Instructor of English, School of Distance Learning	Beijing, China 2001-2004

CERTIFICATION

ACTFL Oral Proficiency Interview Tester of Chinese with Full Certification	since 2021
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ACADEMIC & PROFESSIONAL TRAINING

ACTFL Oral Proficiency Interview Four-day Intensive Training, San Francisco	2019
Faculty Leadership Academy, University of Oklahoma	2017
Pathways to Project-Based Language Learning (PBL) Intensive Summer Institute, National Foreign Language Resource Center	2017
Fundamentals of Project-Based Language Learning Online Institute, National Foreign Language Resource Center	2017
Learner Corpus Research Summer School on corpus approaches to phraseology, Université Catholique De Louvain, Belgium	2014
ACTFL Oral Proficiency Interview Four-day Intensive Training, University of Oklahoma	2013
ACTFL Oral Proficiency Interview Familiarization Training, Defense Language Institute	2011
Applied Linguistics Summer Institute, Pennsylvania State University	2009

PUBLICATIONS

BOOKS

1. Ruan, Jiening, **Zhang, Jie**, & Leung, Cynthia B. (Eds.). (2016). *Chinese language education in the United States*. Switzerland: Springer.

The book was reviewed in *Chinese as a Second Language*, 52(2), 202-207 (2017).

2. Qi, Shaoyan, & **Zhang, Jie**. (2011). *Discover China. Student's book two*. Oxford & Beijing: Macmillan Education & Foreign Language Teaching and Research Press.

The book series was awarded 'Outstanding Publication of International Cooperation' by the General Administration of Press and Publication of China in 2012. It was reviewed in the *Journal of the Chinese Language Teachers Association*, 50(1), 115-122 (Feb. 2015).

PEER-REVIEWED JOURNAL ARTICLES

1. **Zhang, Jie**. (2021). L2 Chinese learners' lexical and grammatical development of result-state resultative verb compounds: A usage-based corpus study. *International Journal of Chinese Language Teaching*, 2(1): 1-16.
2. 许怡, **张洁**. (2020). 语境支持下的词义猜测及动补式的认知与习得. 《世界汉语教学》, 第34卷, 第4期, 442-455页. [Xu, Yi, & **Jie Zhang**. (2020). Context-based lexical inferencing and the learning of resultative verb compounds. *Teaching Chinese in the World*, 34(4): 442-455.]
3. Xu, Yi, & **Jie Zhang**. (2020). Chinese compound word inference through context and word-internal cues. *Language Teaching Research*. DOI: <https://doi.org/10.1177/1362168820905811>

4. 张洁. (2019). 华裔汉语继承语使用者语法及相关语言能力的习得发展. 《全球华语》, 第五卷第二期. 207-222页. DOI: <https://doi.org/10.1515/glochi-2018-0023> [Zhang, Jie. (2019). Chinese heritage language speakers' acquisition of Chinese grammar and related language skills. *Global Chinese*, 5(2): 207-222.]

Reprinted as 张洁. (待印). 华裔汉语继承语使用者语法及相关语言能力的习得发展. 陶红印 (主编). 《全球华语语法考察报告·美国卷》. 北京: 商务印书馆. [Zhang, Jie. (in press). Chinese heritage language speakers' acquisition of Chinese grammar and related language skills. In Hongyin Tao (Ed.), *Global Report on Chinese Grammar: From the United States*. Beijing: Commercial Press.]
5. Zhang, Jie, & Xiaofei Lu. (2019). Measuring and supporting second language development using computerized dynamic assessment. *Language and Sociocultural Theory*, 6 (1): 92-115.
6. Qin, Tianyu, & Jie Zhang. (2018). Computerized dynamic assessment and second language learning: Programed mediation to promote future development. *Journal of Cognitive Education and Psychology*, 17 (2): 198-213. DOI: 10.1891/1945-8959.17.2.198
7. Poehner, Matthew E., Jie Zhang, & Xiaofei Lu. (2015). Computerized Dynamic Assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. *Language Testing*, 32 (3), 337-357.
8. 张洁. (2015). 基于语料库的汉语复合动词认知语义分析及其教学启示. 《民俗典籍文字研究》, 第十五卷, 211-219 页. [Zhang, Jie. (2015). A corpus-based cognitive semantic analysis of Chinese compound verbs and its pedagogical implications. *Research on Folklore, Classics and Chinese Characters*, 15, 211-219.]
9. Zhang, Jie. (2014). A learner corpus study of L2 lexical development of Chinese resultative verb compounds. *Chinese as a Second Language – The Journal of the Chinese Language Teachers Association, USA*, 49(3), 1-24.
10. Zhang, Jie. (2014). L2 Chinese learners' use of numeral classifiers. *Academic Exchange Quarterly*, 18(1), 113-118.

This article was reprinted in A. F. Plastina, E. D. Martino, B. D. Sabato, & M. Pasqua (Eds.), (2015), *Language in Society and Professional Domains: Linguistic and Educational Issues* (pp. 63-70). New York: Rapid Intellect Group.
11. Zhang, Jie. (2013). Learner agency, motive, and self-regulated learning in an online ESL writing class. *The IALLT Journal for Language Learning Technologies*, 43(2), 57-81.
12. Zhang, Jie, & Xiaofei Lu. (2013). Variability in Chinese as a Foreign Language learners' development of the Chinese numeral classifier system. *The Modern Language Journal*, 97(s1), 46-60.

13. **Zhang, Jie.** (2011). Chinese college students' abilities and attitudes for peer review. *Chinese Journal of Applied Linguistics*, 34(4), 47-58.
14. 高强. 张洁. (2010). 大学英语教师语法教学信念研究. 《中国外语》, 第七卷, 第五期, 77-84 页. [Gao, Qiang, & **Zhang, Jie.** (2010). A study of grammar teaching beliefs held by Chinese teachers of English to non-English majors. *Foreign Languages in China*, 7(5), 77-84.]

PEER-REVIEWED BOOK CHAPTERS

1. Jin, Honggang, **Jie Zhang**, & Hongyin Tao. (under review). Learner errors and L2 processing: A new way to examine construction learning via corpus data. In Fanyuan Yuan, & Baozhang He (Eds.), *Pedagogical Grammar and Grammar Pedagogy in L2 Chinese*. Routledge: New York.
2. Jin, Honggang, **Jie Zhang**, & Hongyin Tao. (in press). Chinese verb complement constructions of manner: A corpus-based comparison between L1 and L2 speakers. In K. Mochizuki, Howard Chen, & Hongyin Tao (Eds.), *Learner corpora: Construction and explorations in Chinese and related languages*. Singapore: Springer.
3. Tao, Hongyin, Honggang Jin, & **Jie Zhang**. (2021). A corpus-based investigation of manner/state complement constructions in Mandarin Chinese. In Bianca Basciano, Franco Gatti, and Anna Morbiato (Eds.), *Corpus-based research on Chinese language and linguistics* (pp. 19-56). Edizioni Ca' Foscari Digital Publishing, Venice, Italy: Università Ca' Foscari Venezia (Ca' Foscari University) Press.
The book can be downloaded here: <https://edizionicafoscari.unive.it/en/edizioni4/collane/sinica-venetiana/>
4. **Zhang, Jie**, & Xian Zhang. (2018). Concept-based instruction of Chinese as a second language. In James P. Lantolf, Matthew E. Poehner, & Merrill Swain (Eds.), *The Routledge handbook of Sociocultural Theory and second language development* (pp. 197-210). New York: Routledge.
5. **Zhang, Jie**, & Hongyin Tao. (2018). Corpus-based research in Chinese as a second language. In Chuanren Ke (Ed.), *The Routledge handbook of Chinese second language acquisition* (pp. 48-62). New York: Routledge.
6. Poehner, Matthew E., **Jie Zhang**, & Xiaofei Lu. (2017). Computerized dynamic assessments for young language learners. In Mikyung Kim Wolf, & Yuko Goto Butler (Eds.), *English language proficiency assessments for young learners* (pp. 214-233). New York: Routledge.
7. **Zhang, Jie.** (2016). Understanding Chinese as a foreign language from the perspective of second language acquisition. In Jiening Ruan, **Jie Zhang**, & Cynthia B. Leung (Eds.), *Chinese language education in the United States* (pp. 63-82). Switzerland: Springer.

8. Ruan, Jiening, **Jie Zhang**, & Cynthia B. Leung. (2016). Introduction. In Jiening Ruan, **Jie Zhang**, & Cynthia B. Leung (Eds.), *Chinese language education in the United States* (pp. ix-xv). Switzerland: Springer.

NON-REFEREED ARTICLES

1. **Zhang, Jie**. (2015). Feature article on *Journal of the Chinese Language Teachers Association. Newsletter of the Chinese Language Teachers Association, USA*, 39(2), 5-6.
2. **Zhang, Jie**. (2013). Review of Tao, H. (2011), *Working with Spoken Chinese* (University Park: CALPER), *Journal of the Chinese Language Teachers Association*, 48(2), 129-133.
3. **Zhang, Jie**. (2011). Linguistic, ideological, and cultural issues in Chinese and English argumentative writings. *Journal of Language Teaching and Research*, 2(1), 73-80.
4. **Zhang, Jie**. (2010). Review of Gredler, M. E. & Shields, C. C. (2008), *Vygotsky's Legacy: A Foundation for Research and Practice* (NY & London: The Guilford Press). *Mind, Culture, and Activity: An International Journal*, 17(2), 188-90.
5. **Zhang, Jie**. (2008). Review of Liu, J. (ed.) (2007), *English Language Teaching in China: New Approaches, Perspectives and Standards* (London/NY: Continuum). *Linguistlist*, 19.2817.
6. **Zhang, Jie**. (2008). Review of Radden, G & Dirven, R. (2007), *Cognitive English Grammar* (Amsterdam/Philadelphia: John Benjamins). *Linguistlist*, 19.1503.

EXTERNAL GRANTS

1. Concept-based Language Instruction for Chinese and Teachers' Guide for Concept-based Instruction (Role: Project Coordinator), Center for Advanced Language Proficiency Education and Research (CALPER), the U.S. Department of Education Title VI Grant (PI: James P. Lantolf). 2018-2022
2. CLTA Regional Association Professional Development Grant awarded to Oklahoma Chinese Language Teachers Association, Chinese Language Teachers Association, USA, 2021
3. CLTA Regional Association Professional Development Grant awarded to Oklahoma Chinese Language Teachers Association, Chinese Language Teachers Association, USA, 2019
4. Concept-based Language Instruction (Role: Project Coordinator), Center for Advanced Language Proficiency Education and Research (CALPER), the U.S. Department of Education Title VI Grant (PI: James P. Lantolf). 2014-2018

INTERNAL GRANTS

1. Teaching Intellectual Virtues Project, 2021
2. Ed Cline Faculty Development Award, 2019
3. Presidential International Travel Fellowship, 2018

4. Travel Funds, MLLL, 2018
5. Travel Funds, College of Arts and Sciences, 2017
6. Travel Funds, MLLL, 2017
7. Travel Funds, College of Arts and Sciences & MLLL, 2017
8. Matching Funds, College of Arts and Sciences & MLLL, 2016
9. Matching Funds, College of Arts and Sciences & MLLL, 2016
10. Faculty Development Grant, Institute for U.S.-China Issues, 2016
11. Travel Assistance Program, College of Arts and Sciences & MLLL, 2016
12. Travel Assistance Program, College of Arts and Sciences & MLLL, 2016
13. Junior Faculty Summer Fellowship, College of Arts and Sciences, 2015
14. Faculty Fellow, Center for Teaching Excellence, 2015
15. Travel Assistance Program, College of Arts and Sciences & MLLL, 2015
16. Junior Faculty Summer Fellowship, College of Arts and Sciences, 2014
17. Faculty Development Research Grant, Institute for U.S.-China Issues, 2014
18. Travel Assistance Programs, College of Arts and Sciences, 2014
19. Junior Faculty Research Program, Research Council, 2013
20. Travel Assistance Programs, College of Arts and Sciences, 2013
21. Faculty Development Grant, Institute for U.S.-China Issues, 2012
22. Faculty Enrichment Grant, College of Arts and Sciences, 2012

AWARDS AND HONORS

1. Outstanding Leadership Award, Oklahoma Chinese Language Teachers Association, 2020
2. Best Paper Award, The Second Instructed Second Language Acquisition Online Forum, 2020
3. Outstanding Publication of International Cooperation, General Administration of Press and Publication of China, 2012
4. Cheng & Tsui Professional Development Award, Chinese Language Teachers Association, 2012
5. Research and Graduate Studies Office Dissertation Support Grant, Penn State, 2010
6. Gil Watz Dissertation Fellowship, Penn State, 2010
7. Gil Watz Outstanding Graduate Student in Applied Linguistics, Penn State, 2009
8. Teaching Excellence Award, University of Science and Technology Beijing, 2006

INVITED PLENARY

1. Jin, Honggang, Zhang, Jie, & Tao, Hongyin. (2021). Chinese Verb Complement Constructions of Manner: A Corpus-Based Comparison between L1 and L2 Speakers. 6th International Conference on Chinese as a Second Language Research, Online conference. George Washington University, August 11-13.
2. Zhang, Jie. (2018). Developing L2 Chinese students' conceptual understanding of Chinese polysemous verb compounds. International Symposium on Sociocultural Concept-based Instruction and Dynamic Assessment for Second Language Development. Xi'an, China, May 19.

INVITED WORKSHOPS

1. Zhang, Jie. (2018). Concept-based instruction: Design principles and classroom praxis. International Symposium on Sociocultural Concept-based Instruction and Dynamic Assessment for Second Language Development. Xi'an, China, May 18.
2. Zhang, Jie. (2017). Chinese program and curriculum design. Center for Advanced Language Proficiency Education and Research, State College, PA, June 23-24.

INVITED TALKS AND PANELISTS

1. Zhang, Jie. (2021). ACTFL Standards for Chinese writing workshop. Chinese Language Teachers Association K-12 Special Interest Group, Webinar, May 2.
2. Zhang, Jie. (2021). Developing L2 Chinese students' conceptual understanding of Chinese verb compounds. International Roundtable on Chinese Applied Linguistics, Webinar, April 24.
3. Zhang, Jie. (2021). 汉语二语习得领域的学术论文发表 (Academic Publishing in the field of Chinese as a second language acquisition). Chinese Language Teachers Association Virtual Forum on Career Advancement as CSL Professionals (中文教师职业发展与学术规划), March 6.
4. Zhang, Jie. (2021). Chinese writing workshop. Oklahoma Chinese Language Teachers Association, Webinar, February 6.
5. Zhang, Jie. (2018). Developing L2 Chinese students' conceptual understanding of Chinese verb compounds. School of Foreign Languages, Guangzhou University of Foreign Languages and Trades, Guangzhou, China, July 2.
6. Zhang, Jie. (2018). Project-based language learning: Preparing students for the 21st century. Spring Conference of Oklahoma Chinese Language Teachers Association, Tulsa, OK, April 21.
7. Zhang, Jie. (2018). Panelist on formative assessment in PBL, Fundamentals of Project-Based Language Learning Online Institute, National Foreign Language Resource Center, Honolulu, HI, February 14.
8. Zhang, Jie. (2017). Chinese language education in the state of Oklahoma. Fall Conference of Oklahoma Chinese Language Teachers Association, Ada, OK, September 30.
9. Zhang, Jie. (2017). Measuring and supporting second language development using computerized dynamic assessment. MLLL Faculty Talk Series, Norman, OK, September 21.

10. Zhang, Jie. (2015). Classroom diversity: Measuring and supporting student learning potentials through computerized dynamic assessment. University of Oklahoma Teaching Scholars Initiative, Norman, OK, November 6.
11. Zhang, Jie. (2015). Second language acquisition phases of Chinese compound verbs: the case of resultative verb compounds. Second International Symposium on Chinese Character and Culture Studies, Beijing, China, July 11-12.
12. Zhang, Jie. (2014). Examining Chinese as a foreign language learners' written language using a learner corpus. Learner Corpus Research Summer School on corpus approaches to phraseology, Université Catholique De Louvain, Belgium, September 8-12.
13. Zhang, Jie. (2014). A corpus-based cognitive semantic analysis of Chinese compound verbs. First International Symposium on Chinese Character and Culture Studies, Norman, OK, August 15-17.
14. Zhang, Jie. (2013). Epistemic stance in Chinese heritage learners' writing. 'First Wednesdays' China Faculty Lunch Talks, University of Oklahoma, Norman, OK, February 6.
15. Zhang, Jie. (2012). Acquisition of Chinese directional verb complements by learners of Chinese as a Foreign Language. University of Oklahoma, Norman, OK, February 13.

ORGANIZED CONFERENCES

1. Fall Conference of the Oklahoma Chinese Language Teachers Association, September 21, 2020.
2. Fall Conference of the Oklahoma Chinese Language Teachers Association, September 21, 2019.
3. Spring Conference of the Oklahoma Chinese Language Teachers Association, April 13, 2019.
4. Spring Conference of the Oklahoma Chinese Language Teachers Association, April 21, 2018.

CHAired CONFERENCE PANELS

1. Zhang, Jie. (2018). Design concept-based instruction to teach Chinese grammar. Annual Conference of the Chinese Language Teachers Association USA, April 6-8.
2. Zhang, Jie. (2016). East Asian languages and cultures. Annual Conference of the South Modern Language Association, Dallas, TX, November 3-5.
3. Zhang, Jie. (2014). Chinese students' lexical knowledge: Strategies, use and assessment. Annual Chinese Language Teachers Association (CLTA) Meeting, San Antonio, TX, November 21-23.

CONFERENCE PRESENTATIONS

1. Zhang, Jie, Jin, Honggang, & Tao, Hongyin. (under review). Chinese Verb Complement Constructions of Manner: A Corpus-Based Comparison between L1 and L2 Speakers. American Association for Applied Linguistics, Pittsburgh, March 19-22.
2. Zhang, Jie. (2021). Concept-based instruction of Chinese directional complements. Annual Conference of the Chinese Language Teachers Association USA, Webinar, April 10-11.
3. Xu, Yi, & Zhang, Jie. (2021). Context-based lexical inferencing and the learning of Chinese resultative verb compounds. American Association for Applied Linguistics, Webinar, March 20-23.
4. Zhang, Jie. (2020). Conceptual metaphor inspired SCOPA design for teaching Chinese directional complements. The 2nd Instructed Second Language Acquisition Online Forum. China English-Chinese Comparative Research Association, October 17-18.
5. Zhang, Jie, & Xu, Yi. (2020, conference cancelled due to COVID-19). Chinese compound word inference through context and word-internal cues. American Association for Applied Linguistics, Denver, CO, March 28-31.
6. Xu, Yi, & Zhang, Jie. (2019). Effect of inferencing on learning resultative verb compounds. Annual Conference of the Chinese Language Teachers Association USA, Seattle, WA, April 6.
7. Zhang, Jie. (2018). Preparing students for the 21st century through project-based language learning. Annual Conference of Chinese Language Teachers Association of Texas, Dallas, August 4.
8. Zhang, Jie. (2018). One word or a string of words: Concept-based instruction of Chinese polysemous verb compounds. Fifth International Symposium on Chinese Language and Discourse (CLD), Sydney, Australia, June 18-20.
9. Zhang, Jie. (2018). A learner corpus investigation of Chinese as a second language learners' lexico-grammatical development of result-state resultative verb compounds. Fifth International Conference on Chinese as a Second Language Research (CASLAR), Hong Kong, China, June 14-16.
10. Zhang, Jie. (2018). Concept-based instruction: Theoretical considerations and design principles. Annual Conference of the Chinese Language Teachers Association USA, Washington, D. C., April 6-8.
11. Zhang, Jie. (2017). Measuring and supporting Chinese language development using computerized dynamic assessment. The 15th International Conference on Teaching and Learning Chinese in Higher Education, Southampton, UK, June 28-30.

12. Zhang, Jie. (2016). Concept-based instruction of Chinese compound words. Annual Chinese Language Teachers Association (CLTA) Meeting, Boston, MA, November 18-20.
13. Zhang, Jie. (2016). Developing conceptual understanding of Chinese polysemous verbs. Panel on East Asian languages and cultures. Annual Conference of the South Modern Language Association, Dallas, TX, November 3-5.
14. Zhang, Jie. (2016). Chinese heritage language speakers' epistemic stance taking: Evidence from learner corpora. Annual Conference of the American Association for Applied Linguistics (AAAL), Orlando, FL, April 9-12.
15. Zhang, Jie, & Lu, Xiaofei. (2016). Computerized dynamic assessment: Measuring learning potentials and supporting foreign language development in classrooms. Colloquium on Exploring the Role of Dynamic Assessment in Language Education. Georgetown University Round Table on Languages and Linguistics 2016 (GURT-16), Washington, D. C., March 11-13.
16. Zhang, Jie, & Lu, Xiaofei. (2015). Computerized dynamic assessment: Measuring learning potentials and supporting L2 Chinese development in classrooms. 27th North American Conference on Chinese Linguistics, Los Angeles, CA, April 3-5.
17. Zhang, Jie. (2014). Identifying and sensitizing instruction to students' learning needs in L2 Chinese listening instruction. The 1st CLTA International Symposium on Chinese Language Teaching and Learning, Bloomington, IN, October 25-26.
18. Zhang, Jie. (2014). A learner corpus investigation of CFL learners' lexico-grammatical development of result-state resultative verb compounds. Fourth International Symposium on Chinese Applied Linguistics (4th ISCAL), Iowa City, IA, April 25-26.
19. Zhang, Jie. (2014). A learner corpus study of lexical development of L2 Chinese resultative verb compounds. Annual Conference of the American Association for Applied Linguistics (AAAL), Portland, OR, March 22-25.
20. Zhang, Jie, & Lu, Xiaofei. (2013). Computerized Dynamic Assessment of L2 Chinese Listening Comprehension. Annual Chinese Language Teachers Association (CLTA) Meeting, Orlando, FL, November 22-24.
21. Zhang, Jie. (2013). Group dynamic assessment in a process approach to teaching listening. XX Sociocultural Theory and Second Language Learning Research Working Group Meeting, University Park, PA, September 26-28.
22. Zhang, Jie. (2012). Learner corpus investigation of epistemic stance taking by heritage learners of Chinese. Session on 'Written Learner Corpora – Construction, Analysis and Pedagogical Application'. The Annual Chinese Language Teachers Association (CLTA) Meeting, Philadelphia, PA, November 16-18.

23. Zhang, Jie. (2011). Acquisition of resultative verb complements by learners of Chinese as a Foreign Language. Chinese Language Education Forum, San Francisco, CA, November 12-13.
24. Zhang, Jie, Tsai, Mei-hsing, & Lu, Xiaofei. (2011). Understanding learner difficulties and mediating learner performance in Chinese as a Foreign Language listening comprehension: A dynamic assessment approach. Annual Conference of the American Association for Applied Linguistics (AAAL), Chicago, IL, March 26-29.
25. Zhang, Jie. (2010). Advanced CFL learners' acquisition of the Chinese resultative verb complements. Annual Chinese Language Teachers Association (CLTA) Meeting. Boston, MA. November 19-21.
26. Zhang, Jie. (2010). Acquisition of resultative verb complements. First International Symposium on Chinese Language and Discourse (CLD). Los Angeles, CA. October 29-31.
27. Zhang, Jie. (2009). Agency, motivation, and academic achievement in ESL online learning. Second Language Research Forum (SLRF), East Lansing, MI, October 29-November 1.
28. Zhang, Jie. (2009). Motivational trajectory and learning strategies of ESL learners in an entirely web-based writing environment. 26th Annual Conference of the Computer-Assisted Language Instruction Consortium (CALICO), Tempe, AZ, March 10-14.
29. Zhang, Jie. (2009). Dynamic assessment in ESL writing classes: Bridging the present and the future. 60th annual Convention of the Conference on College Composition and Communication (CCCC), San Francisco, CA, March 11-14.
30. Zhang, Jie. (2009). Who learns better in E-learning. 4th Information Sciences and Technology Graduate Symposium, Penn State University, University Park, PA, February 19-20.
31. Zhang, Jie. (2008). Capture and assist learners' development: Apply dynamic assessment in an ESL academic writing class. XV Annual Gathering of the Sociocultural Theory and Second Language Learning Research Working Group, Amherst, MA, October 16-19.
32. Zhang, Jie. (2007). Chinese student's ability for conducting peer response. Annual Conference of the American Association for Applied Linguistics (AAAL), Costa Mesa, CA, April 21-24.

TEACHING

University of Oklahoma, Norman, OK, 2012 – present

Undergraduate courses:

1. CHIN2113 Intermediate Chinese I (FA13, SP20)
2. CHIN2223 Intermediate Chinese II (FA14, FA19, SP20)
3. CHIN2323 Intermediate Listening and Speaking (SP15, FA17)

4. CHIN2970 Special Topic: Intermediate Listening and Conversation (SP14)
5. CHIN3113 Advanced Chinese I (FA14, FA15, FA17, FA21)
6. CHIN3323 Advanced Listening and Speaking (SP13, SP14, SP15, SP17, SP19, SP21, SP22)
7. CHIN3623 Business Chinese (SP18, SP21)
8. CHIN4113 Advanced Reading and Writing (FA12, FA13, FA14, FA15, FA16, FA20)
9. CHIN4993 Senior Capstone for Chinese (Special Topic: Introduction to Chinese Language and Linguistics in FA12; Chinese Academic Writing in SP17; Chinese Food Culture in SP18, SP19)

Graduate courses:

1. MLLL4813/5813 Techniques of Teaching Foreign Languages (SP13, FA19, FA20, FA21)
2. TESL5123 Second Language Acquisition Theory for ESL (SU19, SU20, SU21)

New courses developed:

1. CHIN2323 Intermediate Listening and Speaking
2. CHIN3623 Business Chinese
3. CHIN4993 Senior Capstone for Chinese (Special Topics: Introduction to Chinese Language; Chinese Food Culture)

Courses supervised:

1. CHIN1115 Beginning Chinese
2. CHIN1225 Beginning Chinese (continued)
3. CHIN2113 Intermediate Chinese
4. CHIN2223 Intermediate Chinese (continued)

Faculty-led, Summer Intensive Chinese Language Program, Kunming, China, 2013

Defense Language Institute Foreign Language Center, Monterey, CA, 2011 – 2012

1. Team-taught an intensive Chinese course which lasts 64 weeks and covers all skills of listening, speaking, reading and writing, utilizing a wide range of advanced technology and current materials
2. Organized and participated in cultural activities including immersion days, cooking days, and field trips to Chinatown
3. Advised students competing at the California Chinese Speech Contest
4. Served as the Language Technology Specialist for the department and provided language-related technological support to Chinese faculty

The Pennsylvania State University, University Park, PA, 2006 – 2009

1. Intermediate Chinese
2. Composition for American Academic Communication II
3. Web-based Composition for American Academic Communication II
4. TESOL Graduate Student Teaching Practicum

University of Science and Technology Beijing, Beijing, China, 2004 – 2006

1. College English
2. College English Writing
3. Intermediate English Listening and Speaking
4. Intermediate English Conversation

5. Advanced English Translation
6. Business English

Tsinghua University, Beijing, China, 2001 – 2004

1. College English
2. Online Advanced English Writing

Bureau of Education, Ganzhou, China, 2002

1. Guest Lecturer, English Pronunciation and Speaking for Chinese Secondary School Teachers

Fangyuan English School, Jinan, China, 2001

1. English Reading and Speaking
2. English Summer Immersion Program

STUDENT ADVISING

Chinese Academic Adviser, August 2012 – June 2014, June 2017 – January 2018

SERVICE ON GRADUATE COMMITTEES

Dissertation Committee Member:

1. Jiaoyang Li, School of Music, 2021 – present
2. Bo Liu, Jeannine Rainbolt College of Education, 2020 – present
3. Derek Steiger, Department of Political Science, 2019 – present
4. Yanrong Qi, Jeannine Rainbolt College of Education, 2013-2016 (Completed in 2016)

MA TESOL Comprehensive Exam Committee Member, 2019 – present

MA TESOL Comprehensive Exam Committee Chair, 2019 – present

ADMINISTRATIVE EXPERIENCE

Member of the MA TESOL Steering Committee, Department of Modern Languages, Literatures, and Linguistics, 2019 – present

1. Attend weekly committee meetings
2. Write and review faculty handbook and student policies
3. Recruit, interview, and evaluate instructors
4. Advertise the program and recruit students
5. Respond to faculty and student concerns about courses and programs
6. Write and administer MA TESOL Comprehensive Exams

Chinese Section Coordinator, Department of Modern Languages, Literatures, and Linguistics, June 2014 – June 2016, June 2017 – July 2018, January 2019 – August 2019

1. Coordinated class schedules
2. Held regular section meetings

3. Served as the point of contact between the department and the Chinese section
4. Responded to instructional emergencies such as finding substitute teachers and student concerns
5. Revised Chinese advanced standing exams
6. Planned and organized the Inaugural Chinese Talent Show
7. Co-organized the Chinese Oscar Night
8. Organized Chinese brush painting workshop

Chinese Language Program Coordinator, Department of Modern Languages, Literatures, and Linguistics, 2012 – 2019

1. Supervised and evaluated by-course instructors and GTAs
2. Recruited by-course instructors and GTAs
3. Provided training to by-course instructors and GTAs
4. Responded to student complaints and instructor issues

SERVICE

JOURNAL EDITORIAL BOARD

1. *Chinese as a Second Language*, 2020-present
2. *Language and Sociocultural Theory*, 2018-present
3. *Sage Open*, 2016-2019
4. *Study in English Language Teaching*, 2013-2014

PRESIDENT

1. Oklahoma Chinese Language Teachers Association, 2017-2020

BOARD OF DIRECTORS

1. Share & Grow Association, 2020-present
2. Chinese Language Teachers Association USA, 2017-2020
3. Oklahoma Foreign Language Teachers Association, October 2017-2020
4. University of Oklahoma Confucius Institute, 2014-July 2016, June 2017-August 2019
5. Oklahoma Chinese Language Teachers Association, 2013-2017

NATIONAL COMMITTEES

1. Chair, Awards Committee, Chinese Language Teachers Association USA, 2019-2020
2. Chair, Media and Publicity Committee, Chinese Language Teachers Association USA, 2017-2019
3. Co-founder and Leader, Chinese Language Teachers Association Special Interest Group in Chinese as a Second Language, 2016-2021
4. Member, Professional Development Committee, Chinese Language Teachers Association USA, 2017-2020
5. Member, Awards Committee, Chinese Language Teachers Association USA, 2017-2018

6. Member, Media and Publicity Committee, Chinese Language Teachers Association USA, 2014-2016

REGIONAL SERVICE

1. Judge, Oklahoma Youth Chinese Writing Contest, 2021
2. Judge, Oklahoma Youth Chinese Speech Contest, 2020
3. Judge, K-12 Essay Contest, Oklahoma Chinese Language Teachers Association, 2020
4. Judge, The Second Oklahoma Youth Chinese Speech Contest, 2020

UNIVERSITY COMMITTEES AND SERVICE

1. At-large Member, Faculty Senate Executive Committee, 2021-2023
2. Member, College of Arts and Sciences Executive Committee, 2021-2023
3. Advisory Board, East Asia Institute, 2020-present
4. Judge, Three Minute Thesis Competition, 2020
5. Fulbright Faculty Advisor, University of Oklahoma, 2015-present
6. Volunteer, Majors/Minors Fairs, University of Oklahoma, 2015-2017
7. Volunteer, Sooner Saturday, University of Oklahoma, 2014
8. Co-organizer, OU Chinese Culture Week and Confucius Institute Day, 2014
9. Judge, Chinese Bridge Speech Contest, Confucius Institute at the University of Oklahoma, 2014, 2015, 2017, 2018
10. Member, China Regional Advisory Committee, University of Oklahoma, 2014-2016
11. Organizer, Inaugural OU Chinese Talent Show, University of Oklahoma, 2013

DEPARTMENTAL COMMITTEES AND SERVICE

1. Chinese Advising Liaison, fall 2021
2. Foreign Language Requirement Advisor for Chinese, fall 2021
3. Member, Policy Committee, 2021-2023
4. Member, Committee A, 2021-2023
5. Member, MLLL Scholarship Committee, 2017, 2018, 2021
6. Chair, MLLL Scholarship Committee, 2019-2021
7. Member, MLLL Graduate Studies Committee, 2020 – present
8. Member, Linguistics Search Committee, 2019-2020
9. MA TESOL Steering Committee, 2019 – present
10. Chinese Section Coordinator, June 2014-June 2016, June 2017-June 2018, spring 2019
11. First and Second Year Chinese Language Coordinator, 2012-2019
12. Member, Japanese Instructor Search, 2016
13. Member, Language Learning Center Committee, 2015 – present
14. Member, Spanish Renewable Instructor Search Committee, 2015-2016
15. Member, Hebrew Coordinator Search Committee, 2015
16. Member, Linguistics Search Committee, 2013-2014
17. Member, Second Year Spanish Coordinator Search Committee, 2013-2014
18. Member, Enrollment Issues Task Force Committee, University of Oklahoma, 2012-2013

REVIEWING FOR JOURNALS, BOOK MANUSCRIPTS, AND CONFERENCE PROPOSALS

1. Manuscript reviewer, *Corpora*, 2021
2. Book manuscript reviewer, Cambridge University Press, 2021
3. Proposal reviewer, Annual conference of the American Association for Applied Linguistics, 2013, 2020, 2021
4. Book manuscript reviewer, Springer, 2021
5. Proposal reviewer, Annual Conference of the American Council for Teaching Foreign Languages, 2017, 2018, 2019, 2020, 2021
6. Manuscript reviewer, *System*, 2018, 2021
7. Manuscript reviewer, *International Journal of Chinese Language Education*, 2020
8. Manuscript reviewer, *Chinese as a Second Language - The Journal of the Chinese Language Teachers Association, USA*, 2017, 2018, 2019, 2020, 2021
9. Manuscript reviewer, *International Journal of Chinese Language Teaching*, 2020
10. Manuscript reviewer, *K-12 Chinese Language Teaching*, 2020
11. Proposal reviewer, Annual Conference of the Chinese Language Teachers Association, 2018, 2019
12. Book proposal reviewer, Routledge, 2019
13. Manuscript reviewer, *Language and Sociocultural Theory*, 2016, 2017, 2019
14. Manuscript reviewer, Sage Open, 2019
15. Proposal reviewer, CLTA Yao Memorial Awards, 2018
16. Proposal reviewer, Annual Conference of the Chinese Language Teachers Association, 2018
17. Proposal reviewer, CLTA Action Research Awards, 2018
18. Proposal reviewer, CLTA Cengage Learning Awards for Innovative Excellence in the Teaching of Chinese as a Foreign Language, 2018
19. Manuscript reviewer, *Taiwan Chinese Teaching and Research*, 2018
20. Proposal reviewer, CLTA Cheng & Tsui SIG awards, 2018
21. Manuscript reviewer, *Applied Psycholinguistics*, 2017
22. Manuscript reviewer, 华文学刊 [*Journal of Chinese Language*], 2017
23. Article editor, *Sage Open*, 2015, 2017
24. Manuscript reviewer, *Journal of Applied Linguistics and Professional Practice*, 2016
25. Book proposal reviewer, Springer, 2016
26. Manuscript reviewer, *The Modern Language Journal*, 2016
27. Manuscript reviewer, *Sage Open*, 2014
28. Proposal reviewer, 2nd Conference of the American Pragmatics Association, 2014
29. Proposal reviewer, First International Symposium on Chinese Character and Culture Studies, 2014
30. Manuscript reviewer, *Modern Language Studies*, 2014
31. Manuscript reviewer, *Journal of Chinese as a Second Language Research*, 2013
32. Manuscript reviewer, *Journal of Multilingual and Multicultural Development*, 2013
33. Manuscript reviewer, *Chinese Language and Discourse: An International Journal*, 2012
34. Manuscript reviewer, *Discover China Student Book 3*, 2012
35. Manuscript reviewer, *Chinese Journal of Applied Linguistics*, 2008-2013
36. Proposal reviewer, The Pennsylvania Applied Linguistics Consortium, 2009

37. In-house manuscript reviewer, *TESOL Quarterly*, 2007-2009

REVIEWING FOR GRANT PROPOSALS

1. General Research Fund/Early Career Scheme, Research Grants Council, The Education University of Hong Kong, 2018, 2019, 2021

EXTERNAL REVIEWER FOR TENURE AND PROMOTION

1. Kennesaw State University, 2020

BOOK ENDORSEMENT

1. *Technology-enhanced teaching and learning of Chinese* by Amber Navarre, Routledge, 2018

MEMBERSHIPS

1. Chinese Language Teachers Association (CLTA) [Lifetime member]
2. Oklahoma Chinese Language Teachers Association (OKCLTA) [Lifetime member]
3. Oklahoma Foreign Language Teachers Association (OFLTA)

COMMUNITY SERVICE AND ENGAGEMENT

1. Mentor, Summer Tutoring Program, Share & Grow Association, 2021
2. English Teacher Consultant, Nayong Experimental School, Guizhou Province, China, 2020
3. English Teacher Consultant, Xiaogan Elementary School, Hubei Province, China, 2020
4. Initiator and Coordinator, Language partner project between Nayong Experimental School and OU Chinese program, 2020