

Curriculum Vitae

Xu (Ally) Zhang

明尼苏达大学语言与文化教育博士，北京师范大学英语教育硕士、英美文学学士。现任 Butler University 中文教师，曾任 Marian University Writing Center 写作教师多年，发表及翻译了多篇学术文章与书籍。从教二十余年，热爱教育事业，重视教书更重视育人，致力于华裔学生双语双文化双重身份认同的成长与发展和教学方法与学习方法的研究。非常开心能为中文学校的学生和华人社区服务，尽自己的一份绵薄之力，成为学生穿越于中华和美国语言文化之间的一座桥梁。

Educational Background:

- 2007: Received Ph.D. degree in Languages and Cultures Education: Curriculum and Instruction, University of Minnesota.
- 2000-2007: Ph.D. student, School of Education, University of Minnesota.
- 1999: Ph.D. student, Department of Education, Ohio State University.
- 1996-1999: Studied toward and received MA degree in TEFL (Teaching English as a Foreign Language), Beijing Normal University.
- 1992-1996: Studied toward and Received BA degree in British and American Literature from Beijing Normal University.

Work Experience:

- 2019 – Present: Adjunct Faculty, Chinese, Modern Languages Department, Butler University.
- 2019 – Present: POSE summer elite courses writing Instructor (to bilingual native speakers of English, instruction in English, grades 4-7).
- 2017 – Present: Writing Instructor (to bilingual native speakers of English, instruction in English, grades 1-6), ICCCI (Indianapolis Chinese Community Center Inc.).
- 2015 – Present: Chinese as a second language teacher, ICCCI Chinese School.
- 2018 – 2022: Writing Lab Instructor, Writing Center, Marian University.
- 2018 – 2019: Invited Academic Writing Instructor (to bilingual native speakers of English, instruction in English, one-on-one coaching in Chinese by student request, grades 11-12), HiElites.
- 2018 – 2020: Columnist, education section, Indy Chinese News.
- 2016 – 2017: Remote proofreader of English academic paper abstracts at *World Ethno-National Studies*, a top academic journal in China as well as world-wide, Chinese Academy of Social Sciences.
- 2012: Invited special instructor for Graduate Student Academic English Training and Paper Writing Skills, Peking University.
- 2008 – 2010: Academic book translator (Independent contractor), Peking University Press.
- 2001-2005: Instructor of English Grammar and Reading in General Art, General College, University of Minnesota. Designed the curriculum and material for Reading in General Art.

- 2004-2005: Writing Center volunteer instructor, General College, University of Minnesota. Helped students ranging from college to doctoral level to edit academic papers and learn writing/proof reading skills.
- 2003-2004: Summer International Teaching Assistant Training Instructor at University of Minnesota.
- 1996-1999: Graduate instructor, Beijing Normal University. Taught reading and grammar to freshman English majors as well as listening skill courses to non-English majors.
- 1996-1999: Intensive Reading instructor at Sinopec Ltd., in-house training.
- 1992-1996: Teaching grammar, reading, and listening in various settings.

Major Publications:

- Xu (Ally) Zhang (2017). Teaching in a multicultural, multi-home language, multi-age group and multi-starting level language classroom. First part: <http://indychinesenews.com/pdf/2017/20170505/P2%2005052017.pdf> Second part: <http://indychinesenews.com/pdf/2017/20170519/P2%2005192017.pdf>
- Fang Gong, Diego Castaneda, Xu Zhang, Laura Stock, Linda Ayala, and Sherry Baron (2012). Using the Associative Imagery Technique in Qualitative Health Research: The Experiences of Homecare Workers and Consumers. *Qualitative Health Research* 22 (10), 1414 - 1424.
- Xu Zhang (2010). Chinese translation of *Unequal Childhood: Class, Race, and Family Life* (Annette Lareau). Peking University Press.
- Xu Zhang (2008). Chinese translation of *This Art of Psychoanalysis: Dreaming Undreamt Dreams and Interrupted Cries* (Thomas H Ogden), Peking University Press.
- Christensen, L., Fitzpatrick, R., Murie, R., & Zhang, X. (2005). Building voice and developing academic literacy for multilingual students: The Commanding English model. *The General College vision: Integrating intellectual growth, multicultural perspectives, and student development*, 155-184.
- Xu Zhang. (2004). Teaching generation 1.5 students in content-based reading courses in a college adjunct model: an ethnographic case study. *The Reading Matrix*, 4(3).
- Xu Zhang (1999). Exploiting the language lab: A way to Fit Lab-based Listening Courses into the Communicative Framework. *Teaching English in China* (31), 124-130.

Dissertation and Theses:

- Ph.D. dissertation: An Ethnographic Study on the Development of Online Academic Language Learning Communities in a College-Level Adjunct ESL Program.
- MA thesis: EFL Teacher Development Through Reflective Teaching: Reflections and Actions.
- BA thesis: The “Undiscovered Continent”: An Analysis of Emily Dickinson’s Poems.