

Qi CHEN

PERSONAL DATA

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BRIEF NARRATIVE SUMMARY

My teaching expertise covers a wide range of topics in TESOL and Applied Linguistics, including SLA, TESOL methodology and social interaction, as evidenced by my current postgraduate teaching responsibilities at the University of Edinburgh and Newcastle University. I also have a proven track record and expertise in these research areas evidenced by my published and on-going research outputs.

EDUCATION

09.2012–07.2017	PhD in Educational & Applied Linguistics, Newcastle University , U.K.
09.2011–09.2012	MA in Applied Linguistics & TESOL, Newcastle University , U.K.
09.2010–07.2011	BA in English for Business, Coventry University , UK
09.2007–07.2011	BA in English, Zhejiang Gongshang University , P.R.China

PUBLICATIONS

Chen, Q. and Wright, C. (2017) “[Contextualisation and Authenticity in TBLT: Voices from Chinese Classrooms](#)”. *Language Teaching Research* (5-year IF: 2.805, ranked top 3 under ‘Foreign Language Teaching’ in Google Scholar). Vol. 21(4) 517–538. ISSN 1477-0954. DOI: 10.1177/1362168816639985

Bonacina-Pugh, F., Barakos, E. and **Chen, Q** (2020) “[Language policy in the internationalisation of Higher Education in Anglophone countries: The interplay between language policy as ‘text’, ‘discourse’ and ‘practice.’](#)” *Applied Linguistics Review* (5-year IF: 2.139). DOI: <https://doi.org/10.1515/applirev-2019-0148>

Chen, Q and Bonacina-Pugh, F. (2020) “Spotlights on the ‘practiced language policy’ in the international university”. in Dippold, D. and Heron, M. (eds) in *Meaningful Teaching Interaction at the Internationalised University: From Research to Impact*. Routledge. (forthcoming)

WORKING PAPERS

Chen, Q and Brandt, A. (2020) “Speakership, Reciprocity and the Interactional Space: ‘Next-speaker Self-selects’ Cases in Multiparty University Student Meetings”. *Journal of Pragmatics*. (5-year IF: 1.329) (under review)

Chen, Q. (2021) “When the meeting chair self-selects: distribution of ‘rights to speak’ in multiparty meeting conversations”. (in prep)

TEACHING EXPERIENCE

- 04.2020-PRESENT | *Visiting Lecturer in Applied Linguistics and TESOL*
 School of Education, Communication and Language Sciences, Newcastle University, U.K.
 I work as a MA dissertation supervisor and am supervising various research topics including second language classroom interaction, learner identity, etc.
- 03.2019-PRESENT | *Associate Tutor in TESOL and Language Teaching*
 Moray House School of Education and Sport, University of Edinburgh, U.K.
 I work as an Associate Tutor contributing to the teaching and dissertation supervision of two postgraduate taught programmes of MSc TESOL and MSc Language Teaching, and the teaching of the school-wide postgraduate generic research methodology course. I have successfully supervised 13 MSc TESOL students on various topics such as Language Teaching approaches, teachers' beliefs, multilingual language use in classroom, English as a lingua franca, intercultural communicative competence, interlanguage pragmatics, in year 2018-2019.
- 10.2017-01.2019 | *EAP Tutor for TESOL*
 WinWin Tutoring Ltd., U.K.
 I tutored international students on Master-level TESOL/Applied Linguistics programmes who are in need of additional EAP support. I delivered online small group and 1-to-1 tutorials to students, and online lectures tailor-made for Chinese TESOL students on topics such as 'Developing Academic Reading and Writing Skills', 'How to Write a Research Proposal for Your Dissertation', etc.
- 09.2012-06.2015 | *Teaching Assistant in Applied Linguistics & TESOL*
 School of Education, Communication and Language Sciences, Newcastle University, U.K.
 Contributing to the MA Applied Linguistics and TESOL programme, and especially for the module 'Task-Based Language Teaching', I taught guest lectures (60-70 students), seminars (15-20 students) and on-line discussion sessions (20-30 students), conducted assessments on students' spoken presentations and written essays, and took part in the sourcing, compiling and evaluation of teaching curriculum and materials.
- 09.2011-04.2012 | *Teaching Assistant in ESOL*
 ESOL Department, Gateshead College, U.K.
 I worked as a voluntary teaching assistant in ESOL, taught adult refugee and immigrant students from various backgrounds and involved in lesson planning, sourcing and preparing teaching material to students in speaking, writing and exam preparation for Cambridge English: ESOL Skills for Life.
- 06.2010-08.2010 | *EFL and IELTS Teacher*
 Beijing-IELTS Foreign Languages School, P.R.China
 I taught 1-to-1 EFL tutorials to young learners in China. I also taught small group workshops and 1-to-1 tutorials on IELTS speaking, listening and writing to adult learners in China who intend to study abroad.

RESEARCH EXPERIENCE

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| 04.2018-12.2018 | <i>Research Assistant</i>
Moray House School of Education and Sport, University of Edinburgh, U.K.
I worked as a research assistant for Dr. Florence Bonacina-Pugh, for the project titled 'Language Policy and Practice in the Multilingual University' in collaboration with Dr Elisabeth Barakos (Aston University). The project aims to investigate how a language policy on the management level as well as on the practice level is made visible in an internationalised university. I am contributing to the data analysis as well as the research output of the project, looking at how multilingual language resource is made visible and legitimate in university classrooms, and attempting to inform teaching practitioners and policy-makers on future practices that value linguistic diversity as a resource. |
| 09.2015-09.2016 | <i>Research Assistant</i>
School of Education, Communication and Language Sciences, Newcastle University, U.K.
I worked with another research assistant collaboratively in data collection, annotation and corpus compilation, and contributed to the project titled 'Successful Online Self-representation of Applied Linguistics', to investigate how applied linguistics departments in universities worldwide represent themselves on on-line platforms. The project was led by Dr Rachelle Vessey and Dr Adam Brandt and funded by the Faculty Reputation Enhancement Fund in Newcastle University. |
| 09.2013-09.2016 | <i>Member of NUCASE Research Group</i>
School of Education, Communication and Language Sciences, Newcastle University, U.K.
NUCASE (Newcastle University Corpus of Academic Spoken English) is a 1,000,000-word corpus of academic spoken discourse built during 2010-2011 in Newcastle University, funded by the British Council and Cambridge University Press and led by Prof. Steve Walsh. I contributed to the group using ethnomethodological conversation analysis from a multimodal perspective, to study embodied aspects of interaction in multiparty student meetings, which forms my PhD project. |

PROFESSIONAL ACTIVITIES AND SERVICE

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| 2017-2019 | Freelance Chinese-English Interpreter and Translator |
| 2016-2017 | Peer-reviewer for Classroom Discourse |
| 2016 | Peer-reviewer for TESOL Quarterly Special Issue: Complementary Perspectives on Task-based Classroom Realities |
| 2014-2015 | Peer-reviewer for ARECLS (The Annual Review of Education, Communication, and Language Sciences) |

MEMBERSHIPS

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|-----------------|---|
| 09.2013-PRESENT | British Association of Applied Linguistics (BAAL) |
| 09.2016-PRESENT | International Pragmatics Association (IPrA) |
| 09.2016-PRESENT | American Association for Applied Linguistics (AAAL) |

CONFERENCE PRESENTATIONS

Bonacina-Pugh, F., **Chen, Q.** and Barakos, E. (2018, December). *Spotlights on the 'practiced language policy' in the international university: a case study of multilingual interaction in higher education*. Paper presented at the Symposium of Classroom Interaction at the Internationalised University, 10th December, 2018. University of Surrey, Guildford, U.K.

Bonacina-Pugh, F., Barakos, E. and **Chen, Q.** (2018, June). *Language Policy in the Multilingual University: the Case of Edinburgh*. Paper presented at Language Policy Forum 2018, BAAL Language Policy SIG, 31st May - 1st June, 2018. Sheffield Hallam University, Sheffield, U.K.

Chen, Q. (2017, July) *Interactional Competences in Multiparty University Student Meetings*. Paper presented at the 15th International Pragmatics Conference, July 16th -21st, 2017. Belfast, Northern Ireland, U.K.

Chen, Q. (2017, March) *Interactional Competence: What can we tell from collaborative speaker transitions in multiparty university student meetings?*. Paper presented in the colloquium of "Expanding the Scope of Interactional Competence" at the American Association for Applied Linguistics (AAAL) 2017 Conference. March 18th - 21st, 2017. Portland, Oregon, United States.

Chen, Q. (2016, December) *Speaker transitions and the interactional space: a multimodal CA analysis on university student meetings*. paper presented at 10th CA Day Conference. December 19th, 2016. Loughborough University, Loughborough, U.K.

Hata, K. and **Chen, Q.** (2015, September) *Exploring Embodied Interaction beyond Text*. Paper presented in the colloquium of "Characterising Interactional Competence in Higher Education Small Group Talk" at the 48th Annual Meeting of British Association of Applied Linguistics (BAAL). September 3rd - 5th, 2015. Aston University, Birmingham, U.K.

Chen, Q. (2015, June) *Embodied Participation in University Student Meetings*. Paper presented at the Revisiting Participation: Language and Bodies in Interaction Conference. June 24th - 27th, 2015. University of Basel, Basel, Switzerland.

Chen, Q. and Wright, C. (2014, October) *How can Task-based Language Teaching be adapted in EFL contexts ? - A case study in China*. Paper presented at the 7th International Conference on English Language Teaching in China. October 24th – 26th, 2014. Nanjing University, P.R.China.

Chen, Q. (2013, April) *Developing formative assessment in Chinese secondary English classrooms to promote interactional competence: an action research*. Paper presented at the 8th Newcastle-upon-Tyne International Postgraduate Conference in Linguistics. April 5th, 2013. Newcastle University, U.K.

AWARDS AND QUALIFICATIONS

08.2015	Postgraduate Innovation Fund <i>Newcastle University</i> The awarded project is titled 'Student-Path: Beyond Postgraduate', co-led with Kazuki Hata, Michael Gretz and Laura Pollard to enhance research prospects of postgraduate students in linguistics and language sciences.
05.2015	Newcastle University School Bursary (£1,200)
11.2013	Certificate of Introduction to Learning and Teaching in Higher Education <i>Staff Development Unit, Newcastle University</i>

ADMINISTRATIVE EXPERIENCE

10.2017-03.2019	Human Resource Manager (Part-time) <i>WinWin Tutoring Ltd., Newcastle-upon-Tyne, U.K.</i>
06.2018-10.2018	Conference co-ordinator for the International Conference of Belt and Road Initiative: Challenges and Opportunities, Oct 4th-5th, 2018, University of Edinburgh <i>Confucius Institute, University of Edinburgh, U.K.</i>
01.2013-01.2016	Secretary for the Committee of Newcastle Chinese Christian Fellowship <i>Newcastle Chinese Christian Fellowship, Newcastle-upon-Tyne, U.K.</i>
10. 2014-05.2015	Coordinator for Corpus Linguistics SIG, Centre for Research in Linguistics and Language Sciences, Newcastle University
09.2013-06.2015	Course Representative for IPhD in Educational & Applied Linguistics, Newcastle University
05.2014-06.2014	Volunteer for the 7th Biennial Inter-Varietal Applied Corpus Studies Conference
09.2013-04.2014	Member of organising committee for the 9th Newcastle-upon-Tyne International Postgraduate Conference in Linguistics
03.2013-04.2013	Volunteer for the 8th Newcastle-upon-Tyne International Postgraduate Conference in Linguistics

IT SKILLS

CLAN, ELAN, Transana, WordSmith, AntConc, SPSS, MSOffice, LaTeX