

# Rui Hu, Curriculum Vitae

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CONTACT INFORMATION	<i>Email:</i> hurui141@gmail.com <i>Website:</i> hiruihu.com	
EDUCATION	<b>Northern Arizona University</b> , Flagstaff, AZ M.A. in Teaching English as a Second Language (TESL) <i>Emphasis:</i> Applied Linguistics <ul style="list-style-type: none"><li>- Graduated with a GPA of 3.82/4.00 (Top 2%)</li><li>- Established solid understanding regarding linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse analysis, sociolinguistics, corpus linguistics, and natural language processing</li><li>- Created and processed datasets, corpora, and models for linguistics-associated tasks</li><li>- Analyzed large amount of language data (written and spoken data), identified the best practices and improved procedures for linguistic and computational tasks</li><li>- Engaged in text labeling and tagging and demonstrated the ability to identify errors and perform edits / annotation</li></ul> <b>The Chinese University of Hong Kong</b> , Shatin, Hong Kong M.A. in Translation <ul style="list-style-type: none"><li>- Graduated with a GPA of 3.338/4.000 (Top 3%)</li><li>- Automated computer-assisted translation and text analysis</li><li>- Conducted translation and interpretation tasks of all types of registers</li></ul> <b>Hunan University</b> , Changsha, Hunan, China B.A. in English <i>Minor:</i> Computer Science (credit-based) <i>Emphasis:</i> Applied Linguistics <ul style="list-style-type: none"><li>- Graduated with Honors, with a GPA of 4.03/4.50 (Top 1%)</li><li>- Awarded National Scholarships by the Ministry of Education of China</li></ul> <b>Arizona State University</b> , Tempe, AZ Visiting Student - English (Literature) <ul style="list-style-type: none"><li>- Achieved a GPA of 4.00/4.00 (Top 1%)</li><li>- Included in the Dean's List in Fall 2016 and Spring 2017</li><li>- Honored as the Face of ASU</li></ul>	08/2019 - 04/2021 08/2017 - 05/2018 09/2013 - 06/2017 08/2016 - 05/2017
AWARDS AND HONORS	<b>Graduate Teaching Assistantship</b> Northern Arizona University, \$68,000  <b>Teaching Assistant Award</b> Washington University in St. Louis - ALLEX Teacher Training Institute  <b>Chinese Government Scholarship</b> China Scholarship Council, \$13,500  <b>First Prize at the 3rd National Business English Practice Contest, Final</b> Ministry of Education, China, CNY1,000 (\$150)  <b>National Scholarship</b> Ministry of Education, China, CNY8,000 (\$1,250)  <b>National Scholarship</b> Ministry of Education, China, CNY8,000 (\$1,250)  <b>Merit Student</b> Hunan University, Hunan, China	2019-2021 2019 2016-2017 2015 2014-2015 2013-2014 2013-2015

RESEARCH HIGHLIGHTS	<p><b>Building a Twitter Scraper &amp; a Prototype Dictionary-based Sentiment Analyzer</b></p> <p>Northern Arizona University, Completed individually Spring 2021</p> <ul style="list-style-type: none"> <li>- Created several Python programs and collected Tweets (<math>N = 3,200</math>) from Twitter and built a corpus of Tweets</li> <li>- Created a prototype dictionary-based sentiment analyzer and created a scoring system of the sentiment</li> <li>- Compared the scoring by the prototype dictionary-based sentiment analyzer against the one by pre-trained machine learning sentiment analyzer</li> <li>- Discussed the implications for sentiment dictionary building and applied linguistics research</li> </ul>
	<p><b>Second Language (L2) English Speaker Analysis</b></p> <p>Northern Arizona University, Completed individually Fall 2020</p> <ul style="list-style-type: none"> <li>- Interviewed a non-native English speaker (<math>N = 1</math>) and collected the speech data by recording the interview with a semi-structured protocol</li> <li>- Comprehensively analyzed the speech data at the levels of phonetics and phonology, morphology, syntax, and semantics/lexicon, with the main features listed below: <ul style="list-style-type: none"> <li>— Phonetics and phonology: stress, rhythm, accuracy of vowels, consonants (with accurate transcription using IPA when necessary)</li> <li>— Morphology: inflectional and derivational morphemes</li> <li>— Syntax: irregular past, comparative and superlative degrees of an adjective, third-person singular form</li> <li>— Semantics and word choice: involving correct usage of words</li> </ul> </li> <li>- Described the characteristics of the speaker's speech and summarized the speaker's strengths and weaknesses</li> <li>- From the perspective of L1-L2 transfer, analyzed the features of the speaker's speech and summarized the features that were rooted in the speaker's first language (L1) and the ones that were independent of the speaker's L1</li> <li>- Provided a summary of potential instructional priorities on improving the speaker's English speaking</li> </ul>
	<p><b>Characteristics of a Reading Comprehension Assessment:</b></p> <p><b><i>Measures of Validity and Reliability</i></b></p> <p>Northern Arizona University, Completed with a research partner Fall 2020</p> <ul style="list-style-type: none"> <li>- Developed a test to measure native and non-native English speakers' reading comprehension in the context of academic English (<math>N = 26</math>)</li> <li>- Investigated the validity and reliability of the test</li> <li>- Examined the test results by referring to descriptive statistics (mean, mode, midpoint, maximum, and minimum) and data distribution (standard deviation, skewness, and kurtosis of the curve)</li> <li>- Discussed whether there was a statistically difference between the test results of native speakers and those of non-native speakers</li> </ul>
	<p><b>Native and Non-native Speakers' Perception of American English Dialects</b></p> <p>Northern Arizona University, Completed with a research partner Fall 2020</p> <ul style="list-style-type: none"> <li>- Discussed to what extent both native and non-native speakers perceive different dialects in the US regarding correctness and pleasantness (<math>N = 54</math>)</li> <li>- Performed independent t-tests of correctness and pleasantness scores to examine whether there was statistically significant differences between native and non-native speakers' ratings in terms of correctness and pleasantness</li> <li>- Discussed the implications for language teaching and teacher training</li> </ul>

## TEACHING EXPERIENCE

- Academies of Mathematics and Science (AMS), South Mountain, Phoenix, AZ**  
Foreign Language Teacher 07/2021 - Present  
- Teach Mandarin Chinese at K-8 levels as a full-time teacher  
- Use measurable data to track student performance and enrich their progress with visible results  
- Stick to district and Arizona curriculum standards to teach students above and below grade-level through a differentiated approach
- Northern Arizona University (NAU), Flagstaff, AZ**  
Instructor of Chinese 08/2019 - 04/2021  
- Taught CHI 101, 102, 201, and 202 as a part-time instructor  
- Assisted in curriculum design and management  
- Designed curriculum and created test items  
- Received exceptional student satisfaction rate

- Washington University in St. Louis (WUSTL), St. Louis, MO**  
WUSTL-ALLEX Teacher Training Institute Practice Teacher 06/2019 - 07/2019  
- Co-taught CHI 101 in Summer 2019  
- Underwent intensive full-time training included basic principles of effective Chinese language pedagogy, classroom teaching techniques, the linguistic analysis of Chinese

## PROFESSIONAL EXPERIENCE

- Center for International Education, NAU, Flagstaff, AZ**  
Graduate Assistant, *part-time* 08/2019 - 05/2021  
- Worked primarily as an international social media content specialist and produced posts regularly on NAU official social media platforms such as WeChat, Weibo, Tik-Tok - Chinese version (*Douyin*) and RED (*Xiaohongshu*)  
- Developed marketing and promotional materials and participated in social media operation by ensuring adherence to NAU social media guidelines and procedures  
- Completed other assigned tasks, including but not limited to organizing materials and helping incoming international students find solutions and resources to ease their transition

- 1000 Internet and Culture Studio, Hunan University (HNU), Changsha, China**  
Full Stack Developer, *part-time* 12/2013 - 06/2017  
- Worked in the core developer team on several projects involving comprehensive expertise in full stack developer. Highlight projects include: *Grades Lookup System*, *Incoming Student Orientation Site*, and *HNU Online Bulletin Board*.  
- Collaborated closely with technical and non-technical team members, especially designers and content specialists to delivered up-to-date website  
- Performed code optimization and code refactoring; built simple, sustainable, and versatile code

- Global Launch, Arizona State University (ASU), Tempe, AZ**  
Chinese - English Interpreter & Translator, *part-time* 09/2016 - 12/2016  
- Conducted Chinese-English consecutive interpretation and translation for the visiting scholars from China, PAC-12 professional coaches and experts from ASU, National Collegiate Athletic Association (NCAA) and Pacific-12 (PAC-12)

## INTERNSHIP AND VOLUNTEERING

- Yuelu Academy, Changsha, Hunan, China**  
Chinese History Specialist, Translator, and Interpreter 06/2016
- Emperor Qin's Mausoleum Site Museum, Lintong, Xi'an, Shaanxi, China**  
Chinese History Specialist, Translator, and Interpreter 07/2015 - 08/2015
- The French Institute, Embassy of France in China, Beijing, China**  
Community Interpreter and Tour Guide 12/2014
- Government of Hunan Province, Changsha, Hunan, China**  
Community Interpreter at the China (Changsha) Mineral and Gem Show 05/2014

SERVICE English (native), German (advanced)  
Stata, L<sup>A</sup>T<sub>E</sub>X, Eviews, Mathematica

CERTIFICATES Stata, L<sup>A</sup>T<sub>E</sub>X, Eviews, Mathematica

MEMBERSHIPS Stata, L<sup>A</sup>T<sub>E</sub>X, Eviews, Mathematica

DATE COMPLIED Monday November 1, 2021