

# Rui Hu, *Curriculum Vitae*

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CONTACT *Email:* hurui141@gmail.com  
INFORMATION *Website:* hiruihu.com

EDUCATION	<b>Northern Arizona University</b> , Flagstaff, AZ 08/2019 - 04/2021 M.A. in Teaching English as a Second Language (TESL) <i>Emphasis:</i> Applied Linguistics - Graduated with a GPA of 3.82/4.00 (Top 2%) - Established solid understanding regarding linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse analysis, sociolinguistics, corpus linguistics, and natural language processing - Created and processed datasets, corpora, and models for linguistics-associated tasks - Analyzed large amount of language data, identified the best practices and improved procedures for linguistic and computational tasks - Engaged in text labeling and tagging and demonstrated the ability to identify errors and preform edits / annotation
	<b>The Chinese University of Hong Kong</b> , Shatin, Hong Kong 08/2017 - 05/2018 M.A. in Translation - Graduated with a GPA of 3.338/4.000 (Top 3%) - Automated computer-assisted translation and text analysis - Conducted translation and interpretation tasks of all types of registers
	<b>Hunan University</b> , Changsha, Hunan, China 09/2013 - 06/2017 B.A. in English <i>Minor:</i> Computer Science (credit-based) <i>Emphasis:</i> Applied Linguistics - Graduated with Honors, with a GPA of 4.03/4.50 (Top 1%) - Awarded National Scholarships by the Ministry of Education of China
	<b>Arizona State University</b> , Tempe, AZ 09/2013 - 06/2017 Visiting Student - English (Literature) - Achieved a GPA of 4.00/4.00 (Top 1%) - Included in the Dean's List in Fall 2016 and Spring 2017 - Honored as the Face of ASU
AWARDS AND HONORS	<b>Graduate Teaching Assistantship</b> 2019-2021 Northern Arizona University, \$68,000
	<b>Teaching Assistant Award</b> 2019 Washington University in St. Louis - ALLEX Teacher Training Institute
	<b>Chinese Government Scholarship</b> 2016-2017 China Scholarship Council, \$13,500
	<b>First Prize at the 3rd National Business English Practice Contest, Final</b> 2015 Ministry of Education, China, CNY1,000 (~\$150)
	<b>National Scholarship</b> 2014-2015 Ministry of Education, China, CNY8,000 (~\$1,250)
	<b>National Scholarship</b> 2013-2014 Ministry of Education, China, CNY8,000 (~\$1,250)
	<b>Merit Student</b> 2013-2015 Hunan University, Hunan, China

RESEARCH  
HIGHLIGHTS

**Building a Twitter Scraper & a Dictionary-based Sentiment Analyzer**

- Northern Arizona University, Completed individually Spring 2021
- Created several Python programs and collected Tweets ( $N = 3,200$ ) from Twitter and built a corpus of Tweets
  - Created a prototype dictionary-based sentiment analyzer and created a scoring system of the sentiment
  - Compared the scoring by the prototype dictionary-based sentiment analyzer against the one by pre-trained machine learning sentiment analyzer
  - Discussed the implications for sentiment dictionary building and applied linguistics research

**Second Language (L2) English Speaker Analysis**

- Northern Arizona University, Completed individually Fall 2020
- Interviewed a non-native English speaker ( $N = 1$ ) and collected the speech data by recording the interview with a semi-structured protocol
  - Comprehensively analyzed the speech data at the levels of phonetics and phonology, morphology, syntax, and semantics/lexicon, with the main features listed below:
    - Phonetics and phonology: stress, rhythm, accuracy of vowels, consonants (with accurate transcription using IPA when necessary)
    - Morphology: inflectional and derivational morphemes
    - Syntax: irregular past, comparative and superlative degrees of an adjective, third-person singular form
    - Semantics and word choice: involving correct usage of words
  - Described the characteristics of the speaker's speech and summarized the speaker's strengths and weaknesses
  - 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
  - Provided a summary of potential instructional priorities on improving the speaker's English speaking

**Characteristics of a Reading Comprehension Assessment:**

***Measures of Validity and Reliability***

- Northern Arizona University, Completed individually Fall 2020
- Interviewed a non-native English speaker ( $N = 1$ ) and collected the speech data by recording the interview with a semi-structured protocol
  - Comprehensively analyzed the speech data at the levels of phonetics and phonology, morphology, syntax, and semantics/lexicon, with the main features listed below:
    - Phonetics and phonology: stress, rhythm, accuracy of vowels, consonants (with accurate transcription using IPA when necessary)
    - Morphology: inflectional and derivational morphemes
    - Syntax: irregular past, comparative and superlative degrees of an adjective, third-person singular form
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  - Described the characteristics of the speaker's speech and summarized the speaker's strengths and weaknesses
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TEACHING EXPERIENCE	<b>Academies of Mathematics and Science (AMS), South Mountain, Phoenix, AZ</b>	
	Foreign Language Teacher	07/2021 - Present
	<ul style="list-style-type: none"> <li>- Teach Mandarin Chinese at K-8 levels as a full-time teacher</li> <li>- Use measurable data to track student performance and enrich their progress with visible results</li> <li>- Stick to district and Arizona curriculum standards to teach students above and below grade-level through a differentiated approach</li> </ul>	
	<b>Northern Arizona University (NAU), Flagstaff, AZ</b>	
	Instructor of Chinese	08/2019 - 04/2021
	<ul style="list-style-type: none"> <li>- Taught CHI 101, 102, 201, and 202 as a part-time instructor</li> <li>- Assisted in curriculum design and management</li> <li>- Designed curriculum and created test items</li> <li>- Received exceptional student satisfaction rate</li> </ul>	
	<b>Washington University in St. Louis (WUSTL), St. Louis, MO</b>	
	WUSTL-ALLEX Teacher Training Institute Practice Teacher	06/2019 - 07/2021
PROFESSIONAL EXPERIENCE	<ul style="list-style-type: none"> <li>- Co-taught CHI 101 in Summer 2019</li> <li>- Underwent intensive full-time training included basic principles of effective Chinese language pedagogy, classroom teaching techniques, the linguistic analysis of Chinese</li> </ul>	
	<b>Global Launch, Arizona State University (ASU), Tempe, AZ</b>	
	Chinese - English Interpreter & Translator, <i>part-time</i>	09/2016 - 12/2016
	<ul style="list-style-type: none"> <li>- Performed 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)</li> </ul>	
	<b>1000 Internet and Culture Studio, Hunan University (HNU), Changsha, China</b>	
	Full Stack Developer, <i>part-time</i>	12/2013 - 06/2016
	<ul style="list-style-type: none"> <li>- Worked in the core developer team on several projects involving comprehensive expertise in full stack developer. Highlight projects include: <i>Grades Lookup System</i>, <i>Incoming Student Orientation Site</i>, and <i>HNU Online Bulletin Board</i>.</li> <li>- Collaborated closely with technical and non-technical team members, especially designers and content specialists and delivered up-to-date website</li> <li>- Performed code optimization and refactorization and built simple, sustainable, and versatile code</li> </ul>	
	<b>Department, University</b>	
	Job Title, Course Name, 2014-2015	
	Job Title, Course Name, 2012-2014	
	<b>Department, University</b>	
	Job Title, Course Name, 2013	
	Job Title, Course Name, 2013	
	<b>LANGUAGES AND SKILLS</b>	
	English (native), German (advanced)	
	Stata, L <sup>A</sup> T <sub>E</sub> X, Eviews, Mathematica	
DATE COMPLIED	October 30, 2021	