

# Rui Hu

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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 a large amount of language data (written and spoken), 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 perform 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>Second Course Track:</i> Computer Science (credit-based) <i>Emphasis:</i> Applied Linguistics <i>Thesis:</i> A Corpus-based Analysis of Business Text - Graduated with Honors, with a GPA of 4.03/4.50 (Top 1%) - Awarded National Scholarship twice by the Ministry of Education of China
	<b>Arizona State University</b> , Tempe, AZ 08/2016 - 05/2017 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 Certificate #201606135107
	<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 & 2013-2014 Ministry of Education, China Certificates #2015-13881, #2014-13895; awarded twice, CNY16,000/\$2,500 in total
	<b>Merit Student</b> 2014-2015 & 2013-2014 Hunan University, Changsha, Hunan, China Certificates #HDSHXS2015742, #SHXS20140760; honored twice

RESEARCH  
HIGHLIGHTS

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

Northern Arizona University, individual work, 2021

*Course:* Programming for Text Analysis

- 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, individual work, 2020

*Course:* Introduction to Language and Linguistics

- 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, collaborative work, 2020

*Course:* Assessment for Second Language Skills

- Developed a test to measure native and non-native English speakers' reading comprehension in the context of academic English ( $N = 26$ )
- Investigated the validity and reliability of the test
- 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)
- Discussed whether there was a statistically significant difference between the test results of native speakers and those of non-native speakers

**Native and Non-native Speakers' Perception of American English Dialects**

Northern Arizona University, collaborative work, 2020

*Course:* Sociolinguistics

- Discussed to what extent both native and non-native speakers perceive different dialects in the US regarding correctness and pleasantness ( $N = 54$ )
- Performed independent t-tests of correctness and pleasantness scores to examine whether there was a statistically significant difference between native and non-native speakers' ratings in terms of correctness and pleasantness
- Discussed the implications for language teaching and teacher training

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, Chinese TikTok (*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 development. Highlight projects include: *Grades Lookup System*, *Incoming Student Orientation*, 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

INTERNAL SERVICE	<b>Master of Arts Public Relations Officer</b> Graduate Student Association of TESL and Applied Linguistics (GSALL) Northern Arizona University, 2019-2021
	<b>Internal Vice-President</b> Postgraduate Association of the Chinese University of Hong Kong (CUPSA) The Chinese University of Hong Kong, 2017-2018
CERTIFICATES	<b>Programming in C - Level II</b> National Computer Rank Examination (NCRE) Certificate #24424303089153 Ministry of Education of China, 03/2015 - No expiration
	<b>Mandarin Proficiency - Level 1B</b> Putonghua ( <i>Mandarin</i> ) Proficiency Test (PSC, by its initials in Chinese) Certificate #4314034000159 Ministry of Education of China, 04/2014 - No expiration
	<b>Advanced Application of Microsoft Office - Level II</b> National Computer Rank Examination (NCRE) Certificate #65394304928050 Ministry of Education of China, 03/2014 - No expiration
MEMBERSHIPS	Association for Computational Linguistics (ACL) American Council on the Teaching of Foreign Languages (ACTFL) TESOL International Association (TESOL) Chinese Language Teachers Association (CLTA)
LANGUAGES	<b>Native:</b> English, Chinese (Mandarin, Cantonese, Xiang) <b>Intermediate:</b> Spanish, French <b>Elementary knowledge:</b> Japanese, Korean, Malaysian, Indonesian <b>Ancient language (reading):</b> Classical Chinese
SKILLS	<b>Programming:</b> <b>Languages:</b> Python, C/C++, Java, Swift, Go <b>Environment:</b> Desktop, Server, Cloud: Amazon Web Services (AWS), Google Cloud <b>Operating system:</b> Linux: Ubuntu & CentOS + terminal commands, macOS, Windows <b>Version Control:</b> Git (GitHub) <b>Analysis:</b> <b>Data analysis:</b> Excel, SPSS, Tableau, R <b>Machine learning:</b> Scikit-learn, SciPy, PyTorch, Tensorflow, Keras <b>Web Development:</b> <b>Front end:</b> HTML, CSS, JavaScript, jQuery, Angular, Vue.js <b>Back end:</b> PHP, node.js, Apache <b>Database:</b> mySQL, PostgreSQL, MongoDB <b>Content Processing:</b> <b>Text:</b> Microsoft Office, L <sup>A</sup> T <sub>E</sub> X, XML <b>Multimedia:</b> Audition, Photoshop, Apple Final Cut Pro
DATE COMPLIED	Thursday, January 6, 2022