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RESEARCH  
HIGHLIGHTS

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

Northern Arizona University, Completed individually, 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, 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 with a research partner, 2020

- 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 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, Completed with a research partner, 2020

- 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 statistically significant differences between native and non-native speakers' ratings in terms of correctness and pleasantness
- Discussed the implications for language teaching and teacher training

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>	
PROFESSIONAL EXPERIENCE	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 - 07/2019
	<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>Center for International Education, NAU, Flagstaff, AZ</b>	
	Graduate Assistant, <i>part-time</i>	08/2019 - 05/2021
	<ul style="list-style-type: none"> <li>- 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 (<i>Douyin</i>) and RED (<i>Xiaohongshu</i>)</li> <li>- Developed marketing and promotional materials and participated in social media operation by ensuring adherence to NAU social media guidelines and procedures</li> <li>- Completed other assigned tasks, including but not limited to organizing materials and helping incoming international students find solutions and resources to ease their transition</li> </ul>	
	<b>1000 Internet and Culture Studio, Hunan University (HNU), Changsha, China</b>	
	Full Stack Developer, <i>part-time</i>	12/2013 - 06/2017
INTERNSHIP AND VOLUNTEERING	<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</i>, and <i>HNU Online Bulletin Board</i>.</li> <li>- Collaborated closely with technical and non-technical team members, especially designers and content specialists to delivered up-to-date website</li> <li>- Performed code optimization and code refactoring; built simple, sustainable, and versatile code</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>- 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)</li> </ul>	
	<b>Yuelu Academy, Changsha, Hunan, China</b>	
	Chinese History Specialist, Translator, and Interpreter	06/2016
	<b>Emperor Qin's Mausoleum Site Museum, Lintong, Xi'an, Shaanxi, China</b>	
	Chinese History Specialist, Translator, and Interpreter	07/2015 - 08/2015
	<b>The French Institute, Embassy of France in China, Beijing, China</b>	
	Community Interpreter and Tour Guide	12/2014
	<b>Government of Hunan Province, Changsha, Hunan, China</b>	
	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, 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> Ancient Chinese
SKILLS	<b>Programming:</b> - <b>Languages:</b> Python, C/C++, Java, Swift, Go, Git (version control) - <b>Environment:</b> Desktop, Server, Cloud: Amazon Web Services (AWS), Azure, Google Cloud - <b>Operating system:</b> Linux: Ubuntu & CentOS + terminal commands, macOS, Windows <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	Tuesday, November 2, 2021