

# Rui Hu, Curriculum Vitae

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| CONTACT INFORMATION | <i>Email:</i> hurui141@gmail.com<br><i>Website:</i> hiruihu.com   |  |
| EDUCATION           | <b>Northern Arizona University</b> , Flagstaff, AZ<br>M.A. in Teaching English as a Second Language (TESL)<br><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, 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><br><b>The Chinese University of Hong Kong</b> , Shatin, Hong Kong<br>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><br><b>Hunan University</b> , Changsha, Hunan, China<br>B.A. in English<br><i>Minor:</i> Computer Science (credit-based)<br><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><br><b>Arizona State University</b> , Tempe, AZ<br>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<br>08/2017 - 05/2018<br>09/2013 - 06/2017<br>09/2013 - 06/2017 |
| AWARDS AND HONORS   | <b>Graduate Teaching Assistantship</b><br>Northern Arizona University, \$68,000<br><br><b>Teaching Assistant Award</b><br>Washington University in St. Louis - ALLEX Teacher Training Institute<br><br><b>Chinese Government Scholarship</b><br>China Scholarship Council, \$13,500<br><br><b>First Prize at the 3rd National Business English Practice Contest, Final</b><br>Ministry of Education, China, CNY1,000 (~\$150)<br><br><b>National Scholarship</b><br>Ministry of Education, China, CNY8,000 (~\$1,250)<br><br><b>National Scholarship</b><br>Ministry of Education, China, CNY8,000 (~\$1,250)<br><br><b>Merit Student</b><br>Hunan University, Hunan, China   | 2019-2021<br>2019<br>2016-2017<br>2015<br>2014-2015<br>2013-2014<br>2013-2015    |

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| RESEARCH<br>HIGHLIGHTS | <p><b>Building a Twitter Scraper &amp; a 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><i>Measures of Validity and Reliability</i></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> |

