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EDUCATION

University of Pennsylvania, Graduate School of Education, Philadelphia, PA
Master of Science in Education, Teaching English to Speakers of Other Languages (TESOL) program
Expected May 2014
China University of Petroleum, School of Foreign Languages, Beijing
Bachelor of Arts, English
June 2011

EXPERIENCE

Office Assistant, Department of Interlibrary Loan in library, University of Pennsylvania, Philadelphia, PA
January 2013-present

- ◆ Assist work on managing interlibrary loaned books
- ◆ Coordinate and orient student workers; arrange student workers' schedule and keep record of their attendance

GSE Ambassador, University of Pennsylvania, Philadelphia, PA

November 2012-present

- ◆ Call and email GSE prospective students to provide assistance and latest information as a GSE representative
- ◆ Provide a tour on Penn campus to prospective students

Program Coordinator, Office of International Relations, Peking University, Beijing

May 2013-July 2013

- ◆ Planned and organized influential events, such as Women Leadership Forum
- ◆ Communicated with and coordinated foreign visiting professors and students
- ◆ Trained and coordinated student assistants in planning events

Program Coordinator/English Instructor, New Oriental Education & Technology Group, Beijing

May 2010-June 2012

- ◆ Taught New Concept English to Chinese adolescent English learners
- ◆ Designed teaching materials and developed testing materials to evaluate learners' learning results
- ◆ Trained new teachers in planning syllabus, developing teaching materials and provided feedback to demo lessons
- ◆ Negotiated with students' parents and built relationship with parents

English Editor/Student Assistant, 21st Century Press (branch of China Daily), Beijing

July 2009-September 2009

- ◆ Edited drafts of English news in 21st Century Press; translated 21st Century Speech Contest manuscripts
- ◆ Coordinated the survey on the initiation of mobile phone newspaper of 21st Century Press

TEACHING AND RESEARCH EXPERIENCE

Chinese Instructor, No. One Chinese School, Philadelphia, PA

January 2014-present

- ◆ Teach Chinese to second grader Chinese American students
- ◆ Prepare lesson plans; design activities; assess students' learning results; communicate with students' parents

English Instructor, Nationalities Service Center, Philadelphia, PA

March 2013-present

- ◆ Teach adult immigrants English; design lesson plans, class activities, etc. for intermediate level ESL course
- ◆ Organize workshops on various topics for current teachers at NSC

Volunteer Research Assistant, GSE, University of Pennsylvania, PA

May 2013-present

- ◆ Transcribe audio recordings of English story telling by Chinese 5th to 9th graders
- ◆ Research on outstanding features and patterns of interaction shared by 5th to 9th graders

Graduation Thesis, A Comprehensive Study on China-U.S. Technical University Language-related Activities

June 2011

- ◆ Investigated approaches of teaching a second language in Chinese and American science and engineering colleges
- ◆ Provided improvement suggestions to L2 classroom activities in China

EXTRACURRICULAR ACTIVITIES

Committee Member in Outreach, Global China Connection (GCC), University of Pennsylvania, Philadelphia, PA
September 2012-June 2013

- ◆ Communicate with other GCC chapters and host events together
- ◆ Recruited sponsors for GCC events

President and Founder, Model United Nations (MUN), China University of Petroleum, Beijing
September 2009-June 2010

- ◆ Coordinated MUN events and organized routine training for MUN members
- ◆ Cooperated with university staff in charge of student organizations and leaders of other student groups

Volunteer, 2008 Olympic Games and Paralympic Games, Beijing
May 2008-September 2008

- ◆ Designed and updated bulletin board with latest information of event results and traffic
- ◆ Provided guidance for visitors on travelling, visiting, and refreshing, etc.

Director/Anchor, Broadcasting Station, China University of Petroleum, Beijing
September 2007-June 2009

- ◆ Coordinated the work of announcers, editors and operators; approved broadcast contents; wrote monthly reports
- ◆ Created, planned and hosted the program *Here is Beijing* and live interviews of on-campus celebrities

AWARDS AND CERTIFICATES

Beijing Tri-merit Student with certificate credited by Beijing Municipal Commission of Education
2010

China National Scholarship with certificate credited by Ministry of Education of People's Republic of China (MOE)
2009

Certificate of Test for English Majors-Level 4 and 8 credited by Department of Higher Education in MOE
2009, 2011

SKILLS

- ◆ Language: Native tongue in Mandarin and fluent in English
- ◆ Computer: Skilled in Mac OS X systems, Windows XP/2007/2008 and higher level systems, Microsoft Office, extensive experience in designing and creating PowerPoint, Prezi and paper-based poster to present projects and research

DESIRED SALARY

- ◆ Average

Writing Sample #1

Philosophy for Teaching Writing

—Get to Know Students

In my opinion, before officially starting to teach writing, teacher should first develop an understanding of multilingual students from unfamiliar linguistic and cultural backgrounds, including students' basics facts (e.g., nationalities, ages, immigration circumstances, etc.), previous school experience (e.g., previous scores, L1 competence, L2 learning history, etc.), and home culture (e.g., parents' literacy, beliefs, customs, parent-children relationship, etc.) (Ferris and Hedgcock, 2005; Peregoy and Boyle, 2008). Personal and cultural factors are important since they influence students' values and beliefs and interfere with their learning (Trumbull, Rothstein-Fisch and Greenfield, 2000). Similarly, Ferris and Hedgcock (2005) mention that "knowledge of demographic factors" is essential in designing curriculum (p. 128). Therefore, with students' background and cultural information, teacher will be able to interpret students' response, make adjustments in teaching, promote their "awareness and acceptance" of the new learning environment and facilitate their learning (p. 6).

Accordingly, as Peregoy and Boyle (2008) suggested, teacher's first task is to become aware of students' personal histories and culture, so as to build a foundation for further pedagogical decisions. However, it is easier said than done. As a novice teacher, I used to prioritize students' learning motivations over cultural backgrounds, when I taught English writing to immigrant students at Nationalities Service Center (NSC), an institution offers English classes to immigrants and refugees. Having focused merely on students' goal of engaging in daily communication in English, I taught them high-frequent vocabulary and used "*Hangman*" game to test learning results (see Appendix). However, seeing my drawing of a man on a scaffold, two students ran out of the classroom due to their past experience of witnessing people being persecuted in this way. At that moment, I realized that experience is so important that it influences students' learning and writing.

Therefore, to facilitate students' learning, teacher should understand immigrant students' cultural backgrounds first, using carefully designed activities (Peregoy and Boyle, 2008). Having recognized this, I designed an oral activity for immigrant children to introduce themselves on the first day of Morda Patshala, a Bangladesh community study center. Students are asked to introduce themselves with their names, home cities, favorite animals and then repeat the previous speakers. In addition to students' personal and cultural backgrounds, this activity also informed me of their general English proficiency, according to their speaking accuracy and confidence levels. Besides oral activities, some writing activities will also lead to the knowledge of students, such as creating of map with a strong connection to students' hometowns and previous schools, or writing an autobiography in the title "The Story of Me".

Notably, teacher should always keep in mind that students' cultural backgrounds cannot be fully

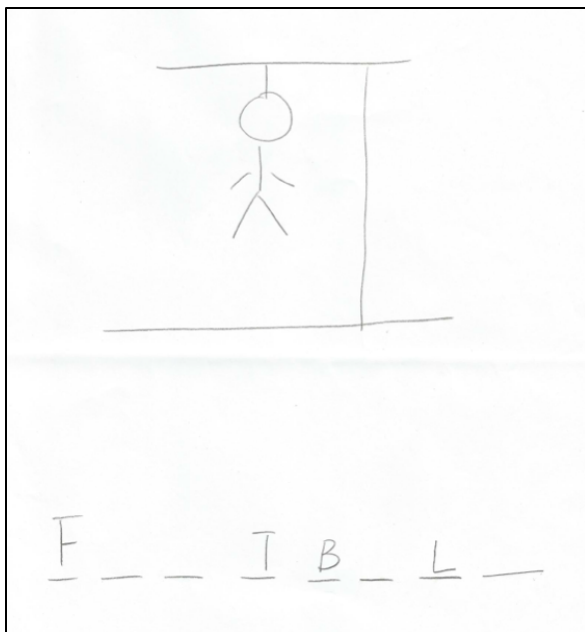
known within one day. In other words, getting to know students is a long-term and continuous process. Considering multilingual immigrant children's literacy level, teacher can start the curriculum with "personal journals", in which students get accustomed to writing private thoughts and experience without being graded. When students are more familiarized with writing, teacher can assign students "dialogue journals", which will be responded and graded by the teacher. In addition to teacher's knowledge of students, it also develops students' fluency via conversations on paper (Peregoy and Boyle, 2008). The next step—"Buddy journals", a written conversation between two students, will assist teacher to know more than students' monologues.

References:

- Ferris, D. and Hedgcock, J., (2005), Improving Accuracy in Student Writing: Error Treatment in the Composition Class. In Ferris, D. and Hedgcock, J., *Teaching ESL composition*. (2nd ed.). NJ: Lawrence Erlbaum.
- Peregoy, S., & Boyle, O. (2008). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (6th ed). Boston: Pearson Longman.
- Trumbull, E., Rothstein-Fisch, C., & Greenfield, (2000). *Bridging cultures in our schools: New approaches that work (knowledge brief)*. San Francisco: WestEd.

Appendix

This is the "Hangman" game. Students are required to fill in the blanks of a word within six guesses. Whenever they miss a chance, one part of the "person" will be drawn (head, body, two arms and two legs) on the scaffold. Students will fail if the whole person is drawn, as is shown in the picture.



Writing Sample #2

Philosophy for Teaching Writing

—Adopt Genre Approach

Genre Approach can be used to scaffold young immigrants to learn writing step by step. According to Hyland (2008), genre is writers' particular way of using language to compose writing in response to "recurring situations" (p. 543). This encourages writing learners to seek "organizational patterns and salient features" in conventions shared with readers, who can in turn easily recognize the purpose. (Hyland, 2008, p. 545). In this sense, genre approaches will teach learners to follow conventions shared in a community. In addition to conventions embraced by genres, a routine use of language is also mentioned in Hyland's (2008) definition. Through learning to write in a particular genre, students also learn to "manipulate relevant language forms" (Dudley-Evans, 1997, p. 154). In other words, genre approaches can build L2 learners' linguistic knowledge, such as appropriate word choices, proper language forms/patterns, etc. Hyland (2004b) also points out that genres provide a coherent framework for language use in meaningful contexts, through which learners will shape meaning in writing (Christie, 1987). Taking one-step further, students will learn to add their meaningful thoughts creatively in addition to the conformity, as their writing grows more mature. With these being said, Hyland (2008) summarizes that Genre Approach facilitates learners to write in the most successful way.

In reflection of my learning and teaching experience, Genre Approach has enlightened me that a successful writer should first follow the "rules" shared by his audience. I successfully finished *Acknowledgements* in my undergraduate graduation thesis, after recognizing that it is a genre with "a main Thanking move" in use of certain languages (e.g., *I appreciate*, *I am indebted to*, etc.) to express thanks to people who are supportive to completing the thesis (Hyland, 2008, p. 545) (see Appendix). Moreover, in Morda Patshala, I employed the "*Thankful List*", a genre contextualized in Thanksgiving Day in the U.S., to facilitate my tutee's acquisition of language and organizational patterns in English and to enable her to shape meaning in writing, i.e., expressing gratitude to her parents. Notably, she changed the structure and components in the *List*, which showed her creativity. Seeing from the experience, Genre Approach is important and beneficial for writing learners.

Holding this belief, I begin to ponder the incorporation of Genre Approach in my writing pedagogy. First of all, to shape "effective L2 composition instruction" in a macroscopic lens, I believe that a curriculum teaching genres is needed for young multilingual writing learners (Ferris and Hedgcock, 2005, p. 73). This will construct students' knowledge of readers' expectations, target language forms, awareness of shaping meaning in writing, and in turn build creativity. The genres can be chosen selectively based on learners' proficiency levels. The curriculum can start with Mapping, a genre of writing requires students to demonstrate their visual interpretation of the reading (see Appendix D). As students' writing abilities improve progressively, other genres can be adopted in the curriculum, such as photo/picture essays and daily journals. Moreover, since English is not an isolated subject in

school, students can also be encouraged to choose “context-enriched topics” that interest them in other subjects (Peregoy and Boyle, 2008, p. 371).

From a microscopic perspective, I will implement Genre Approach in three steps: modeling, guiding students’ construction and assigning independent writing tasks, as Cope and Kalantzis (1993) suggested. More specifically, modeling is when a target genre is introduced and analyzed. The second step is where learners exercise to internalize target language forms in a certain context. Finally, on the basis of the conformity, students will be encouraged to compose their writing creatively to exhibit their unique minds.

References:

- Cope, B., & Kalantzis, M. (1993). Background to genre teaching. In B. Cope & M. Kalantzis (Eds.), *The power of literacy: A genre approach to teaching writing* London: Falmer Press.
- Dudley-Evans, T. (1997). Genre models for the teaching of academic writing to second language speakers: advantages and disadvantages. In T. Miller (Ed.), *Functional approaches to written text: Classroom applications* Washington D. C.: United States Information Agency.
- Ferris, D. and Hedgcock, J., (2005), Improving Accuracy in Student Writing: Error Treatment in the Composition Class. In Ferris, D. and Hedgcock, J., *Teaching ESL composition*. (2nd ed.). NJ: Lawrence Erlbaum.
- Hyland, K. (2004b). *Genre and second language writing*. Ann Arbor: University of Michigan Press.
- Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), p. 543-562.
- Peregoy, S., & Boyle, O. (2008). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (6th ed). Boston: Pearson Longman.

Appendix

This is excerpted from my graduation thesis in college in 2011. The organization and language use demonstrate that Genre Approach has informed of the expected conventions in writing.

Acknowledgements

At the completion of my theses, I wish to express my great gratitude to all those who have helped me in the writing of this thesis.

First of all, I am greatly indebted to my tutor Professor Dai Weiping who gave me valuable instructions, and urged me to begin my research work as soon as possible. His effective advice, shrewd comments and quick corrections have kept the thesis in the right direction. He has not only guided my writing but also taught me how to do research, which will surely be most helpful to me throughout my whole life.

As a student at Foreign Language Department in China University of Petroleum, I am most fortunate to be surrounded by a group of intelligent, experienced, and committed colleagues and schoolfellows as well as those in Texas A&M University, who have devoted to my questionnaires. Meanwhile, my gratitude goes to teachers who have taught me the meaning of responsibility and resilience.