

Curriculum Vitae

Chengxu Yin
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EDUCATION

Ph.D. candidate in French literature (ABD), Brandeis University, 1990–1994.

M.A. in French literature, University of Massachusetts at Amherst, 1987–1990.

B.A. in French, Peking University, 1980–1984.

PROFESSIONAL BACKGROUND

Teaching Professor of Chinese, University of Notre Dame, 2020–present.

Associate Teaching Professor of Chinese, University of Notre Dame, 2010–2020.

Assistant Professional Specialist of Chinese, University of Notre Dame, 2000–2010.

Senior Lecturer of Chinese, Summer School, Beloit College, 2000.

Lecturer of Chinese, Johns Hopkins University, 1995–2000.

Instructor of Chinese, Middlebury College Summer School, 1999.

Drill Instructor of Chinese, Harvard University, 1994–1995.

Lecturer of Chinese, Brandeis University, 1993–1994.

Teaching Assistant in French, Brandeis University, 1991–1994.

Teaching Assistant in French, University of Massachusetts at Amherst, 1987–1990.

ADMINISTRATIVE EXPERIENCE

Coordinator, Chinese Language Program, University of Notre Dame, 2007–2013.

Assistant Director, University of Massachusetts at Amherst Summer Program in French, Dijon, France, 1990.

PUBLICATIONS

“The Accuracy of ‘Writing’ Chinese Characters Using Speech-to-Text Technology by Beginning and Intermediate Level CSL Learners” (co-authored with Jun Da and Yanlin Wang). In C. Chu, M. Coss, & P. Zhang, eds., *Transforming L2 Hanzi Teaching and Learning in the Age of Digital Writing: Theory, Research, and Pedagogy*. New York: Routledge (forthcoming 2024).

“Intelligibility of Chinese Synthesized Speech and Learners’ Attitudes towards Its Use in CSL Learning and Instruction: A Preliminary Study” (co-authored with Yanlin Wang and Jun Da), *Journal of Technology and Chinese Language Teaching* 13.2 (December 2022): 1–16.

“Towards a Three-Step Interactive Model for Hybrid Instruction in Chinese Language Courses,” *International Chinese Language Education* 6.1 (2021): 12–21, 30.

“Designing and Implementing a Hybrid First Year Chinese Course: Theoretical Frameworks and Instructional Practices,” *Chinese Language Teaching Methodology and Technology* 1.3 (July 2018): 1–17.

“Learning Chinese Colloquialisms through Mobile Technology” (co-authored with Jia Yang), *Journal of Technology and Chinese Language Teaching* 9.1 (June 2018): 35–47.

“Flipping the Classroom in Teaching Chinese as a Foreign Language” (co-authored with Jia Yang and Wei Wang), *Language Learning and Technology* 22.1 (February 2018): 16–26.

“The Design and Implementation of a Flipped CFL Class,” *Conference Proceedings of the 9th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century* (University of Macau, Macau, China, 2016), pp. 365–375.

“Fostering Personalized Student Learning outside the Classroom: Peer Tutoring for College Chinese Instruction” 《推进个性化的课外学习：美国大学中文教学中的“同伴辅导”设计》 (co-authored with Jia Yang), *International Chinese Language Education* 2014.1: 85–96.

PROFESSIONAL HONORS

Inaugural Member, the Kaneb Center Course Design Academy, University of Notre Dame, 2019.

Recipient of the Rev. Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching, University of Notre Dame, 2016.

Recipient of the 2014–15 Ursula Williams Fellowship from the Center for the Study of Languages and Cultures, University of Notre Dame, 2014–2015.

Recipient of Certificate of Distinction in Teaching from the Derek Bok Center of Teaching and Learning, Harvard University, 1994–1995.

CONFERENCE PRESENTATIONS

“Tapping into Emotions for Effective Chinese Language Teaching,” the 2023 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Chicago, IL. November 17–19.

“Affective Science and CFL Classes: Effective Strategies of Application,” the Sixth International Forum on Linguistics and Chinese Education (IFOLCE-6), Stanford University, CA, May 26–28, 2023.

“The New Norm of CSL Instruction After the Pandemic: A Survey of Teaching Modes, Interaction, and Assessment,” the 2023 Annual Conference of the Chinese Language Teachers Association (CLTA), Herndon, VA, March 31–April 2.

“Inclusive Teaching in Chinese Language Classes: Rationale and Strategies,” the 2022 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA. November 18–20.

“Cultivating Intercultural Competence in CFL Instruction,” the 20th New York International Conference on Teaching Chinese, May 7, 2022 (virtual).

“Fostering Intercultural Competence in an Advanced CFL Class,” the Intercultural Competence Conference (Fostering a Community of Cultures Through Intercultural Competence), University of Notre Dame, Notre Dame, IN. April 24–26, 2022.

“Towards Inclusive Teaching in CFL Classes,” the 2022 Annual Conference of the National Council of Less Commonly Taught Languages (NCOLCTL), April 22–24 (virtual).

“The Use of Speech Processing Technologies for First-year CSL Learning and Instruction,” the 2022 Annual Conference of the Chinese Language Teachers Association (CLTA), April 6–8 (virtual).

“The Design and Implementation of an Advanced Chinese Speaking Class,” the 2021 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), November 19–21 (virtual).

“Fostering Deep Learning in an Advanced Chinese Class,” the 70th Midwest Conference on Asian Affairs, October 29–31, 2021 (virtual).

- “Critical Thinking Ability and CFL Advanced Classes,” the 18th New York International Conference on Teaching Chinese, October 9, 2021 (virtual).
- “Enhancing Critical Thinking in a CFL Advanced Class,” the 2021 Conference of the National Council of Less Commonly Taught Languages (NCOLCTL), April 23–24 (virtual).
- “Enhancing Advanced Students’ Oral Presentation,” the 2021 Annual Conference of the Chinese Language Teachers Association (CLTA), April 8–10 (virtual).
- “Towards a Three-Step Interactive Model for Hybrid Instruction in Chinese Language Courses,” invited by the Forum of Online Chinese Teaching and Research, organized by *International Chinese Language Education* on April 20, 2021 (virtual).
- “Design and Implementation of a Hybrid Chinese Course and Its Effect,” invited by CLTA Special Interest Groups (SIGs), June 27, 2020 (virtual).
- “Enhancing Advanced CFL Learners’ Critical Thinking Skills through Connectivism-Based Learning Activities,” the Fifth International Forum on Linguistics and Chinese Education (IFOLCE-5), Columbia University, New York, October 4–7, 2019.
- “Enhancing Self-Efficacy through Blended Learning in Chinese,” the 15th International Conference on Chinese Language Pedagogy, Beijing, China, June 28–30, 2019.
- “Using Mini-fictions in Teaching Advanced Language Classes,” the 2019 Annual Conference of the Chinese Language Teachers Association (CLTA), Seattle, WA, 2019.
- “Navigating through Hybrid Fourth Year Chinese,” the 2018 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), New Orleans, LA, November 16–18.
- “Learning beyond the Classroom via Social Media for Chinese Language Students,” the 67th Meeting of the Midwest Conference on Asian Affairs (MCAA), Metropolitan State University, St. Paul, MN, October 19–20, 2018.
- “An Inquiry-based Approach to Enhancing CFL Students’ Intercultural Competence,” the 2018 Annual Conference of the National Council of Less Commonly Taught Languages (NCOLCTL), Herndon, VA, April 20–22.
- “The Utilization of WeChat in Teaching Chinese Colloquialisms,” the 2018 Annual Conference of the Chinese Language Teachers Association (CLTA), Herndon, VA, April 6–8.
- “The Development of CFL Learners’ Cultural Competence,” the 2017 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN, November 17–19.

- “Towards the Design of a Hybrid Advanced Chinese Class,” the 3rd Online Chinese Teaching Forum and Workshop (OCTFW), Michigan State University, East Lansing, MI, October 27–28, 2017.
- “Mobile-Assisted Language Learning and Its Application in CFL,” the 3rd International Forum on Linguistics and Chinese Education (IFOLCE-3), University of Notre Dame, Notre Dame, IN, October 14–15, 2017.
- “Breaking the Plateau: Moving from Intermediate to Advanced Chinese,” the 66th Meeting of the Midwest Conference on Asian Affairs (MCAA), University of Notre Dame, Notre Dame, IN, September 15–16, 2017.
- “Integrating In-Class and Outside-Class Activities Through Mobile Assisted Language Learning,” the 15th New York International Conference on Teaching Chinese, New York, May 6, 2017.
- “Creating a Ubiquitous Learning Environment through the Use of WeChat,” the 2017 Conference of the National Council of Less Commonly Taught Languages (NCOLCTL), Chicago, Illinois, April 21–23.
- “Seamless Integration of Language Learning Experiences in the Digital World,” the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Boston, Massachusetts, November 18–20, 2016.
- “The Design and Implementation of a Flipped CFL Class,” the 9th International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century (TCLT9), Macau, China, May 27–29, 2016.
- “Hybrid Elementary Chinese: Design and Implementation at the College Level,” the Computer Assisted Language Instruction Consortium (CALICO), East Lansing, Michigan, May 10–14, 2016.
- “Integrating *Integrated Chinese* in Hybrid Language Instruction,” Chinese Language Textbooks & Teaching – Authors Meet Teachers and Students, University of Notre Dame, April 9, 2016.
- “Towards the Design Principles for Flipping CFL Classroom,” the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, California, November 20–22, 2015.
- “Hybrid Course in Elementary Chinese: Strategies of Design and Implementation,” the 9th International Conference on Chinese Internet Education, ICICE 2015 at Massachusetts Institute of Technology, Cambridge, Massachusetts, June 19–21, 2015.
- “Designing a Flipped Class in Elementary Chinese to Enhance Student-Centered Learning,” the 13th New York International Conference on Teaching Chinese, New York, May 3, 2015.

“Design and Development of a Hybrid Course of Elementary Chinese,” accepted, but not presented, the Computer Assisted Language Instruction Consortium (CALICO), Boulder, Colorado, May 26–30, 2015.

“Transition from High School to College Chinese: Challenges and Strategies,” the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, Texas, November 21–23, 2014.

“Creating an Authentic Vocabulary Learning Environment through Microblogging,” the Eighth International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century, Tufts University, Boston, June 6–8, 2014.

“Chinese Idioms (*Chengyu*): Effective Strategies of Teaching and Learning,” the Fifth International Conference on Chinese Linguistics and Chinese Language Teaching, Columbia University, New York, May 22–24, 2014.

“Technology Landscape, Mobile Platforms and Authentic Communities to Enhance Foreign Language Learning,” the 2014 annual meeting of the Computer Assisted Language Instruction Consortium (CALICO), Athens, OH, May 18–19, 2014.

“Fostering Personalized Student Learning and Development outside the Classroom,” the Fourth Annual Chinese Language Education Forum (CLEF), San Francisco, CA, October 18–19, 2013.

“The Design of an Effective Chinese Tutorial Program,” the 62nd Meeting of the Midwest Conference on Asian Affairs (MCAA), East Lansing, MI, October 25–27, 2013.

“Issues in Teaching Third-Year Chinese and Solutions,” the 2012 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, November 15–18.

PROFESSIONAL MEMBERSHIP

American Council on the Teaching of Foreign Languages (ACTFL)

Chinese Language Teachers Association (CLTA)

National Council of Less Commonly Taught Languages (NCOLCTL)

INTERNAL GRANTS

Hesburgh Libraries Assignment Enrichment Grant, Fall 2019.

Digital Learning Faculty Implementation Grant, Office of Digital Learning, Office of the Provost, 2017, 2015.

Teaching Beyond the Classroom Grant, Office of Undergraduate Studies, College of Arts and Letters, 2022, 2021, 2020, 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009, 2008.

International Travel Grant, Institute for Scholarship in the Liberal Arts, 2019, 2016.

Research Grant, Liu Institute for Asia and Asian Studies at the University of Notre Dame, 2019, 2016.

CSLC Travel Grant, 2015, 2014.

Grant from Foreign Language Education Fund, Institute for Scholarship in the Liberal Arts, 2014, 2013, 2010, 2009, 2008, 2007, 2006.

SELECTED SERVICES

To the Department

Liaison between the Chinese Language Program and the Center for the Study of Languages and Cultures (CSLC), Spring 2023–present.

Coordinating Annual Chinese Speech Contest, 2008–2019, 2022, 2023.

Coordinating “Symposium on Linguistics and Chinese Pedagogy,” University of Notre Dame, Notre Dame, IN, October 27, 2018.

Member of Graduate Study Program Work Group, Fall 2018–Spring 2021.

Member of Study Abroad Committee, Fall 2019–Spring 2021.

Member of Curriculum Committee, Fall 2014–Spring 2018.

Member of Search Committee for visiting Chinese SPF, 2013 & 2018.

Designing and teaching hybrid Chinese courses, Fall 2015–Spring 2021.

Coordinating Chinese Language Program, 2007–2013.

Member of Committee of Student Learning Outcome, 2012–2013.

Member of Search Committee for Chinese Professional Specialist, 2007–2012.

Formally Establishing the Chinese Peer Tutoring Pilot Program in Collaboration with Dr. Lance Askildson, Director of Center for the Study of Languages and Cultures, Spring 2009.

Initiating the Peer Tutoring Program in Chinese on an Experimental Basis, 2008–2009.

To the College and the University

Advisor, Critical Language Scholarship Program of American Councils for International Education, Fall 2023–present.

Volunteer, Mentorship Program for Undergraduates in the College of Arts and Letters, Fall 2022

Leader of the e-cookbook project of Chinese program in collaboration with CSLC, Fall 2022

Faculty Advisor, Chinese Language Club, Fall 2022–present

Representing Chinese program at Foreign Languages and Cultures Fair, an event of Exploration Week (Nov.1–Nov.4) organized by Center of University Advising and CSLC, November 3, 2022

Offering a Winter Session Course on “Advanced Chinese Conversation,” Winter 2020–2021.

Member of Joyce Award Selection Committee, Spring 2019.

Fulbright Interview Committee, Fall 2017.

Presenting “Teaching in a Digitally Enhanced Classroom” on 2016 Digital Learning Day, October 10, 2016, University of Notre Dame.

Meeting (as ND faculty representative) a faculty delegation from the College of the Holy Cross in Worcester, July 27, 2016, University of Notre Dame.

Presenting “Ursula Williams Faculty Fellowship & Hybrid First Year Chinese” at CSLC, University of Notre Dame, January 27, 2016.

Presenting “Hybrid First Year Chinese” at 2015 Digital Week, September 22, 2015, University of Notre Dame.

Campus Committee Interview process for the Fulbright Program, Fall 2014.

Faculty Advisor, Chinese Culture Society, Fall 2014–present.

Member of Committee of Foreign Language Education Fund, Institute for Scholarship in Liberal Arts, Spring 2014.

Interpreter for Erin Hoffmann Harding, Vice President for Student Affairs at National Academy of Education Administrators, Ministry of Education of China November 12, 2013.

Presenter at Fulbright foreign Language Teaching Orientation, 2013, 2012, 2011, 2010, University of Notre Dame.

Member of Steering Committee, CSLC, University of Notre Dame, Fall 2009–Spring 2013.

Coordinating the presentation of segments of Chinese Speech Contest to the members of the Arts and Letters Advisory Council, Spring 2011, University of Notre Dame.

Liaison person between Chinese Language Program and CSLC.

Faculty Advisor, Korean Student Association, Fall 2005–Spring 2009.

Selection Committee for Summer Program in Taiwan, 2009.

Selection Committee for Grants Provided by the Chinese Consul General in Chicago for Notre Dame Students to Study in China, 2009.

Faculty Advisor, Student Kongfu Club, 2000–2002.

To the Profession

Reviewing conference proposals for the 2023 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), November 17–19, 2023.

Reviewing conference proposals for the 2022 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), November 18–20, 2022.

Reviewing conference proposals for the 2023 Annual Conference of the Chinese Language Teachers Association (CLTA), March 31–April 1, 2023.

Co-organizer, panel on “The new norm of technology application in Chinese language instruction after the pandemic,” for 2023 CLTA conference, March 31–April 1, 2023.

Panel chair for the 2022 Annual Conference of the National Council of Less Commonly Taught Languages (NCOLCTL), April 22–24, 2022.

Panel chair for the 2022 Annual Conference of the Chinese Language Teachers Association (CLTA), April 6–8, 2022.

Organizer, panel on “The Use of Speech Processing Technologies for Novice- and Intermediate-Level CSL Learning and Instruction,” the 2022 Annual Conference of the Chinese Language Teachers Association (CLTA), April 6–10, 2022.

Co-organizer, panel on “The Design, Implementation & Enhancement of Advanced Spoken Chinese Classes,” the 2021 Virtual Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), November 19–21, 2021.

Manuscript reviewer for JTCLT Monograph Series: Volume 1 Online Chinese Teaching and Learning, 2021.

Panel chair for the 18th New York International Conference on Teaching Chinese, October 6, 2021.

Volunteer of the 2021 Annual Conference of the Chinese Language Teachers Association (CLTA-US), April 8–10, 2021.

Organizer, panel on “Teaching Chinese at Advanced Level: Three Perspectives on Challenges and Solutions,” the 2020 Annual Conference of the Chinese Language Teachers Association (CLTA), April 3–5, 2020.

Manuscript reviewer for Chinese Language Teaching Methodology and Technology, 2018–2022.

Organizer, panel on “Technology and Advanced Chinese Instruction: A Multi-Dimensional Approach,” the 2018 Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), November 16–18, 2018.

Organizer, panel on “Advancing to Advanced Chinese: From Speaking to Writing to Critical Thinking,” the 2019 Annual Conference of the Chinese Language Teachers Association (CLTA), April 5–7, 2019.

Manuscript reviewer for *Frontiers of Education in China*, 2014.

Advising to Dr. Alice Yang on Student Placement and Course Designs for the Newly Established Chinese Program at St. Mary’s College, Fall 2008 and Spring 2009.

To the Community

Advisor for Chinese Language School, Michiana Chinese Christian Church, Fall 2013.

COURSES TAUGHT

In Chinese

University of Notre Dame: First Year Chinese (both intensive and slow track); Hybrid First Year Chinese; Second Year Chinese; Third Year Chinese; Fourth Year Chinese; Chinese for a New Era (for heritage speakers); Advanced Chinese Conversation; Readings in Chinese; Directed Readings.

Beloit College: Second Year Chinese (Summer School).

Johns Hopkins University: Intermediate Chinese; Accelerated Intermediate Chinese (for Speakers with native or near-native oral fluency); Intensive Elementary Chinese (Summer School).

Middlebury College: Intensive Third Year Chinese (Summer School).

Harvard University: Elementary Chinese; Mandarin Pronunciation for Speakers of Chinese Dialects; Advanced Modern Chinese.

Brandeis University: Elementary Chinese; Intermediate Chinese; Advanced Readings in Chinese.

In French

Brandeis University: Elementary French; Intermediate French.

University of Massachusetts at Amherst: Elementary French; Intermediate French.