

# RUNQING QI (齐润清)

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## Education

- 2021 **Ph.D. Second Language Acquisition**  
Dissertation: *A Model of Using Authentic Texts in Chinese L2 Reading Instruction*  
The University of Iowa (United States)
- 2015 **M.Ed. Teaching Chinese as a Second Language**  
Thesis: *A Comparative Study of Two Methods of Practicing Chinese Characters: Pinyin Typing and Handwriting*  
The University of Hong Kong
- 2014 **B.A. Teaching Chinese as a Foreign Language**  
Thesis: *An Investigation of a German Student's Learning Difficulties with Chinese Characters*  
Nankai University (China)
- 2012–2013 International Exchange Student Program  
University of Los Andes (Colombia)

## Publications

### Academic Papers:

- 2019 An Exploration of L2 Chinese Learners' Perceptions of Interacting with Recap. In A. A. P. Belda, H. Galbraith, K. Josephs, A. P. Pinto, E. Pulkowski, K. Walker-Cecil, & C. Wuxiha (Eds.), *Research Approaches to Second Language Acquisition: Proceedings of the 2018 Second Language Acquisition Graduate Student Symposium (CARLA Working Paper Series)* (pp. 65–83). Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.
- 2019 A Comparative Study of Two Methods of Practicing Chinese Characters: Pinyin Typing and Hand Writing. *Journal of Research on Chinese Language Teaching*, 6, 1–15
- 2019 A Literature Review: What are Authentic Texts in Second Language Instruction? *Voices* (a publication of University of Iowa Writing Center). 2018–2019, 38–40

### Creative Works:

- 2020 远(Lejanía; a poem). *Boundless* (a publication of the Translate Iowa Project), 5, (in press)
- 2020 思念(Miss; a poem). *Boundless*, 4, 48-49
- 2012 我读古诗十九首(When I Read Nineteen Old Poems). 名作欣赏(*Masterpieces Review*), 25, 80-82.

## Conference Presentations (\*refereed)

- 2021\* ***A Model of Using Authentic Texts in Intermediate Level Chinese L2 Reading Instruction***  
Presentation at the 2020 CLTA annual conference (rescheduled to April 2021).  
Washington, DC: Hilton Hotel at Washington Dulles Airport
- 2021\* ***How to Select and Modify Authentic Texts for Chinese L2 Reading Instruction***  
Presentation at the 2020 International Roundtable on Chinese Applied Linguistics  
(rescheduled to April 2021). Iowa City, IA: University of Iowa.
- 2021\* ***Using Group Reading for Reading Chinese L2 Authentic Texts***  
Panel presentation at the 6<sup>th</sup> International Conference on Chinese as a Second Language

- Research (CASLAR-6). Washington, DC: George Washington University.
- 2020\* ***Using the Annotate Function of Zoom in Online L2 Teaching***  
Lightning presentation at the 2020 Shared Less Commonly Taught Languages Symposium (SLCTLS). East Lansing, MI: Michigan State University.
- 2019\* ***Using Authentic Texts in L2 Reading Instruction***  
Three-hour workshop at the Iowa World Language Association (IWLA) Annual Conference. Iowa City, IA: University of Iowa.
- 2019\* ***Advanced Chinese English L2 learners' Acquisition of Two Uses of "this"***  
Poster presented at the 11<sup>th</sup> Annual Meeting of the Illinois Language and Linguistics Society (ILL11). Urbana, IL: University of Illinois at Urbana-Champaign.
- 2019 ***Teaching with Flipgrid***  
Presentation at the Teaching with Technology Showcase. Iowa City IA: University of Iowa.
- 2019\* ***Appreciate the Beauty and Power of Chinese Translations of Foreign Brands***  
Teaching showcase presented at the Iowa Chinese Language Teaching and Research Symposium. Iowa City IA: University of Iowa.
- 2018\* ***Design Engaging Language-learning Activities by Using Four Technology Tools***  
One-hour workshop presented at the 4<sup>th</sup> Online Chinese Teaching Forum & Workshop. East Lansing, MI: Michigan State University.
- 2018\* ***An Exploration of L2 Chinese Learners' Perceptions of Interacting with Recap***  
Presentation at the Second Language Acquisition Graduate Student Symposium. Iowa City, IA: University of Iowa.

## Teaching and Related Professional Experience

- 2021  
-presnt **Assistant Teaching Professor of Chinese, University of Colorado Boulder**  
Course Taught:  
Advanced Chinese
- 2016-2021 **Teaching Assistant, University of Iowa**  
Courses Taught:  
First-Year Chinese (vocabulary, speaking)  
Second-Year Chinese (speaking, grammar and reading)  
Accelerated Second-Year Chinese (grammar and reading)  
Third-Year Chinese (grammar and reading)  
Conversational Chinese II (head instructor)  
Beginning Chinese II (head instructor)  
Chinese Calligraphy (TA, design rubrics, grade assignments, and coordinate instructional activities)
- 2017  
(summer) **Team Instructor, University of Iowa Chinese Startalk Program**  
Teach speaking classes and culture classes  
Design and implement cultural activities (e.g., a field trip to Chicago Chinatown)  
Coordinate language partner program  
Coordinate interactive use of smart classrooms
- 2015-2016 **Chinese Instructor, Centro de Idiomas Asiáticos (Asian Languages Center), Bogotá, Colombia**  
Teach beginning- and intermediate-level Chinese courses  
Design and implement cultural activities
- 2015  
(summer) **Spanish Interpreter and Trip Planner, Central Soldaduras y Protección Industrial (Central Welding and Industrial Protection) S.A., Barranquilla, Colombia**  
Build a contact database of 78 Chinese industrial companies  
Schedule a one-month business trip in China (Shanghai, Jiangsu, Zhejiang, Fujian, Guangdong) and Taiwan for the company CEO and manager

	Interpret Chinese/Spanish (meetings, social/tourist activities)
2015 (Feb-May)	<b>Chinese Instructor, Hong Kong Putonghua Education and Assessment Center</b> Teach upper elementary Chinese course
2015 (Jan-May)	<b>Practice Chinese Teacher, Canadian International School of Hong Kong</b> Teach intermediate-level Chinese classes to secondary students Select and adapt reading materials
2014	<b>Chinese Instructor, New Century Chinese Language and Culture Center, Tianjin, China</b> Teach Chinese one-on-one to beginning-, intermediate-, and advanced-level students Teach Chinese (small groups of 2–6 students) to Airbus employees and teachers at international schools Teach online Chinese classes via Skype
2013-2014 (Sept-Jan)	<b>Team Instructor, College of Chinese Language and Culture, Nankai University, Tianjin, China</b> Complete vocational training and prepare classes collectively with other team teachers Teach beginning-level listening and speaking classes Work one-on-one with international students to address adjustment/culture shock issues
2012 (Sept-Dec)	<b>Practice Chinese Instructor, Confucius Institute at the University of Los Andes, Bogotá, Colombia</b> Teach Chinese reading classes to advanced-level students
2010–2012	<b>Volunteer Teacher, Nankai Shunyao Supporting Education Group</b> (a group that provided volunteer teachers for rural migrant workers' children in local schools) Tutor third and fourth graders
2010–2012	<b>Chinese Language Tutor</b> Offer individualized instruction to a Thai graduate student on academic reading, to a Japanese interchange student on communicative speaking, and to a Portuguese student on cultural orientation

## Using Technology Tools in Chinese L2 Instruction

<b>Zoom/Skype</b>	Teach online language classes. Promote active learning online by using the Annotate function of Zoom. (a blog post: <a href="https://elc.msu.edu/2020/09/29/zoom-annotate/">https://elc.msu.edu/2020/09/29/zoom-annotate/</a> )
<b>iMovie/Edpuzzle</b>	Design modules that focus on comprehensible input by editing, trimming, and selectively annotating videos Use videos as warm-up tasks, listening exercises, and integrated parts of communicative tasks
<b>Flipgrid/Recap</b>	Design activities that focus on developing students' presentational and interpersonal skills Prepare text and video prompts, assign students to video-record their responses and to interact with each other
<b>DuChinese</b>	Select and assign supplemental readings to foster students' reading skills Post selected texts weekly in Chinese reading Wechat group
<b>Etherpad/Google Doc</b>	Improve students' writing skills through collaborative writing Assign online collaborative writing and peer-reviewing tasks
<b>Google form/Qualtrics</b>	Design surveys to get to know students' background information and collect their feedback throughout the semester Reflect and adapt my instruction based on students' feedback
<b>Liveworksheets</b>	Provide immediate feedback and reduce scoring efforts through design and assign interactive worksheets

<b>Kahoot/Mentimeter</b>	Integrate team competitions to engage the class Design vocabulary and grammar reviewing exercises Use students' answers to survey questions as prompts of class discussions
<b>Padlet</b>	Promote project-based and content-based learning and encourage students to interact with each other through online discussion.
<b><a href="http://chtsai.us/radicals/">http://chtsai.us/radicals/</a></b>	Systematically teach and guide students to recognize 100 common radicals.

## Professional Development

2020	<b>Engaging Across Cultures Certificate Program</b> University of Iowa International Programs
2018	<b>Oral Proficiency Interview (OPI) Workshops</b> (Unofficial) Doctoral course: Teaching Chinese as a Second Language: Testing and Assessment; conducted by Professor Chuanren Ke
2012	<b>Training on International Chinese Language Teaching Materials</b> Confucius Institute at the University of Los Andes, Bogotá, Colombia
2011	<b>Youth Worker Training Program</b> Youth Outreach (协青社), Hong Kong

## Grants and Funding

2020	University of Iowa College of Liberal Arts and Sciences Dissertation Writing Fellowship (summer and fall) (\$13,750)
2020	University of Iowa GSS/Graduate College/OVPR Research Grants for the Arts, Humanities, and Social Sciences (\$1,000)
2019–2020	University of Iowa International Programs Center for Asian and Pacific Studies Graduate Student Dissertation Research Award (\$1,000)
2019	Iowa Center for the Integration of Research, Teaching, and Learning Teaching as Research Project Grant (\$500)
2018, 2019	University of Iowa SLA Program travel grants (\$475 total)
2018	University of Iowa Graduate and Professional Student Government travel grant (\$250)
2010–2013	Nankai University Second Class Scholarship (\$350)

## Honors and Awards

2021	Tao-Chung Ted Yao Memorial Award (\$110), Chinese Language Teachers Association, USA
2020	Finalist (won a \$250 cash prize), Three Minute Thesis Competition, The University of Iowa Graduate College; URL link to the video: <a href="https://www.grad.uiowa.edu/profiles/runqing-qj">https://www.grad.uiowa.edu/profiles/runqing-qj</a>
2020	The teaching video “A Review of Ba-structure” (把字句总结复习) was accepted by A Selection of Online Chinese Teaching Materials organized by National Council of Associations of Chinese Language Schools (全美中文学校联合总会远距数位教材及教学模式甄选)
2012	First prize, Tianjin Campus Cultural Festival Writing Competition
2011	Third prize, Nankai University College of Chinese Languages and Literatures Teaching Skills Competition with a creative class titled “The Character <i>hand</i> in the Oracle Bone Inscriptions”

## Professional Service

2019	<b>Presentation entitled “Observations on Task-based and Task-supported Instruction”</b>
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- University of Iowa Chinese Program TA/Instructor Training Workshop
- 2018 **Member of organizing committee**  
Midwest Association for Language Learning Technology
- 2018 **Tutored two students, one won second prize and the other won third prize**  
2018 Midwest University Chinese Speech Contest
- 2018 **Chair of promotion committee and proposal reviewer**  
2019 Second Language Acquisition Graduate Student Symposium
- 2017 **Judge**  
Annual Iowa State High School Chinese Speaking Competition
- 2017 **Member of T-shirt award committee**  
The 14<sup>th</sup> Cross-University Oral Chinese Competition
- 2016-2020 **Erhu performance and poetry recitation; Site decoration; On-site food cooking/management**  
The University of Iowa Chinese Program Spring/Mid-Autumn Festival Celebrations

### Language Skills and Certifications

Chinese: Native | English: Advanced | Spanish: Advanced

Teacher Certification, People's Republic of China

International Baccalaureate Certificate in Teaching and Learning

普通话水平测试 一级乙等 (Mandarin Proficiency Test: Level 1B)