

Curriculum Vitae

Xu (Ally) Zhang

Self Intro: I love teaching, learning languages and cultures, reading, writing, drawing, art and craft, computer graphics and design, educational psychology, animals, and nature. My unwavering commitment is my devotion to serving our community and to educating bilingual, bicultural, and biliteral kids to reach excellence as individuals, as sociocultural beings, and as global citizens. I am excited to work with you!

Educational Background:

- Ph.D. in Curriculum and Instruction: Second Languages and Cultures Education, University of Minnesota.
- M.A. in Teaching English to Speakers of Other Languages (TESOL), Beijing Normal University.
- B.A. in English Literature, Beijing Normal University.

Community Service:

- 2025: ICCCI Outstanding Community Contribution Award for excellence in teaching.
- 2022 – present: ICCCI Board of Directors, Secretary.
- 2020 – 2021: ICCCI Chinese School Education Director.
- 2018 – 2024: Volunteer PTO parent at Carmel Clay Schools.

Work Experience:

- 2015 – present: Chinese language teacher, ICCCI Chinese School.
- 2019 – present: ELA writing instructor, ICCCI Chinese School.
- 2019 – present: POSE Elite Writing Courses Instructor.
- 2018 – 2022: Marian University writing lab instructor, academic and discipline-based English writing.
- 2018 – 2019: Columnist, education section, Indy Chinese News.
- 2018 – 2019: HiElites invited writing instructor.
- 2016 – 2018: Proofreader of English academic paper abstracts at *World Ethno-National Studies*, a top academic journal in China as well as world-wide, Chinese Academy of Social Sciences.
- 2012: Invited special instructor for Graduate Student Academic English Training and Paper Writing Skills, Peking University.
- 2008 – 2010: Academic book translator (Independent contractor), Peking University Press.
- 2001-2005: Instructor of English Grammar and Reading in General Art, General College, University of Minnesota. Designed the curriculum and material for Reading in General Art.

- 2004-2005: Writing Center volunteer instructor, General College, University of Minnesota. Helped students ranging from college to doctoral level to edit academic papers and learn writing/proof reading skills.
- 2003-2004: Summer International Teaching Assistant Training Instructor at University of Minnesota.
- 1996-1999: Graduate instructor, Beijing Normal University. Taught reading and grammar to freshman English majors as well as listening skill courses to non-English majors.
- 1996-1999: Intensive Reading instructor at Sinopec Ltd., in-house training.
- 1992-1996: Teaching grammar, reading, and listening in various settings.

Major Publications:

- Zhang, X. (Ally) (2017). Teaching in a multicultural, multi-home language, multi-age group and multi-starting level language classroom. First part: <http://indychinesenews.com/pdf/2017/20170505/P2%2005052017.pdf> Second part: <http://indychinesenews.com/pdf/2017/20170519/P2%2005192017.pdf>
- Gong F., Castaneda D., Zhang X., Stock L., Ayala L., & Baron S. (2012). Using the Associative Imagery Technique in Qualitative Health Research: The Experiences of Homecare Workers and Consumers. *Qualitative Health Research* 22 (10), 1414 - 1424.
- Zhang, X. (2010). Chinese translation of *Unequal Childhood: Class, Race, and Family Life* (Annette Lareau). Peking University Press.
- Zhang, X. (2008). Chinese translation of *This Art of Psychoanalysis: Dreaming Undreamt Dreams and Interrupted Cries* (Thomas H Ogden), Peking University Press.
- Christensen, L., Fitzpatrick, R., Murie, R., & Zhang, X. (2005). Building voice and developing academic literacy for multilingual students: The Commanding English model. *The General College vision: Integrating intellectual growth, multicultural perspectives, and student development*, 155-184.
- Zhang, X. (2004). Teaching generation 1.5 students in content - based reading courses in a college adjunct model: an ethnographic case study. *The Reading Matrix*, 4(3).
- Zhang, X. (1999). Exploiting the language lab: A way to Fit Lab-based Listening Courses into the Communicative Framework. *Teaching English in China* (31), 124-130.

Dissertation and Theses:

- Ph.D. dissertation: An Ethnographic Study on the Development of Online Academic Language Learning Communities in a College-Level Adjunct ESL Program.
- M.A. thesis: EFL Teacher Development Through Reflective Teaching: Reflections and Actions.
- B.A. thesis: The "Undiscovered Continent": An Analysis of Emily Dickinson's Poems.