

Curriculum Vitae

Personal Information

- Qinghua Chen
- Citizenship: Canada
- ORCID ID: 0000-0001-5212-2163
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Short Bio

Dr. Qinghua Chen is a postdoctoral fellow at The Education University of Hong Kong, specializing in language education and poststructuralist approaches to identity and power relations in educational contexts. His research integrates Foucauldian frameworks with critical perspectives on language teaching. Currently, he leads projects examining generative AI's impact on language education and teacher agency. With academic experiences spanning Canada and Asia, his work critically engages with governmentality, subjectification, and knowledge-power relations in educational contexts. He has published extensively in journals including *Critical Inquiry in Language Studies* and *Linguistics and Education*.

Extended Summary

Dr. Chen's research trajectory reflects his deep engagement with poststructuralist theory, particularly Foucauldian perspectives on power, knowledge, and subjectivity in educational contexts. His doctoral work at Simon Fraser University examined immigrant subjectivity formation through poststructuralist and postcolonial lenses, while his current research investigates language teacher agency and power relations in the era of generative AI. As co-investigator on multiple funded projects including the Theorizing Plurilingual Assessment (HKD 3M) and Social Media Analytics Research (a team member), he bridges poststructuralist theoretical frameworks with practical pedagogical applications.

His recent publications focus on subjectivity reconstitution, decolonial approaches to language education, and ethical AI integration in educational contexts. His work is characterized by innovative methodological approaches, including narrative inquiry and collaborative ethnography that align with poststructuralist epistemology. He maintains active research collaborations across Asia-Pacific regions, contributing to theoretical developments in critical approaches to language education and teacher subjectivity.

Beyond academic research, Dr. Chen engages in professional development initiatives, delivering workshops that challenge traditional power structures in language teaching through AI integration and translanguaging practices. His work reflects a commitment to both theoretical rigor and practical transformation in educational contexts.

CURRENT APPOINTMENT

Postdoctoral Fellow, The Education University of Hong Kong

SECTION ONE EDUCATION

- 2022 Ph.D. in Education, Language, Culture and Literacy, Simon Fraser University, Burnaby, BC, Canada
Dissertation: *Subjectivity (re) constitution of recent immigrants from China*
Supervisor: Angel M.Y. Lin
Committee Members: Angel M.Y. Lin, Ena Lee, Ahmed Al-Rawi, Charles Bingham
- 2018 M.A. in Educational Studies, University of Victoria, Victoria, BC, Canada
Thesis: *Pedagogical implications and students' perceptions of genre method in an IELTS writing course*
Co-Supervisors: Ruthanne Tobin, Tim Anderson
- 2009 B.A. in English Language Education, University of South China, Hengyang, Hunan, China

SECTION TWO RESEARCH, SCHOLARSHIP, AND KNOWLEDGE MOBILIZATION

Publications

Peer-Reviewed Journal Articles	8
Book Chapters	8
Book Reviews	2
Referred Conference Presentations	16
Manuscripts under review or in press	8

Peer-Reviewed Journal Articles

1. Chen, Q. (2025). Critical Intersubjectivity: Leveraging Designed Narratives to Mitigate Language Ideologies in Pre-Service Teacher Education. *Applied Linguistics*.
<https://doi.org/10.1093/applin/amaf024>
2. Chang, D. H., Chen, Q., & Lin, A. M. Y. (2025). Translingual approach in assessing academic writing for emerging multilingual writers in EMI higher education. *Linguistics and Education*, 87, 101403.
3. Liu, C., Chen, Q., Zhang, L., & Lin, A. M. Y. (2025). Play–literacy interface in childhood education: Across the scales of time and space. *Contemporary Issues in Early Childhood*.
<https://doi.org/10.1177/14639491241311650>
4. Liu, C., Barker, M. K., Chen, Q., Cheng, M. M. W., Oloyede Solomon Oyelekan, & Lin, A. M. Y. (2024). “He drank too much gatorade”: Exploring learner conceptions in scientific reasoning from a social semiotic perspective. *Linguistics and Education*, 85, 101377–101377. <https://doi.org/10.1016/j.linged.2024.101377>
5. Lin, A. M. Y., & Chen, Q. (2024). Reflections on cope and kalantzis: How intelligent is generative AI? Towards trans-semiotizing the turing test. *Multimodality & Society*, 4(2).
<https://doi.org/10.1177/26349795241241315>

6. Chen, Q., & Lin, A. M. Y. (2023). Social structures, everyday interactions, and subjectivity—where (and how) does decolonizing begin?—Attending to desires, fears, and pains. *Critical Inquiry in Language Studies*, 20(2), 105–126. <https://doi.org/10.1080/15427587.2023.2219059>
7. Chen, Q., & Lin, A. M. Y. (2022). Reconceptualizing semiotic resources in the eco-social system of an online language tutoring course. *Pedagogies: An International Journal*, 17(4), 348–367. <https://doi.org/10.1080/1554480x.2022.2139260>
8. Chen, Q. (2022). Vlog virtual tour: A critical framing perspective. *Journal of Media Literacy Education*, 14(3), 108–118. <https://doi.org/10.23860/jmle-2022-14-3-9>

Book Chapters

1. Lin, A. M. Y., & Chen, Q. (in-press). Towards ethical and responsible engagement of generative AI in education: The PAA Model and 4T Lenses in action. To appear in Lim, F. V., & Pun, J. (Eds.), *Designing learning with multimodality in English medium education (EME) classrooms across Asia* (pp.). London: Bloomsbury. ISBN:
2. Chen, Q. (in-press). Translingual Perspectives in Decolonizing Researcher Subjectivity: Reinterpreting Subjectivity Reconstitution of Chinese Immigrants in Canada. In C. Sidury & Z.Tian (eds). “Decolonizing academic writing through translingualism: Walking the Talk.
3. Chen, Q., Zheng, Y., & Lin, A. M. Y. (2024). Critical perspectives on discourse and second language research. In B. Paltridge & M. T. Prior (Eds.), *The Routledge Handbook of Second Language Acquisition and Discourse*. Routledge.
4. Chen, Q., & Lin, A. M. Y. (2024). Allying with school teachers: Co-Journeying for creating positive impact. In Z. Kristien, P. Drew, & R. Lin (Eds.), *Boundary-Spanning in School-University Partnerships*. Information Age Publishing.
5. Chang, D., Chen, Q., & Lin, A. M. Y. (2024). Writing centers’ praxis is not neutral but raced: Collaborative ethnography. In X. Huo & C. Smith (Eds.), *Interrogating Race and Racism in Postsecondary Language Classrooms*. IGI Global.
6. Chen, Q., & Lin, A. M. Y. (2023). Facilitating the comprehension of academic content in the TOEFL iBT test preparation classroom. In K. Raza, D. Reynolds, & C. Coombe (Eds.), *Handbook of Multilingual TESOL in Practice* (pp. 345–357). https://doi.org/10.1007/978-981-19-9350-3_23
7. Chen, Q., Lin, A. M. Y., & Huang, C. F. (2021). A bourdieusian and postcolonial perspective on collaboration between nests and nnests. In K. Raza, C. Coombe, & D. Reynolds (Eds.), *Policy Development in TESOL and Multilingualism* (pp. 271–285). Springer Nature Singapore. https://doi.org/10.1007/978-981-16-3603-5_21
8. Chang, D., & Chen, Q. (2022). Transforming an introductory educational psychology online course: Design, consultation, and implementation. In *Academic Project Designs and methods: from Professional Development to Critical and Creative Practice*. University of Victoria.

Book Reviews

1. Chen, Q. (2023). Higher Education Internationalization and English Language Instruction. Xiangying Huo. Springer, 2020 [Review of *Higher Education Internationalization and English Language Instruction*]. *Discourse and Writing/Rédactologie*, 33. <https://doi.org/10.31468/dwr.1033>
2. Chen, Q., Hughes, A., Hughes, S. & Lin, A. (2023). Lay Hoon Seah, Rita Elaine Silver & Mark Charles Baildon: The role of language in content pedagogy: A framework for teachers’

knowledge. *Journal of World Languages*, 9(3), 530-536. <https://doi.org/10.1515/jwl-2023-0013>

Referred Conference Presentations

1. Chen, Q., (2025). Language Teacher Agency in the Era of GenAI: A Cultural Perspective., CPCECPR Conference 2025, The Polytechnic University of Hong Kong, Hong Kong SAR.
2. Chen, Q. Tawilapakul, U., Lin, A.M.Y. (2024). *Teacherness in the Age of GenAI: An Ethnographic Exploration of Pedagogical Decision-Making and AI Integration in English Language Teaching*. AsiaTEFL 2024, November, 15-17, 2024, Chiang Rai Rajabhat University, Chiang Rai, Thailand.
3. Lin, A.M.Y., Chen, Q., Siu, P. (2024). *Self-Care Amidst Neoliberal Pressures in Academia: Diverse Voices*. Critical University Studies Conference 2024, Hong Kong SAR.
4. Chen, Q., & Lin, A.M.Y. (2024). *AI and Interculturality in an Academic Task in an Education Course*. Sociolinguistic Symposium 25, June, 24-27, 2024, Perth, Australia
5. Chen, Q., & Beltran-Palanques (2024). *Duoethnography as a Tool for Challenging Language Ideologies and Stereotypes for Language Learning*. The 24th International Conference on Applied linguistics & Language Teaching, National Taiwan University of Science and Technology, Taipei, Taiwan.
6. Chen, Q., (2024). *Critical Intersubjectivity: Leveraging Narrative Prompts to Mitigate Language Ideologies in Pre-Service Teacher Training*. 21st AILA World Congress, 11-16 August 2024, Kuala Lumpur, Malaysia.
7. Chen, Q., Wilsa, H. & Lin, A.M.Y. (2024). *Decolonization: Flows of Thoughts and Continuing Correspondences*. Annual Conference of American Education Research Association (AERA,2024). Philadelphia, PA , United States
8. Chen, Q., (2023). *Trans-semiotizing and Language-test Preparation*. Annual Conference of American Education Research Association (AERA,2023). Chicago, Illinois, United States
9. Chen, Q. (2022). *Facilitate the Learning of Academic Content in TOEFL through Translanguaging and Discourse Strategies*. Annual Conference of American Education Research Association (AERA 2022). San Diego, California, United States.
10. Chen, Q. Huang F., & Lin, A (2021). *A Bourdieusian and Post-colonial Perspective on Collaboration Between NESTs and NNEST* Annual Conference American Associations of Applied Linguistics, American Association of Applied Linguistics Annual Conference (AAAL 2021)
11. Chen, Q. (2021). *Vlog Virtual Tour: A Critical Framing Perspective*. Annual Conference of American Educational Research Association, AERA 2021.
12. Pheobe L., Chen, Q. & Lin, A (2021). *Heteroglossic Approaches to Connecting Assessment and Learning: Breaking the Monoglossic norms in a Public Relations Writing Course in Hong Kong*. Annual Conference of American Education Research Association (AERA 2021)
13. Chen, Q., & Lin, A (2021). *Analyzing the meaning-making in the eco-social system of an Online Language Tutoring Course*. Social Linguistics Symposium SS23, Hong Kong
14. Chen, Q., & Lin, A. (2020). *Trans-semiotizing in the Eco-social System of an Online Language Tutoring Course*. Annual Conference American Associations of Applied Linguistics, AAAL 2020
15. Chen, Q., (2020). *Problematizing a Chinese Doctoral Students' Desire for Native English*. ACLA 2020 The Canadian Association of Applied Linguistics Conference 2020

16. Chen, Q., (2019). *Multimodality, translanguaging and trans-semioticing in an online language tutoring course*. The 2nd international conference of Translanguaging. 2019, Voxlox, Sweden

Manuscripts under review

1. Chen, Q., Chang, D., Lin, A.M.Y. (Under peer review). Language Assessment Reimagined: Moving Beyond Individualized Ability with GenAI. *Innovation in Language Learning and Teaching*.
2. Chen Q., Chang, D., & Lin, A.M.Y. (In Press). Politics of Language Teaching. In J. Simpson (eds). *International Encyclopedia of Language and Linguistics*, 3rd Edition
3. Yang, M., Ma., S.Y., Chen, Q., Chiu, M.M., & Lin, A.M.Y. (under peer review). Fostering Critical, Agentic Engagement with Generative AI in Academic Research Writing through the 4T Lenses: Translanguaging, Trans-semiotizing, Transknowledging and Transculturating. *Language Teaching Research* (Special issue: Digital literacy and language teaching in the age of artificial intelligence: Questions, Concepts, Practices)
4. Chen,Q., (in-press). Critical Social Media Literacies and Critical Applied Linguistics. In P., De Santos, & A.M.Y., Lin. (eds.). *The Encyclopedia of Applied Linguistics* 2nd Edition
5. Yang, W., Chen, Q., & Lin, A.M.Y. (Under peer review). Revisioning Learner Agency and Self-Directed Learning in the Era of Generative AI. *British Journal of Educational Technology* (Special issue: Agency in Learning and Self-Directed Learning with Generative AI).
6. Chen, Q., (Under peer review). Language Teacher Agency in the Era of GenAI: A cultural Perspective. *Language Teaching Research*
7. Chen, Q., Tawilapakul, P., & Lin, A.M.Y. (Under review). Teacherness in the Age of GenAI: An Ethnographic Exploration of Pedagogical Decision-Making and AI Integration in English Language Teaching. *System*.
8. Chen, Q. (Under peer Review). Ethnography on Subjectivity (Re)constitution in Education. In J. Green (eds.) *Research Handbook on Ethnography Of, In, and For Education: Developing Epistemologies in Changing Terrains*.

Research Projects

Year	Project Title (Role)	Funder	Amount
2024-	Social Media Analytics Research Teams (SMART) (Team member)	The Education University of Hong Kong	HKD 5,000,000
2023-	Theorizing Plurilingual Assessment (Co-investigator)	The Education University of Hong Kong	HKD 3,000,000
2022-	Critical Media Literacy in Teacher Education (Co-investigator)	Social Sciences and Humanities Research Council of Canada (SSHRC)	CAD 200,000

Academic Awards

2024	Performance Rating A+	HKD16000	The Education University of Hong Kong
2022	Graduate Fellowship	CAD3500	Simon Fraser University
2022	Winner of 3MT Competition	CAD1000	Simon Fraser University

2021	Graduate Fellowship Award	CAD7000	Simon Fraser University
2020	Graduate Fellowship Award	CAD7000	Simon Fraser University
2020	Conference Travel	CAD800	Faculty of Education, Simon Fraser University
2019	Professional Development award	CAD300	Faculty of Education, Simon Fraser University

Teaching Excellence Awards

1. Outstanding Demo Class Award (2016)
 - a. Division of Education, Beijing City Municipal Government
2. Second Prize, Xi Hua Cup Classroom Teaching Competition (2012)
 - a. Award value: CNY ¥2,000
3. Second Prize, National Teaching Competition (2011)
 - a. New Oriental Education Group

SECTION THREE TEACHING

Graduate Courses

EDUC711	Special Topic: Translanguaging	Simon Fraser University
EDUC825	Second Language Learning and Education	Simon Fraser University

Undergraduate Course

ENG3266	Classroom Discourse Analysis	The Education University of Hong Kong
ENG1376	English for Academic Purposes 1	The Education University of Hong Kong
ENG1777	English for Academic Purposes 2	The Education University of Hong Kong
EDUC326	Creating Positive Learning Communities	Simon Fraser University
EDUC471	Curriculum Development: Theory and Practice	Simon Fraser University
EDUC100W	Academic Writing	Simon Fraser University

Other Teaching Experience

2012-2016	International School Teaching, Beijing 21st Century International School, 2012-2016 Beijing, China
2009-2012	Language Training Teacher, Beijing New oriental Education and Technology Group (New York Stock Exchange: EDU) 2009-2012, Beijing, China

SECTION FOUR SERVICES AND MEMBERSHIPS

Academic Service

- Guest editor of
 - Journal of Critical Discourse Studies Special Issue
- Journal Reviewer of

- Journal of World Languages
 - Linguistics and Education
 - British Journal of Educational Technology
 - Critical Inquiry in Language Studies
 - Australian Review of Applied Linguistics
- Conference Proposal Reviewer of
 - The 2025 11th International Conference on Learning and Teaching (ICLT2025)
 - American Educational Research Association Annual Conference 2020, 2021, 2022, 2023, 2024.
- Core team member of Academic YouTube Channel: TL-TS Research Group:
<https://www.youtube.com/channel/UCYtgM26kKoAzwNcFh5Cf4hw>

Professional Development Service

- Professional Development Workshop, Translanguaging and GenAI in Translation, delivered to student teachers at The University of South China, Hengyang, Hunan, China, November 13th, 2024.
- Profession Development Workshop, Translanguaging and GenAI in Language Classroom, delivered to Teachers of Beijing 21st Century International School, Haidian, Beijing, China, July 12th, 2024
- Professional Development Workshop, traversing between academic and teaching life, delivered online to teachers of Brazilian applied linguistic association, December 12th, 2020.

Administrative Service

- Serve as Interviewer of
 - The Education University of Hong Kong, Undergraduate Program Admission 2024
 - The Education University of Hong Kong, Undergraduate Program Admission 2025

Volunteer Service

- Volunteer teacher of Principal Chan Free Tutorial World of Hong Kong (September, 2024-December, 2024)

Memberships

- American Educational Researcher Association
- Asia TEFL

Languages

- Chinese (First Language)
- English (IELTS: 8.5, TOEFL: 112, TOEIC: 955)
- Basic Cantonese
- Basic Japanese
- French Reading and Writing

Skills

- Python
- Web Service maintenance
- Piano

References

Angel, M. Y. Lin, Chair professor, The Education University of Hong Kong angellin@eduhk.hk
 Saskia Van Viegen, Associate Professor, York University, Toronto, Canada saskiast@yorku.ca