

Xia Chao, Ph.D

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I. PROFESSIONAL PREPARATION AND EXPERIENCE

A. EDUCATION

- 1. The University of Alabama** Ph.D
College of Education, Curriculum and Instruction Department 2013
Second Language Acquisition and Teaching Program
Dissertation Title: Church-based languaculture: Church as a place of second language education and school-community-family connecting
- 2. The University of North Alabama** M.A.
Spencer College of Education and Human Sciences 2007
Department of Teaching, Learning, and Leadership
Secondary Education Program—English Language Arts
- 3. Capital Normal University, Beijing, China** M.Ed.
College of Education, Department of Foreign Language Education 2004
Thesis Title: Enhancing young learners' reading comprehension and the ability to use vocabulary through a big book approach

B. EMPLOYMENT HISTORY

- 1. Duquesne University**
School of Education
Department of Instruction and Leadership in Education

Associate Professor (tenured) July 2021-present
Assistant Professor (tenure stream) July 2015-June 2021
Director, M.S. Ed. ESL/TESOL & World Languages Programs July 2020-June 2022
- 2. Montana State University Billings** June 2013-June 2015
Director of the Intensive English Language Program, Office of International Studies
Affiliate Professor, Department of Educational Theory and Practice, College of Education

3. The University of Alabama

2009-2013

Graduate Research & Teaching Assistant

Department of Curriculum and Instruction, College of Education

C. PROFESSIONAL MEMBERSHIPS

1. American Educational Research Association (AERA)
2. Literacy Research Association (LRA)
3. International Literacy Association (ILA)
4. TESOL International Association (TESOL)
5. American Association for Applied Linguistics (AAAL)
6. American Association for Adult and Continuing Education (AAACE)
7. International Society for Language Studies (ISLS)
8. American Council on the Teaching of Foreign Languages (ACTFL)

II. TEACHING

A. TEACHING AWARDS

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| (1) Creative Teaching Award | 2026 |
| Center for Teaching Excellence, Duquesne University | |
| (2) Faculty Award for Excellence in Teaching | 2026 |
| School of Education, Duquesne University | |
| (3) Early Career Faculty Award for Excellence in Teaching | 2019 |
| School of Education, Duquesne University | |

B. GRADUATE COURSES TAUGHT

1. **Duquesne University**
 - GESL521 TESOL Methods
 - GESL690 Practicum in ESL
 - GESL600 K-12 ESL Practicum
 - GSCE520 Introduction to Teaching
 - GESL518 Integrated literacy in the Content Areas
 - GESL508 Culturally & Linguistically Diverse Learners
 - GESL510 Theories and Practice of Second Language Learning
2. **Montana State University Billings**
 - EDCI 610 Curriculum Theory: Analysis and Practice
 - EDCI 593 TESOL Seminar

C. UNDERGRADUATE COURSES TAUGHT

1. **Duquesne University**
 - LTEL 201 Meeting the Needs of English Language Learners

D. ACADEMIC ADVISEMENT OF DISSERTATION AND STUDENT RESEARCH

- 1. Faculty Advisor, Capstone Dissertation Project & Dissertation Committee** 2021-2024
Educational Technology Doctoral Program, School of Education
- 2. Dissertation Committee Member**
 - (1) Dissertation Committees across Departments in Duquesne University** 2016-present
 - (2) External Dissertation Committee** 2025-2026
School of Education, the University of Louisiana Monroe
 - (3) International Dissertation Evaluation Committee**
Werklund School of Education, University of Calgary, Canada 2023
School of Education, Edith Cowan University, Australia 2021
- 3. Advisor for Graduate and Undergraduate Student Research and Teaching**
 - (1) National and International Student Research Presentations** 2023-present
 - (2) Duquesne University Annual Undergraduate and Graduate Research Symposium** 2019-2024
 - (3) Faculty Advisor for Graduate Student as Principal Investigator** 2023
 - (4) Faculty Advisor and Evaluator for Graduate Teaching Assistant** 2022-2023

E. FACULTY DEVELOPMENT IN TEACHING

- 1 Center for Teaching Excellent, Duquesne University**
 - Mentor of the Near-peer Mentoring Exchange Program 2018-2020
 - Mentee of the Near-peer Mentoring Exchange Program 2015-2016
- 2 Center for Community-engaged Teaching and Research (CETR), Duquesne University**
 - Served as a speaker for the CETR Journal Club
 - Photovoicing material school landscape through the eyes of recent refugee-background children and parents: Implications for teaching and learning. September 30th, 2025
 - Community service learning in second language acquisition: Implications for community-engaged teaching March 19, 2019

F. COORDINATING MULTI-SESSION COURSES

- LTEL 201 Meeting the Needs of English Language Learners
- GESL 501 Helping English Learners in Mainstream Classrooms

- G. PROGRAM ACCREDITATION REVIEW PARTICIPATION** 2016-present
Consistently supported the CAEP, APA, and CACREP accreditation processes

H. FACULTY-LED STUDY ABROAD INITIATIVE—FINLAND MAYMESTER PROGRAM 2026

- I. DEVELOPMENT OF NEW COURSES OR MAJOR REVISIONS TO EXISTING COURSES**
•GESL501 & GESL521

J. COMMUNITY-ENGAGED TEACHER PROFESSIONAL DEVELOPMENT FOR REFUGEE EDUCATION (Act 48 Credit Approved) 2019-2020

In collaboration with the World Affairs Council of Pittsburgh organization, I co-organized, designed, and delivered four interactive professional development workshops for local educators focused on instructional strategies for working with refugee-background students and families. Approximately 250 educators in the Pittsburgh area participated in the workshops, which provided Act 48 continuing education credits for Pennsylvania educators.

K. FACULTY REVIEWER, TEACH TESTING FOR INTERNATIONAL TEACHING ASSISTANTS, DUQUESNE UNIVERSITY

Conducted TEACH testing for International Teaching Assistants in compliance with the State of Pennsylvania regulations (2020)

L. OTHER INSTITUTION-BASED TEACHER DEVELOPMENT TEACHING ACTIVITIES

1. PreK-12 Student Exit Interviewer/Portfolio Presentation, School of Education 2016-2026
2. Panelist, Panel for GDIT714 Leadership and Education in a Global Society 2016-2021
Educational Technology Doctoral Program, School of Education, Duquesne University
3. Facilitator of Teacher Professional Development Workshops
Collaborated with school districts to provide professional development in English language learners education for in-service teachers and administrators such as Carlynton School District (2023)

III. SCHOLARSHIP

A. AWARDS AND HONORS IN SCHOLARSHIP

1. National Awards & Honors

- (1) **Exemplary Research Paper Award** 2026
Adult Literacy and Adult Education SIG, American Educational Research Association
- (2) **National Geographic Explorer** 2019-Present
National Geographic Society
- (3) **Outstanding Early Career Scholar Award** 2016
Adult Literacy and Adult Education SIG, American Educational Research Association
- (4) **J. Michael Parker Award** 2015
Literacy Research Association

2. Institutional Awards & Honors

- (1) **Excellence in Community-Engaged Research Award** 2026
Office of Community Engagement, Duquesne University

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| <p>(2) Community-Engaged Faculty Nominee
Office of Community Engagement, Duquesne University</p> | <p>2026</p> |
| <p>(3) Faculty Research Award
Center for Migration, Displacement and Community Studies, Duquesne University</p> | <p>2023</p> |
| <p>(4) Early Career Award for Excellence in Scholarship
School of Education, Duquesne University</p> | <p>2020</p> |

B. FUNDING HISTORY

1. External Grants Awarded

- (1) **Chao, X.** (2023-2025, Principal Investigator). *Africatown in Guangzhou as geosemiotic Assemblage: grassroots language and materiality on the move in the post COVID-19 world.* \$25,000
Source: Wenner-Gren Foundation for Anthropological Research, the Post PhD Research Grant
- (2) **Chao, X.** (2022-2023, Principal Investigator). *Community service learning: Building on refugee-background students' language and literacy practices through digital storytelling.* \$50,000
Source: Spencer Foundation, the Small Research Grants on Education Program
- (3) **Chao, X.** (2021-2022, Principal Investigator). *E-community engagement: Expanding curricula landscape in refugee-background youths' digital narrative.* \$20,000
Source: National Geographic Society, Research and Exploration Grants on Education Program
- (4) **Chao, X.** (2019-2020, Principal Investigator). *The refugee bilingual digital picture storybook project: Research for translocal action.* \$22,923
Source: National Geographic Society, Research and Exploration Grants on Education Program

2. Internal Grants Awarded

- (1) **Chao, X.** (2024-2025, PI). *Understanding and engaging teachers in research-practice: Navigating AI in teaching English language learners from immigrant and refugee backgrounds.* \$11,800
Source: Office of Research, the Charles Henry Leach II Fund, Duquesne University
- (2) **Chao, X.** (2021-2022, PI). *Transnational grassroots multilingualism in Africa Town in Guangzhou: A visual ethnography.* \$6500
Source: Center for African Studies, the Loogman Faculty Research Fund, Duquesne University
- (3) **Chao, X.** (2017-2018, PI). *Saving stories as translocal action: A bilingual picture book project: Bridging literacy worlds of teachers, students, refugee families, and communities.* \$10,000
Source: Office of Research, the Faculty Development Fund, Duquesne University
- (4) **Chao, X.** (2017-2018, PI). *Building a new school life in the U.S.: Challenges and access for newcomer refugee students' language, identity and learning.* \$5290.82
Source: Office of Research, the Charles Henry Leach II Fund, Duquesne University

- (5) **Chao, X.** (2016-2017, PI). *Language and Literacy in Church-Based ESL Programs for Bhutanese Refugees: Building on Strength, Imagination, and Equity*. \$6000
Source: The Center for Catholic Intellectual Tradition, the Paluse Faculty Research Grant program, Duquesne University

C. SCHOLARLY BOOKS

1. Scholarly Books Under Contract

- (1) **Chao, X.** (under contract). *Africatown as a geosemiotic assemblage: Grassroots language, things, and the (re)making of identity on the move*. Routledge.

D. GUEST EDITORSHIPS OF PEER-REVIEWED JOURNAL SPECIAL ISSUES

1. **Editor of *Cogent Education*** 2026-present
After a rigorous two-round screening process in Spring 2026, I was selected as Editor of *Cogent Education* (Q1, peer-reviewed, Taylor & Francis)
2. **Guest Editorship of Peer-reviewed Journal Special Issues**
Vehabovic, N., Michalovich, A., **Chao, X.**, & Cun, A. (Guest Editors). (2025). Special issue: The voices and experiences of newcomers from refugee backgrounds and those of their educators. *Multicultural Perspectives*, 27(3), 123-203. <https://www.tandfonline.com/toc/hmcp20/27/3>

E. PEER-REVIEWED JOURNAL ARTICLES

1. **Published Peer-Reviewed Journal Articles** (*Indicating publication with graduate and undergraduate students)
- (1) **Chao, X.**, Aloraifi, I*, & Masarwa, N*. (2026). "I guess they couldn't spell Eid": A transnational Arab-Muslim family's multicultural and multilingual navigation in a U.S. school. *Journal of Language, Identity and Education*, 25(5), 1663-1678.
- (2) **Chao, X.** & Koh, K. (2025). Material school landscape through the eyes of recent refugee-background children and parents: A photovoice study. *Teachers College Record*, 127(4), 3-29.
- (3) **Chao, X.**, & Meidl, C. (2025). The community walking interview: Engaging preservice teachers with refugee arrivals' experiences. *Multicultural Perspectives*, 27(3), 195-203.
- (4) Wang, H., & **Chao, X.** (2025). Intersecting digital literacies and multilingual identity in online gaming space: A semiotic assemblage perspective. *Language and Education*, 1-23.
- (5) Vehabovic, N., Michalovich, A., **Chao, X.**, & Cun, A. (2025). Editorial. *Multicultural Perspectives*, 27(3), 123-125.
- (6) **Chao, X.** (2024). "I walk in language circles:" Transnational-translocal entanglements of a refugee-background Somali-Bantu's multilingual identity. *Journal of Multilingual and Multicultural Development*, 45(9), 3892-3905.

- (7) **Chao, X.**, & Wang, H. (2023). Africatown in Guangzhou as geosemiotic assemblage: Connecting multilingualism, store signs, and chronotopes. *Applied Linguistics Review*, 15(6), 2565-2589.
- (8) Wang, H., & **Chao, X.** (2023). Uyghur and Tibetan students' ESL learning: A spatial assemblage. *International Journal of Bilingual Education and Bilingualism*, 26(7), 830-844.
- (9) **Chao, X.**, & Waller, R. (2021). Urban Indigenous bilingualism: "An environmental allergy?" *Urban Education*, 56(6), 982-1011.
- (10) Wang, H., & **Chao, X.** (2021). Language negotiation moments of ethnic Tibetan students in People's Republic of China: An identity perspective. *Language and Education*, 36(4), 346-361.
- (11) **Chao, X.** (2020). Language and identity: An inquiry of a church-based citizenship education for refugee-background Bhutanese adults. *Language and Education*, 34(4), 311-327.
- (12) **Chao, X.**, & Kang, B. (2020). Health literacy among Bhutanese adult refugees in the U.S.: The sociocultural approach. *Adult Education Quarterly*, 70(3), 258-276.
- (13) **Chao, X.** (2019). "What defines me is what I've been through.": Bhutanese refugee youth identity in the U.S. *British Journal of Sociology of Education*. 40(6), 809-825.
- (14) **Chao, X.**, & Ma, X. (2019). Transnational habitus: Educational, bilingual, and biliteracy practices of Chinese sojourner families in the U.S. *Journal of Early Childhood Literacy*, 19(3), 399-423.
- (15) **Chao, X.**, Xue, M., Jetmore, R.*, Fritsch, R.*, Kang, B., & Xu, M. (2019). "Organic learning:" Teaching abroad as a figured world for the conceptualization and negotiation of preservice teachers' identities. *Teacher Education Quarterly*, 46(2), 7-29.
- (16) Wang, H., **Chao, X.**, & Sun, S. (2019). Tibetan students at interior university in China: Navigating identity, language, and power. *Asia Pacific Journal of Education*, 40(2), 167-181.
- (17) Ritter, J., Ayieko, R., Vanorsdale, C*, Quinones, S., **Chao, X.**, Meidl, C., Mahalingappa, L., Meyer, C., & Williams, J. (2019). Facilitating pedagogies of possibility in teacher education: Experiences of faculty members in a self-study learning group. *Journal of Inquiry and Action in Education*, 10(2), 134-157.
- (18) **Chao, X.** (2016). Community service learning as critical curriculum: Promoting international students' second language experiences. *Critical Inquiry in Language Studies*, 13(4), 289-318.
- (19) Herron, J., Summers, R., & **Chao, X.** (2015). Mathematics and language: An analysis of elementary teachers' lesson plans in elementary geometry lessons. *Russian-American Education Forum*, 7(1).
- (20) Xue, M., & **Chao, X.** (2015). Non-borrowing students' perceptions of student loans and strategies of paying for college. *Journal of Student Financial Aid*, 45(2), 25-45.
- (21) Xue, M., **Chao, X.**, & Kuntz, A. (2015). Chinese visiting scholars' academic socialization in US

institutions of higher education: A qualitative study. *Asia Pacific Journal of Education*, 35(2), 290-307.

- (22) **Chao, X.**, & Mantero, M. (2014). Church-based ESL programs: Social mediators for empowering “family literacy ecology of communities.” *Journal of Literacy Research*, 46(1), 90-114.
- (23) **Chao, X.**, Xue, M., & Xu, M. (2014). Elementary English Education: An arena of social struggle for professional Chinese parents. *Critical Inquiry in Language Studies*, 11(4), 252-272.
- (24) **Chao, X.** (2013). Class habitus: Middle-class Chinese immigrant parents’ investment in their newcomer adolescents’ L2 acquisition and social integration. *Anthropology and Education Quarterly*, 44(1), 58-74.
- (25) **Chao, X.**, & Kuntz, A. (2013). Church-based ESL program as a figured world: Immigrant adult learners, identity and power. *Linguistics and Education*, 24(4), 466-478.
- (26) **Chao, X.** (2002). Developing students’ multiple intelligences through combining teaching approaches. *Beijing Education*, 12, 28-29. (Chinese language version)

F. PEER-REVIEWED SCHOLARLY BOOK CHAPTERS (*Indicating publication with (under)graduate students)

- 1. **Chao, X.**, Kang, J. B., Wang, H., & Naumann, P. (2026). *Health literacy and culture*. In Liamputtong, P. (eds) Handbook of concepts in health, health behavior and environmental health (pp 333-350). Springer. https://link.springer.com/rwe/10.1007/978-981-97-0821-5_67-1
- 2. **Chao, X.** (2023). Crosslinguistic perspectives between Mandarin Chinese and English. In Bogum Yoon & Kristen L. Pratt (eds.), *Primary language impact on second language and literacy learning: Linguistically responsive strategies for classroom teachers* (pp. 81-96). Rowman & Littlefield Publishing Group, INC.
- 3. Meidl, C., **Chao, X.**, & FitzGerald, A. M (2021). Establishing asset thinking with preservice teachers: Community-engaged learning with young children from public housing. In T. Meidl and Mary-Margaret Sulentic-Dowell (eds.) *Service-Learning initiatives in teacher education programs* (pp. 257-277). IGI Book. <https://www.igi-global.com/gateway/chapter/277574>
- 4. **Chao, X.** (2019). Volunteer ESL teacher agency in community-based language programs: An ethnographic cross-case analysis. In Hayriye KayiAydar, Xuesong Gao, Elizabeth Miller, Manka Vanghese, Gergana Vitanova (eds.) *Theorizing and analyzing language teacher agency* (pp. 217-136). Multilingual Matters.
- 5. **Chao, X.** (2018). “Self-study” is not “self:” Researching lived experience in teacher educator development. In J. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (eds.). *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay* (pp. 43-48). Singapore: Springer.
- 6. Ritter, J. K., Ayieko, R. A., **Chao, X.**, Khalil, O*, Mahalingappa, L., Meidl, C. J., Meyer, C. K.,

Quiñones, S., & Williams, J. A. (2018). Insight gleaned from our participation in a faculty self-study learning group. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay* (pp. 85-97). Singapore: Springer.

G. BOOK REVIEWS PUBLISHED IN PEER-REVIEWED SCHOLARLY JOURNALS

1. **Chao, X.** (2019). Review of the book *English teaching and evangelical mission: The case of Lighthouse School*, by Bill Johnston. *Journal of Language, Identity, and Education*, Special Issue, 18(1), 70-72.
2. **Chao, X.** (2009). Review of the book *Educating the other America: Top experts tackle poverty, literacy, and achievement in our schools*, by Susan Neuman. *English Leadership Quarterly*, 32(2), 13.

H. PUBLISHED DISSERTATION AND THESIS

1. **Chao, X.** (2013). Faith-based languaculture: Church as a place of language education and community-family connecting. *ProQuest/UMI*. The University of Alabama.
2. **Chao, X.** (2004). *Enhancing young learners' reading comprehension and the ability to use vocabulary through a big book approach*. Capital Normal University. Retrieved from China National Knowledge Infrastructure.

I. INVITED FEATURED TALKS

1. Internal Invited Talks

- (1) **Chao, X.**, & Meidl, C. (scheduled Jan 26, 2027). The community walking interview approach to teacher education. Center for Community-engaged Teaching and Research, Duquesne University
- (2) **Chao, X.** (2025). *Africatown in Guangzhou as a geosemiotic assemblage: Grassroots language and materiality on the move*. Discover Africa Talk series, Center for African Studies, Duquesne University.
- (3) **Chao, X.** (2024). *Posthumaning multilingual and multiliteracy landscape: The entanglement of refugee-background learners, materials, and practices*. Faculty Research Award lecture, Center for Migration, Displacement & Community Studies, Duquesne University.

2. External Invited Talks

(1) Selected National and International Invited Talks

- (a) **Chao, X.** (2026). *Entanglements of language, literacy, and materials: A posthuman approach to English instruction*. University of the Isthmus, Panama.

- (b) **Chao, X.** (2022). *Refugee-background landscape: Reimagining ways of being*. The Bilingual Education Research SIG Pre-conference of the annual conference of American Educational Research Association.
- (c) **Chao, X.** (2019). *Teaching adult ESL: Language, culture, and pedagogy*. The opening plenary session of the International Literacy Education and Second Language Learning for Adults (LESLLA) 15th conference. Pittsburgh, PA.

(2) Selected Regional and Local Invited Talks

- (a) **Chao, X.** (2019). *Understanding multilingual refugee young learners: Language, culture, and schooling*. Invited panelist for the Applied Developmental Psychology Symposium Multilingual and Multicultural Education for Young Children. University of Pittsburgh, PA.
- (b) **Chao, X.** (2018). *Understanding English language learners*. The Pennsylvania State Education Association (PSEA) student conference. State College, PA.
- (c) **Chao, X.** (2017). *Newly arrived refugees' language socialization*. The panel of "Supporting refugees and immigrants in Pittsburgh" at the Three Rivers TESOL annual conference. Pittsburgh, PA.

J. SELECTED SCHOLARLY PRESENTATIONS (*Indicating presentations with (under)graduate students)

1. Refereed International and National Conference Presentations

- (1) **Chao, X.** (2026). *Facebook as a literacy landscape: (Un)Bordering linguacultural repertoires of recently resettled Bhutanese and Karen refugee adults in the U.S.* Paper presented at the annual conference of American Educational Research Association (AERA). Los Angeles, CA, USA.
- (2) Chukwunenye, E., Koh, K. H., **Chao, X.**, & Tay, M. K. (2026). Designing authentic assessment with virtual reality and AI: A systematic review. Paper presented at the annual conference of American Educational Research Association (AERA). Los Angeles, CA, USA.
- (3) **Chao, X.** (2025). *Understanding and engaging teachers in research-practice: Navigating AI in teaching English language learners from immigrant and refugee-backgrounds*. The International Summit on the Use of AI in Learning and Teaching Languages and Other Subjects & Post-Summit Workshop Series (AIinLT). Hong Kong Polytechnic University, HK, China.
- (4) **Chao, X.**, & Koh, K. (2025). *Assessing refugee-background students' environmental writing: A critical sociocultural approach to literacies*. Paper presented at the annual conference of British Educational Research Association (BERA). Brighton, United Kingdom.
- (5) **Chao, X.** (2025). *A place- and community-based approach to teacher preparation for English language learners education*. Paper presented at the annual conference of American Educational Research Association (AERA). Denver, Colorado.
- (6) Masarwa, N*, & **Chao, X.** (2024). *Teacher perceptions on ai literacy instruction for English language learners: AI in-between simplification and amplification*. Paper presented at the 74th

annual conference of the Literacy Research Association (LRA). Atlanta, Georgia.

- (7) **Chao, X.** (2024). *Extending learning opportunities of preservice teachers for English language learners: Translocal assemblage in the refugee-background neighborhoods*. Paper presented at the annual conference of the American Educational Research Association. Philadelphia, PA.
- (8) **Chao, X.** (2024). *Africatown in Guangzhou as geosemiotic assemblage: Connecting multilingualism, signs, and sense of place*. Paper presented at the annual conference of the American Association for Applied Linguistics. Houston, TX.
- (9) **Chao, X.** (2023). *Refugee-background children's community-based literacy practices: The entanglements of spatial stories, materiality and identity*. Paper presented at the 73th annual conference of the Literacy Research Association (LRA). Atlanta, Georgia.
- (10) **Chao, X.** (2023). *Africatown in Guangzhou: Multilingualism and belonging on the move*. Paper presented at the annual conference of the American Anthropological Association (AAA) and the Canadian Anthropology Society. Toronto, Canada.
- (11) Aloraifi, I*, & **Chao, X.** (2023). *"I guess they couldn't spell EID": An Arab-Muslim child's multicultural and multilingual involvement in a U.S. school*. Paper presented at the annual conference of American Educational Research Association (AERA). Chicago, IL.
- (12) **Chao, X.**, Vehabovic, N., Karam, F., & Cun, H. (2023). *Amplifying voices and experiences: Representations of languages, literacies, and identities among refugee-background children and families*. The symposium of the American Educational Research Association annual conference. Chicago, IL.
- (13) **Chao, X.** (2023). *Representing language and literacy practices in refugee-background Nepali-speaking Bhutanese households: A critical social semiotic approach*. Paper presented at the symposium of Amplifying voices and experiences: Representations of languages, literacies, and identities among refugee-background children and families at the American Educational Research Association annual conference. Chicago, IL.
- (14) **Chao, X.** (2021). *The path untold: A refugee-background Somali-Bantu's multilingual practice in the U.S.* Paper presented at the Literacy Research Association (LRA) annual conference. Atlanta, GA.
- (15) **Chao, X.** (2021). *A refugee-background Somali-Bantu's multilingual practice in the U.S.: A translanguaging perspective*. Paper presented at the 2021 annual conference of American Educational Research Association.
- (16) **Chao, X.** (2019). *Health literacy of Bhutanese adult refugees in the U.S.: An ethnography*. The Literacy Research Association (LRA) 69th annual conference. Tampa, FL.
- (17) **Chao, X.** (2019). *Community-based Bhutanese adult refugee English literacy learning: Needs and strategies*. The 15th annual International Literacy Education and Second Language Learning for Adults (LESLLA) symposium. Pittsburgh, PA, USA.

- (18) **Chao, X.** (2019). *"Saving stories" as translocal action: A bilingual picture book project for teachers, students, refugee families, and communities.* Paper presented at the 2019 American Educational Research Association (AERA) annual conference. Toronto, CA.
- (19) **Chao, X.** (2018). *"Saving stories:" A community-based bilingual-biliteracy study.* Paper presented at the Literacy Research Association 68th annual conference. Indian Wells, CA.
- (20) **Chao, X.** (2018). *Beyond nation-state status: Exploring language, identity, and citizenship in church-based ESL program for refugees.* Paper presented at the 2018 American Educational Research Association (AERA) annual conference. New York, NY.
- (21) Meidl, C., & **Chao, X.** (2018). *Pedagogy to promote asset thinking from community-engaged learning.* Paper presented at the 2018 American Educational Research Association (AERA) annual conference. New York, NYC.
- (22) Ritter, J. K., Ayieko R. A., **Chao, X.**, Mahalingappa, L., Meidl, C. J., Meyer, C. K., Quiñones, S., & Williams, J. A. (2018). *Learning to do self-study: An inquiry into the experiences of faculty participants in a self-study learning group.* Paper presented at the annual meeting of the American Educational Research Association (AERA). New York, NYC.
- (23) **Chao, X.** (2017). *Transforming and/or reproducing? Church-based ESL pedagogy, spirituality, language, and power.* Paper presented at the American Educational Research Association (AERA) annual conference. San Antonio, TX.
- (24) **Chao, X.** (2017). *"Self-study" is not "self": Researching lived experience in teacher educator development.* Paper presented in the symposium "Self-study as a means of democratizing teacher education research" at the Association of Teacher Education (ATE) summer conference. Pittsburgh, PA.
- (25) Varghese, M., Han, H., Johnson, B., Kim, E., & **Chao, X.** (2017). Critical perspectives in evangelical Christianity and English language teaching. Paper presented at the TESOL international convention and English language expo.
- (26) **Chao, X.** (2016). *Church-based ESL in multi-ethnic spaces: Critical pedagogy for adult Immigrant literacy.* Paper presented at the 2016 American Association for Applied Linguistics (AAAL) annual conference. Orlando, FL.
- (27) **Chao, X.** (2016). *Creating third space: Volunteer instructors' spiritual and critical perspectives and practices at church-based ESL programs in the American bible-belt.* Paper presented at the colloquium "Religious Institutions as Alternative Spaces in Applied Linguistic Research: Taking Stock and Moving Forward" in the 2016 American Association for Applied Linguistics (AAAL) annual conference. Orlando, FL.
- (28) **Chao, X.** (2016). *Community service learning as critical curriculum: Expanding possibilities of international students' second language experiences.* Paper presented at the 2016 American Educational Research Association (AERA) annual conference. Washington D.C.

- (29) **Chao, X.** (2016). *Building on literacy and imagination: Church ladies helping refugees*. Paper presented at the Literacy Research Association (LRA) 66th annual conference. Nashville, TN.
- (30) **Chao, X.** (2015). *From Transmission to Transformation: Critical Pedagogy for Adult Immigrant ESL Literacy*. Paper presented at the Literacy Research Association (LRA) 65th annual conference. Carlsbad, CA.
- (31) **Chao, X.** (2015). *ESL literacy engagement in multicultural and multilingual classrooms*. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL) annual convention and world languages expo. San Diego, CA.
- (32) **Chao, X., & McEnany, J.** (2015). *Juggling language, identity, and race: Arab students' ESL learning*. Paper presented at the TESOL International Convention annual conference. Toronto, Ontario, Canada.
- (33) **Chao, X., & Waller, R.** (2015). *Urban American Indian family literacy: Sociocultural models of emergent bilingualism*. Paper presented at the American Educational Research Association (AERA) annual conference. Chicago, IL.
- (34) **Chao, X.** (2014). *Adult ESL education as transformation toward humanization: language, pedagogy, and identity*. Paper presented at the American Educational Research Association (AERA) annual conference. Philadelphia, PA.
- (35) Xue, M., **Chao, X., & Kuntz, A.** (2013). *Chinese visiting scholars' academic socialization in U.S. institutions of higher education: A qualitative study*. Paper presented at the American Educational Research Association (AERA) annual conference. San Francisco, CA.
- (38) **Chao, X.** (2012). *A multi-sited ethnography: Immigrant adults' church-based second language socialization and family cultural capital*. Paper presented at the American Educational Research Association (AERA). Vancouver, Canada.
- (39) Xue, M., & **Chao, X.** (2012). *Lower-middle-SES non-borrowing students' strategies of paying for college and reasons for their aversion to borrowing*. Paper presented at the International Congress of Qualitative Inquiry Association annual conference. Champaign, IL.
- (40) **Chao, X.** (2011). *Opportunities for English language and cultural acquisition of newly arrived Chinese immigrant early adolescents*. Paper presented at the American Association for Applied Linguistics (AAAL) annual conference. Chicago, IL.
- (41) **Chao, X.** (2010). *Church-based ESL class: Collaboration in English language socialization of the Chinese immigrant adults and their children*. Paper presented at the American Educational Research Association (AERA) annual conference. Denver, CO.
- (42) **Chao, X.** (2009). *How much does newly immigrant students' limited English proficiency affect them emotionally and academically?* Paper presented at the annual conference of the International Congress of Qualitative Inquiry Conference. Champaign, IL.

K. PUBLIC SCHOLARSHIP AND MEDIA

1. External Public Scholarship and Media

- (1) **Chao, X.** (forthcoming). Recent refugee-background children and parents' engagement with school. *Voice episode*, Teachers College Digital Media, Digital Futures Institute, Columbia University.
- (2) **Chao, X.** (2022-Present). *The path untold: Refugee-background communities' ways of knowing, doing, and being*. <https://www.thepathuntold.org>

2. Internal Public Scholarship and Media

- (1) **Chao, X.** (February 1, 2024). Respecting native languages in the classroom is key to refugee success. *The Duquesne Duke*. <http://www.duqsm.com/respecting-native-languages-in-the-classroom-is-key-to-refugee-success/>
- (2) **Chao, X.** (2022). The multilingual practice and identity of Somali-Bantu refugees in coping with new linguistic and cultural environments in the United States. *Faculty Focus Series*, Duquesne University, November 2022. <https://www.duq.edu/academics/colleges-and-schools/education/faculty-spotlight/faculty-focus-xia-chao.php>
- (3) **Chao, X.** (August 24, 2017). Duquesne University professor researches books for refugees. *The Duquesne Duke*. <http://www.duqsm.com/duquesne-university-professor-researches-books-refugees/>

IV. SERVICE

A. SELECTED SERVICE TO DUQUESNE UNIVERSITY

1. University Level Engagement

(1) Member	Fulbright Campus Review Committee	2025-present
(2) Evaluator	Fulbright Foreign Language Evaluation Program, Duquesne University	2025
(3) Member	Dean Evaluation Committee	2025
(4) Judge	Graduate Research Symposium Student Awards	2024-2025
(5) Member	Faculty Research Award, Center for Migration and Displacement	2024-present
(6) Member	Faculty Development Fund Review Committee	2018-2024
(7) Member	Graduate Teaching Excellence Award Committee	2024
(7) Co-advisor	Pennsylvania State Education Association Duquesne University Chapter	2017-present
(8) Tester	International Teaching Assistant Test	2020
(9) Member	Charles Henry Leach II Fund Review Committee	2019
(10) Member	Vira Heinz Scholarship Award Committee	2016-2017

2. School Level Engagement

(1) Member	School of Education Tenure & Promotion Committee	2025-present
(2) Member	School Faculty Council	2025-present
(3) Member	Leading Teacher Quality Committee Working Group	2020-present
(4) Member	School Faculty Award Committee	2020-2025
(5) Member	Culturally Relevant and Sustaining Education Competences Working Group, PA Department of Education Planning Grant	2023-2024
(6) Member	MS Ed/Ed.D in Educational Leadership Program Redesign Committee	2022-2023
(9) Member	Non-Tenure Track Promotion Committee	2022
(11) Member	Equity Education Committee	2020-2023
(12) Member	Reimagining Task Force Committee	2020-2021
(13) Member	Student Standing Committee	2019-2020
(14) Member	Academic and Curriculum Committee	2018-2021
(15) Member	Student and Alumni Awards Committee	2021-2024

3. Department Level Engagement

(1) Member	Adolescent Literacy Clinical Assistant Professor Search Committee	2023
(2) Member	Educational Technology Capstone Mentoring Committee	2023-2024
(3) Member	Literacy Clinical Assistant Professor Search Committee	2021
(4) Chair	ESL/TESOL Visiting Assistant Professor Search Committee	2020
(5) Facilitator	World Languages K-12 Certification Program	2019-2020
(6) Member	Instructional Technology Doctoral Advisory Committee	2018-2023
(7) Member	Instructional Technology Ed.D Program Reworking Group	2018-2019
(8) Member	Department Chair Selection Committee	2017

B. SERVICE TO THE LOCAL COMMUNITY

1.	Member of the Board of Directors, Bhutanese Community Association of Pittsburgh	2023-present
2.	Member of Remake Learning ¹	2021
3.	ESL tutor Bhutanese Community Association of Pittsburgh	2016-2017
4.	Program Assistant ESL Literacy Program, Calvary Baptist Church, AL	2009-2013
5.	Community Assistant “Books for Bama Project:” Tornado Relief Efforts	2011
6.	Mandarin Language Interpreter Tuscaloosa Country School System, Alabama	2008-2009

¹ a network for igniting engaging, relevant, and equitable learning practices in the greater Pittsburgh region

C. SELECTED SERVICE TO THE BROADER ACADEMIC COMMUNITY

1. International/National Research Committees

(1) Member	The Awards Committee, Adult Literacy & Adult Education SIG ² American Educational Research Association	2026-2028
(2) Mentor	The Mentoring Session, Second Language Research SIG American Educational Research Association	2021-2025
(3) Member	The Awards Committee, Adult Literacy and Adult Education SIG American Educational Research Association	2020-2022
(4) Co-Chair	Mid-Career Award Committee, Second Language Research SIG American Educational Research Association	2020
(5) Chair	Travel Award Committee Ethnicity, Race, and Multilingualism Committee, Literacy Research Association	2019-2021
(6) Member	Ethnicity, Race, and Multilingualism Committee Literacy Research Association	2018-2021
(7) Member	J. Michael Parker Award Committee Literacy Research Association	2018-2021
(8) Member	Adult Literacy & Adult Education Special Interest Group Award Committee American Educational Research Association	2018
(10) Member	Second Language Research SIG Mentoring Working Group Bilingual Education Research SIG Mentoring Working Group	2021 2022

2. Editorial Board

(1) <i>Language and Education</i>	2022-present
(2) <i>Journal of Early Childhood Literacy</i>	2021-present
(3) <i>RELC: A Journal of Language Teaching and Research</i>	2015-2023
(4) <i>Literacy Research: Theory, Method, and Practice</i>	2020-2022
(5) <i>Critical Inquiry in Language Studies</i>	2012-2020
(6) <i>Journal of Adolescent and Adult Literacy</i>	2015-2021

3. Ad-Hoc Reviewer for Selected Peer-reviewed Journals

(1) <i>Applied Linguistics</i>	2025-present
(2) <i>Reading Research Quarterly</i>	2018-present
(3) <i>Language and Education</i>	2018-present
(4) <i>Linguistics and Education</i>	2019-present
(5) <i>Language Teaching Research</i>	2022-present
(6) <i>Bilingual Research Journal</i>	2016-present
(7) <i>Journal of Literacy Research</i>	2018-present
(8) <i>RELC Journal</i>	2015-present
(10) <i>The Reading Teacher</i>	2018-present
(11) <i>Critical Inquiry in Language Studies</i>	2012-2016
(12) <i>Journal of Adolescent and Adult Literacy</i>	2015-present
(13) <i>Literacy Research: Theory, Method, and Practice</i>	2021-present
(14) <i>Journal of Early Childhood Literacy</i>	2018-present

² Special Interest Group

(15) <i>Journal of Language, Identity, and Education</i>	2024-present
(16) <i>Journal of Multilingual and Multicultural Development</i>	2021-present
(17) <i>Studies in High Education</i>	2012-present
(18) <i>The Teacher Educator</i>	2014-present
(19) <i>Teachers College Record</i>	2020-present
(20) <i>Teaching and Teacher Education</i>	2015
(21) <i>Pedagogy: An International Journal</i>	2018
(22) <i>Children and Society</i>	2023
(23) <i>Curriculum Inquiry</i>	2020
(24) <i>Multicultural Perspectives</i>	2017-present
(25) <i>Equity and Excellence in Education</i>	2020
(26) <i>Early Childhood Education Journal</i>	2020-present
(27) <i>Diaspora, Indigenous, and Minority Education</i>	2017-present
(28) <i>Journal of Research on Technology in Education</i>	2024-present
(29) <i>Field Methods</i>	2019
(30) <i>Sociological Quarterly</i>	2018-2019

4. External Federal, National, and International Grant Review Panelist

(1) Inaugural Critical Language Education Seed Research Grant	2026
American Educational Research Association, Second Language Research SIG	
(2) National Science Foundation Graduate Research Fellowship Program	2015 & 2022
(3) U.S. Department of Education	
Office of Elementary & Secondary Education, Office of Safe & Supportive Schools	2022
Office of English Language Acquisition	2021
(4) TESOL International Association, TESOL Research Mini-Grants	2015-2017
(5) Research Foundation Center of CUNY	2017

5. Book & Book Proposal Reviewer

(1) Routledge Research	2023-present
(2) Bloomsbury Publisher	2024-present
(3) Cambridge University Press	2023-present

6. Proposal Reviewer for Academic Conferences

(1) American Educational Research Association	2012-present
(2) Literacy Research Association	2014-present
(3) Mid-South Educational Research Association	2012-2013

11. External Tenure Reviewer

(1) Moravian University	2022
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12. Selected Chairing Sessions at Academic Conferences

- (1) **Chao, X.** (2025). Chair the paper session of Addressing Educational Equity for Immigrant and Multilingual Learners: Instructional Practices across Educational Settings. The American Educational Research Association Annual Meeting in Denver, Colorado.

(2) **Chao, X.** (2025). Chair the roundtable paper session of Revolutionizing Biliteracy and Social Emotional Learning in Educative Spaces. The American Educational Research Association Annual Meeting in Denver, Colorado.

(3) **Chao, X.** (2024). Chair the session of AsianCrit, Female Teachers, and Gender Differences of Division K—Teaching and Teacher Education. The annual conference of American Educational Research Association. Philadelphia, PA.

(4) **Chao, X.** (2024). Chair the session of Bringing into Focus Obscured and Understudied Curricular Perspectives of Division B—Cultural Inquiry in Curriculum Studies. The annual conference of American Educational Research Association. Philadelphia, PA.

(5) **Chao, X.** (2023). Chair the session of learning from the literacies and identities of multilingual youth. The annual conference of Literacy Research Association. Atlanta, GA.

13. Selected Discussant/Co-organizer of National and International Academic Conference Symposia

(1) **Chao, X.** (2020). Discussant of a symposium session: *Translanguaging in community literacy spaces*. The 70th annual virtual meeting of the 2020 Literacy Research Association.

(2) **Chao, X.** (2023). Co-organizer of a symposium session: *Amplifying voices and experiences: representations of languages, literacies, and identities among refugee-background children and families*. The 2023 Annual Conference of the American Educational Research Association.

(3) **Chao, X.** (2025). Co-organizer of a symposium session: *Elevating refugee-background communities' ways of knowing, doing, being, and becoming: Canadian and U.S. perspectives*. The 2025 Annual Conference of the American Educational Research Association.

14. Selected Service for Teacher Professional Development in English Learners Education

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| (1) Keystone Oaks School District, Pennsylvania | 2017-2019 |
| (2) Allegheny Intermediate Unit, Pennsylvania | 2023 |
| (3) Westmoreland Intermediate Unit, Pennsylvania | 2023 |