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Terrence (Tianzhi) Zhang

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EDUCATION

Ph.D, Language, Literacy and Culture, University of Pittsburgh, GPA: 3.98/4.00   **08/2019 - 08/2024**

Master of Arts, TESL, The Pennsylvania State University, GPA: 4.00/4.00   **08/2016 - 05/2018**

Bachelor of Arts, Chinese International Education, The Northwest University · China, GPA: 3.65/4.00   **09/2012 - 07/2016**

PROFESSIONAL EXPERIENCES

Assistant Professor, MA TESL   **o8/2024 — present**
Department of Teacher Education   Gonzaga University

Teacher Coach, MAT program   **o6/2023 — 05/2024**
Department of Teaching, Learning, and Leading   University of Pittsburgh

Instructor, IECP   **o8/2018 — 05/2019**
School of Liberal Arts   Pennsylvania State University

Language Coach, TOEFL iBT test   **o8/2014 — 07/2016**
New Oriental Inc. Xi'an

RESEARCH EXPERIENCES

Dissertation Study   **01/2023 - present**

Title: Teaching cognitive processes of revision to multilingual English learners through concept-based language instruction

- Designed and implemented a series of tutoring sessions aiming to assist tertiary multilingual writers' conceptual development of the cognitive processes of revision in school-based writings and self-regulation of revision decisions.
- Designed mediational graphic organizers and worksheets that helped multilingual writers understand the concept of the cognitive processes of revision and observed how the learners used and adapted the tools to monitor, reflect and alter their revision processes.
- Investigated the emotional-cognitive dialectics of multilingual writers in revision processes and how the inseparable complex of cognitive processes and emotional experiences shaped the conceptual development and changing execution of revision processes.

Graduate Student Researcher, Discussion Tracker (NSF-funded) · University of Pittsburgh   **05/2021 - present**
- Work as a research assistant in an NSF-funded grant that aims to develop an online-based system for high school English teachers to provide teachers with automatically generated data and reflective guidance on the quality of students' collaborative argumentation in their classrooms.
- Trained undergraduate coders and managed the data collection team, and maintained routine correspondence. Observed ELA classrooms in four school districts; Designed interview protocols to elicit teachers' reflections and user feedback after using the system.
- Performed qualitative content analysis of teacher reflective interviews and quantitative analysis of the log data on the system.

Graduate Student Researcher, ArgRewrite (NSF-funded) · University of Pittsburgh   **01/2020 - 05/2021**

- In this study, the quantitative analysis and the qualitative text analysis guided by Systemic Functional Linguistics were performed. We found that the strong multilingual writers' qualitative, genre-specific revisions led to the greatest improvement in their essays across the drafts.
- Analyzed multilingual writers' data (including computer-generated feedback, students' drafts, and questionnaires) from an NSF-funded grant that developed an NLP-based revision assistant for college students' academic writing.

Co-researcher, Department of Teaching, Learning and Leading · University of Pittsburgh   **03/2023 - present**

- Studied researcher-designed sociocultural micro-teaching activities in a teacher education course on Teaching English Learners through a qualitative case study.

TEACHING EXPERIENCES

Instructor, Teaching English Language Learners   **o8/2022 — 05/2023**
Department of Teaching, Learning and Leading   University of Pittsburgh

- Taught the course to undergraduate students in humanity majors and graduate students pursuing a master's of arts degree in teaching
- Designed teaching materials and practice-based class activities to facilitate discussions on characteristics of English language learners (ELLs), language learning theories, general teaching strategies in classrooms with ELLs, integrating language and content through sociocultural, and culturally-relevant perspectives, and technology use in classrooms with ELLs; designed assignments and assessment tools to practice teaching designs and develop teaching beliefs for teaching ELLs.

Teaching Assistant, Introduction to Foreign Language Education   **o1/2023 — 05/2023**
Department of Teaching, Learning and Leading   University of Pittsburgh

- Co-taught the course to graduate students in foreign language education major about language learning theories and foreign language classroom practices.
- Designed teaching materials and practice-based class activities; designed assignments and assessment tools to practice teaching designs and instructional talk in foreign language classrooms.
  Reference: Heather Hendry Annegan · heh15@pitt.edu

Teaching Assistant, Sociocultural Historical Theory as Pedagogical Imperative   **o1/2023 — 05/2023**
Department of Teaching, Learning and Leading   University of Pittsburgh

- Assisted the instructor in teaching a graduate-level theory course focusing on Vygotskian Sociocultural Historical theory and its implications in the pedagogy of language education.
- Designed teaching materials and class activities; led classroom discussions.

Teaching Assistant, Teaching English Language Learners   **01/2021 — 05/2021**
Department of Teaching and Learning   University of Pittsburgh

- Co-taught an online session of a teacher education course aiming to train K-12 preservice teachers to work with ELLs.

Chinese Teacher   **01/2019 — 05/2019**
Department of Asian Studies   The Pennsylvania State University

- Taught one section of the *Integrated Chinese* courses to beginner-level undergraduates; designed instructional activities and assessment tools; provided feedback on student assignments.

English Teacher   01/2018 — 05/2019
School of Liberal Arts · IECP   The Pennsylvania State University

- Taught one section of the *Academic Interaction* courses in the Intensive English Communication Program; focused on English speaking and listening for academic purposes; designed instructional activities and in-class quizzes; provided feedback on student assignments.
- Taught one section of supporting a course of *American English Course* to Royal Saudi Arabia Navy students; assisted students in practicing speaking and listening for a high-stakes English test.

Co-teacher, First-year Composition Course   01/2018 — 05/2018
Department of Applied Linguistics   The Pennsylvania State University

- Co-taught a section of ESL015: *Composition for American Communication* for international freshmen; designed teaching plans and provided written feedback and teacher conferencing to help English language learners with their academic writing.

English Teacher   09/2017—12/2018
Mid-State Literacy Council   State College

- Taught a course of TOEFL writing (lower intermediate); developed the course and materials; four out of six students obtained desirable TOEFL writing scores after the course.

Chinese Teacher   09/2017—04/2018
Happy Valley Chinese School   State College

- Taught Chinese grammar, vocabulary, and general communicative skills to K-12 (sixth grade) students; developed the course syllabus; design lessons and activities.

TOEFL Instructor   09/2014—07/2016
New Oriental Education & Technology Group   Xi'an, China

- Taught writing skills and reading skills in academic English to boost students' TOEFL scores; designed language drills and TOEFL mock tests.

SUPERVISION & TUTORING EXPERIENCES

Teacher Candidate Coach   06/2023 — present
Department of Teaching, Learning and Leading   University of Pittsburgh

- Supervised and coached ten Master of Arts in Teaching (MAT) pre-service teachers specializing in English Language Arts and Social Studies, some with ESL state endorsement; Observed students' teaching and held post-observation coach meetings; assisted student teachers in documentation for attaining the state teacher certification.
- Worked on the teacher coach team to revise the missions, tasks, and protocols of pre-service teachers' coaches.

English Academic Writing Tutor   08/2022 — 05/2023
Department of Teaching, Learning and Leading   University of Pittsburgh

- Worked as a writing tutor to assist first-year international undergraduates in English writing for academic purposes.
- Held inquiry-based, collaborative meaning-making, in-person tutoring sessions with eight students who sought language support for writing assignments from an English composition course and other General Education courses.

English Speaking Tutor   o1/2017 —05/2018

Mid-State Literacy Council   State College

- Worked as an English speaking tutor for multilingual language learners for academic purposes.
- Met with six tutees individually by appointment to scaffold them to reach English-speaking goals for standardized language tests, college placement test, and an oral communicative proficiency test for international teaching assistants at Penn State.

English Academic Writing Tutor   o1/2017 — 12/2017

Department of Applied Linguistics   Pennsylvania State University

- Worked as a writing tutor for multilingual language learners in a first-year composition course.
- Met with four tutees individually each week following non-directive, dialogic-based tutoring protocols and providing linguistic support.

TOEFL Coach   11/2014 — 07/2016

New Oriental Education & Technology Group   Xi'an, China

- Worked as a TOEFL coach meeting with TOEFL test-takers by appointment.
- Designed language drills and mock tests to improve reading and writing skills to meet the TOEFL test expectations.

Publications

- Zhang, T. (2024). Reconceptualizing the Teaching of the Five-Paragraph Essay Through Concept-Based Language Instruction to English as a Second Language Writers. *L2 Journal* 16(1). UC Berkeley.
- Zhang, T., (in press). Review of Second Language Literacy Pedagogy: A Sociocultural Theory Perspective. *Language and Sociocultural Theory,* Vol. 10(1). Equinox.
- Zhang, t. et al., (under review). Multilingual English writers' revisions in response to feedback on writing quality and feedback on revision practices.
- Zhang, T. et al., (in progress). Using an innovative computer-based system for fostering high school English teachers' learning about collaborative argumentation in student-centered discussions.

Peer-reviewed Conference Presentations

- Zhang, T., Godley, A.J., Litman, D. Singh, R. (Nov 2023). *A demonstration of a Web-based teacher dashboard that provides English language Arts teachers with analytics of collaborative argumentation in student-centered discussions.* Application demonstration presented at the Center for Integrative Research in Computing and Learning Sciences Convening. Alexandria, VA.
- Zhang, T., (October 2023). *"Where does it start and end?": An exploration of teaching revising processes as a concept to multilingual English writers.* Individual paper presented at the Symposium on Second Language Writing. Tempe, Arizona.
- Zhang, T., Godley, A.J., Litman, D. Singh, R. (April 2023). *Using an Innovative Computer-Based System for Fostering High School English Teachers' Learning about Collaborative Argumentation.* Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting. Chicago, IL.
- Zhang, T., (March 2023). *A Concept-based approach to raise multilingual learners' awareness of cognitive processes of English revision.* Individual paper presented at the Council of Graduate Students in Education (CGSE) Spring Conference. University of Pittsburgh, PA
- Zhang, T., (March 2023). *Teaching revising processes to multilingual English learners through technology-enhanced Concept-based Language Instruction.* Individual paper presented at the American Association of Applied Linguistics (AAAL). Annual Convention, Portland, WA

- Zhang, T., (March 2022). *Different revision patterns of English as Second Language writers: an Analysis from the Functional Perspective.* Individual paper presented at the Conference on College Composition and Communication (CCCC). Annual Virtual Convention.
- Zhang, T., (March 2022). *The Conceptual Development of Modes of Persuasion: Teaching the Five-paragraph Essay through Concept-Based Instruction to English as a Second Language Writers.* Individual paper presented at the American Association of Applied Linguistics (AAAL). Annual Convention, Pittsburgh, PA
- Zhang, T., (December 2021). *How Feedback on Writing Quality and Feedback on Prior Revisions Shape Post-secondary ESL Students' Revisions on an Expository Writing Task?* Paper presented at the Literacy Research Association (LRA). Annual Convention, Atlanta, GA

PROFESSIONAL SERVICE

Summer Intern   06/2023 — 08/2023
August Wilson Archive in Hilman Library   University of Pittsburgh

- Participated in an outreach project to explore potential partnerships with a Pittsburgh urban neighborhood.
- Conducted an environmental survey of the community.
- Developed education & enrichment activities using materials in the archive for the schools and organizations in the neighborhood.

Assistant to the Department Chair   01/2023 — present
Department of Teaching, Learning and Leading   University of Pittsburgh

- Assisted the department chair in serving and communicating with program coordinators.
- Assisted Program Coordinators in graduation requirement check and web-based e-portfolio site establishment.
- Assisted in organizing the Freedom and Justice Curriculum Conference.

Journal Reviewer   08/2022 — present
Early Childhood Education Journal

Proposal Reviewer   2022, 2023
The Annual Convention of the American Association for Applied Linguistics (AAAL)

Examiner   09/2017 — 09/2018
American English Oral Communicative Proficiency Test   Pennsylvania State University

- I was trained to examine the oral proficiency of International Teaching Assistants

UNIVERSITY SERVICE

Co-founder   01/2020 — present
International Student Peer Network   University of Pittsburgh

- Co-founded a student group aiming to support international students in the School of Education and those with interests in international education.
- Organized events including "Speed Friending", "International Festival", and "Mental Health & Wellness Seminar" for international student community-building and culture sharing.
- Organized reading group discussions of DEI topics.

Council Member   01/2022 — present
LRDC Graduate Student Council   University of Pittsburgh

- Organized weekly luncheons and special interest groups for graduate students in the Learning Research & Development Center.
- Reviewed applications for LRDC graduate student grant award.

Moderator   **2021, 2022**

Social Justice Curriculum Conference   University of Pittsburgh

- Hosted presentations of social justice curriculum designs and facilitated roundtable discussions.

Search Committee Member   **10/2022 — 12/2022**

Department of Teaching, Learning and Leading   University of Pittsburgh

- Reviewed Applications from job candidates for an Associate Professor of Practice position in the School of Education.
- Attended the search committee meeting and job talks.

Mentor   **08/2022 — present**

Graduate Global Ties Program   University of Pittsburgh

- Counseled international graduate students on graduate programs, career advice, and resource navigation at the university.
- Attended the activities organized by the Graduate Global Ties program with my mentees.

Awards & Honors

Equity and Justice Fellowship, University of Pittsburgh	2020 - 2021
Pre-doctoral Researcher Alumni Fellowship Award, University of Pittsburgh	2019 - 2020
APLNG Alumni Outstanding MA TESL Student Award, Pennsylvania State University	2018

Grants Awarded

AAAL grant for "Write to Change the World" virtual workshops	2023
Graduate Professional Student Government (GPSG) Graduate grant for conference travel	2023
Council of Graduate Students in Education (CGSE) Graduate Grant for Research	2022
Learning Research & Development Center (LRDC) Graduate Student Council Award	2021
Council of Graduate Students in Education (CGSE) Graduate grant for conference travel	2021

Certificates

Achievement in Pedagogy	University of Pittsburgh
Applied Data Science Specialization	Coursera
Python for Data Science and AI	Coursera
Creative Writing offered by Wesleyan University	Coursera

Skills

Data analysis skills: proficient in Stata, beginner-level of SQL
Programming: advanced beginner-level of python for natural language processing
Language: Chinese(Mandarin), English

Professional Affiliations

American Educational Research Association (AERA)
American Association for Applied Linguistics (AAAL)
Conference on College Composition and Communication (CCCC)
Literacy Research Association (LRA)

References

Dr. Amanda Godley (Academic Advisor)   **University of Pittsburgh**

Vice Provost for Graduate Studies and Professor of Language, Literacy and Culture
Email: agodley@pitt.edu

Dr. Richard Donato   **University of Pittsburgh**
Professor of Language, Literacy and Culture
Email: donato@pitt.edu

Dr. Cassie Quigley   **University of Pittsburgh**
Chair of the Department of Teaching, Learning, and Leading and Professor of Science Education
Email: cquigley@pitt.edu

Dr. Loretta Fernandez   **University of Pittsburgh**
Assistant Professor of Practice in World and Heritage Language Education
Email: lof7@pitt.edu

Dr. Emily Rainey   **University of Pittsburgh**
Assistant professor of language, literacy, and culture
Email: emily.rainey@pitt.edu