

Xia Chao, Ph.D

Associate Professor
Duquesne University
School of Education
Department of Instruction and Leadership in Education
600 Forbes Avenue, Pittsburgh, PA 15282
412B Canevin Hall
chaox@duq.edu
(412) 396-2329

EDUCATION

The University of Alabama	Ph.D
Curriculum & Instruction: Second Language Acquisition and Teaching	2013
Dissertation title: Church-based languaculture: Church as a place of second language education and school-community-family connecting	
The University of North Alabama	M.A.
Secondary Education: English Language Arts	2007

ACADEMIC APPOINTMENTS

Associate Professor of Language and Literacy Education	2021—Present
School of Education, Duquesne University	
Assistant Professor of Language and Literacy Education	July 2015—2021
Director of M.S. Ed. ESL/TESOL & World Languages Program	2020—Present
School of Education, Duquesne University	
Director of the Intensive English Language Program	2013—2015
Montana State University Billings	
Graduate Research & Teaching Assistant	2009—2013
The University of Alabama	

AWARDS

External Awards

Outstanding Early Career Scholar Award	2016
Adult Literacy and Adult Education Special Interest Group American Educational Research Association	
J. Michael Parker Award	2015
Literacy Research Association	

Internal Awards

Early Career Award for Excellence in Teaching School of Education, Duquesne University	2019
Early Career Award for Excellence in Scholarship School of Education, Duquesne University	2020

GRANTS

Funded External Grants

- Chao, X.** (2022—2023, PI). Community service learning in teacher education: Building on refugee-background students' language and literacy practices through digital storytelling. Spencer Foundation Small Research Grants Program.
- Chao, X.** (2021—2022, PI). E-community engagement: Expanding curricula landscape in refugee background youths' digital narrative. The National Geographic Society Grant NGS-83364E-20.
- Chao, X.** (2019—2020, PI). The refugee bilingual digital picture storybook project: Research for translocal action. The National Geographic Society Grant NGD-54334E-18.

Funded Internal Grants

- Chao, X.** (2018—2019, PI). Community-engaged teacher preparation: A situated approach to understanding English learners. The Faculty Collaborative Targeted Outcomes-Driven Initiatives grant, Department of Instruction and Leadership in Education, Duquesne University, Pittsburgh, PA.
- Chao, X.** (2017—2019, PI). Saving stories as translocal action: A bilingual picture book project bridging literacy worlds of teachers, students, refugee families, and communities. The Faculty Development Fund, Duquesne University, Pittsburgh, PA.
- 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. The Charles Henry Leach II Fund, Pittsburgh, PA.
- Chao, X.** (2016—2017, PI). Language and literacy in church-based ESL programs for Bhutanese refugees: Building on strength, imagination, and equity. The Paluse Faculty Research Grant, Duquesne University, Pittsburgh, PA.
- Chao, X.** (2016—2017, PI). Community service learning as critical curriculum: Promoting international students' second language practices. The Research and Development Grant, Duquesne University, Pittsburgh, PA.

PUBLICATIONS

Peer-reviewed Journal Articles

- Chao, X., & Waller, R.** (2021, first published 2017). Urban Indigenous bilingualism: “An environmental allergy?” *Urban Education*, 56(6), 982-1011.
- Wang, H., & **Chao, X.** (2021). Multilingual ethnic Tibetan student’s language negotiation moments: An identity perspective. *Language and Education*.
<https://www.tandfonline.com/doi/full/10.1080/09500782.2021.1936545>
- 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.
- 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.
- 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*. doi: 10.1080/01425692.2019.1604210
- 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.
- 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.
- 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.
- Jason, R., 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.
- Chao, X., & Waller, R.** (2017). Urban Indigenous bilingualism: “An environmental allergy?” *Urban Education*. doi.org/10.1177/0042085917727572
- Chao, X.** (2016). Community service learning as critical curriculum: Promoting international students’ second language experiences. *Critical Inquiry in Language Studies*, 13(4), 289-318.
- 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).
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.

Peer-reviewed Book Chapters

- 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. 217-236). Multilingual Matters.
- 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.
- Meidl, C., **Chao, X.**, & FitzGerald, A. M. (2018). 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. 256-277). IGI Book.
- 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.

Book Reviews

- Chao, X.** (2019). Invited 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, DOI:10.1080/15348458.2019.1575738
- Chao, X.** (2009). Review of the book “Educating the other America: Top experts tackle poverty, literacy, and achievement in our schools.” *English Leadership Quarterly*, 32(2), 13.

White Papers

Chao, X., & Guo, J. (in press). Building literacy through family and community engagement. *Frameworks for Literacy Education Reforms of the International Literacy Association.*

PRESENTATIONS

International/National Conference Presentations

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 annual conference. Atlanta, GA.

Chao, X. (2021). *A Refugee-Background Somali-Bantu's Multilingual Practice in the U.S.: A Translanguaging Perspective.* Paper presented at the 2021 Virtual American Educational Research Association annual conference.

Chao, X. (2020). Citizenship literacy, identity, and pedagogy: an ethnographic case study of faith-based ESL education for refugee-background Bhutanese adults. The Literacy Research Association (LRA) 70th virtual annual conference. Houston, TX.

Chao, X. (2020). Bhutanese refugee youth identity in the U.S.: A phenomenological study. Paper presented at the 2020 American Educational Research Association annual conference. San Francisco, CA.

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 annual conference. Toronto, CA.

Chao, X. (2019). Health literacy of Bhutanese adult refugees in the U.S.: An Ethnography. The 69th annual conference of Literacy Research Association, Tampa, FL.

Chao, X. (2019). Community-based Bhutanese adult refugee English literacy learning: Needs and strategies. The 15th annual Conference of Literacy Education and Second Language Learning for Adults, Pittsburgh, PA, USA.

Chao, X. (2018). "Saving stories": A community-based bilingual and biliteracy study. Paper presented at the 2018 Literacy Research Association annual conference. Indian Wells, CA.

Chao, X. (2018). Beyond nation-state status: Exploring language, identity, and citizenship in a church-based ESL program for refugees. Paper presented at the 2018 American Educational Research Association annual conference, New York, NY.

Meidl, C., & **Chao, X.** (2018). Pedagogy to promote asset thinking from community-engaged learning. Paper presented at the 2018 American Educational Research Association annual conference, New York, NY.

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 conference of the American Educational Research Association, New York, NY.

- 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 2017 Summer Conference. Pittsburgh, PA
- Chao, X.** (2017). Transforming and/or reproducing? Church-based ESL pedagogy, spirituality, language, and power. Paper presented at the 2017 American Educational Research Association annual conference, San Antonio, TX.
- Chao, X.** (2016). Building on literacy and imagination: Church ladies helping refugees. Paper presented at the Literacy Research Association 66th annual conference. Nashville, TN.
- Chao, X.** (2016). Community service learning as critical curriculum: Expanding possibilities of international students' second language experiences. Paper presented at the 100th American Educational Research Association annual conference, Washington, D.C.
- Chao, X.** (2016). Church-based ESL in multi-ethnic spaces: Critical pedagogy for adult immigrant literacy. Paper presented at the American Association for Applied Linguistics the 2016 annual conference, Orlando, FL.
- 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 American Association for Applied Linguistics (AAAL) annual conference, Orlando, FL.
- Chao, X.** (2015). From transmission to transformation: Critical pedagogy for adult immigrant ESL literacy. Paper presented at the 65th annual conference of the Literacy Research Association (LRA), Carlsbad, California.
- Chao, X.** (2015). ESL literacy engagement in multicultural and multilingual classrooms. Paper presented at the annual convention and world languages expo of the 2015 American Council on the Teaching of Foreign Languages (ACTFL), San Diego, California.
- Chao, X.** (2015). Juggling language, identity, and race: Arab students' ESL learning. Paper presented at the annual conference of the 2015 TESOL International Convention & English Language Expo, Toronto, Ontario, Canada.
- Chao, X., & Waller, R.** (2015). Urban American Indian family literacy: Sociocultural models of emergent bilingualism. Paper presented at the annual conference of the 2015 American Educational Research Association (AERA), Chicago, IL.
- Chao, X.** (2014). Adult ESL education as transformation toward humanization: language, pedagogy, and identity. Paper presented at the annual conference of the 2014 American Educational Research Association (AERA), Philadelphia, PA.

- 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 annual conference of the 2013 American Educational Research Association (AERA), San Francisco, California.
- Chao, X.** (2012). A multi-sited ethnography: Immigrant adults' church-based second language socialization and family cultural capital. Paper presented at the annual conference of the 2012 American Educational Research Association (AERA), Vancouver, Canada.
- 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 annual conference of the International Congress of Qualitative Inquiry Association (IQ), Champaign, Illinois.
- Chao, X.** (2011). Opportunities for English language and cultural acquisition of newly arrived Chinese immigrant early adolescents. Paper presented at the annual conference of the 2011 American Association of Applied Linguistics (AAAL), Chicago, Illinois.
- Chao, X.** (2010). Church-based ESL class: Collaboration in English language socialization of the Chinese immigrant adults and their children. Paper presented at the annual conference of the 2010 American Educational Research Association (AERA), Denver, Colorado.
- Chao, X.** (2009). Inside every story, there is a beautiful journey: An immigrant Chinese girl's second language literacy improvement. Paper presented at the annual meeting of the International Congress of Qualitative Inquiry Conference (IQ), Champaign, Illinois.

Regional Conference Presentations

- Chao, X.** (2017). *Newly arrived refugees' language socialization*. Invited panelist for the panel "Supporting refugees and immigrants in Pittsburgh" at the annual conference of the Three Rivers TESOL Conference, Duquesne University, Pennsylvania.
- Chao, X.** (2012). *Church-based ESL literacy program as a figured world: Empowering immigrant adult learners and their children*. Paper presented at the annual conference of the 2012 Mid-south Educational Research Association (MSERA), Lexington, Kentucky.
- Chao, X.** (2011). *Faith-based ministry: Investment in international college students' language and cultural acquisition and community involvement*. Paper presented at the annual conference of the 2011 Mid-south Educational Research Association (MSERA), Oxford, Mississippi.

Chair at Conferences

- Chao, X.** (2019). Chair of a roundtable session: *Space, identity, and language: Contexts of teaching multilingual learners*. The 2019 American Educational Research Association (AERA) annual conference, Toronto, CA.
- Chao, X.** (2019). Chair of a roundtable session: *Language, identity, and self across Educational contexts*. The 2019 American Educational Research Association (AERA) annual conference, Toronto, CA.

- Chao, X.** (2019). Chair of a roundtable session: *Teachers' perceptions of professional tools*. The 2019 American Educational Research Association (AERA) annual conference, Toronto, CA.
- Chao, X.** (2018). Chair of a paper session: *Meeting the needs of language learners: Crafting interactive scaffolds that foster communicative competence and agency*. The 2018 Literacy Research Association annual conference, Indian Wells, CA.
- Chao, X.** (2018). Chair of a roundtable session: *Reclaiming languages and discourses within communities*. The 2018 Literacy Research Association annual conference, Indian Wells, CA.
- Chao, X.** (2011). Chair of a paper session: *Second language learning and teaching*. The annual conference of the 2012 American Association of Applied Linguistics (AAAL), Chicago, Illinois.
- Chao, X.** (2011). Chair of a paper session: *Language learning and community engagement*. The annual conference of the 2011 Mid-South Educational Research Association (MSERA), Oxford, Mississippi.

Invited Featured Conference Presentations

- Chao, X.** (2019). Teaching adult ESL: Language, culture, and pedagogy. The 15th annual conference of Literacy Education and Second Language Learning for Adults opening plenary session, Pittsburgh, PA.
- Chao, X.** (2019). Multilingual and Multicultural Education for Young Children. *Applied Developmental Psychology Symposium*, College of Education, University of Pittsburgh, Pittsburgh, PA.
- Chao, X.** (2018). *Understanding English language learners*. Pennsylvania State Education Association Conference, State College, PA.

SERVICE

Service to Duquesne University

A. Duquesne University

Vira Heinz Scholarship Award Committee Member, Duquesne University	2017—Present
Near-peer Mentoring Exchange Leader, Duquesne University	2018—2020
Leach Fund Review Committee Member, Duquesne University	2019
Community-engaged Teaching and Research Journal Club, Duquesne University	Mar 19 th , 2019
Faculty Development Fund Review Committee Member, Duquesne University	2018

B. School of Education

Student Standing Committee Member	2019—Present
Academic and Curriculum Committee Member	2018—Present
Student and Alumni Awards Committee Member	2017—Present
PA State Education Association Duquesne University Chapter Co-advisor	2017—Present
Leading Teacher Program Portfolio Exit Interviews	2019—Present

C. Department

World Languages K-12 Certification	July 2019—Present
Instructional Technology Doctoral Advisory Committee Member	2018—Present
Department Chair Selection Committee Member	2017

Service to Pittsburgh Community

A. Delivered a Series of Four Refugee Education Workshops	2019—2020
Participants from Pittsburgh Public Schools and Refugee Resettlement Organizations	
B. ESL Instructor, Bhutanese Community Association of Pittsburgh	2016—2018

Service to the Broader Academic Community**A. International/National Research Committees**

Ethnicity, Race, and Multilingualism Committee	2018—2021
Literacy Research Association	
J. Michael Parker Award Committee	2018—2021
Literacy Research Association	
Travel Award Sub-Committee Chair	2019
Ethnicity, Race, and Multilingualism Committee	
Literacy Research Association	
Contributor of the Family and Community Literacy Framework	2019
International Literacy Association, Literacy Research Panel	
Adult Literacy & Adult Education SIG Awards Committee	2018
American Educational Research Association	

B. Editorial Boards

<i>Critical Inquiry in Language Studies</i>	2012—2020
<i>RELC: A Journal of Language Teaching and Research</i>	2015—Present
<i>Journal of Adolescent and Adult Literacy</i>	2015—Present
<i>Journal of Early Childhood Literacy</i>	2021—Present

C. Manuscript Reviewer

Journal of Literacy Research
Language Teaching Research
Bilingual Research Journal
Curriculum Inquiry
Language and Education
Reading Research Quarterly
Teacher Education Quarterly
Sociological Quarterly
Field Methods
Teaching and Teacher Education
Diaspora, Indigenous, and Minority Education
Early Childhood Education Journal

D. Proposal Reviewer for Academic Conferences

American Educational Research Association	2012—Present
Literacy Research Association	2014—Present
Mid-South Educational Research Association	2012—2013

E. Funding Reviewer

U.S. Department of Education	2021
Research Foundation Center of CUNY	2017
National Science Foundation (NSF)	2015
TESOL Research Mini-Grants	2015—2018

F. Consulting

Consultant of Teacher Professional Development Keystone Oaks School District, Pittsburgh, PA	2017—2019
---	-----------

PROFESSIONAL AFFILIATIONS

International Literacy Association (ILA)
 Literacy Research Association (LRA)
 International Society for Language Studies (ISLS)
 Teaching English to Speakers of Other Languages (TESOL)
 American Educational Research Association (AERA)
 American Association of Applied Linguistics (AAAL)