

# RUOHAN ZHAO (Rita)

Chinese Language Education • Generative AI in Education • Teacher Cognition

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## RESEARCH INTERESTS

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**Areas:** Generative AI in Chinese language education; teacher beliefs, professional learning, and technology-related agency; Chinese culture and context-based pedagogy; technology-enhanced curriculum design and assessment.

## EDUCATION

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Sep 2023–Oct 2024

**The Hong Kong University of Science and Technology (HKUST), Hong Kong**

*M.A. in International Language Education (Teaching Chinese as a Second Language)*

- CGA: 3.425/4.300.
- Selected training: research project design, teaching practicum, language teaching methods and curriculum design, phonetics and phonology, morphology and syntax.

Sep 2019–Jul 2023

**Huaqiao University, Xiamen, China**

*B.A. in Teaching Chinese to Speakers of Other Languages*

- GPA: 87.12/100.

## PUBLICATIONS

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Rao, E., & Zhao, R. (2026). The application of ChatGPT in creating Chinese cultural context scripts: An activity theory perspective. *International Journal of Chinese Language Teaching*, 260603, 1–28. <https://doi.org/10.46451/ijclt.260603>

Rao, E., & Zhao, R. (forthcoming). An initial exploration of the design and development of a micro-learning series on Chinese Pinyin. Paper accepted for the TechCLE 2026 conference proceedings.

## CONFERENCE PRESENTATIONS

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Rao, E., & Zhao, R. (June 2026). The application of ChatGPT in creating Chinese cultural context scripts: An activity theory perspective. Paper presented at the 9th International Forum on Linguistics and Chinese Education (IFOLCE-9), CityU, Hong Kong.

Rao, E., & Zhao, R. (June 2026). An initial exploration of the design and development of a micro-learning series on Chinese Pinyin. Paper presented at the Conference on Technology-Enhanced Chinese Language Education (TechCLE 2026), HKUST, Hong Kong. Paper presented at the 15<sup>th</sup> International Conference on the Modernization of Chinese Language Education, Yunnan University, Kunming, China.

## RESEARCH IN PROGRESS

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### From Scepticism to Pedagogical Action:

#### Teacher Mediation of Generative AI in Advanced Chinese Language Teaching

*Independent researcher | Manuscript in preparation*

- Conducted an embedded qualitative case study and retrospective reanalysis of two teachers, auditing seven raw transcript files and 87 analytically relevant teacher turns.
- Developed a 29-code, six-dimension framework and cross-source matrices in MAXQDA; an approximately 8,000-word manuscript is under major revision.

#### Corpus-Based Blended Learning Task in Differentiating Chinese Near-Synonyms

*Research collaborator | Ongoing*

- Supports data and materials reconstruction, data checking, manuscript restructuring, interpretation, and Chinese-language editing.
- The study design combines corpus evidence with survey data from 31 advanced Chinese learners and semi-structured interviews with six participants.

#### SCOBA-Assisted CBI for Comprehending Affective Metaphors: The Case of Huo (“Fire”)

*Independent researcher | Course-based study*

- Contributed to a two-learner pretest–intervention–posttest study using a visual SCOBA, testing, and interviews to examine metaphor comprehension and transfer.

## RESEARCH AND TEACHING EXPERIENCE

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| Jul 2026 – Present  | <b>Kunming Vocational and Technical College of Industry, Kunming, China</b><br><i>Instructor, College Chinese (appointed; course development in progress)</i> <ul style="list-style-type: none"> <li>Designing a 48-contact-hour, 24-session college Chinese course for the 2025 vocational cohort, integrating literary reading, practical writing, oral communication, career-linked tasks, and assessment rubrics.</li> </ul>                                                         |
| Feb 2026 – Present  | <b>New Oriental · Bling Chinese (Remote)</b><br><i>Chinese Language Teacher (TCSL)</i> <ul style="list-style-type: none"> <li>Teaches beginner and advanced international and heritage learners through individual learning plans, culturally responsive materials, TPR, gamification, and formative feedback; received a TICO A rating.</li> </ul>                                                                                                                                      |
| Mar 2025 – May 2026 | <b>HKUST Center for Language Education (iLANG), Hong Kong</b><br><i>Instructional Assistant</i> <ul style="list-style-type: none"> <li>Supported research-informed microlearning and course-material development, TechCLE programme coordination, and Chinese-language educational outreach.</li> <li>Contributed to the PSC Putonghua promotion project through scriptwriting and audio coordination, including the educational script “Putonghua: One Voice, One Language.”</li> </ul> |
| Mar 2024 – Aug 2025 | <b>Examining Multilingual Writing by Sinophone Hong Kong Writers</b><br><i>Student helper</i> <ul style="list-style-type: none"> <li>Collected, cleaned, and coded Cantonese, Putonghua, and English materials; completed cross-language classification and manual quality assurance.</li> <li>Built a structured dataset containing 2,000+ Cantonese–Putonghua conversion records to support subsequent linguistic and literary analysis.</li> </ul>                                    |
| Mar 2024 – Aug 2024 | <b>HKUST Center for Language Education (iLANG), Hong Kong</b><br><i>Teaching Assistant Intern</i> <ul style="list-style-type: none"> <li>Supported Effective Chinese Communication: Speaking &amp; Writing and Advanced Putonghua for Non-Chinese Language Background Students.</li> <li>Delivered differentiated phonetic diagnosis and individualised feedback; integrated Mentimeter and Padlet. The courses received an 88% positive overall evaluation.</li> </ul>                  |
| Dec 2024 – Mar 2025 | <b>Kunming Runcheng School, Kunming, China</b><br><i>Chinese Language Teacher</i> <ul style="list-style-type: none"> <li>Designed diagnostic and differentiated instruction in reading and writing and delivered a public demonstration lesson.</li> </ul>                                                                                                                                                                                                                               |
| Sep 2024 – Nov 2024 | <b>Affiliated High School of Yunnan Minzu University, Kunming, China</b><br><i>Teaching Intern</i> <ul style="list-style-type: none"> <li>Taught classical poetry and prose, modern reading, and argumentative writing; observed lessons and participated in lesson planning and feedback.</li> </ul>                                                                                                                                                                                    |
| Mar 2020 – Dec 2021 | <b>Heartfulness Chinese Project, Hyderabad, India (Hybrid)</b><br><i>Volunteer Chinese Language Teacher (TCSL)</i> <ul style="list-style-type: none"> <li>Co-developed an introductory Chinese curriculum and materials and taught beginning learners in a cross-cultural hybrid programme.</li> </ul>                                                                                                                                                                                   |

## HONORS AND AWARDS

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**2021 – 2022:** Huaqiao University Second-Class Scholarship (top 2%).

**2020 – 2021:** College of Chinese Language and Culture Second-Class Scholarship (top 3%).

## RESEARCH METHODS AND TECHNICAL SKILLS

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**Methods:** Qualitative case study; semi-structured interviews; classroom observation and transcription; thematic and framework analysis; corpus-supported pedagogy; mixed-methods and descriptive analysis; audit trails and source triangulation.

**Software:** MAXQDA, NVivo, JASP, Excel/WPS; Mentimeter, Padlet, and Articulate 360.

## CREDENTIALS AND LANGUAGES

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**Credentials:** Certificate for Teachers of Chinese to Speakers of Other Languages (CTCSOL); Senior Secondary Chinese Teaching Certificate; CATTI International Chinese–English Translation Certificate; NCRE Level 2 (WPS Office); KOS-Excle expert.

**Languages:** Mandarin Chinese (native; Putonghua Proficiency Test Level 2-A); English (IELTS 6.5).