

**XIAOMING HOU, Ph.D.**  
Visiting Assistant Professor of Chinese  
Department of Asian languages, Literatures, and Cultures  
Williams College

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**EDUCATION**

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|--------------|---|-----------|
| <b>Ph.D.</b> | University of Macau<br>○ Faculty of Arts and Humanities<br>○ Major: Linguistics (Chinese as a Second Language Acquisition)<br>○ Dissertation: Syntactic Overshadowing and Blocking in Learning Chinese as a Second Language: A Case of Learning the Ba-Construction<br>○ Advisor: Prof. Hong Gang Jin<br>○ Committee members: Profs. Sophia W. Deng, Sun-A Kim, and Matthew Wallace | 2015-2020 |
| <b>M.A.</b>  | Minzu University of China<br>○ College of International Education<br>○ Major: Teaching Chinese to Speakers of Other Languages   | 2010-2012 |
| <b>B.A.</b>  | Minzu University of China<br>○ School of Liberal Arts<br>○ Major: Teaching Chinese as a Foreign Language  | 2006-2010 |

**CAREER HISTORY**

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|-------------------------------------|---|-----------------|
| <b>Visiting assistant professor</b> | Department of Asian Languages, Literatures, and Cultures, Williams College<br>○ Courses taught: 2 <sup>nd</sup> and 4 <sup>th</sup> Year Chinese        | 2023.7-present  |
| <b>Skill architect (contractor)</b> | Duolingo<br>○ Expert in Teaching Chinese to Speakers of English<br>○ Design the curriculum for the new Chinese course<br>○ Create monolingual exercises | 2023.4-present  |
| <b>Visiting assistant professor</b> | East Asian Studies, Bucknell University<br>○ Courses taught: 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> Year Chinese                         | 2022.8 – 2022.6 |
| <b>Instructor</b>                   | Middlebury Chinese Summer School<br>○ Course taught: 4 <sup>th</sup> Year Chinese (co-teaching)   | 2022.6 – 2022.8 |

- Affiliated scholar** Hopkins-Nanjing Center, Johns Hopkins University 2021.4 – 2022.6  
 ○ Courses taught: 4<sup>th</sup> Year Chinese and Chinese Academic Writing
- Teaching assistant** Faculty of Arts and Humanities, University of Macau 2015.8 – 2020.7  
 ○ Teaching assistant: Second Language Acquisition (2016 - 2019)  
 ○ MOOC course: Introduction to Second Language Acquisition  
 ○ Content contributor and instructor of Units 7 & 8  
 ○ Link: <https://bit.ly/35LR5uD>
- Instructor** Confucius Institute, University of Macau 2018.8 – 2018.12  
 ○ Course taught: 1<sup>st</sup> Year Chinese  
 ○ Designed and coordinated the course  
 ○ Mentored five teaching assistants
- Coordinator** STARTALK Summer Program, Hamilton College 2014 & 15  
 ○ Course taught: Chinese as a Second Language Instruction  
 ○ Coordinated the program  
 ○ Taught K-16 Non-native Chinese teachers
- Instructor** East Asian Languages and Literatures, Hamilton College 2011.8 – 2015.5  
 ○ Courses taught: 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Year Chinese  
 ○ Coordinated 1<sup>st</sup> year Chinese with 4 instructors
- Instructor** Associated Colleges in China Program, Beijing, China 2011.6 – 2011.8  
 ○ Course taught: 3<sup>rd</sup> Year Chinese (co-teaching)
- Instructor** Middlebury Program in China, Beijing, China 2010.8 – 2011.12  
 ○ Course taught: 4<sup>th</sup> Year Chinese (Topic: Sino-US Relations)

## **RESEARCH INTERESTS**

- Primary areas** Chinese as a second language acquisition, usage-based theories, construction grammar, language processing
- Secondary areas** English as a second language acquisition, second language instruction, second language teacher training

## **PUBLICATIONS**

- Sun, P., Yang, Q., & **Hou, X.** (2023). New Zealand primary school students' motivation and strategy use for learning Chinese-as-a-foreign-language. *The Journal of Educational Research*, 116(3), 171-185.

- Hou, X.** (2023). Syntactic blocking on L2 acquisition of Mandarin Ba-construction. *Applied Psycholinguistics*, 44(2), 157-178.
- Hou, X., Sun, P., & Zhang, T.** (2022). The role of phrasal frequency and association strength in L1 and L2 processing of Chinese disyllabic adverbial phrases (整体频率和搭配强度在母语和二语加工中的作用). *Chinese Teaching in the World* (《世界汉语教学》), 36(2), 236-250.
- Hou, X.** (2021). Learning two syntactic constructions simultaneously: A case of overshadowing. *Language and Cognition*, 13(3), 467-493.
- Hou, X.** (2018). Effectiveness of Chinese L2 incidental vocabulary learning through reading: A meta-analysis (汉语二语阅读中词汇附带习得研究的元分析). *Chinese Teaching in the World* (《世界汉语教学》), 32(4), 555-573.
- Jin, H, & **Hou, X.** (2016). Explicit and implicit learning, knowledge, and instruction in CFL studies (汉语作为第二语言实证研究纵观:显性与隐性学习、知识、教学). *Chinese Teaching in the World* (《世界汉语教学》), 30(3), 379-400.

### **CONFERENCE PRESENTATIONS**

- Hou, X.** (March 2023). Syntactic blocking on L2 acquisition of Mandarin Ba-construction. 2023 Chinese Language Teachers Association Annual Conference, Washington, DC, USA.
- Hou, X.** (April 2022). The role of typographic enhancement on incidental learning of words and collocations. 2022 Chinese Language Teachers Association Annual Conference (Online), University of Notre Dame, Notre Dame, IN, USA.
- Hou, X.** (August 2021). L1 and L2 different representations of competing syntactic constructions: A case of the Chinese Ba-construction and its SVO counterpart. The 6<sup>th</sup> International Conference on Chinese as a Second Language Research (Online), George Washington University, Washington, D.C., USA.
- Hou, X.** (May 2019). Frequency and contingency effects on online processing of Chinese disyllabic adverbial sequences. The 4th Contemporary Foreign Language Studies Second Language Processing Conference, Guizhou Normal University, Guiyang, China.
- Hou, X.** (November 2018). Preliminary results of frequency and contingency effects on online processing of Chinese disyllabic adverbial sequences. 2018 Faculty of Arts and Humanities Round Table Seminar: Cognitive Perspectives on Second Language Acquisition, University of Macau, Macau.
- Hou, X.** (May 2018). The role of frequency and contingency in Chinese processing. The 15<sup>th</sup> Ph.D. Forum on Linguistics and Applied Linguistics, Guangdong University of Foreign Studies, Guangdong, China.

**Hou, X., & Zhang, T.** (October 2017). Semantic transfer in English as second language acquisition. The 8th International Conference on English Language Teaching, Xi'an International Studies University, Xi'an, China.

Jin, H, Zhang, T., **Hou, X.**, & Chu, W. (May 2017). A comparative eye movement study on transferability of word processing in L2 reading. The 4<sup>th</sup> International Conference on Psycholinguistics in China, South China Normal University, Guangzhou, China.

**Hou, X.** (September 2017). Meta-analysis and Chinese as a second language acquisition. The 5<sup>th</sup> Young Scholars' Forum, Teaching Chinese in the World, Beijing Language and Culture University, Beijing, China.

**Hou, X.** (June 2017). Balancing form and function in task-based language teaching. The 14<sup>th</sup> International Conference on Chinese Language Pedagogy, University of Macau, Macau.

**Hou, X.** (April 2017). A meta-analysis of incidental vocabulary learning for Chinese L2 learners. The Joint Postgraduate Student Symposium on Language, Culture and Cognition, Hong Kong Polytechnic University, Hong Kong.

Jin, H., Zhang, T., & **Hou, X.** (April 2017). An eye-tracking study: Transferability of spacing effect during second language reading process, The Joint Postgraduate Student Symposium on Language, Culture and Cognition, Hong Kong Polytechnic University, Hong Kong.

**Hou, X.** (May 2016). Re-evaluating the role of PowerPoint in L2 classrooms. The 9<sup>th</sup> International Conference & Workshops on Technology and Chinese Language Teaching, University of Macau, Macau.

**Hou, X.** (December 2014). Teaching material design and implementation of individual sessions for Novice College Students. 2014 International Conference of Teaching Chinese as a Second Language, Ming Chuan University, Taipei, Taiwan.

Jin, H., Xu, M., & **Hou, X.** (November 2012). Effects of explicit and implicit corrective feedback on CFL manner complement development. 2012 ACTFL/CLTA Annual Convention, Philadelphia, PA, USA.

## **INVITED TALKS AND WORKSHOPS**

**Basics of Chinese Academic Writing (via Zoom),** 10/15, 22, & 29/2022  
Hopkins-Nanjing Center, Johns Hopkins University

**The Role of Syntactic Overshadowing in Chinese as a Second Language Learning (via Zoom),**  
08/13/2021

Young scholar series, co-sponsored by the International Chinese Language Education Journal (《国际中文教育(中英文)》期刊) and the WeChat Official Account of Linguistics Thought (“语言学心得”公众号)

**Statistical Information and Chinese as a Second Language Learning, 09/18/2019**

College of International Cultural Exchanges, Northwest Normal University, Lanzhou, Gansu, China

**Input and Instruction, 12/07/2017**

Faculty of Arts and Humanities, University of Macau, Macau

**Pathway to Success: How to Conduct Interactive Tasks, 06/30/2016**

Summer English Immersion Program, University of Macau, Macau

**Backward Curricular Design & Thematic Unit Design, 07/01/2014**

Hamilton ACC-STARTALK Chinese Program, Hamilton College

**PROFESSIONAL & COMMUNITY SERVICE**

1. **Member** of the Junior Editorial Board, International Journal of Chinese Language Teaching
2. **Reviewer** for *International Review of Applied Linguistics in Language Teaching and Teaching Chinese in the World* (世界汉语教学)
3. **Organizer** for the Chinese Language Teachers Association June Writing Group (June 2023)
4. **Translator** for Milton Area School District, PA (August 2022 - May 2023)
5. **Coach** of two students for the 2023 National Chinese Speech Contest.
6. **Seminar coordinator** for Annual International Round-Table Seminars on Cognition and Second Language Acquisition, University of Macau (2016 - 18)
7. **Lead program assistant** for the Summer English Immersion Program, University of Macau (2016 - 18)