



English  
Department

The University of  
Memphis  
Memphis, TN 38152

Office:  
901.678.2651  
Fax: 901.678.2226

[www.memphis.edu](http://www.memphis.edu)

March 11, 2024

CALICO 2024 Robert A. Fisher Outstanding Graduate Student Award

To the Awards Committee,

I'm very pleased to be able to write a letter to endorse Ming Cheng for an outstanding graduate student award. Ming is a current PhD student in our department; I serve as his dissertation committee chair. Ming has completed all his coursework and comprehensive exams and has passed his prospectus defense. He has finished his data collection for his dissertation and is currently working on analyzing his results. He intends to graduate in Fall 2024. Ming has been an outstanding student, instructor, and emerging researcher in our department, and I consider him to be an excellent candidate for this award. Ming came to us with a strong interest in CALL, and has frequently found ways to integrate a CALL focus into his research and teaching.

As a student, Ming was our top pick when he applied to our PhD program and has more than proved himself in his time in our department. He has excelled in all of his coursework—in my courses, I have found Ming to be focused, engaged, and insightful. He has also been generous and collegial in his interactions with his fellow students. For example, in my Empirical Methods course, Ming took the time to help other students who were struggling with mastering the statistics software we used for learning about quantitative analysis. Frequently, he has taken the initiative to form study groups and to set up WhatsApp groups in his courses to help students work together. He has consistently held himself to a very high standard in his work but has also helped other students reach that standard as well.

As an instructor, Ming has been active in both scholarship and service at the University of Memphis. He has worked both as a volunteer and as an instructor in our intensive English program, where he has led several initiatives to integrate technology in a principled way into teaching. He was also selected to work with the pilot of the Embedded Language Specialist program that was created to help international graduate students in key university programs with academic English. As part of his work in this program, Ming offers technology-rich hybrid and remote-synchronous English for Specific Purposes workshops to support graduate students in Computer Science, Data Science, and Information Systems, including topics such as 'GenAI Ethics in Academia' and 'Discussing Computer Code in Plain English'. Student and faculty participants in this program have reviewed Ming's work enthusiastically, noting that he is an effective teacher and that his work has promoted success among students in these courses. Ming was also invited to participate in an international collaborative program between the University of Memphis School of Hospitality and Tourism Management and the corresponding school of the Sanda University in China. He was asked to participate when it was discovered that the students participating in the exchange program did not have the expected level of English proficiency. Ming created an academic English course for them focused on travel and tourism, making use of multiple technologies to facilitate learning and prepare students for the academic exchange. His work was integral to the success of this program.

Ming has also been active in research, both in terms of presentations at academic conferences and in terms of preparing work for submission to journals. He has presented multiple times at local and international conferences, including presentations on screencast corrective feedback in L2 writing settings and on the use



of generative AI in writing instruction, and social implications of second language instructional and assessment decisions. He will present preliminary results of his dissertation study on screencast corrective feedback in L2 writing in the Language and Technology strand at AAAL this year. His research interests focus on second language writing development and the use of digital tools to promote second language writing success, particularly as a means of promoting social equity among second language learners. It has already been received with interest, and I anticipate that he will continue to disseminate research findings in both conferences and print.

I have no hesitation in recommending Ming Cheng for this award. Please do not hesitate to contact me for any further detail or clarification.

Sincerely,

A handwritten signature in black ink, appearing to read "Rebecca Adams". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Rebecca Adams  
Associate Professor, Applied Linguistics/ESL

# Ming Cheng

mcheng3@memphis.edu | +1(740)731-1279

99 S Front St Apt 605, Memphis, TN 38103

Ming Cheng is currently a PhD candidate from the English department at the University of Memphis. He is a language educator with experience teaching different languages, including English and Mandarin, across all age groups, from preschool to graduate school. He is passionate about leveraging the latest technology to enhance the learning experience for students, aiming to create engaging and interactive environments that foster intellectual curiosity and facilitate language acquisition. His current research investigates the use of technology when giving feedback to second language learners' writing.

## EDUCATION

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**The University of Memphis**, Memphis, TN, United States Expected Late 2024

- PhD in Applied Linguistics
- Dissertation: The Effectiveness Of Screencast Corrective Feedback On L2 English Academic Writing
- Cognitive Science Graduate Certificate
- GPA: 3.98/ 4.00

**Ohio University**, Athens, OH, United States May 2021

- Master of Arts in Applied Linguistics
- Teaching English As A Foreign Language (TEFL) Certificate
- GPA: 4.00/ 4.00

**Hong Kong Baptist University**, Hong Kong SAR, China Nov 2019

- Bachelor of Arts (Honors) in Teaching English as a Second Language
- GPA: 3.47/4.00 (First Class Honors)

**Swansea University**, Swansea, Wales, United Kingdom Sep 2017 – Jan 2018

- Exchange program in Applied Linguistics

## PROFESSIONAL EXPERIENCE

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*Graduate School, The University of Memphis* Memphis, TN

**Embedded Language Specialist** May 2023 – present

- Participated in a pilot program targeting international students enrolled in Computer Science, Data Science, and Information Systems master's programs as an Embedded Language Specialist.
- Worked closely with faculty to support student learning, profiling learner needs and capacities within these disciplines.
- Attended discipline-specific courses weekly to gain in-depth understanding and provide effective language consultation.
- Provided dedicated language consultation hours for a cohort of 30-40 students, offering one-on-one assistance on a rotational basis.
- Facilitated weekly language lab sessions, focusing on targeted language teaching tailored to course-specific needs.

*The University of Memphis - Sanda University*

Shanghai, China

**Visiting Instructor**

Nov 2023 – Jan 2024

- Led the first in-person session of the collaborative English Composition Program between the University of Memphis and Sanda University in China.
- Developed and delivered a customized 27-hour curriculum tailored for second-year hospitality management students, focusing on basic English writing skills and cultural insights into American university life.
- Adapted teaching methodologies to suit the unique educational and cultural backgrounds of Chinese students, successfully integrating technology and bilingual instruction to overcome language barriers.
- Fostered a highly interactive and engaging learning environment through innovative teaching practices, including group discussions, presentations, and practical assignments, significantly improving students' English proficiency and confidence.
- Coordinated with local faculty and staff, including a dedicated teaching assistant, to ensure the smooth operation of the program and to align educational content with students' needs and aspirations.

*Intensive English for Internationals, The University of Memphis*

Memphis, TN

**Instructor of Record**

Feb 2023 – Dec 2023

- Taught "Communication Skills for Internationals Beginning-Level Students", a course specifically designed to help students develop English listening and speaking skills, vocabulary, and grammar.
- Cultivated an interactive learning environment that encouraged student engagement, fostering the development of communicative skills necessary for interaction with native English speakers.
- Created and implemented lesson plans, activities, and assessments focused on vocabulary development and grammar mastery.
- Provided students with feedback and strategies to improve their English proficiency and conversational skills.
- Collaborated with a team of educators to continuously refine and enhance the curriculum based on student progress and feedback.

*English Department, The University of Memphis*

Memphis, TN

**Instructor of Record**

Aug 2021 – May 2023

- Entrusted with full instructional responsibility for two college-level composition courses (ENGL1010 & ENGL1020), encompassing course planning, student evaluation, and office hours.
- Creatively designed and developed comprehensive course curriculums, including detailed lesson plans and stimulating classroom activities, tailored to diverse student needs.
- Offered proactive assistance to students on scholarly writing projects, providing expertise on a variety of topics such as content development, grammar, vocabulary enhancement, coherence, and accurate reference citation.
- Employed an eclectic mix of pedagogical practices and methodologies, with a strong emphasis on task-based and project-based learning, to foster an engaging and dynamic learning environment.

- Regularly implemented formative and summative assessments to monitor student progress, providing feedback and guidance to ensure achievement of course objectives.
- Fostered strong relationships with students, colleagues, and administration through consistent collaboration and communication, contributing to a cohesive and effective learning community.

*Department of Linguistics, Ohio University*

Athens, OH

**Teaching Assistant** (LING 5920 Language Teaching Practicum)

Aug 2020 – May 2021

- Provided detailed and constructive feedback on lesson plans to international English teachers, facilitating their professional development.
- Orchestrated workshops focused on enhancing lesson planning, classroom observation skills, and development of teaching portfolios.
- Actively observed online classes, arranged insightful post-lesson discussions, and offered valuable feedback to foster continuous improvement.

*Department of Linguistics, Ohio University*

Athens, OH

**Teaching Assistant** (CHIN 1110-1120 Elementary Chinese I&II)

Aug 2019 – May 2020

- Led instruction and facilitated learning in elementary-level Chinese courses (CHIN 1110 & CHIN 1120), catering to a diverse student population.
- Developed innovative and engaging lesson plans that enhanced students' language proficiency and cultural understanding.
- Provided individualized feedback and guidance to students, facilitating improvements in their spoken and written Chinese.
- Organized and facilitated regular post-lesson discussions to address student queries and reinforce classroom learning.
- Assisted lead instructors in course planning, evaluation, and improvements based on observed class dynamics and student performance.

*Ohio Program of Intensive English (OPIE) Writing Lab, Ohio University*

Athens, OH

**Assistant Coordinator / Writing Tutor**

Jan 2020 – Oct 2020

- Managed logistics for the tutoring team, including creating and updating schedules, while diligently maintaining comprehensive records of tutoring sessions.
- Provided expert guidance to students on scholarly writing topics, including content structuring, grammar usage, vocabulary enhancement, coherence building, and correct reference citation.
- Supported students in their preparation for TOEFL iBT and IELTS examinations by assigning relevant writing tasks and providing constructive feedback.
- Ensured academic integrity by rigorously checking student papers and assignments for plagiarism and instances of academic dishonesty.
- Facilitated student skill-building sessions focused on effective note-taking strategies and various reading techniques to enhance comprehension and retention.

*ELIP Presentation & Pronunciation Lab, Ohio University*

Athens, OH

**Assistant Coordinator**

Jan 2020 – Aug 2020

- Provided specialized guidance to foreign teaching assistants and graduate students enrolled in oral communication courses, focusing on enhancing pronunciation, speaking, and presentation

skills.

- Developed tailored study plans for each student during the summer session, incorporating schedules, objectives, topics, materials, activities, and assessments to ensure comprehensive learning.
- Successfully prepared students for the SPEAK test, with all students under my guidance achieving a passing score.

*Department of Linguistics, Online Certificate Program, Ohio University*

Athens, OH

**Instructor / Writing Tutor**

Aug 2019 – May 2020

- Provided constructive online feedback on English assignments for over 100 Korean students at Cyber Hankuk University of Foreign Studies, enhancing their comprehension and mastery of the subject.
- Designed and implemented interactive feedback sessions using screen capture technology, creating a more engaging and effective learning environment.
- Collected and organized data from feedback sessions, preparing it for utilization in future research projects and strategic educational development.

Global Education & Technology Co.,Ltd.

Taiyuan & Zhuhai, China

**English Teacher**

Jun 2018 – Aug 2019

- Delivered over 700 hours of comprehensive English as a Foreign Language (EFL) lessons, strengthening students' grasp of the English language.
- Prepared students for standardized English tests, such as IELTS and TOEFL, through meticulous coaching in writing, reading, speaking, and listening sections.
- Leveraged a variety of pedagogical practices and methods, including task-based and project-based learning, to foster a stimulating and effective learning environment.
- Collaborated closely with fellow teachers to develop an expansive range of teaching materials, including lesson plans, PowerPoint slides, in-class exercises, and exams to ensure a well-rounded course.

New Oriental Education & Technology Group

Zhuhai, China

**English Teacher / Assistant to the Branch Director**

Jun 2017 – Dec 2018

- Conducted over 500 hours of English lessons, focusing on IELTS, TOEFL, and Middle School English, enhancing students' language proficiency and test-taking skills.
- Organized a variety of extracurricular events and parties centered around various cultural celebrations and festivals, fostering a strong community bond among students and their families.
- Mentored novice teachers, providing them with practical training on essential teaching skills such as lesson planning, material delivery, classroom management, and conflict resolution.

## CONFERENCE PRESENTATIONS

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**Cheng, M.** (2024, March). *The Effectiveness of Screencast Corrective Feedback on L2 English Academic Writing* [Roundtable presentation]. 2024 AAAL Conference, Houston, TX, USA.

**Cheng, M.** & Pitner, H. (2023, April). *Enhancing Language Learning through ChatGPT: A Practical Guide for Educators* [Conference presentation]. TWLTA West Tennessee Mini Conference, Memphis, TN, United States.

Alsulami, M. & **Cheng, M.** (2023, March). *Exploring Identity Negotiation of Bilinguals Who are Labeled and Re-sent to ESL in American Schools*. [Poster presentation]. 2023 AAAL Conference, Portland, OR, USA.

Alsulami, M. & **Cheng, M.** (2023, March). *Exploring Identity Negotiation of Bilinguals Who are Labeled and Re-sent to ESL in American Schools*. [Paper presentation]. 2023 TESOL International Conference, Portland, OR, USA.

**Cheng, M.** (2021, March). *Address Terms in English-Medium Higher Education Instruction in the United States*. Accepted as a paper presentation at the 2021 West Virginia TESOL Conference, Fairmont, WV, USA.

## PROFESSIONAL MEMBERSHIP & ASSOCIATIONS

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Computer-Assisted Language Instruction Consortium (CALICO)	2024 – Present
American Association for Applied Linguistics (AAAL)	2019 – Present
TESOL International	2019 – Present
West Virginia TESOL	2019 – Present
Ohio TESOL	2020 – Present

## CERTIFICATIONS

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Cognitive Science Graduate Certificate	2024
Computer Assisted Language Learning (CALL) Certificate, Ohio University, Athens, OH	2021
Teaching English as Foreign Language (TEFL) Certificate, Ohio University, Athens, OH	2020
Certification for Test for English Majors Band 8 (Mainland, China)	2019

## AWARDS & HONORS

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Full-tuition Scholarship with Stipend, The University of Memphis (\$35,957)	2021-2024
Full-tuition Scholarship with Stipend, Ohio University (\$29,180)	2020
Graduate Recruitment Scholarship, Ohio University (\$16,180)	2019
Second Class Excellent Academic Performance Award, Hong Kong Baptist University (¥5,000)	2019
President's Honor Roll, Hong Kong Baptist University	2017 – 2019
Second Class Excellent Academic Performance Award, Hong Kong Baptist University (¥2,000)	2018
IELTS Scholarship, Academy of Continuing Education, Hong Kong Baptist University (¥500)	2017
Dean's List, Hong Kong Baptist University	2015 – 2017

## LANGUAGES & SKILLS

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Native speaker of Mandarin, fluent in English and Cantonese, basic knowledge of German and Japanese

Praat, AntConc, SPSS, Blackboard, Microsoft & LibreOffice Suites



## I. To the candidates

Once you have completed this award application, please forward it and a current CV to your mentor professor for finalization and emailing to CALICO. Fill out the personal information and respond to the five questions with a maximum of 200 words for EACH question.

Name	Ming Cheng
University & name of degree program	The University of Memphis PhD in Applied Linguistics
(Tentative) title of dissertation	The Effectiveness of Screencast Corrective Feedback on L2 English Academic Writing
Organization memberships (include dates)	CALICO member since 2024

1. Provide a description of your primary research in CALL with a short justification regarding its future significance to teaching and learning.

My dissertation research evaluates the effectiveness of screencast corrective feedback (SCF), versus traditional written corrective feedback (WCF), in adult ESL classrooms. SCF utilizes screen capturing technology to provide detailed audiovisual feedback, which aims to improve students' understanding of their writing errors. This approach may not only clarify errors through both auditory and visual cues but also personalize the feedback process, potentially enhancing learner engagement and the instructor-learner rapport. By demonstrating SCF's advantages, including improved clarity, engagement, and efficiency, this study advocates for a shift towards more interactive and technologically integrated feedback methods in ESL education.

This transition could lead to more effective learning experiences, better accommodation of diverse learning styles, and a reduction in the feedback burden on educators, which is particularly relevant in online and distance language education settings. Furthermore, this research contributes to the discourse on learner engagement and educator-learner relationships in virtual environments. Through innovative feedback mechanisms, educators can promote a more supportive and interactive learning environment online, strengthening rapport with their students. Ultimately, this research suggests new pathways for implementing technology to enrich language education and foster a more inclusive and efficient learning environment, especially in contexts where traditional face-to-face interactions are limited.

2. Describe your CALL research undertaken: projects (e.g. CALL development, pedagogical modules, innovations...) completed and/or currently in progress perhaps as preparation for your dissertation or with another researcher.

As part of a pilot program in my university's Computer Science department, I have been actively involved in developing online language workshops for international

students on topics related to technology and academic language (e.g., ‘discussing code in plain English’). Part of my role in this program involves collaborating with faculty to integrate technology into instruction. The purpose of the program is to improve discipline-specific academic language ability and academic success among international graduate students. Among other learning technology, we use Zoom, Padlet, and Kahoot! in these workshops.

In addition, my collaboration with Dr. Hannah Pitner has centered on the innovative use of AI-based chatbots, particularly Chat GPT, in foreign language classrooms. This project highlights the significant potential of chatbots to bolster language learning, offering enhancements in speaking, listening, vocabulary, and grammar skills. We focused on practical strategies for integrating chatbots into language instruction, emphasizing their role in a blended learning environment. Our findings suggest that chatbots can serve as an effective tool for language practice, providing tailored drills and quizzes that cater to individual learning needs. This work aimed to equip educators with the knowledge and tools to effectively incorporate chatbots to improve the language learning experience, showcasing the tangible benefits of AI in classrooms.

### 3. Describe your experience in language teaching using CALL.

One key element of my teaching approach using CALL is the adoption of screencast feedback. This technique has been instrumental in deepening students’ comprehension and fostering greater involvement in the language learning process.

Additionally, I make it a tradition of the class to introduce a new technological tool for language learning at the start of each class as a warm-up activity. This routine not only offers students digital resources, but also encourages them to explore and adopt various aids in their own learning journey. Interactive platforms like Kahoot and Quizlet, known for their gamified learning experiences, have been particularly effective in boosting student engagement.

While teaching as a visiting ESL instructor at Sanda University in China, I incorporated TikTok as part of an assignment. The task involved creating TikTok videos to respond to questions posted online, with the incentive of earning extra bonus points. This approach utilized the popularity of TikTok among students to promote creativity and participation in their learning process. I believe that social media platforms, often seen as cool and trendy, can change learners’ perceptions towards the coolness of language learning and enhance their engagement and sense of ownership in the learning process.

### 4. Describe up to three subjects on which you have written articles for peer reviewed journals (sole or contributing author).

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In addition to SCF project that I am currently working on, these are the subjects I am writing articles for peer reviewed journals now:

- Enhancing Language Learning through ChatGPT: A Practical Guide for Educators:

This project, co-authored with H. Pitner and presented at the TWLTA West Tennessee Mini Conference in 2023, dived into the innovative integration of ChatGPT in language teaching and learning. We provide educators with a comprehensive guide on practical strategies for incorporating ChatGPT into curriculum design, lesson planning, and interactive learning activities, highlighting its potential to facilitate personalized learning and enhance student engagement.

- Exploring Identity Negotiation of Bilinguals Who are Labeled and Re-sent to ESL in American Schools:

Collaborating with M. Alsulami, this work was showcased at both the 2023 AAAL Conference and the 2023 TESOL International Conference. Our research investigates the complex identity negotiation processes experienced by bilingual students who, despite their capabilities, are labeled based on proficiency assessments and placed in ESL programs in the U.S. education system. Through qualitative analysis, the study shows the impacts of such labeling on students' self-conception and academic trajectory, advocating for more nuanced approaches to language proficiency assessment and placement.

5. Describe your involvement with CALICO and your anticipated participation in its future.

I have yet to participate actively in CALICO events. However, I am excited about becoming more involved in the community in the future. My interest in technology-enhanced language learning aligns closely with CALICO's mission, and I would love to engage with the members of this community.

In the upcoming 2024 conference in Pittsburgh, I plan to attend the face-to-face conference workshops, especially those centered around AI-based comprehensive educator toolkits and innovative approaches to teaching and learning with games.

For future conferences, such as the one in 2025 and 2026, I am aiming to take a more active role by presenting my research and possibly even leading workshops. Sharing my experiences and insights with the CALICO community is something I'm looking forward to as I grow in this field.

## **II. To the mentor professor**

A. Please answer the following questions regarding the graduate student candidate.

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|---|-----|----|
| 1. Is the candidate in good academic standing?                    | YES | NO |
| 2. Has the candidate begun dissertation research/data collection? | YES | NO |
| 3. Is the candidate's dissertation primarily focused on CALL?     | YES | NO |

B. Please provide a letter of recommendation focusing on the elements in section I of the application and speak to why this graduate student is deserving of the CALICO Outstanding Graduate Student Award.

**Please email this application cover sheet along with the candidate's responses, his/her CV, and your responses and letter to Esther Horn at [ec06@TXSTATE.EDU](mailto:ec06@TXSTATE.EDU). Thank you very much for your participation in this process.**