

Yaqi Shen

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EDUCATION

The Pennsylvania State University, University Park, PA

Ph.D., Curriculum and Instruction, May 2022

Ph.D. Minor, Educational Psychology

Dissertation: *"How do different types of morphological awareness in Chinese and English contribute to English reading for Chinese adolescents studying English as an additional language?"*

Committee: Amy Crosson (Chair), Jonna Kulikowich, Matthew Poehner, Pui-Wa Lei

Florida State University, Tallahassee, FL

M.S., Curriculum and Instruction, May 2018

Sichuan International Studies University, Chongqing, China

B.A., Business English, July 2015

ACADEMIC APPOINTMENTS

Visiting Assistant Professor (August 2022 – Current)

Department of Literacy Teaching and Learning, School of Education
University at Albany, State University of New York

Instructor (August 2019 – May 2022)

Department of Curriculum and Instruction, College of Education
The Pennsylvania State University, University Park

Research Assistant (August 2018 – May 2022)

Department of Curriculum and Instruction, College of Education
The Pennsylvania State University, University Park

AWARDS

Research in Literacy Education Award, United Kingdom Literacy Association (2022)

Outstanding Alumni, Sichuan International Studies University (2021)

Travel Grant, College of Education, Pennsylvania State University (2020, 2021, 2022)

Outstanding Undergraduate Student Award, Sichuan International Studies University, Chongqing, China (2015)

National Scholarship for Undergraduate Students, Ministry of Education of China (2014)

National Encouragement Scholarship for Undergraduate Students, Ministry of Education of China (2013)

National Scholarship for Undergraduate Students, Ministry of Education of China (2012)

GRANT APPLICATION EXPERIENCES

Principal Investigator (Under Review). Advancing Literacy Education for Multilingual Children: A Professional Development Program for Pre-Service Teachers to Enhance Metalinguistic Instruction

Young Scholar Program, Foundation for Child Development. \$225,000

Faculty Mentor: Dr. Amy Crosson

Principal Investigator (Not Funded; 2023). How Could We Apply Bilingual Morphological Instruction to Support Literacy Development for Emergent Bilinguals?

Spencer Foundation Small Grant. \$49,993

PUBLICATIONS AND PRESENTATIONS

PEER-REVIEWED JOURNAL ARTICLES

Shen, Y. (2023). Issues of measuring morphological awareness longitudinally. *Reading Psychology*, 44(2), 175-193. <https://doi.org/10.1080/02702711.2022.2141398>

Shen, Y., & Crosson, A. C. (2023). Chinese adolescents learning to read in English: How do different types of morphological awareness contribute to vocabulary knowledge and comprehension? *Reading and Writing*, 36(1), 51-76. <https://doi.org/10.1007/s11145-022-10292-4>

Shen, Y., Lei, P. W., & Crosson, A. C. (2023). Measuring derivational awareness for Chinese-speaking adolescents. *Research Methods in Applied Linguistics*, 2(1), 100039. <https://doi.org/10.1016/j.rmal.2022.100039>

Crosson, A. C., McKeown, M. G., Lei, P., Zhao, H., Li, X., Patrick, K., Brown, K., & **Shen, Y.** (2021). Morphological analysis skill and academic vocabulary knowledge are malleable through intervention and may contribute to reading comprehension for multilingual adolescents. *Journal of Research in Reading*, 44(1), 154-174. <https://doi.org/10.1111/1467-9817.12323>

Shen, Y. (2017). Extensive reading has a positive effect on second language learners' reading ability. *校园英语*, (45), 229-245.

Shen, Y. (Under Review). How is morphological awareness connected to reading comprehension for bilinguals from different first language backgrounds.

Shen, Y. (Under Review). What insights have we gained from studying morphological errors in bilingual children?

Shen, Y. (Under Review). Understanding the metalinguistic awareness knowledge of pre- and in-service English teachers in China: what do we know?

ARTICLES IN PROGRESS

“Exploring the relationship between various aspects of morphological awareness and reading comprehension in Chinese adolescents: A growth curve modeling perspective.”

“What is the underlying mechanism between syntactic information encoded by derivational morphology and English vocabulary and reading comprehension?”

“Dimensionality of morphological awareness for adult Chinese EFL students”

CONFERENCE PRESENTATIONS

Refereed

Shen, Y. (2024, March). *Deciphering English literacy in Chinese-English adolescents*. Paper will be presented at the 2024 American Association for Applied Linguistics Annual Conference, Houston, TX.

Crosson, A. C., Silverman, R., **Shen, Y.**, & Xie, S. (2023, April). *“In the Moment”: Teachers’ Communications with Multilingual Families during Covid-19 Remote Instruction*. Paper presented at the 2023 American Educational Research Association Annual Meeting, Chicago, IL.

Shen, Y., Lei, P., & Crosson, A. C. (2023, March). *Measuring derivational awareness for Chinese-speaking adolescents*. Paper presented at the 2023 American Association for Applied Linguistics Annual Conference, Portland, OR.

Shen, Y. (2022, November). *Supporting literacy development for Chinese-English bilinguals*. Paper presented at the 72nd Annual Literacy Research Association Conference, Phoenix, AZ.

Crosson, A. C., McKeown, M. G., Lei, P., Zhao, H., Li, X., Patrick, K., Brown, K., & **Shen, Y.** (2022, July). *Morphological analysis skill and academic vocabulary knowledge are malleable through intervention and may contribute to reading comprehension for multilingual adolescents*. Paper presented at the 57th United Kingdom Literacy Research Association International Conference, Birmingham, UK.

Shen, Y. (2022, March). *The possible approaches to improve English reading and vocabulary knowledge for Chinese-English bilinguals: Implication from a longitudinal study*. Paper accepted at the 56th RELC International Conference – Equitable and Inclusive Language Education: New Paradigm, Pathways, and Possibilities (Virtual Format).

Shen, Y. (2021, November). *Chinese EFLs’ learning to read in English*. Paper accepted at the Penn TESOL East Fall 2021 Virtual Conference.

Shen, Y. (2021, April). *The effect of different types of morphology on comprehension for Chinese-English bilingual comprehension*. Paper presented at the 7th Annual Language, Linguistics, and Life Virtual Conference: Teaching, Learning, and Assessment in Foreign/Second Language Education.

Shen, Y. (2021, April). *Chinese adolescents’ learning to read in English: New potential for cross-linguistic transfer*. Paper presented as part of the Vocabulary SIG symposium, at the 2021 American Educational Research Association Annual Meeting (Virtual Format).

- Shen, Y.** (2021, March). *Development of a derivational awareness measure for Chinese adolescents*. Individual paper presented at the 2021 American Association for Applied Linguistics Annual Conference (Virtual Format).
- Shen, Y. & Crosson, A.C.** (2020, July). *How do derivational and compounding awareness in Chinese and English contribute to bilinguals' comprehension?* Interactive at the Annual Meeting of the Scientific Studies of Reading, Newport Beach, CA. (Conference canceled)
- Shen, Y.** (2020, March). *The within-linguistic and cross-linguistic effect of morphological awareness on the reading comprehension for Chinese middle school EFL*. Paper accepted at the 2020 Hawaii International Conference on English Language and Literature Studies. (Conference Canceled)
- Shen, Y.** (2019, January). *Extensive reading has a positive effect on secondary school Chinese EFL learner's vocabulary growth and reading rates*. Paper accepted at CALA 2019, Revitalization and Representation, in Siem Reap, Cambodia.

Invited (non-refereed)

- Shen, Y.** (2023, October). *Teaching readers in the era of the Science of Reading*. Panelist at UAlbany Science of Reading Forum. University at Albany, State University of New York, Albany, NY.
- Crosson, A. C., Silverman, R., Xie, S., **Shen, Y.**, & Yen, Y. (2022, October). *In the moment: Teachers' adaptations to literacy instruction for bilingual children during COVID-19*. Paper presented at the College of Education Research Conference at Pennsylvania State University, State College, PA.
- Shen, Y.** (2022, February). *A quasi-experimental design morphological intervention for Chinese adolescents*. Poster presented at the 2022 Young Scholar Speaker Series poster section at Pennsylvania State University Center for Language Science.
- Shen, Y.** (2022, January). *How do different types of morphological awareness in Chinese and English contribute to English reading for Chinese adolescents studying English as an additional language?* Distinguished Language Science Colloquium at Pennsylvania State University Center for Language Science.
- Shen, Y.** (2021, March). *How do different types of morphological awareness in Chinese and English contribute to English reading for Chinese adolescents?* Poster presented at the 37th Graduate Exhibition at Pennsylvania State University.
- Shen, Y.** (2021, February). *How do different types of morphological awareness in Chinese and English contribute to English reading for Chinese adolescents?* Poster presented at the 2021 Young Scholar Speaker Series poster section at Pennsylvania State University Center for Language Science.

RESEARCH EXPERIENCES

Research Assistant, Pennsylvania State University (2021-2022)

In the Moment: Teachers' Adaptations to Literacy Instruction for Bilingual Children during COVID-19, \$50,000 (PIs: Amy Crosson & Rebecca Silverman)

- Presented research findings at professional conferences to promote dissemination of project outcomes.
- Conducted thematic coding of teacher descriptions of their literacy practices, contributing to qualitative data analysis and interpretation of findings.
- Conducted comprehensive literature reviews to support project.
- Developed and maintained project databases and spreadsheets to facilitate efficient project management.

Research Assistant, Pennsylvania State University (2019-2020)

For Argument's Sake: Applying Questioning the Author Techniques to Support Comprehension and Composition of Written Arguments, \$1,495,246. (PI: Amy Crosson)

- Conducted thematic coding of classroom audio-recording transcriptions, contributing to qualitative data analysis and interpretation of findings.
- Conducted quantitative data analysis, using statistical software packages to analyze research data and generate data visualizations.

Research Assistant, Pennsylvania State University (2018-2019)

Returning to Our Roots: Development of a Morphology Intervention to Bolster Academic Vocabulary Knowledge for Adolescent English Learners, \$1,457,049 (PI: Amy Crosson)

- Conducted thematic coding of interview transcriptions, contributing to qualitative data analysis and interpretation of findings.
- Analyzed quantitative research data using statistical software packages and contributed to the reporting and interpretation of findings.
- Presented research findings at professional conferences and peer-reviewed journals to disseminate project outcomes.
- Assisted with website design and management to promote the project and communicate project outcomes to relevant stakeholders.

TEACHING AND PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Extramural Grant Proposal Writing Preparation (Faculty Development), The University at Albany & Binghamton University (September 2022-May 2023)

- Enrolled in 8-month Extramural Grant Proposal Writing Preparation course designed for PI-eligible faculty members and researchers.
- Learned about federal agencies (e.g., NSF, NIH) and how to find the right opportunity.
- Gained knowledge of the strategies and practices for successful, high-impact proposal writing to significantly raise the probability of success in securing extramural grants.
- Participated in mock review panels.
- Submitted a proposal to an extramural agency.

HIGHER EDUCATION TEACHING EXPERIENCES

Visiting Assistant Professor, University at Albany, SUNY (2022 - Present), Albany, NY

- Designed and delivered rigorous graduate-level courses in person and online format on *Early Literacy Development (ELTL 655)*, *Instruction to Prevent Literacy Difficulties (ELTL 601 Practicum)*,

Literacy for English Language Learners (ELTL 657), and *Practicum in College Teaching (ELTL 892)*, fostering critical thinking and pedagogical skill development in students.

- Supervised and mentored pre-service and in-service teachers during their practicum in the Albany City School District, promoting effective instructional practices and professional growth.
- Mentored multiple doctoral students in college teaching practicum, offering constructive feedback and direction to cultivate their teaching abilities and enhance student learning outcomes.
- Worked on revisions for the Literacy Master's program and major practicum courses.

Instructor, Pennsylvania State University (2019 - 2022). University Park, PA

- Taught *CI 280 Introduction for teaching English Language Learners (ELLs)* for six semesters.
- Taught undergraduate students both online and in person (enrollment of approximately 25 students per class).
- Designed syllabus, planned teaching materials and content, and graded assignments.
- Provided individualized feedback and support to students regarding issues related to ELL instruction and education policy.
- Used quizzes, in-class presentations, group projects and essays to measure students' learning.

Volunteer ELL Tutor, Intensive English program (2016-2017). Florida State University, Tallahassee, FL

- Helped ELLs with academic writing and reading comprehension.

K-12 TEACHING EXPERIENCES

Volunteer Chinese Teacher, Maclay School (2017-2018). Tallahassee, FL

- Taught high school class Chinese course for 10th-12th grade students.
- Designed the Chinese teaching syllabus, planned teaching materials and content for beginner level Chinese language learners.

Elementary School English Teacher, Fengmingshan Elementary School (2015-2016). Chongqing, China

- Taught English for students in 4th grade for two classes (enrollment of approximately 50 students per class)
- Taught English speaking, reading, writing and listening by using curriculum related materials.
- Planned teaching materials and content, and graded assignments.

TOEFL teacher, Owen English School (2015-2016). Chongqing, China

- Taught TOEFL reading and writing courses for high schoolers
- Designed TOEFL reading and writing courses syllabus and class materials.

English Teacher, New Oriental English School (2012-2015). Chongqing, China

- Taught phonics for children from kindergarten-3rd grade.
- Taught reading comprehension courses focused on reading strategies for students from 6th-9th grade.

CERTIFICATE

TESOL Certificate, Florida State University (2018)

SERVICE AND AFFILIATION

ACADEMIC SERVICE

Conference proposal reviewer

Literacy Research Association
TESOL International Convention
TESOL China Regional Conference

Reviewer

Language Testing
Journal of Cognitive Education and Psychology
Reading Research Quarterly
Journal of Genetic Psychology

DEPARTMENT SERVICE

Committee, Association for Advancing Quality in Educator Preparation (AAQEP), University at Albany, State University of New York, Albany, NY.

Committee, Special Education & Literacy Education Master's Program admission (Interview Section), University at Albany, State University of New York, Albany, NY.

Planning Committee, UAlbany Science of Reading Forum. University at Albany, State University of New York, Albany, NY.

Worked on revisions for the Literacy Master's program and major practicum courses. University at Albany, State University of New York, Albany, NY.

PROFESSIONAL AFFILIATION

American Association of Applied Linguistics
American Educational Research Association
Literacy Research Association
Society for the Scientific Studies of Reading

LANGUAGE AND SKILLS

LANGUAGES

Chinese: Native.
English: Advanced.
Spanish: Intermediate.

French: Beginner.
Korean: Beginner.

SKILLS

Quantitative: R, SPSS, Stata
Qualitative: NVivo, Dedoose

REFERENCES

Dr. Amy Crosson

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Pennsylvania State University
259 Chambers Building
University Park, PA 16802
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Dr. Kelly Wissman

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