

Curriculum Vitae

Geoffrey Stephen Hoffmann

EDUCATION

- 2014-2022 Indiana University- Ph.D. Literacy, Culture and Language Education
Minor, Instructional Systems Technology
- 2004-2006 Indiana University- M.S.E.D. Instructional Systems Technology
- 1997-2002 Taylor University – B.S. English Education, Minor: History
(including study abroad programs in Hong Kong, London, and mainland China).

HONORS AND AWARDS

- *Ruth G. Strickland Memorial Fellowship Recipient, Literacy, Culture and Language Education Department, Indiana University 2017-18
- *Graduate Student Exchange Program Scholarship Recipient (for language study in China), OVPIA (Office of the Vice President for International Affairs at Indiana University), 2009-10.
- *Featured Speaker, Nankai University Chinese Department Opening Ceremony, Spring 2010
- *Recipient, China Studies Program Scholarship Award (Council for Christian Colleges and Universities), Spring 2002

EMPLOYMENT/WORK EXPERIENCE

2012-present

Assistant Professor of Mandarin Chinese and ESL (English as a Second Language), Taylor University, Upland, Indiana.

Currently teaching beginning and intermediate level Mandarin Chinese as well as two intermediate ESL (English as a Second Language) courses at Taylor University. In the development of the Chinese program here at Taylor, I have designed and implemented curriculum focused on communicative competence with meaningful contexts and ACTFL (American Council on the Teaching of Foreign Language) standards for language learning. Assessments used in my curriculum correspond to the three modes of communication of the ACTFL IPA (Integrated Performance Assessment). Since my time teaching at Taylor University, several of my students have traveled to China for work, service and study during school and after graduation. One of my students received the Benjamin A. Gilman International Scholarship award from the U.S. government to study Mandarin in mainland China, one tested into advanced levels of Chinese at a large public University after two years of study in Taylor University's Chinese language program, one was awarded a Fulbright English Teaching Assistantship (ETA) in Taiwan, and one was awarded a Boren fellowship to study Mandarin at National Taiwan University.

In summer 2014 and '15, I served as the faculty supervisor for our summer intensive Mandarin program in Harbin, China. I helped to offer language support, lead trips, and coordinate with the director of international student exchange.

I have designed a developed courses for an ESL (English as a Second Language) Academic Listening and Speaking as well as Advanced Academic Vocabulary course, and taught groups of visiting exchange students from South Korea and Ecuador. My teaching has led to several students from these exchange programs enrolling in Taylor University, and strong connections between our partner institutions. In addition to my classroom duties, I serve as the test administrator for the Oxford online placement exams (used in relation to CEFR standard (The Common European Framework of Reference for Languages) to determine if a student could benefit from ESL classes or accommodations from the Academic Enrichment Center).

2010-2011

Mandarin Chinese Teacher, Barrington 220 CUSD, Barrington, Illinois.

Taught middle school (sixth through eighth grade) Chinese Mandarin at two local public schools. Duties included designing standards-based lessons (ACTFL and Illinois state standards), creating meaningful assessments, and implementing activities that promoted authentic communication. I also helped lead field trips, invited guest speakers, and incorporated various cultural activities (such as paper-cutting, paper folding and calligraphy). Several of my students were placed in honors level Chinese for ninth grade, and two students earned medals at the 2011 MCTA Speech contest in Chicago.

Spring 2010

ESL Instructor, The Chinese Athletes Educational Foundation, Tianjin, China

Taught conversational English (part-time) to professional athletes (volleyball team) in Tianjin, China. I taught unfamiliar concepts and grammatical structures (using Mandarin when necessary) to low English level learners. Students gained skills to pass the Trinity oral English exam and prepare for the IELTS (International English Language Testing System) exam, as well as interest in furthering their studies abroad after their athletic careers.

2008-2009

Teaching Technology Lab (TTL) Equipment Room Administrator/Manager, School of Education at Indiana University

Managed the operations of the TTL Equipment Room at Indiana University. I was responsible for drafting and implementing room policies, scheduling other workers, responding to inquiries from students and staff, managing equipment inventory, and assisting with the borrowing and returning of items. I also met regularly with the faculty supervisor and other workers to discuss issues related to the Equipment Room. The equipment room remained busy throughout the year, serving the technology needs of students and faculty on campus.

2006-2008

Technology Teacher/Administrator, Qingdao MTI International School, Qingdao, China

Taught/facilitated middle school and elementary technology classes and assumed various administrative duties in the technology department (including managing equipment, administering grade reports). Incorporated group activities to encourage collaboration, and projects to stimulate critical thinking. Students gained skills to meet the NETS (National Education Technology Standards), such as: research, production, and communication).

2002-2004

ESL Instructor, Nankai University and Tianjin Normal University, Tianjin, China

Responsible for teaching ESL (English as a Second Language) required classes and one elective class. Job also included managing grades, writing assessments, and planning extracurricular activities for students. I also created and implemented own original curriculum (power point-based) for American culture elective class of 80+ students. Students gained confidence in speaking in class, skills to pass the national exam, and interest to pursue further education in both China and abroad. One of my students later came to the United States and has recently completed his Ph.D. degree.

MEMBERSHIPS/INVOLVEMENTS

ACTFL (American Council on the Teaching of Foreign Languages)

CLTA (Chinese Language Teachers Association)

TESOL (Teaching English as a Second Language)

INTESOL (Indiana Teachers of English as a Second Language)

CELEA (Christian English Language Educators Association)

PUBLICATIONS/PRESENTATIONS/SCHOLARLY WORK

Reviewer, 2023. *Foreign Language Annals*. "Learning from the Learner: Out-of-Class Intercultural Engagement by Students of Chinese, Japanese, and Korean"

Reviewer, 2022. Journeys: An Introduction to Chinese Language and Culture. Vista Higher Learning textbook.

Author, 2019. Bamanger, E., Chen Y., Hoffman, G., Hwang, B., & Munyaneza, S. (2019). Conversation analysis. In Samuelson, B. L., Frye, J. M. Hare, S. & Covington, M. (Eds.). *Short guides in education research methodologies* (pp. 13-27). IU Pressbooks. Retrieved from <https://iu.pressbooks.pub/lcle700resguides/chapter/conv-analysis/>

Presenter, 2018. "A Case Study of Four First and Second Level Mandarin Chinese Immersion Program Students: Examining Investment in Learning Language Towards Global Competence" International Conference on Literacy, Culture and Language Education

Presenter 2022. "Intercultural Communicative Competence (ICC) Development: Perceptions of College Students from a 400-Level Elective Chinese Course" International Conference on Literacy, Culture and Language Education

Presenter, 2017. "Are Mooncakes Related to the Mid-Autumn Festival: Teaching Relationship in the Context of Major Chinese Festivals/Holidays" IU Foreign/Second Language Share Fair, Indiana University

Author, submission in progress. "Intercultural Communicative Competence (ICC) Development: Perceptions of College Students from a 400-Level Elective Chinese Course" (in progress, *Foreign Language Annals*).

Presenter, submission in progress. "Fostering Intercultural Communicative Competence Development (ICC) through reflective e-journals in a college-level ESL Academic Vocabulary class" (in progress, Christian English Language Educators Association).