

# Hanh (Mary) Dinh

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## RESEARCH INTERESTS

Teacher Education

Linguistically and Culturally Responsive Teaching

Curriculum Development & Instruction

STEM and English Language Learners

## EDUCATION

2023 Ph.D., Curriculum and Instruction Program, Educational Theory and Practice Department,  
University at Albany, State University of New York

*Dissertation: Synergic concepts and lexical idiosyncrasies as means of  
reconceptualization to develop lexical competence: a study of sequential bilingual students  
in different socio-cultural contexts*

Defended in Sorbonne University (Paris)

Committee members:

Professor Istvan Kecskes (Advisor, Distinguished Professor of the State University of New  
York [SUNY] at Albany, USA)

Professor Jeanette Altarriba (Dean of College of Arts and Sciences, SUNY at Albany, USA)

Professor Reza Feyzi-Benagh (SUNY at Albany, USA)

Professor Elise Mignot (Head of Linguistic Department, Sorbonne Université, Paris, France)

2016 M.A., TESOL, English & Philosophy Department, Murray State University  
GPA: 4/4

2014 B.A., TESOL, English Department, *honors*, Ho Chi Minh Pedagogical University  
(Vietnam)  
Teacher Knowledge Test (TKT Certification by Cambridge University, UK)

## TEACHING EXPERIENCE

- 2023- present Faculty, English Pathways Education Program  
Vermont State University, Multilingual Students Services – (face-to-face formats)
- Taught Courses:
- *Developmental Academic English – Intermediate Levels*
  - *Developmental Academic English – Advanced Level*
  - *Linguistics & Education*
- 2018- present Adjunct Visiting Professor,  
Educational Theory and Practice Department, School of Education, University of  
Albany, State University of New York – (synchronous and face-to-face formats)
- Taught Courses:
- *Language Acquisition Theories for World Languages and ESL Teachers*
  - *Early Vocabulary Acquisition for Multilingual Learners*
  - *Linguistics & Education*
  - *Second Language Acquisition*
  - *Translanguaging in the multilingual classroom*
  - *Bilingualism and Biliteracy Perspectives*
  - *Clinical Practicum in English Language Teaching for K-12 New York  
Certificated and Non-certificated Teachers of English (Undergrad Linguistics  
and Communication and TESOL Graduate Program)*
  - *Culturally Relevant Language Teaching*
- Fall 2020- present Instructor, Center for Undergraduate Research and Creative Engagement, University of  
Albany, State University of New York (synchronous and asynchronous formats)  
*UUNI 100: The Freshman Year Experience; Critical Thinking & Writing Inquiry  
and Research Writing for College Students*
- Summer 2019 International Students and Scholars Services Office: Online Training Course for  
Intercultural Communication for University Police Department
- Spring 2017- English Instructor, LISMA Language Center (New York City)  
Fall 2017 *Academic English Language for International Students*
- Spring 2016- English Instructor, Calloway Adult Education Center (Murray, Kentucky)  
Fall 2016 *English for immigrants and adult learners*
- Spring 2015- Instructor, English Department, Murray State University  
Fall 2016 *English Language Teaching Methodologies Computer-  
assisted Language Learning*  
*Language and Culture Pragmatics*

## PROFESSIONAL EXPERIENCE

2023-present                      Multilingual Students Assessments and Services, Student Success Center, Vermont State University  
*directing and delivering the developmental and ELL writing programs and academic English courses to the varied requirements of ESL/ELL/ENL students and multilingual language users; designing curriculum for Departments who need English for specific purposes (e.g., English for Music, English for Nursing, English for Business)*

Fall 2017-2018, Summer 2019, Summer 2020                      Program Coordinator and Director, Educational Theory and Practice Department English Community Program, SUNY at Albany  
*overseeing the academic aspects of the program, ensuring the highest quality of teaching and learning experiences for our students, collaborating with a team of instructors and administrators to develop and implement effective curricula, monitoring student progress, and maintaining a positive and productive learning environment*

Graduate Assistant, SUNY at Albany- International Student and Scholar Services  
*coordinating with the international students' advisers to process and document immigration and admission documents and organizing academic workshops and extracurricular activities for international students and scholars during their stay, teaching students how to write in academic settings in the USA*

*A sample workshop: <https://youtu.be/FCjojKN7 RE>*

*(English Writing Skills for Bilingual International Students)*

## PUBLICATIONS

### Journals

Kecskes, I. & Dinh, H. (upcoming, 2024). "ChatGPT for intercultural pragmatic learning? Not Yet" – Nature of intercultural communication by chatbox and the question of using AI to develop bilingual students' pragmatic competence. *Lingua*.

Dinh, H. & Trinh, H. (in press, 2024). Language and Home-Culture Integrated Online Learning Curriculum for Developing Intercultural Communicative Competence. *Journal for Multicultural Education*. (Scopus- Q1 indexed)

Dinh, H & Vu, N.T. (in press, Feb, 2024). It Is Tough to Come Back. Who Am I Now as a Language Teacher?": The Re-Positioning of Three Vietnamese Teachers of English Language Returning from Overseas Programs. *Journal of Ethnic and Cultural Studies*. (Scopus-Q1 indexed)

Dinh, H & Vu, N.T. (minor revisions). Encouraging English Language Learners to Produce Formulaic Language in Oral Production: a Case for Norm-focused Instruction. *MexTESOL*. (Scopus-Q1 indexed)

Dinh, H., & Nguyen, L. T. H. (2023). Teacher-practitioner Inquiry in Professional Development A Case of Adaptation and Resistance to Genre-based Systemic Functional Linguistic as a New Writing Instruction: A Case of Adaptation and Resistance to Genre-based Systemic Functional Linguistic as a New Writing Instruction. *Journal on Efficiency and Responsibility in Education and Science*, 16(1),

Dinh,

65-80. (SCOPUS-indexed Q3)

Dinh, H. (2022). Synergic Concepts, Lexical Idiosyncrasies, and Lexical Complexities in Bilingual Students' Translated Texts as Efforts to Resolve Conceptual Inequivalences. *Languages*, 7(2), 94. (SCOPUS-indexed Q1)

Vu, N. T., & Dinh, H. (2021). College-level students' development of intercultural communicative competence: a quantitative study in Vietnam. *Journal of Intercultural Communication Research*, 1-20. <https://doi.org/10.1080/17475759.2021.1893207> (SCOPUS-indexed Q1)

Dinh, H. (2019). Towards a Knowledge-rich Curriculum. *Journal of Curriculum Studies Research*, 1(1), 54-70. Retrieved from <https://curriculumstudies.org/index.php/CS/article/view/6>

Dinh, H. (2019). The Use of Indexicals to Co-construct Common Ground on the Continuum of Intra-and intercultural Communicative Contexts. *Pragmatics & Cognition*, 26(1), 135-165. <https://doi.org/10.1075/pc.19005.din> (SCOPUS-indexed Q2)

### **Edited books**

Vu, T, Dinh, H., & Nguyen, H. (Eds.). (upcoming, 2024). Intercultural Competence in Higher Education English Language Instruction. *IGI Global*.

Vu, T, Dinh, H., Bui, K., & Nguyen, H. (Eds.). (2023). *English Language Teaching in Vietnam: Reflections, Innovations, and Insights: A Collaboration of Vietnam Community of Practice*. Eliva Press.

Keckes, I. & Dinh, H. (Upcoming). *Pragmatics of African Varieties of English*. Cambridge University Press.

## Book chapters

- Dinh, H. (2023). Teacher-Generated Instructional Materials for Integrating Content and Language Learning: Actualizing the Translanguaging for English Language Learners. In K. Raza, D. Reynolds, and C. Coombe, *Handbook of Multilingual TESOL in Practice*. New York: Springer.
- Dinh, H. & Vu, N. T. (2023) “It Feels Like We Have Hit the Tipping Points So Many Times”- Well-being and Resilience of Two Vietnamese Doctoral Students: a Duoethnography Inquiry. In E. Trinh, L. J. P. Herrera, & B. Yazan, *Doctoral Students Ethnography*. New York: Springer.
- Dinh, H. & Dao, T. (2021). A Multi-case Study of University English Language Teachers in Emergency Remote Teaching Mediated by Technologies: A Sociocultural Perspective. In J. Chen (Ed.), *Emergency remote teaching: Voices from world language teachers and researchers*. New York: Springer.
- Dinh, H. (2021). A Video-Based Multimedia Curricular Design and Implementation for Advanced English Language Learners (ELLs): A Comparison Between ESL and EFL Contexts. In *CALL Theory Applications for Online TESOL Education* (pp. 161-182). IGI Global. <http://doi:10.4018/978-1-7998-6609-1>
- Le, N., & Dinh, H. (2021). Le, N., & Dinh, H. (2021). Augmented Reality in Language and STEM Education: Implications and Potentials for ELLs. In *CALL Theory Applications for Online TESOL Education* (pp. 35-59). IGI Global. <http://doi:10.4018/978-1-7998-6609-1>
- Dinh, H. (2018). Teachers' Uses and Beliefs in the Integration of YouTube Videos into English Language Teaching: A Comparison Between ESL and EFL Contexts. In *Applications of CALL Theory in ESL and EFL Environments* (pp. 94-110). IGI Global. <http://doi: 10.4018/978-1-5225-2933-0>
- Le, N., & Dinh, H. (2018). Augmented Reality: A Brief Introduction, Its Potentials, and Implications in Language Education. In *Applications of CALL Theory in ESL and EFL Environments* (pp. 291-309). IGI Global. <http://doi: 10.4018/978-1-5225-2933-0>

## Conference proceeding papers

- Dinh, H. & Zhao, Y. (2024). Pedagogical Translanguaging in EFL Classroom for Non-English Major Students in China: Teacher’s Practice and Students’ Perception in College English Reading Class. Paper presented at AERA Conference.
- Dinh, H. (2021). Intergrating Visual Thesaurus and Corpus-based Dictionary into Vocabulary Instruction to Develop Biliteracy Acquisition of Writing in Online Learning: a Pilot Study. *The Newsletter of the Intercultural Communication Interest Section*. Paper presented at the TESOL International Association Conference. Retrieved from <http://newsmanager.commpartners.com/tesolbeis/issues/2021-03-05/5.html>
- Dinh, H., & Vu, N. (2018). Using Podcasts to Enhance Intercultural Communicative Competence in ESL/EFL Students. In *Language Learning and Teaching Transformation in the Post-method Era: Proceedings of the Open TESOL 2018 Conference* (pp. 3-12). Vietnam: Pedagogy Publishing.
- Dinh, H. (2018). The Strategic Use of Deixis in Intercultural Communication. *The Newsletter of the Intercultural Communication Interest Section*. Paper presented at the TESOL International Association Conference, March 2019. Retrieved from <http://newsmanager.commpartners.com/tesolbeis/issues/2019-08-02/3.html>

Dinh, H., & Le, N. (2016). Digital Storytelling: Some Practical Activities in Writing Classes. *The Newsletter of the Video and Digital Media Interest Section*. Paper presented at the TESOL International Association Conference, Baltimore, March 2016. Retrieved from <http://newsmanager.commpartners.com/tesolvdemis/issues/2016-07-26/11.html>

## Conference presentations

- April 2023 Sorbonne-SUNY Doctoral Students Symposium (Paris, France)  
*Thesis presented: Synergic concepts and lexical complexities in bilingual students' writing*
- March 2023 TESOL International Association Convention (Denver, Colorado)  
*Paper presented: Language and Home-Culture Integrated Online Learning Curriculum for Developing Intercultural Communicative Competence.*
- Nov 2022 5th International Conference of the American Pragmatics Association (Columbia, South Carolina)  
*Paper presented: Synergic Concepts, Lexical Idiosyncrasies in Bilingual Students' Writing – Understanding Bilingual Cognition and Implications in Language Teaching*
- Sep 2022 VietTESOL- Doctoral Forum - Featured Keynote Speech (Virtual):  
*Paper Presented: Reframing Applied Linguistics in the World of Digital Literacies*  
SUNY International Students and Scholar Services Workshop:  
*Cultivating Intercultural Communicative Maturity: Keys to Succeed in Challenging Departmental and Academic Work for International Graduate Students*
- March 2022 American Association of Applied Linguistics (AAAL):  
*Paper Presented: The Identification against Marginalization and Inequitable Power Relations in Educational Doctoral Study: a Duo-ethnography Study*  
  
SUNY International Students and Scholar Services Workshop:  
*English Writing Skills for Bilingual International Students*
- April 2019 SUNY Applied Linguistic Symposium (Sorbonne, Paris)  
*Paper Presented: The Use of Indexicals on the Communication Continuum: Understanding Context-Dependency from a Socio-Cognitive Perspective*  
SUNY International Students and Scholar Services Workshop:  
*Presentation Skills in American Classrooms*
- March 2019 TESOL International Association Convention (Atlanta, GA)  
*Papers Presented:*  
*[1] The Use of Indexicals on the Communication Continuum: Understanding Teaching Pragmatics for ESL students*  
*[2] Teaching with Podcasts for the Development of Intercultural Competence in ESL/EFL Students: A case study*
- November 2018 4th International Conference of the American Pragmatics Association  
*Paper Presented: Politeness Strategies in an Asynchronous Online Discussion Platform: A Comparative Study Between Native and Non-native Speaking Pre-service Teachers*

- April 2016      TESOL International Association Convention (Baltimore, MD)  
*Paper Presented: Using Digital Storytelling in ESL/EFL Writing Activities*
- October 2016      Southeast Regional TESOL Conference (Louisville, TN)  
*Papers Presented:*  
*[1] Internet Reciprocal Teaching: Innovative Activities for ESL/EFL learners*  
*[2] Activities to motivate ESL students from Asian Countries: Let's speak!*
- September 2015      Kentucky TESOL Conference  
*Papers Presented:*  
*[1] Using Open Sources in ESL/ EFL Classroom*  
*[2] Dogme: an Appraisal of Classroom Materials and Interactions in Multicultural Learning Contexts*

## **RESEARCH EXPERIENCE**

- Fall 2017-      Research Assistant, Educational Theory and Practice, SUNY University at Albany  
 present      *compiling literature review, creating website content for research outreach, responding to emails, performing editorial work assigned by Professor Istvan Kecskes, editor-in-chief (editorial assistant for the Handbook of Intercultural Pragmatics – Cambridge University Press)*
- Spring      Research Assistant, English Department, Murray State University  
 2015- Fall      *researching literature review, transcribing and coding data, interviewing participants,*  
 2016      *performing quantitative and qualitative analysis and writing progress reports*

## **GRANTS**

- 2023      Vietnam Ministry of Education Research Grant – Multimodality in Genre-based Writing Inquiry from Systemic Functional Linguistics (\$17,000)
- Educational Theory and Practice Department Seeding Grant (\$300)
- School of Education Travel Award to Sorbonne University Graduate Student Symposium (\$200)
- Sorbonne University Symposium Award (\$1,000)
- Travel Grant for Doctoral Students and Leadership Service Award, American Pragmatics Association (\$1,000)
- March      School of Education Scholarship: Richard M. Clark Scholarship for the Best Paper  
 2022      Presented at AERA conference (\$1,000)
- SUNY at Albany: Research Grant awarded by the Graduate Students Association Fall 2022 (\$350)
- SUNY at Albany: Travel Grant awarded by the Graduate Students Association Fall 2021(\$650)

- March 2019 SUNY at Albany: Travel Grant awarded by the Graduate Students Association Fall 2019 (\$350)
- SUNY TESOL Foundation for Travel Grant to present at Sorbonne, Paris (\$800)

## **AWARDS**

- 2023 President's Leadership – Diversity and Inclusion (ETAP Doctoral Student Group Executive Board Award)
- Dean's Excellence in Leadership and Service (\$250)
- 2021 *UAlbany Women's Initiatives: Karen R. Hitchcock New Frontiers Fund Awards (\$1000)*
- 2016 MSU Featured Graduate Student, Murray State University  
MSU Housing Leadership
- 2013 Public Speaking Debater "Discover America" at the American Center (United State Consulate in Vietnam)
- 2010 First Prize, Oxford Online Competition 2010 in TOEIC Test of English for International Communication (Oxford University Press)

## **PROFESSIONAL AND DEPARTMENTAL SERVICE**

- Fall 2022-  
Spring 2023 Editorial Assistant for Cambridge Handbook of the Pragmatics of African Varieties of English (Editors: Dr. Istvan Kecskes, Dr. Kofi Agyekum, Dr. Foluke O. Unuabonah, and Dr. Alfred Buregeya)
- President, Educational Theory and Practice Doctoral Students Group  
(<https://etapdocs.sunycreate.cloud/>)
- Fall 2022 Editorial Assistant for Cambridge Handbook of Intercultural Pragmatics, Cambridge University Press (Editor-in-chief: Dr. Istvan Kecskes)
- Fall 2019 Editorial Assistant for English as a Lingua Franca: The Pragmatic Perspective (Author: Dr. Istvan Kecskes)
- Fall 2017— Journal reviewer for: TESOL Journal, TESOL International Conference and Expo: Doctoral Student Forum, VietTESOL International Convention, Journal of Curriculum Studies

- now            Research, Intercultural Pragmatics Journal, and Chinese as a Second Language Research Journal
- Fall 2022-    President, Educational Theory and Practice Doctoral Students Group, UAlbany  
now
- Fall 2020-    President, Graduate Student Council, American Pragmatics Association  
now
- 2017-2018    Secretary, Graduate Student Association
- 2016-2017    President, Student TESOL Organization, English Department, Murray State University
- 2015-2016    President, International Student Organization, Murray State University

## **PROFESSIONAL MEMBERSHIPS**

TESOL International Association  
 American Pragmatics Association  
 American Association of Applied Linguistics  
 National Association for Bilingual Education

## **SAMPLE COURSES LECTURING:**

Bilingualism and Multilingualism Seminar: <https://albanyedu.wixsite.com/etap830>  
 Translanguaging: <https://albanyedu.wixsite.com/translanguaging>  
 Grammar-based Pedagogies: <https://albanyedu.wixsite.com/grammar/ta-slides>  
 Intercultural Pragmatics: <https://albanyedu.wixsite.com/pragmatics>

## **PROFESSIONAL REFERENCES**

### **1. SUNY Distinguished Professor Istvan Kecskes**

Email: [ikecskes@albany.edu](mailto:ikecskes@albany.edu)  
 Website: <https://www.albany.edu/faculty/ikecskes/>  
 Phone number: [518-442-5030](tel:518-442-5030)

### **2. Dean Jeanette Altarriba**

Dean of College of Arts and Sciences; Professor  
 Psychology  
 State University of New York at Albany  
 Email: [jaltarriba@albany.edu](mailto:jaltarriba@albany.edu)  
 Phone number: 518-442-5004

### **3. Dr. Michael Elliott**

UAlbany Director, International Student & Scholar Services (ISSS)  
 Email: [melliott2@albany.edu](mailto:melliott2@albany.edu)  
 Phone number: 518 257 2694

### **4. Professor and Department Chair Alandeom Oliveira**

State University of New York at Albany  
 Email: [aoliveira@albany.edu](mailto:aoliveira@albany.edu)  
 Phone number: [518-442-5021](tel:518-442-5021)

Dinh,