

EDUCATION

Concordia University

2025 Doctor of Philosophy, Education (Specialization: Applied Linguistics)
Title: "Repairing socioecological relationships: *Landguaging* the imperial L2 classroom"

2016 Master of Arts, Applied Linguistics
Title: "Can Anglophone learners aurally distinguish between the *passé composé* and *imparfait* in French?"

McGill University

2013 Graduate Certificate: Teaching English as a Second Language

Concordia University

2012 Undergraduate Certificate: French

2010 Graduate Seminar: University Teaching

University of Toronto

2005 Honours Bachelor of Arts, English Literature and Political Science

RESEARCH INTERESTS

- Critical, Plurilingual (HVPT), and Inclusive pedagogies
- Ecological Land-based, Arts-based, and Digital learning
- Decolonial Pedagogies & Indigenous Language Revitalization
- Community-Engaged, Place-Based, and Experiential Learning
- Teacher Identity, Professional Development & Practicum Mentorship

PROFESSIONAL DEVELOPMENT: LAND-BASED LEARNING

2024 Urban Foraging, Coop CultivAction *Concordia University*

2024 Hamidou Horticulture *Concordia University*

2023 City Herbal Apprentice Program *Concordia University*

2022 Introduction to Indigenous Traditional Ecological Knowledges (iTEK)
The American Indian Language Development Institute, Arizona University

AWARDS

- 2023 **Congress Graduate Merit Award** Congress of the Humanities & Social Sciences (\$500)
- 2022 **Bourse aux doctorant(e)s en sciences de l'éducation** Ministère de l'Enseignement supérieur (\$20,000)
- 2022 **Best Student Paper** EuroCALL
- 2022 **Experiential Learning Grant** Concordia University (\$2,000)
- 2022 **Dean's Special Initiative Award** Concordia University (\$1,500)
- 2018 **Fonds de recherche du Québec** Bourse au doctorat en recherche (\$63,000)
- 2018 **Conference and Exposition Award** Concordia University (\$1,000)
- 2018 **Graduate Student Travel Award** Congress of the Humanities and Social Sciences (\$500)
- 2017 **Council on Student Life: Special Projects Funding** Concordia University (\$500)
- 2016 **Dean of Arts & Science Award of Excellence** Concordia University (\$10,000)
- 2016 **Conference and Exposition Award** Concordia University (\$1,000)
- 2016 **Graduation Bonus Award** Concordia University (\$1,000)

TEACHING EXPERIENCE

ESL COURSE LECTURER

All courses listed below are part of McGill's Writing Centre, which focus primarily on developing university students' academic communication skills.

McGILL UNIVERSITY

Winter 2026; Fall 2025 **WCOM 655 ESL: Pronunciation for Effective Communication**

- Focused on pronunciation at the segmental (e.g., correctly stressing syllables within words) and suprasegmental (e.g., rhythm, sentence stress) levels.
- Students applied independent learning strategies, focusing on oral communication in their discipline research using an "elevator-pitch" style of presentation.

Fall 2025 **WCOM 245 ESL: Essay and Critical Thinking** (3 credits)

- Examined sentence structure, punctuation, mechanics, and source documentation, while using online tools to improve their grammatical accuracy and vocabulary.
- Students wrote effective texts that integrated sources in an appropriate way, applying the conventions of academic citation standards.
- Students engaged in self and peer feedback, supporting them in understanding their own strengths and weaknesses as writers.

Summer 2025 **WCOM 295 ESL: Academic Skills** (3 credits)

- Students learned strategies for taking meaningful notes from lectures and readings.
- Students discerned the structure of academic texts, explored the importance of discourse markers in lectures and readings, and used online tools (e.g., ESL learner dictionaries) to build their vocabulary and support their pronunciation.
- Students delivered and learned the structure of oral presentations.
- Students learned citation conventions for research and writing.

TESL COURSE LECTURER

All courses listed below are required in the Bachelor of Education (B.Ed.) program for teaching English as a second language in elementary and secondary school settings. All assignments focused on **designing lesson plans** and creating communicative activities that aligned with the **Ministère de l'Éducation's Professional Competencies**. Reading materials and activities were selected to engage critical reflection on teaching practices through **participatory action research methods**. This approach involves cycles of planning, action, observation, and collective reflection, where teacher candidates documented their experiences, externalized insights with peers, and co-developed strategies to address challenges in the classrooms.

McGILL UNIVERSITYFall 2022 **EDSL 210 First Professional Seminar** (1 credit)

- Students developed their reflection and observation skills for instructional practices and procedures in their second language classroom internships and connected it to the Professional Competencies.
- Supported students in the creation of professional portfolios that demonstrated knowledge of Professional Competencies.

Fall 2018 **EDSL 334 Teaching Oral Skills in ESL** (3 credits)

- Students created lesson plans for ESL listening and speaking skills related to segmental and suprasegmental aspects of North American English.
- Examined history of teaching pronunciation teaching techniques.
- Created assignments and activities focused on using Celce-Murcia's (2010) Communicative Framework for Teaching English Pronunciation.
- Activities and assignments focused on pronunciation, comprehensibility, fluency, and developing students' critical sociolinguistic awareness for issues, like accent bias.

CONCORDIA UNIVERSITY

Fall 2023 **TESL 221 Phonology for Teachers** (3 credits)

- Students solved segmental and suprasegmental problems in data sets of North American English, comparing it to other languages.
- Examined history of teaching pronunciation teaching techniques.
- Created communicative activities following Celce-Murcia's (2010) Communicative Framework for Teaching English Pronunciation.
- All tasks and assignments focused on pronunciation, comprehensibility, fluency, and developing students' critical sociolinguistic awareness for issues, like accent bias and plurilingual teaching techniques.

Winter 2023, 2019 **TESL 326 TESL Pedagogy: General** (6 credits)

- Students examined the history of teaching practices and methodologies in second language teaching and its contribution to current communicative pedagogical practices.
- Students observed classroom techniques, analyzed videos, and developed lesson plans centered on: reading, writing, listening, and speaking activities; time management and classroom organization skills; selecting authentic materials; exploring anti-racism in ELT; and using Indigenous-authored material.
- All students were concurrently enrolled in a 30-hour practicum, observing and assisting their instructors in adult ESL classes.

TEACHING ASSISTANT

Concordia University

Bachelor of Education (B.Ed.)

- Fall 2022 EDUC 455 Education in Quebec
- Winter 2021 TESL 415 Testing, Evaluation and Course Design
- Fall 2017 TESL 221 Phonology for Teachers
- Fall 2016 TESL 330 Computers in Language Learning

Master of Arts (Applied Linguistics)

- Winter 2021 APLI 635 Language Assessment

SECOND LANGUAGE INSTRUCTOR

Communicative-based curriculum designed to develop learners' reception (listening, reading) and production (speaking, writing) skills, and raise awareness of linguistic and sociocultural differences among diverse speech communities in the target language.

French as a second language

Graduate Professional Skills Concordia University

- Fall 2019 GPLT 331 - Beginners; GPLT 335 - Intermediate
- Summer 2019 GPLT 331 - Beginners; GPLT 335 - Intermediate
- Summer 2018 GPLT 331 - Absolute beginners
- Winter 2018 GPLT 330 - Absolute beginners; GPLT 331 - Beginners
- Fall 2017 GPLT 330 - Absolute beginners

English as a second language

2009-2013

- Maison de l'amitié de Montréal (Adult learners; absolute beginners)
- YMCA International Language School (Children, adolescents, adults)
- Académie Linguistique Internationale (Adults; intermediate and advanced)

PUBLICATIONS (PEER REVIEWED)

Chung, R., & Cardoso, W. (Abstract accepted; Submitted). Heightening environmental attunement: Place-based ecopedagogies for imperial language teaching. In L. Lomicka & L. Klimanova (Eds.), *The Routledge*

Handbook on place-based approaches in language and culture studies.
Routledge.

- Chung, R., & Cardoso, W. (Submitted). Landguaging imperial classrooms: Critical ecopedagogies for plurilingual speaking. *Proceedings of the 16th Pronunciation in Second Language Learning and Teaching Conference*, held October 2025 at Concordia University, Montreal QC.
- Chung, R., & Cardoso, W. (Accepted). *Parlure Games: An ecological CALL tool for imperial language learning*. In A. Galante & E. Cutrim Schmid (Eds.), *Transforming teacher education: The power of digital tools and plurilingualism*. Routledge.
- Chung, R. (In press). Technology and decolonial language teaching. In C. Chapelle & W. Cardoso. (Eds.) *Encyclopedia of Applied Linguistics*. Wiley Blackwell.
- Chung, R., & Cardoso, W. (2025). Landguaging imperialism through teacher-reflection art: Land-sensitizing tools for imperial language instructors. *The Canadian Modern Language Review*, 81(4), 272-298.
https://doi.org/10.3138/cmlr-03_chung
- Chung, R., & Cardoso, W. (2024). Parlure Games: Leaping outta the HVPT lab and into the ecological classroom. *TESL Canada Journal*, 41(1), 79-102.
<https://doi.org/10.18806/tesl.v41i1/1400>
- Chung, R. & dela Cruz, J. (2024). Pedagogies of inclusion must start from within: Teacher reflection, 'Landguaging', and plurilingualism in the "L2" classroom. In A. Charity Hudley, C. Mallinson, & M. Bucholtz (Eds.), *Inclusion in Linguistics* (pp. 291-311). Oxford University Press.
<https://doi.org/10.1093/oso/9780197755303.003.0015>
- Chung, R. & Chung Arsenault, W. (2023). Landguaging the L2 classroom: Inclusive pedagogies & land-sensitive curriculum through teacher reflection art. *Concordia University Working Papers in Applied Linguistics*, 7, 29-54.
- Chung, R., Dunbar, A., & Cardoso, W. (Eds.). (2023). Introduction. Conversations that Include: Workshopping Inclusivity in the Classroom. *Concordia University Working Papers in Applied Linguistics*, 7, 1-15.
- Chung, R., & Cardoso, W. (2022). Ecological CALL: Development of a self-location tool for attuning to the 'chorus of voices'. In B. Arnbjörnsdóttir, B. Bédi, L. Bradley, K. Friðriksdóttir, H. Garðarsdóttir, S. Thouëсны, & M. J. Whelpton (Eds.), *Intelligent CALL, granular systems, and learner data: Short papers from*

EUROCALL 2022 (pp. 71-76). Research-publishing.net
<https://doi.org/10.14705/rpnet.2022.61.9782383720157>

Chung, R., & Cardoso, W. (2022). Variation in the L2 French audiovisual input: Ya basic! In J. Levis & A. Guskaroska (eds.), *Proceedings of the 12th Pronunciation in Second Language Learning and Teaching Conference*, held June 2021 virtually at Brock University, St. Catharines, ON.
<https://doi.org/10.31274/psllt.13264>

Chung, R. & Cardoso, W. (2022). The art of 'Landguaging' in the city: Teacher reflection for inclusive linguistic futures. In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 671-676). New York City, NY, United States: Association for the Advancement of Computing in Education (AACE).
<https://www.learntechlib.org/p/221355>.

PEER REVIEWED CONFERENCES

Chung, R. & Cardoso, W. (2026, May). *Landguaging the Imperial Classroom: Critical Ecopedagogies for Plurilingual Speaking Practices*. Accepted for Paper presentation at the Canadian Association of Applied Linguistics, Edmonton, AB.

Chung, R. & Cardoso, W. (2025, October 17). *Landguaging the Imperial Classroom: Using Plurilingual Techniques and Land-based Technologies to Environmentally Attune English and French Language Teaching*. Accepted for Paper presentation at Pronunciation in Second Language Learning and Teaching, Montreal, QC.

Chung, R. & Cardoso, W. (2025, May 30). *Parlure Games: HVPT Technologies for Ecological Classrooms*. Paper presented at the CALICO, San Diego, CA.

Chung, R. (2025, May 9). A critical CALL for ecolinguistics: Landguaging the Imperial L2 Classroom. In M. Forte, S Lau, & G. Brisson (chairs), *Critical Perspectives in Language Education and in Language* [Symposium]. Accepted for Paper presentation at the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), Ottawa, ON.

Chung, R. & Cardoso, W. (2025, May 9). *Parlure Games: Outta the HVPT lab and into the ecological CALL classroom*. Accepted for Paper presentation at the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), Ottawa, ON.

Chung, R., & Cardoso, W. (2025, March). Attuned to the chorus of colonial voices? Parlure Games: De/colonizing technology for imperial L2 classrooms. Accepted for Roundtable session: *Antiracism, Decolonization, and Intersectionality for Systemic Transformation (ADIST) - Educational Linguistics*. American Association of Applied Linguistics (AAAL), Denver, CO.

Cunningham, C., Chung, R., Georges, V., LaFontaine, J., MacDonald, R., Meunier, L., Personius, J., Ross, & C., Tourond-Bouvier. (2025, March 24). *Relationality in research: kākikē māna kākikē*. Colloquium Presentation at the American Association of Applied Linguistics (AAAL), Denver, CO.

Chung, R. & Cardoso, W. (2024, October 25). *Parlure Games: Leaping outta the HVPT lab into the classroom*. Paper presented at the Canadian Association of Applied Linguistics - CAAL/ACLA, online.

Chung, R., dela Cruz, J., Gutierrez, A., Passi, A. & Burton, J. (2024, May 10). *Conversations that Include: Workshopping Inclusive Pedagogies*. Paper presented at MonISLA Symposium in Emerging Perspectives in Language Research, Concordia University, Montreal, QC.

Chung, R. & Cardoso, W. (2023, May 28). "*Landguaging*" relationships through arts-based L2 teacher reflection: Can we de/colonize the colonizer? Paper presented at the Canadian Association of Applied Linguistics-CAAL/ACLA, Toronto, ON, Canada.

Chung, R. & Cardoso, W. (2022, November 2). *Parlure Games: Developing a multi-dialectal listening and de/colonial conversation tool*. Paper presented at Diversity, Decolonization, and the French Curriculum (online).

*Chung, R. & Cardoso, W. (2022, August 19). *Ecological CALL: Development of a self-location listening tool for attuning to the 'chorus of [settler colonial] voices'*. Paper presented at the European Association of Computer Assisted Language Learning - EUROCALL, Reykjavik, Iceland.

*Awarded Best Student Paper at EUROCALL 2022, for its innovative approach to computer-assisted language learning.

Chung, R. (2022, June 20). *The art of 'Landguaging' in the city: Teacher reflection for inclusive linguistic futures*. Paper presented at the EdMedia + Innovate Learning Learning 2022 conference, New York City, NY, United States.

- Chung, R. & Cardoso, W. (2022, June). *Ecological perspectives of attuning to diverse "Input": language learning in metrolingual contexts*. Paper presented at the Pronunciation in Second Language Learning Teaching conference (PSLLT), Niagara, ON, Canada.
- Chung, R. & dela Cruz, J. W. (2022, May 15). *Plurilingualism in the "second language" classroom: Inclusive pedagogies begin from within*. Paper presented at the Canadian Association of Applied Linguistics- ACLA/CAAL (online).
- Dela Cruz, J. W. & Chung, R. (2022, March 19). *Pedagogies of inclusion must start from within: Plurilingual futures for "L2" pedagogies*. Paper presented at the American Association for Applied Linguistics (AAAL) Pittsburgh, PA, United States.
- Chung, R., & Cardoso, W. (2021, June 19). *Variation in the aural input: A voice by any other dialect would sound as sweet?* Paper presented at the Pronunciation in Second Language Learning Teaching conference (PSLLT), St. Catharines, ON, Canada.
- Chung, R., & Cardoso, W. (2021, April 29). *Addressing the need for multi-dialectal aural Input in the L2 classroom with Parlure Games*. Paper presented at the 9th International Second Language Pedagogies Conference (SLPC9), Montreal, QC, Canada.
- Chung, R., & Segalowitz, N. (2020, March). *Second dialect acquisition in second language learning - A of methodologies in High Variability Phonetic Training*. Accepted for Roundtable Discussion at the American Association of Applied Linguistics, Denver, CO (conference cancelled due to Coronavirus crisis).
- Chung, R. (2020, March). *Notre passé : composé et imparfait. Decolonizing conversations in the L2 classroom*. Accepted for workshop presentation at the Graduate Symposium in the Department of Education, Montreal, QC, Canada (conference cancelled due to Coronavirus crisis).
- Riches, C., Chung, R., Gallante, A., De la Cruz, W., & Ortega, Y. (2019, September 27). *"Dialectal input in the L2 classroom: Whose language is it, anyway?" Addressing social inequity: Local and international perspectives on how to empower and support second language teachers and learners*. Paper presented at EducLang 2019, Ottawa, ON, Canada.
- Chung, R., & Collins, L. (2018, October). *Building the L2 phonemic inventory: Dialectal aural input in the French L2 classroom*. Paper presented at the meeting of the Second Language Research Forum, Montreal, QC, Canada.

Chung, R., & Collins, L. (2018, May 28). *Dialectal input in the adult French L2 classroom*. Paper presented at Canadian Association of Applied Linguistics, Regina, SK, Canada.

Chung, R. (2018, May 25). *Exposition à la langue orale dialectique en classe de français langue seconde pour adultes/Dialectic aural input – the adult French L2 classroom*. Paper presented at Les français d'ici, Montreal, QC, Canada.

Tisizi, E., Chung, R., Crump, A., Riches, C., & Sarkar, M. (2018, May 4). *Bonjour/hi: Homoglossia and heterophobia se rencontrent*. Workshop presented at Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), Ottawa, ON, Canada.

Chung, R. (2018, March 10). *Pardon my French! But which one?* Paper presented at Department of Education Graduate Symposium, Concordia University, Montreal, QC, Canada.

Chung, R. (2017, March 25). *Input: What goes in must come out?* Paper presented at Department of Education Graduate Symposium, Montreal, QC, Canada.

Chung, R. & Cardoso, W. (2016, June). *The perception of /e-ɛ/ by Anglophone learners and its impact on the acquisition of L2 French past tenses*. Accepted for presentation at New Sounds, Aarhus, Denmark

Chung, R. & Cardoso, W. (2016, February 24). *Les apprenants anglophones distinguent-ils le passé composé de l'imparfait à l'oral?* Paper presented at Colloque International sur l'Enseignement du français langue étrangère, San Juan, Puerto Rico.

Chung, R. & Cardoso, W. (2015, August). *The perception of /e-ɛ/ by Anglophone learners and its impact on the acquisition of L2 French morphology*. Accepted for presentation at Pronunciation in Second Language Learning and Teaching, Texas, USA.

Chung, R. & Cardoso, W. (2015, March 21). *Can French learners aurally distinguish between the passé composé and the imparfait?* Paper presented at American Association for Applied Linguistics and Association Canadienne de Linguistique Appliquée Conference 2015, Toronto, ON, Canada.

INVITED TALKS

- Chung, R. (2026, March 17). *Landguaging imperialism through L2 teacher-reflection art* [Webinar]. For REEAL seminar.
<https://www.youtube.com/watch?v=nAYMohxd5BY>
- Chung, R. & dela Cruz, J. (2024, June 10). *Landguaging the Plurilingual Classroom: Land-sensitizing exercises for inclusive futures*. Workshop presentation at Plurilingualism in Education in the Centre for the Study of Learning and Performance, Concordia University (Montreal, QC).
<https://youtu.be/-xDrEOIRHBg?t=8091>
- Chung, R. (2024, March 25). *Meeting the neighbours* [Workshop]. Empower Grad - Centre for the Study of Learning and Performance, Concordia University (Montreal, QC).
- Chung, R. (2023, November 14). *Landguaging across borders with Parlure Games* [Lecture]. EDSL 631 – Second Language Curriculum, McGill University.
- Chung, R. (2022, June 14). *The art of 'Landguaging': Teacher Reflection for Inclusive Linguistic Futures* [Workshop]. DOEIGSA's Conversations That Include workshop series, Department of Education, Concordia University, Montreal, QC, Canada.
- Chung, R. (2022, September 9). *Landguaging Across Borders with Parlure Games* [Lecture]. EDSL 315 - Third Professional Seminar in TESL, McGill University.
- Chung, R. (2022, March 31). *BILD Talks: Critical sociolinguistics Reach out from Montreal to a wider world* [Webinar]. Multi-'ōlelo Talks - Department of Second Language Studies, University of Hawai'i, Hawai'i, HI, United States.
- Chung, R. (2022, June 2). *The everyday application of science: A cross-disciplinary dialogue between emerging researchers* [Panel Presentation]. SALTISE, Dawson College, Montreal, QC, Canada.
- Chung, R. (2018, February 19). *Perception d'un dialecte en langue seconde* [Lecture]. Jumelage interlinguistique - Université de Montréal, Montreal, QC, Canada.
- Davidson, A-L, & Naffi, N., Duponsel, N., Krsmanovic, B., Ruby, I., Chung, R.; Naseem, A., Sheepy, E., Gao, Y., & Grimshaw, J. (2017, June 5). *Problem-based learning in a Ph.D. qualitative methods course: More than meets the eye* [Panel Presentation]. SALTISE, Dawson College, Montreal, QC, Canada.

RESEARCH EXPERIENCE

- 2022 **Research Assistant** McGill University
Under the supervision of Dr. Amir Kalan:
- Assisted in the grading and evaluation of abstracts for the Multidisciplinary Approaches in Language Policy and Planning Conference
 - Supported the social media team in the conference's outreach
- 2017 **Research Assistant** Université du Québec à Montréal
Under the supervision of Dr. Philippa Bell:
- Created phrases adhering to specificities regarding syllable length, using elicited imitation tasks, and audio-recorded elicited phrases.
 - Field work: Conducted elicited imitation task on-site at the École primaire Notre-Dame-des-Neiges.
 - Coded (in both English and French) written responses by Francophone participants using the Child Language Analysis (CLAN) software.
- 2017 **Research Assistant** Concordia University
Under the supervision of Dr. Walcir Cardoso: Tested, evaluated, and provided feedback on a computer application (*Astronautes FSL*) aimed at second language French learners.
- 2017 **Research Assistant** Concordia University
Under the supervision of Dr. Laura Collins: Provided critical and editorial support and feedback on four Masters-level manuscripts.

MEDIA & IMPACT

Belonging, Identity, Language, and Diversity (BILD) / Revue de langage, d'identité, de diversité et d'appartenance (LIDA) is a critical sociolinguistic research group, academic journal, and academic blog published out of McGill University since 2013, and supervised by Dr. Mela Sarkar and Dr. Sunny Lau. Blog contributions discuss critical issues related to belonging, identity, language and diversity within language education and the larger colonial institutional setting.

Chung, R. (2025, June 15). Environmentally Attuning to the Land through Medicine Wheel Gardening. *BILD-LIDA*.
<https://bild-lida.ca/blog/uncategorized/environmentally-attuning-to-the-land-through-medicine-wheel-gardening-by-rhonda-chung>

- Chung, R. (2024, June 3). Academia in the time of cholera: Raising generation symbiocene. *BILD-LIDA*.
<https://bild-lida.ca/blog/uncategorized/academia-in-the-time-of-cholera-raising-generation-symbiocene-by-rhonda-chung/>
- Chung, R. (2023, October 23) Landguaging with plants: The Dandelion Project. *BILD-LIDA*.
<https://bild-lida.ca/blog/uncategorized/landguaging-with-plants-the-dandelion-project-by-rhonda-chung/>
- Chung, R. (2023, June 6). From Terra Nullius to Paradise: Landguaging the Caribbean. *BILD-LIDA*.
<https://bild-lida.ca/blog/uncategorized/from-terra-nullius-to-paradise-landguaging-the-caribbean-by-rhonda-chung/>
- Chung, R. (2023, January 23). The art of *Landguaging* across borders: Land-sensitive curriculum for imperial language teachers. *BILD-LIDA*.
<https://bild-lida.ca/blog/uncategorized/the-art-of-landguaging-across-border-s-land-sensitive-curriculum-for-imperial-language-teachers-by-rhonda-chung/>
- Chung, R. (2022, June 6). Part 2 — Plants are our second oldest teachers. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/part-2-plants-are-our-second-oldest-teachers-by-rhonda-chung/>
- Chung, R. (2022, February 28). Welcome to the Chungle: Reconnection as colonial defiance. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/welcome-to-the-chungle-reconnection-as-colonial-defiance-by-rhonda-chung/>
- Chung, R. (2021, October, 8). Part 1 - Rocks are our oldest teachers. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/rocks-are-our-oldest-teachers-by-rhonda-chung/>
- Chung, R. (2021, May 31). Confronting the academy within. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/confronting-the-academy-within-by-rhonda-chung/>
- Chung, R. (2020, October 5). Turn on, tune in, and drop out. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/turn-on-tune-in-and-drop-out-by-rhonda-chung/>

- Chung, R. (2020, May 2). A love letter to the land. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/a-love-letter-to-the-land-by-rhonda-chung/>
- Chung, R. (2019, October 13). Descendant of the “good” immigrants. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/descendant-of-the-good-immigrants-by-rhonda-chung/>
- Chung, R. (2019, March 3). I am not your prototype. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/i-am-not-your-prototype-by-rhonda-chung/>
- Chung, R. (2018, October 1). Bildungsroman: Sturm und Chung. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/bildungsroman-sturm-und-chung-by-rhonda-chung/>
- Chung, R. (2018, April 1). The myth of second language acquisition. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/the-myth-of-second-language-acquisition-by-rhonda-chung/>
- Chung, R. (2018, January 22). A not-so null hypothesis. *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/a-not-so-null-hypothesis-by-rhonda-chung/>
- Chung, R. (2017, October 15). Toé, t’es Torontoise! *BILD-LIDA*.
<http://bild-lida.ca/blog/uncategorized/toe-tes-torontoise-by-rhonda-chung>

Other journalistic activities

- Chung, R. (2026). Landguing. *The SHIFT Journal: Letters for Communing with Home*.
<https://www.concordia.ca/about/shift/journal/20260/love-letters-communing.html#rhonda-chung>
- Chung, R. (2018). Livin’ la vida monastica. *American Association for Applied Linguistics*, 2(2), 16-18.
- Chung, R. (2017, November 7). A picture is worth a thousand identities. *The Link*.
<https://thelinknewspaper.ca/article/a-picture-worth-a-thousand-identities>

ACADEMIC COMMUNITY INVOLVEMENT

2026 **Board member** *Concordia Greenhouse*, Concordia University

- Community Member supporting the Greenhouse's mission to provide a welcoming, organic green space that fosters community through experiential learning opportunities.
- Grants Committee – supporting the building of an interactive database for grants and providing feedback on grants for Greenhouse initiatives.

2025 **Board member** *Sustainable Concordia*, Concordia University

- Community member within a student-run organization built around a culture and practice of sustainability at Concordia University, addressing the challenges around resource exploitation and the political system that excludes stakeholders from participating in decision-making.

2023-current **Member** Pē-kiyokētan

- A space of mentorship and solidarity among Indigenous and non-Indigenous professors and scholars to support Indigenous Language Revitalization work within colonial and minority language education programs.

2023-current **Board member** *Sustainability Action Fund (SAF)*, Concordia University

- Administrator within SAF's Finance & Special Projects committees, committed to building an inclusive culture of sustainability by supporting and financing student-led projects that tackle interconnected environmental, social, and economic issues.

2017-current **Active member** *Belonging, Identity, Language and Diversity/Langue, identité, diversité et appartenance* McGill University

- Recruiting guest bloggers, editing posts, and uploading audio files in support of the weekly blog.
- Maintaining internal documents and website presence.

2017-current **Co-editor** *Concordia Working Papers in Applied Linguistics (COPAL)*, Concordia University

- Contacting authors regarding revisions and re-submissions to journal.
- Making personal contact with internal university departments and disseminating information related to the journal.
- Contacting and recruiting reviewers for submitted manuscripts.

2024-2025 **Board member**, *CultivAction*, Concordia University

- Administrator and volunteer supporting CultivAction, a student-led cooperative of urban farmers at Concordia's educational gardens located at the Loyola campus.

2022 **Coordinator** *Conversations that Include – DOEIGSA interactive workshop series* Concordia University

- Created and coordinated all aspects of an 11-week series on inclusive learning in teacher education, including:
 - Recruited workshop leaders and coordinator assistant
 - Secured Experiential Learning Grant and oversaw payment to all stakeholders
 - Coordinated registration and feedback surveys with participants

2021-2022 **Graduate Representative** *Arts and Science Faculty Curriculum Committee* Concordia University

- Evaluated the content and rationale of proposed curriculum changes for programs in the Faculty of Arts and Science based on priorities established by the Faculty.
- Ensured changes support innovative pedagogy and comply with internal guidelines and other programs within the Faculty.

2021-2022 **Graduate Representative** *Department of Education's (DOE) Equity, Diversity, and Inclusion (EDI)* Department of Education - Concordia University

- Created, delivered, analyzed, and wrote a final report based on survey results regarding EDI issues among graduate students in the DOE.
- With colleagues, successfully advocated for the implementation of a departmental statement of values. The statement was unanimously passed by the DOE Steering Committee.

2021-2022 **PhD Representative** *Department of Education's Education Doctoral Committee* Concordia University

- Provided feedback to faculty and staff in the Department of Education regarding any changes made to the doctoral program.
- Proactively sought student input regarding the doctoral program.
- Advocated for student support and mentorship and proposed solutions to improve student experience.

2017-2019 **Peer Mentor; Senior Copy Editor** McGill University

The Journal of Belonging, Identity, Language, and Diversity,

- Worked in collaboration with authors to produce a coherent manuscript that meets the Journal's internal publication standards.
- Provided critical feedback that encompassed issues such as: critiquing author's level of analysis and ability to synthesize information, the establishment of clearly defined research objectives, the use of appropriate academic language and citation practises.

- Liaised with organizers and copy editors regarding submitted manuscripts.
- 2019 **Circle Facilitator Representative** *Unsettling Event Series – First Voices Week* Concordia University
- Provided solidarity and emotional support to the Indigenous-led Circle leader during interactions with settlers during multiple self-locating exercises.
- 2019 **Graduate Representative** *Advisory Committee on Equity, Diversity, and Inclusion (EDI)* Office of the Provost- Concordia University
- Assisted in the development of actionable recommendations regarding the processes and practices of Concordia and their effect on graduate students with the goal of enhancing services and initiatives.
- 2018 **Data analyst** *Office of the Provost* Concordia University
- Conducted a nation-wide survey of best academic advising and support practices among targeted Canadian universities, by liaising with various institutional departments and administrators.
- 2016-2017 **Communications & Keynote committee organizer** *Department of Education Graduate Symposium* Concordia University
- Contacted over 50 university department heads (in English and French) in Quebec and Ontario universities to disseminate information related to the Symposium.
 - Personally corresponded with and recruited Keynote speakers
 - Mentored and directed volunteers.
- 2012-2013 **Conference Coordinator** *New Sounds – International Symposium* Concordia University
- Directed and oversaw all administrative aspects of the symposium, including:
 - Personalized correspondence with attendees (re. inquiries and travel visas).
 - Liaised with internal Concordia administrative departments (e.g., hospitality and accounts payable).
 - Ensured accuracy of submitted information (e.g., abstract submissions, online payments).
 - Organized volunteers' schedules; mentored and directed volunteers.

MANUSCRIPT AND ABSTRACT EVALUATOR

Graded, evaluated, and provided critical feedback on submitted abstracts (in English and French) that included issues such as: the establishment of a clear theoretical framework, precisely defined research question/objective, use of appropriate scholarly language.

Manuscripts

2025 IEEE Transactions on Professional Communication
2022 Critical Inquiry in Language Studies

Conferences

2021 *Multidisciplinary Approaches in Language Policy and Planning Conference*, McGill University
2017-2020 *Department of Education Graduate Symposium*, Concordia University

PROFESSIONAL MEMBERSHIPS

2023 – present Board member, Sustainability Action Fund
2015 – present Canadian Association of Applied Linguistics (CAAL)
2015 – present American Association of Applied Linguistics (AAAL)
2014 – present Centre for the Study of Learning and Performance (CSLP), Concordia University

VOLUNTEERING

August 2021 *Multidisciplinary Approaches in Language Policy and Planning Conference*
May 2018 Congress 2018: Canadian Association of Applied Linguistics, University of Regina
July 2017 XXIInd International Congress on Personal Construct Psychology, Concordia University
May 2017 Congress 2017: Canadian Association of Applied Linguistics, Toronto Metropolitan University
July 2012 Association of Language Awareness, Concordia University
June 2010 Association québécoise des enseignants de français langue seconde, UQÀM
April 2010 Humanities and Social Sciences Congress, Concordia University

LANGUAGES

| | |
|------------------------|----------------------|
| English | Native proficiency |
| French | Advanced proficiency |
| Spanish | Beginner proficiency |
| Kanien:ke'ha | Novice proficiency |
| American Sign Language | Novice proficiency |