



Dr. Ai Bin

Department of Digital and Intelligent Language Services | Distinguished Professor

Biography

Dr. Ai Bin is a Specially Appointed Research Fellow and Chair Associate Professor at the School of Foreign Studies, Shanghai University of Finance and Economics. He received his PhD in Education from the School of Education at Deakin University, Australia, in April 2014. In May 2018, he completed postdoctoral fellowship in Applied Economics at the School of International Studies, University of International Business and Economics, and was awarded a Postdoctoral Certificate in Applied Economics. His main research areas include applied linguistics, intercultural studies, and business English studies. He has published one English monograph and 30 academic papers in English, including 16 papers indexed by SSCI and A&HCI. His papers have been published in journals of Oxford University Press, Routledge, and SAGE, including *Applied Linguistics*, *Teachers and Teaching*, *Higher Education Research and Development*, *Teaching in Higher Education*, *Journal of Multilingual and Multicultural Development*, *Ethnicities*, *International Journal of Qualitative Methods*, *Life Writing*, and *Third World Quarterly*.

Titles and Positions

Specially Appointed Research Fellow and Chair Associate Professor, School of Foreign Studies, Shanghai University of Finance and Economics. Title: Professor. Current Position: Head of the

English Department

Work Experience

- Jul 2000 – Sep 2001 Assistant Lecturer, Department of English, Yangtze University (formerly Hubei Agricultural College)
- Sep 2001 – Aug 2002 Seconded to the Division of International Cooperation and Exchange, Department of Education of Hubei Province
- Sep 2002 – Jul 2014 Lecturer, International College, Wuhan University of Science and Technology
- Jul 2014 – Dec 2018 Lecturer and Associate Professor, School of Foreign Studies, Zhongnan University of Economics and Law
- Dec 2015 – May 2018 Postdoctoral Fellow in Applied Economics, School of International Studies, University of International Business and Economics
- Jan 2019 – Present School of Foreign Studies, Shanghai University of Finance and Economics

Education

- 2000 Bachelor's Degree, Department of English, Central China Normal University
- 2006 Master's Degree, School of Management, Central China Normal University
- 2009 Master's Degree in English Education, University of Wisconsin–Platteville, USA
- 2014 PhD in Education, School of Education, Deakin University, Australia

Research Interests

- Applied Linguistics, Intercultural Studies and Business English Studies

- Applied Linguistics, Language and Social Development, (Inter)cultural Studies

Courses

- Undergraduate: Business English Writing, Language and Society
- Postgraduate: Intercultural Communication Theory and Practice

Honours and Awards

- 2001 Third Prize, Young Teachers' Teaching Competition, Yangtze University (formerly Hubei Agricultural College)
- 2008-2009 Third Prize for Teaching Excellence, Wuhan University of Science and Technology
- 2016 Third Prize, Young Teachers' Teaching Competition, School of Foreign Studies, Zhongnan University of Economics and Law
- 2020 Second Prize for Teaching Achievement, Shanghai University of Finance and Economics
- Academic Year 2020-2021 "Advanced Individual" for Undergraduate Admissions Promotion, Shanghai University of Finance and Economics

Research Achievements

Publications

01. Ai, B. (2010). Chinese International Students' Identity Negotiation: A Communicative Perspective. IADIS International Conference on International Higher Education, Perth, Australia. ISBN: 978-972-8939-32-8
02. Ai, B. (2013). An Ethnographic Investigation into Chinese Students' Identity Negotiation in

Australia. Postgraduate Research in Education: Proceedings of the Second Annual Higher Degree Student-led Conference, Sydney, Australia. ISBN: 978-0-947162-00-9

03. Ai, B. (2013). Soil Restaurant? An Investigation into the English Translation of Travel Signs in China. *Journal of China Tourism Research*, 9(3), 244-256.

04. Ai, B. (2015). Living in-between: A narrative inquiry into the identity work of a Chinese student in Australia. *Life Writing*, 12(3), 353-368. (A&HCI)

05. Ai, B., & Kostogriz, A. (2015). An Everyday Life Perspective on the Institutional and Cultural Identities of Chinese Students in Australia. In A. Ata & A. Kostogriz (Eds.), *International Education and Cultural-Linguistic Experiences of International Students in Australia* (pp. 13-27). Queensland: Australian Academic Press.

06. Ai, B. (2015). Crossing the Border: The Sense of Belonging and Identity Work of Chinese Students in Australia. *The International Journal of Interdisciplinary Educational Studies*, 10(1), 13-26.

07. Ai, B. (2015). A Study of the EFL Writing of Chinese Learners: A Critical Narrative. *Changing English*, 22(3), 294-306.

08. Ai, B. (2016). Becoming a Bilingual Teacher in a Chinese University: A Case Study. *Reflective Practice*, 17(5), 605-620.

09. Ai, B. (2016). Experiencing Different Identity Prototypes in Learning and Teaching English: A Chinese Learner's Autoethnography. *Changing English*, 23(3), 280-291.

10. Ai, B. (2017). The communication patterns of Chinese students with their lecturers in an Australian university. *Educational Studies*, 43(4), 484-496. (SSCI)

11. Ai, B. (2017). Constructing an academic identity in Australia: An autoethnographic narrative. *Higher Education Research & Development*, 36(6), 1095-1107. (SSCI)

12. Ai, B., & Wang, L. (2017). Re-entering my space: a narrative inquiry into teaching English as a foreign language in an imagined third space. *Teachers and Teaching*, 23(2), 227-240. (SSCI)

13. Ai, B., & Wang, L. (2017). Transnational business communication and identity work in Australia. *IEEE Transactions on Professional Communication*, 60(2), 201-213. (SSCI)

14. Ai, B., & Wang, L. (2017). Homeland integration: An academic returnee's experiences in Chinese universities. *International Journal of Qualitative Methods*, 16, 1-9. (SSCI)

15. Ai, B., Wang, L., & Zhang, J. (2018). Using English as Economic Capital in a Chinese-Australian Workplace: Implications for Teaching Business English in China. *Journal of Teaching in International Business*, 29(4), 272-288.

16. Wang, L. & Ai, B. (2019). The Development, Summary, and Rethinking of Business English Education over the 40 Years of Reform and Opening-up. *Journal of Beijing International Studies University* (01), 3-19.

17. Ai, B., Cui, C., & Wang, L. (2019). Language, Identity and Transnational Communication: Chinese Business Expatriates in Africa. *IEEE Transactions on Professional Communication*, 62(2), 178-191. (SSCI)

18. Ai, B. (2019). Pains and gains of working in Chinese universities: An academic returnee's journey. *Higher Education Research and Development*, 38(4), 661-673. (SSCI)
19. Ai, B. (2019). Book review: Pains and gains of ethnic multilingual learners in China: an ethnographic case study. *International Journal of Bilingual Education and Bilingualism*, 22(5), 645-648. (SSCI)
20. Ai, B., Wang, L., & Kostogriz, A. (2019). Becoming a Teacher of Business English in China: A Critical Narrative. *Chinese Journal of Applied Linguistics*, 42(2), 182-198.
21. Ai, B., Kostogriz, A., Wen, D., & Wang, L. (2020). Student presentations as a means of teaching and learning English for Specific Purposes: An action research study. *Teaching in Higher Education*, 25(2), 223-237. (SSCI)
22. Li, J., Ai, B., & Zhang, J. (2020). Negotiating language ideologies in learning Putonghua: Myanmar ethnic minority students' perspectives on multilingual practices in a borderland school. *Journal of Multilingual and Multicultural Development* 41(7), 633-646. (SSCI)
23. Li, J., Xie, P., Ai, B., & Li, L. (2020). Multilingual communication experiences of international students during the Covid-19 Pandemic. *Multilingua*, 39(5), 529–539. (SSCI)
24. Ai, B., & Sun, Y. (2021). Research on the Cultivation Model of International Organisation Talents Based on the Second Classroom. *Foreign Language Research* (05), 110-115.
25. Zhang, G., Wang, L., & Ai, B. (2021). Improving translation teaching for transnational business: Voices of translators from Chinese enterprises in Africa. *Journal of Teaching in International Business*, 32(2), 176-194.
26. Liao, J., & Ai, B. (2021). A Study on the English Translation of Text on Export Food Packaging from the Perspective of Skopos Theory. *The Food Industry*, (11), 288-292.
27. Ai, B. (2022). Examining Chinese peasants' transnational communication patterns and identity negotiations on an Algerian construction site. *Third World Quarterly*, 43(4), 846-863. (SSCI)
28. Yu, H., & Ai, B. (2022). Experiencing 'paragliding': A student-teacher perspective on doing qualitative research in a Chinese university. *International Journal of Qualitative Methods*, 21, 1-10. (SSCI)
29. Li, J., Ai, B., & Xu, L. C. (2022). Examining Burmese students' multilingual practices and identity positionings at a border high school in China. *Ethnicities*, 22(2), 233–252. (SSCI)
30. Ai, B., Li, X., & Li, G. (2022). When city meets rural: Exploring pre-service teachers' identity construction when teaching in rural schools. *SAGE Open*, 12(1), 1-10. (SSCI)
31. Ai, B., Hao, M., & Qiao, X. (2022). Unpacking translanguaging practices in multilingual business communication in China: A qualitative phenomenological approach. *Applied Linguistics*, 43(6), 1184–1206. <https://doi.org/10.1093/applin/amac029> (SSCI)
32. Miao, W., Ai, B., & Liao, X. (2022). International engagement or local commitment? Investigating the publication practices of Chinese returnee scholars in the humanities and social sciences. *Journal of Scholarly Publishing*, 53(4), 249-270. <https://doi.org/10.3138/jsp-2022-0014> (SSCI)

33. Li, J., & Ai, B. (2023). Teaching Myanmar students under the Gaokao policy in a borderland school: Teachers' challenges and agency. *Ethnography*. <https://doi.org/10.1177/14661381231177661> (SSCI)
34. Wang, F., & Ai, B. (2023). Examining Participatory Opportunities in Group Interactions in an ESL Classroom: A Positioning Perspective. *Pedagogies: An International Journal*, 18(3), 413-430. <https://doi.org/10.1080/1554480X.2022.2061979>
35. Ai, B., Zhang, J., & Kostogriz, A. (2024). Unpacking English as a foreign language PhDs' return mobility and identity (re)construction at Chinese universities: A qualitative case study. *Research in Education*. 119(1), 27-43. <https://doi.org/10.1177/00345237231219145>
36. Wang, F., Ai, B., & Kostogriz, A. (2024). Writing by oneself is too lonely: Understanding Chinese returnee scholars' English collaborative writing experiences in academic publishing. *Journal of English for Academic Purposes*, 68, 101363. <https://doi.org/10.1016/j.jeap.2024.101363> (Elsevier, SSCI)
37. Ai, B., Ma, S., & Liu, X. (2024). Exploring Tibetan residents' everyday language practices in Danba County, Southwest China: A case study. *Applied Linguistics Review*. 15(5), 2227-2246. <https://doi.org/10.1515/applirev-2022-0075> (SSCI)
38. Yu, H., & Ai, B. (2024). Unpacking fluid linguistic landscape in a community coffeehouse in Hangzhou, East China: An everyday life perspective. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2023-0241>
39. Yang, Z., & Ai, B. (2024, accepted). We're doing well in virtually every corner of the world: A corpus-assisted discourse study of persuasiveness in Apple's earnings conference calls. *Journal of Business and Technical Communication*. (Sage, SSCI)
40. Wang, F., & Ai, B. (2024, accepted). Towards necessities and challenges of implementing translanguaging pedagogy in secondary EFL education in China. *Language Teaching Research*. (Sage, SSCI)
41. Wang, F., Ai, B., & Williams, E. (2024). Capturing Western Educators' Perceptions of Chinese Learners: A Cultural Non-essentialist Perspective. *Asia Pacific Journal of Education*, 44(4), 760-772. <https://doi.org/10.1080/02188791.2022.2097642>

Research Projects Undertaken by Dr Ai Bin as Principal Investigator or Participant

1. A Study on College English Teachers' Identity in a Multicultural Context, 2014 Talent Recruitment Project of Zhongnan University of Economics and Law, Completed.
2. Identity Conflict and Negotiation among English Majors in the Context of the Chinese Dream, 2014 Young Faculty Innovation Project funded by the Basic Research Funds for Universities, Completed.
3. Research on the Construction of Critical Thinking and Scientific Research Ability of Postgraduates Based on Oral Presentation Models, 2016 Postgraduate Education and Teaching Theory Research Project of Zhongnan University of Economics and Law, Completed.
4. Comparative Analysis of the Impact and Prediction of Annual Report Discourse of Chinese

and Foreign Listed Companies on Capital Markets, 2016 General Project under The National Social Science Fund of China, Participant, Completed.

5. Research on Corporate Cross-cultural Communication and Language Services under the “Belt and Road” Initiative, 2019 Talent Recruitment Project of Shanghai University of Finance and Economics, Ongoing.

6. Research on the Cultivation of Critical Thinking Skills for English Majors Based on Academic Paper Reading, 2020 Undergraduate Teaching Reform Project of Shanghai University of Finance and Economics, Completed.

7. 2021 Undergraduate “Curriculum Ideological and Political Education” Demonstration Project of Shanghai University of Finance and Economics, Ongoing.

Books and Book Chapters

Ai, B., & Kostogriz, A. (2015). An Everyday Life Perspective on the Institutional and Cultural Identities of Chinese Students in Australia. In A. Ata & A. Kostogriz (Eds.), *International Education and Cultural-Linguistic Experiences of International Students in Australia* (pp. 13-27). Queensland: Australian Academic Press.

Other Achievements

1. Ai, B. *A Study of Communication and Identity among Chinese Students in Australia*. Wuhan: Hubei People's Press, 2015. ISBN 9787216085724.

2. Ai, B. associate ed. *English for Economics*. Quality Textbook Series of Discipline-Specific English for Master's Students in Higher Education. Wuhan: Wuhan University Press, 2015. ISBN 9787307164260.

3. Ai, B. associate ed. *Big Data Report on Language Services for the Beijing Winter Olympics*. Beijing: University of International Business and Economics Press, 2022. ISBN 9787566323330.