



## Curriculum Vitae December 2025

**Instructor:** Dongmei Cheng, Associate Professor of Applied Linguistics  
**Academic Department:** Literature & Languages

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### EDUCATION

Doctor of Philosophy in Applied Linguistics (with distinction)  
Northern Arizona University, 2013

Master of Arts in Teaching English to Speakers of Other Languages  
Winona State University, 2007

Bachelor of Arts in English Language and Literature  
Hebei University of Technology, 2005

### TEACHING EXPERIENCE

August 2022-Present, Associate Professor, Department of Literature and Languages, East Texas A&M University (formally Texas A&M University-Commerce)

January 2016-August 2022, Assistant Professor, Department of Literature and Languages, Texas A&M University-Commerce

August 2013-December 2015, Lecturer, Department of Linguistics and Center of ESL, Southern Illinois University

August 2008-May 2013, Instructor, English Department, Northern Arizona University

September 2007-June 2008, Lecturer, International College at Beijing, China

Agricultural University

March 2007-August 2007 Instructor, Public English Department, Hebei University of Technology

August 2005-December 2006, Instructor, English Department, Winona State University

## PUBLICATIONS

### Book

Sun, J. & **Cheng, D.** (2018). *China's Generation Gap*. Routledge.

### Peer-Reviewed Articles

Cheng, D. (Forthcoming in 2026). Investigating self-perceptions of speech acts via retrospective verbal reports. *Applied Pragmatics*.

**Cheng, D.**, & Li, M. (Forthcoming in 2026). Enhancing collaborative learning with social annotations in TESOL. *CALICO Journal*.

**Cheng, D.**, Li, M., & Lee, T. (2025) Leveraging ChatGPT for research writing: An exploration of ESL graduate students. *Computers and Composition*, 76, <https://doi.org/10.1016/j.compcom.2025.102934>

**Cheng, D.** & Li, M. (2020). Screencast video feedback in online classes. *Computers and Composition*. 58, 1-17.

Cheng, D. (2017). Students' self-perceptions of apologies to instructors, *Language Awareness*, 26 (4), 261-281.

Cheng, D. (2017). Communication is a two-way street: Instructors' perceptions of student apologies. *Pragmatics: Quarterly Publication of the International Pragmatics Association*, 27 (1), 1-32.

**Cheng, D.** & Liang, J. (2015). The effect of instruction on Chinese EFL learners' compliment responses. *TESOL International Journal*, 10 (2), 1-23.

Cheng, D. (2011). New insights on compliment responses: A comparison between native English speakers and Chinese L2 speakers. *Journal of Pragmatics*, 43 (8), 2204-2214.

### Book/Media Reviews

Cheng, D. (2022). Review of books: Corpus Linguistics for Pragmatics by Christoph Rühlemann (2019). *Contrastive Pragmatics*. doi:10.1163/26660393-bja10064.

Cheng, D. (2021). Book Review: Creating digital literacy spaces for multilingual writers by Joel Bloch. *Journal of English for Academic Purposes*, 53, 101041.

Cheng, D. (January 2020). Book Review: The Language Situation in China. *LINGUIST List*.31.384. Retrieved from <https://linguistlist.org/issues/31/31-384.html>

Cheng, D. (October 2018). Book Review: Autonomous Language Learning with Technology by Chun Lai. *CALICO Journal*, 35 (3). Retrieved from <https://journals.equinoxpub.com/index.php/CALICO/issue/current>

Cheng, D. (August 2018). WordSift: Having fun with learning words. *TESL-EJ*, 22 (2). Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume22/ej86/ej86m1/>

Cheng, D. (July 10, 2018). Book Review: Current Issues in Intercultural Pragmatics: Istvan Kecskes and Stavros Assimakopoulos (Eds.) *LINGUIST List*. 29.2857. Retrieved from <https://linguistlist.org/issues/29/29-2857.html>

Cheng, D. (May 25, 2017). Book review: Pragmatic Issues in Specialized Communicative Contexts: Francesca Bianchi and Sara Gesuato (Eds.) *LINGUIST List* 28.2322. Retrieved from <https://linguistlist.org/issues/28/28-2322.html>.

Cheng, D. (2010). Book review: [Investigating Pragmatics in Foreign Language Learning, Teaching, and Testing: Eva Alcón Soler and Alicia Martínez-Flor \(Eds.\)](#) *Journal of Pragmatics* 42 (7), 2066-2068.

## RESEARCH GRANTS AND AWARDS

### Grant Proposals

- National Endowment for the Humanities (NEH): Humanities Research Centers on Artificial Intelligence
  - December 2024:
    - Dondlinger, M.J. (PI), Anderson, A.P. (co-PI), **Cheng, D.** (co-PI), Hemelmann, C.F. (co-PI), Johnson, G.P. (co-PI), and Woods, C. (co-PI).
    - East Texas A&M University Center for Ethical AI in Higher Education.
    - Requested: \$500,000; Status: Not Funded.
  - February 2024:
    - Hempelmann, C.F. (PI), Anderson, A.P. (co-PI), **Cheng, D.** (co-PI), Dondlinger, M.J. (co-PI), Johnson, G.P. (co-PI), and Woods, C. (co-PI).
    - Texas A&M University-Commerce (TAMUC) Center for Ethical AI in Higher Education.
    - Requested: \$500,000; Status: Not Funded.

### Certificates and Development Grants

- May 2021: Certificate in Effective College Instruction, issued by The Association of College and University Educators and the American Council on Education (ACUE & ACE).

- Fall 2020–Spring 2021: Faculty Support Grant for Scaling Instructional Excellence for Student Success, National Association of System Heads (NASH) (\$1,000).

### **Research and Development Grants**

- Spring 2025: Humanities, Social Sciences, and Arts Research Grant, East Texas A&M University (\$4,000).
- Fall 2019: Humanities, Social Sciences, and Arts Research Support Grant, Texas A&M University-Commerce (\$3,000).
- Spring 2018: International Faculty Development Grant, Texas A&M University-Commerce (\$1,500).
- 2012: Arizona Board of Regents' Grant for Doctoral Research, Northern Arizona University (\$5,000).
- 2010–2012: English Department Dissertation Research Award, Northern Arizona University (\$2,000).

### **Awards**

- Fall 2018: Global Fellow Award, Texas A&M University-Commerce.