

艾斌

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系别: 英语系

姓名: 艾斌

职称: 教授

最高学位: 博士

研究方向: 应用语言学、语言与社会发展、(跨)文化研究

现任职务: 英语系主任



学习经历

- 2000年 华中师范大学英语系 学士
- 2006年 华中师范大学管理学院 硕士
- 2009年 美国威斯康辛大学普拉特维尔分校 英语教育硕士
- 2014年 澳大利亚迪肯大学教育学院 哲学博士 (PhD)

工作经历

- 2000年7月-2001年9月 长江大学(原湖北农学院) 英语系助教
- 2001年9月-2002年8月 湖北省教育厅对外合作与交流处 借调工作
- 2002年9月-2014年7月 武汉科技大学国际学院 讲师
- 2014年7月-2018年12月 中南财经政法大学外国语学院 讲师、副教授
- 2015年12月-2018年5月 对外经济贸易大学英语学院 博士后(应用经济学方向)
- 2019年1月至今 上海财经大学外国语学院

讲授课程

- 本科生: 商务英语写作、语言与社会
- 研究生: 跨文化交际理论与实践

学术论文

- 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
- 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
- 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.
- 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)
- 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.
- 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.
- Ai, B. (2015). A Study of the EFL Writing of Chinese Learners: A Critical Narrative. *Changing English*, 22(3), 294-306.
- Ai, B. (2016). Becoming a Bilingual Teacher in a Chinese University: A Case Study. *Reflective Practice*, 17(5), 605-620.
- Ai, B. (2016). Experiencing Different Identity Prototypes in Learning and Teaching English: A Chinese Learner's Autoethnography. *Changing English*, 23(3), 280-291.
- Ai, B. (2017). The communication patterns of Chinese students with their lecturers in an Australian university. *Educational Studies*, 43(4), 484-496. (SSCI)
- Ai, B. (2017). Constructing an academic identity in Australia: An autoethnographic narrative. *Higher Education Research & Development*, 36(6), 1095-1107. (SSCI)
- 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)
- Ai, B., & Wang, L. (2017). Transnational business communication and identity work in Australia. *IEEE Transactions on Professional Communication*, 60(2), 201-213. (SSCI)
- Ai, B., & Wang, L. (2017). Homeland integration: An academic returnee's experiences in Chinese universities. *International Journal of Qualitative Methods*, 16, 1-9.(SSCI)
- 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.
- 王立非&艾斌. (2019). 改革开放40年来商务英语教育的发展历程、总结与再思考. *北京第二外国语学院学报*(01), 3-19.
- 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)
- 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)
- 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)
- 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.
- 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)
- 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)
- 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)
- 艾斌&孙艳. (2021). 基于第二课堂的国际组织人才培养模式研究. *外语学刊*(05), 110-115.
- 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.
- 廖婧&艾斌. (2021). 目的论视角下出口食品包装文字英语翻译研究. *食品工业*(11), 288-292.
- 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)
- 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)
- 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)
- 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)
- Wang, F., Ai, B., & Williams, E. (2022). Capturing Western Educators' Perceptions of Chinese Learners: A Cultural Non-essentialist Perspective. *Asia Pacific Journal of Education*. (SSCI) <https://doi.org/10.1080/02188791.2022.2097642>
- 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)
- 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)
- 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)
- Ai, B., Ma, S., & Liu, X.(2023). Exploring Tibetan residents' everyday language practices in Danba county, Southwest China: A case study. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2022-0075> (SSCI)
- Wang, F., & Ai, B. (2024). 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>
- 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>
- 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)
- 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)

主要书籍

- 艾斌(独著)(2015).《中国学生在澳大利亚的交际和身份研究》, 武汉: 湖北人民出版社 (ISBN:9787216085724)
- 艾斌(副主编)(2015).《经济英语》(高校硕士研究生学科英语系列精品教材), 武汉: 武汉大学出版社 (ISBN:9787307164260)
- 艾斌(副主编)(2022).《北京冬奥会语言服务大数据报告》, 北京: 对外经济贸易大学出版社 (ISBN:9787566323330)

主持课题

- 多元文化背景下大学英语教师身份研究, 2014年中南财经政法大学人才引进项目, 已结项。
- 中国梦背景下英语专业大学生的身份冲突和协商, 2014年高校基本科研业务费青年教师创新项目, 已结项。
- 基于口语陈述模式的研究生英语思辨和科研能力构建研究, 2016年中南财经政法大学研究生教育教学理论研究课题, 已结项。
- 中外上市公司年报话语对资本市场的影响预测对比分析”(2016年国家社科基金一般项目, 参与, 已结项)
- “一带一路”视域下企业跨国交际和语言服务研究, 2019年上海财经大学人才引进项目, 在研。
- 基于论文阅读的英专学生思辨能力培养研究, 2020年上海财经大学本科教改项目, 已结项。
- 2021年上海财经大学本科“课程思政”示范项目, 在研。

获奖情况

- 2001年长江大学(原湖北农学院) 青年教师讲课比赛三等奖
- 2008-2009年度武汉科技大学教学优秀奖三等奖
- 2016年中南财经政法大学外国语学院青年教师讲课比赛三等奖
- 2020年上海财经大学教学成果二等奖
- 2020-2021学年上海财经大学本科招生宣传“先进个人”

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