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Current Positions

Associate Professor, Mandarin Learning and Education Center, National Taiwan Ocean University (NTOU)

Director, Center of Media, PR and Publishing, National Taiwan Ocean University (NTOU)

Adjunct Associate Professor, PhD/MA Programs in Teaching Chinese as a Second Language, National Chengchi University (NCCU)

Education

Ph.D., Teaching Chinese as a Second Language, National Chen Chi University

Previous Experiences

Visiting scholar of Institute of Sinology in Ludwig-Maximilians University, In Munich, Germany.

Mandarin Teacher of Malaysian Friendship and Trade Center, Taipei.

Director of Chinese Language Center, General Education Center, National Taiwan Ocean University (NTOU)

Research Experience

- Teaching Chinese as a Second/Foreign Language (華語文教學)
- Intercultural Communication (跨文化溝通能力)
- Intercultural and Intergenerational Co-Learning (跨文化代間共學)
- Migrant Workers Chinese Course (移工華語)
- Literature and Chinese Teaching (文學與華語文教學)

Current Courses Taught

- Basic Chinese, Advanced Chinese in NTOU (海大外籍生華語課)
- International culture courses in university for Seniors (樂齡大學長者國際文化課)
- Intercultural curriculum design and research of Teaching Chinese as a Second/Foreign Language in NCCU (華語文跨文化課程設計與研究)
- Materials & Methods of Teaching Chinese as a Second/Foreign Language in NCCU (華語文跨文化教材教法)
- Intercultural and Intergenerational Mandarin Teaching and Research in NCCU(華語文跨文化代間教學與研究)

Academic Publications

學術著作

A. 期刊論文

1. Huang, Y. Y. (2023). A preliminary study on participation barriers of intercultural and intergenerational co-learning between foreign students and senior citizens, *Journal of Taiwan Education Studies*, 4(1), 137-161.
2. Huang, Y. Y. (2022). A study on applying learning by teaching strategy to cultivate intercultural communicative competence of international students in TCSL Course. *Curriculum & Instruction Quarterly*, 25(4), 63-94. (TSSCI)

3. Huang, Y. Y. (2022). Analysis of the intercultural and intergenerational model for developing intercultural communicative competence in Chinese L2 course. *Journal of Taiwan Education Studies*, 3(1), 65-90.
4. Huang, Y. Y. (2021). A pilot study of integrated the LdL into higher education system mandarin L2 curriculum. *Journal of Taiwan Education Studies*, 2(1), 113-135.
5. Huang, Y. Y. (2020c). A study on analyzing the content of curriculum structure of mandarin courses for international students in general education of universities in Taiwan. *Taiwan Journal of General Education*, 25, 29-63.
6. Huang, Y. Y. (2020b). An analysis of the cultivation of intercultural competence in short-term Chinese language teacher education curriculum. *Journal of Taiwan Education Studies*, 1(3), 1-8.
7. Huang, Y. Y. (2020a). A case study on the practice and improvement of the Chinese course for migrant family care workers. *Journal of Taiwan Education Studies*, 1(1), 225-252.
8. Huang, Y. Y. (2019c). An analysis of communication strategies and versatility of different level Chinese learners in the Chinese classroom — A study based on interactive simulation teaching. *Journal of Chinese Language Teaching*, 124, 42-69.
9. Huang, Y. Y. (2019b). The application of mixed literary second language teaching approach in Chinese teaching for international students -- Examples from Metonymies. *Journal of Language and Literature Studies*, 36, 59-92.
10. Huang, Y. Y. (2019a). Heidegger' philosophy of dasein and its implications for TCSL pedagogy. *New Vision of Language Arts*, 10, 1-12.
11. Huang, Y. Y. (2013). The study of intercultural Chinese teaching and rhetoric based on "word disassembling approaches". *Journal of Chinese Language Teaching*, 10(3), 65-84. **(THCI Core & TSSCI)**
12. Lin, Y. H. & Huang, Y. Y. (2010). CEFR A1 competence indicators based exercise analysis for CFL textbooks. *Journal of Applied Chinese*, 7, 223-253.
13. Huang, Y. Y. (2009). Word-frequency-based vocabulary generalization for mandarin-as-a-foreign-language texts for beginners. *Journal of Textbook Research*, 2(1), 81-105. **(TSSCI)**
14. Huang, Y. Y. (2009). Study of language learning skill practice for Chinese as a second language: a case study on an elementary comprehensive textbook. *Journal of National United University*, 6(1), 63-77.

B. 專書論文

1. 黃雅英(2022)。大學國際學位生華語課程現況與展望。載於黃政傑、吳麗君(主編), 大學國際教育趨勢、問題與展望(頁173-196)。五南。
【Huang, Y. Y. (2022). *The current situation and prospect of Chinese courses for international degree students in universities*. In Huang Z. J. and Wu L. J., (editor) *International Education Trends, Issues and Prospects in Higher Education*, Wunan, pp.173-196.】
2. 黃雅英、林于弘(2012)。論對外漢語教學中的比喻修辭與看圖寫作。載於陳汝東(主編), 國際修辭學研究(第2輯, 頁261-269)。高等教育出版社。
【Huang, Y. Y. & Lin, Y. H. (2012). *A Study of Teaching Chinese as a Foreign Language by Simile Rhetoric and Picture-Reading Writing* (2nd ed.,).

International Rhetoric Studies, Higher Education Press, pp. 261-269.】

C. 專書著作

1. 黃雅英(2015)。華語文跨文化溝通教學：理論與實務。新學林。
【Huang, Y. Y. (2015). *Intercultural communication in Teaching Chinese as a Second Language: theory and practice*. New Sharing.】

D. 研討會論文

1. 黃雅英(2024年4月)。以對話為基礎的跨文化華語教學：從教什麼到如何教。第23屆德語區漢語教學研討會，德國：海德堡大學。(keynote speech)
2. 黃雅英(2023年4月)。回應永續學習的大學華語跨文化代間教學模式。第四屆歐洲漢語教學研討會，英國：南安普頓大學。
【Huang, Y. Y. (2023, April). *The Intercultural and Intergenerational Mandarin L2 Learning for Sustainability*. The 4th International Symposium of the European Association of Chinese Teaching (EACT), University of Southampton, UK.】
3. 黃雅英、張皓(2019年12月)。理工背景外籍學位生華語學習需求分析。2019開創通識教育發展新途徑暨教學實踐與跨域研究研討會，基隆市，臺灣。
【Huang, Y. Y. & Chang, H. (2019, Dec). *Analysis of Mandarin Learning Needs of international students in Science and Technology*. 2019 Conference on Teaching Practice and Interdisciplinary Research, Keelung, Taiwan.】
4. 黃雅英、王詠心(2019年12月)。移工華語課程研究——以印尼籍移工之需求分析為基礎。2019第18屆台灣華語文教學年會暨國際學術研討會，台北市，臺灣。
5. 【Huang, Y. Y. & Wang, Y. X. (2019, Dec). *Migrant Workers Chinese Course Study Based on analysis of demand for Indonesian migrant workers*. 2019 International Annual Conference of Teaching Chinese as a Second Language, Taipei, Taiwan.】
6. Huang, Y. Y. (2019, Sep). *What can we learn from children? A case study of cultivating intercultural communicative competence in college students in an intercultural and intergenerational Chinese as a second language course* [Paper presentation]. 21. Tagung des Fachverbands Chinesisch e. V., Munich, Germany.
7. Huang, Y. Y. (2019, Sep). *Research on Chinese Listening Teaching in Basic Science—The enlightenment for Analysis of the Characteristics of Lecture corpus in the Course of "General Physics* [keynote speech]. 21. Tagung des Fachverbands Chinesisch e. V., Munich, Germany.
8. Huang, Y. Y. (2018, Jul). *Teaching and Analysis of Creative Writing in Intercultural Chinese Course for Technology and Engineering student* [keynote speech]. Internasional Seminar APSMI 2018, Medan, Indonesia.
9. 黃雅英(2017年7月)。轉化修辭融入中高級華語文跨文化課程之模式與效益——給夢一把梯子。第十五屆英國漢語教學研討會，南安普頓，英國。
【Huang, Y. Y. (2017, Jul). *The Language and Cultural Features of Chinese Rhetoric and Intercultural Chinese Teaching- Example of Visualizing Method: Leave a Ladder for the Dream*. 20. The 15th BCLTS International Conference, Southampton, UK.】
10. 黃雅英(2017年9月)。對外漢語跨文化課堂溝通策略會話分析-以「歐洲漢語能力基準項目」為基礎。對外漢語教學——行動與反思：實踐理論，行動意向與策略。德語區漢語教學協會第20屆漢語教學研討會(20. Tagung des

- Fachverbands Chinesisch e. V.) , 維也納, 奧地利。
 【Huang, Y. Y. (2017, Sep). *Analysis of Communication Strategies from Cross-Cultural Teaching in Teaching Chinese as a Second Language -A Study Based on the EBCL*. Chinesisch Unterrichten — Aktion und Reflexion: praktische Theorien, Aktionsideen und Handlungsstrategien. 20. Tagung des Fachverbands Chinesisch e. V., Vienna, Austria.】
11. 黃雅英(2016年12月)。短期華語師資培訓課程規劃再議——跨文化溝通視角的檢視。第二屆漢語跨文化傳播國際研討會。上海, 中國。
 【Huang, Y. Y. (2016, Dec). *Reconsideration in Short-term Chinese Language Teacher Education Curriculum Planning- A View from Intercultural Communication*. The 2nd Conference on Chinese Language Globalization Studies, Shanghai, China.】
 12. 黃雅英(2014)。華語文文化教學分類方式的再思考——以跨文化溝通能力內涵分析為基礎。台灣華語文教學學會, 第十三屆台灣華語文教學年會暨國際學術研討會, 台北市, 臺灣。
 【Huang, Y. Y. (2014). *Rethinking Chinese language teaching and cultural classification based on intercultural communicative competence*. 13th ATCSL2014, Taoyuan, Taiwan.】
 13. 黃雅英(2014)。初級階段華語文溝通能力指標的跨文化溝通能力內涵與活動設計。世界華語文教育學會, 第十一屆世界華語文教學研討會, 台北市, 臺灣。
 【Huang, Y. Y. (2014). *An Analysis of Intercultural Communicative Competence over A1-A2's Can do descriptors based on CEFR for TCSL*. 11th WCLA, Taipei, Taiwan.】
 14. 黃雅英(2012)。修辭手法中的語言文化特徵與跨文化漢語教學——以析詞格為例。2012第三屆現代漢語修辭學會第三屆年會, 首爾, 韓國。(優秀論文獎)
 【Huang, Y. Y. (2012). *The Study of Intercultural Chinese Teaching and Rhetoric Based on "Word Disassembling Approaches"*. The 3rd Conference of the Chinese Rhetoric Society of the World (CRSW), Seoul, South Korea.】
 15. 黃雅英(2011)。「看上」、「看中」近義詞詞義辨析——以語料庫及認知圖式為基礎。第十二屆漢語詞彙語義學研討會 (CLSW 2011), 臺北市, 臺灣。
 【Huang, Y. Y. (2011). *Discrimination of the Synonyms "KANSHANG" and "KANGZHONG" Based on Corpus and Cognitive Schema*. 12th CLSW2011, Taipei Taiwan.】
 16. Huang, Y. Y. (2011). *A study of teaching Chinese writing as a foreign language through pictures and smile rhetoric*. International Advanced Forum on Communication Studies of Language and Rhetoric, Peking, China.
 17. 黃雅英(2010)。華語文轉述能力認知原理與練習設計。2010華語文教學年會暨研討會, 臺北市, 臺灣。
 【Huang, Y. Y. (2010). *The cognitive and linguistic basic and exercises design of Chinese reporting competence*. 9th ATCSL2010, Taipei, Taiwan.】
 18. 黃雅英(2010)。以歐洲共同語言參考架構為基礎的華語文教科書練習研究——以A2能力指標為例。2010國立政治大學暨CIEE聯合華語文教學研討會, 臺北市, 臺灣。
 【Huang, Y. Y. (2010). *CEFR A2 Competence Indicators Based Exercise analysis for CFL Textbooks*. 2010 NCCU & CIEE TCFL Conference, Taipei Taiwan.】

19. 黃雅英(2010)。以歐洲共同語言參考架構為基礎的華語文教科書練習研究——以A1能力指標為例。第一屆國際暨古典文學，高雄市，臺灣。【Huang, Y. Y. (2010). *CEFR A1 Competence Indicators Based Exercise analysis for CFL Textbooks*. 1st classical and literary conference, Kaohsiung, Taiwan.】
20. 黃雅英(2009)。華語文技能練習研究——以初級綜合性教材為例。華語文科際整合學術研討會，苗栗縣，臺灣。【Huang, Y. Y. (2009). *Study of Language Learning Skill Practice for Chinese as a Second Language: A Case Study on Elementary Comprehensive Textbook*. 21 Century Chinese Language Technology Integration Symposium, Miaoli, Taiwan】

E. 學位論文

1. Huang, Y. Y. (2014). *Intercultural Communicative Competence in Chinese Language Teaching. An Analysis of “can do” descriptors according to the Guidelines of the CEFR* [Unpublished doctoral dissertation]. National Chengchi University.

F. 研究計畫

1. 109 教育部教學實踐研究計畫 :以「教中學」模式培養國際學位生的華語文跨文化溝通能力【2020 MOE Teaching Practice Research Program】
2. 110 教育部教學實踐研究計畫 :代間學習融入大學華語課對國際生與長者之跨文化溝通能力影響之研究【2021 MOE Teaching Practice Research Program】
3. 111 教育部教學實踐研究計畫 :以教中學提升國際生與師資生的跨文化溝通素養【2022 MOE Teaching Practice Research Program】
4. 112 教育部教學實踐研究計畫 :「給夢一把梯子」以教學行動研究為基礎之跨文化代間交流手冊研究【2022 MOE Teaching Practice Research Program】
5. 德國慕尼黑大學漢學系訪問學人【101-102 DAAD/MOST Sandwich- Scholarship Programmed scholarships】