

**Ya-Ying Huang (黃雅英)**  
E-Mail: yayingh@email.ntou.edu.tw

15. 10. 2024

### **Current Positions**

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

Director, Mandarin Learning and Education Center, College of Humanities and Social Sciences, 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
- Intercultural Communicative competence
- Intercultural and Intergenerational Co-Learning
- Migrant Workers Chinese Course
- Literature and Chinese Teaching

### **Courses Taught**

- Basic Chinese, Advanced Chinese (literature), Science and Technology Chinese in NTOU
- International culture courses in university for Seniors
- Intercultural curriculum design and research of Teaching Chinese as a Second/Foreign Language in NCCU
- Materials & Methods of Teaching Chinese as a Second/Foreign Language in NCCU
- Intercultural and Intergenerational Mandarin Teaching and Research in NCCU

## **Academic Publications**

### **A. Journal articles**

1. Huang, Y. Y., & Byram, M. (2024). Why not learn with children? A model of intercultural and intergenerational learning through Mandarin as a second language in higher education. *Language and Intercultural Communication*, 1–19.  
<https://doi.org/10.1080/14708477.2024.2409091>(SSCI)
2. Huang, Y. Y. (2024). Revisiting the Objectives, Types, and Functions of University Credit-Based Mandarin Courses in the Context of Higher Education Internationalization, *Journal of Taiwan Education Studies*, 5(1), 139-155.
3. 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.

4. 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)
5. 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.】
6. 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.
7. 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.
8. 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.
9. 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.
10. 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. *The World of Chinese Language*, 124, 42-69.
11. 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.
12. Huang, Y. Y. (2019a). Heidegger' philosophy of dasein and its implications for TCSL pedagogy. *New Vision of Language Arts*, 10, 1-12.
13. 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)
14. Lin, Y. H. & Huang, Y. Y. (2010). CEFR A1 competence indicators based exercise analysis for CFL textbooks. *Journal of Applied Chinese*, 7, 223-253.
15. Huang, Y. Y. (2009a). Word-frequency-based vocabulary generalization for mandarin-as-a-foreign-language texts for beginners. *Journal of Textbook Research*, 2(1), 81-105. (TSSCI)
16. Huang, Y. Y. & Lin, Y. H. (2009b). 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. Book Chapter

1. 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. 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. Book

1. Huang, Y. Y. (2024). *Intergenerational and Intercultural curriculum design in*

- Teaching Mandarin as a Second Language*. New Sharing Publishing Co.,Ltd.
2. Huang, Y. Y. (2024). *Intercultural communication in Teaching Chinese as a Second Language: theory and practice (Revised Edition)*. New Sharing Publishing Co.,Ltd.
  3. Huang, Y. Y. (2015). *Intercultural communication in Teaching Chinese as a Second Language: theory and practice*. New Sharing Publishing Co.,Ltd.

#### D. Conference presentations

1. Huang, Y. Y. (2024, April). Crossing Borders, Teaching China Competence. 23rd Conference of the Fachverband Chinesisch e. V. (FaCh), University of Heidelberg, Germany. [**keynote speech**]
2. 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. 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. 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.
5. 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.
6. 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.
7. 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.
- 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.
- 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.
8. 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.
9. Huang, Y. Y. (2014). *Rethinking Chinese language teaching and cultural classification based on intercultural communicative competence*. 13th

- ATCSL2014, Taoyuan, Taiwan.
10. 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.
  - 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.
  11. Huang, Y. Y. (2011). *Discrimination of the Synonyms "KANSHANG" and "KANGZHONG" Based on Corpus and Cognitive Schema*. 12th CLSW2011, Taipei Taiwan.
  12. 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.
  13. Huang, Y. Y. (2010). *The cognitive and linguistic basic and exercises design of Chinese reporting competence*. 9th ATCSL2010, Taipei, Taiwan.
  - Huang, Y. Y. (2010). *CEFR A2 Competence Indicators Based Exercise analysis for CFL Textbooks*. 2010 NCCU & CIEE TCFL Conference, Taipei Taiwan.
  14. Huang, Y. Y. (2010). *CEFR A1 Competence Indicators Based Exercise analysisfor CFL Textbooks*. 1st classical and literary conference, Kaohsiung, Taiwan.
  15. 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. PhD thesis

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. Research Projects

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【2023 MOE Teaching Practice Research Program】
5. 101-102德國學術交流總署-國科會三明治計畫【101-102 DAAD/MOST Sandwich- Scholarship Programmed scholarships】