

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

26. 12. 2025

Current Positions

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)

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.2012.8 - 2013.9

Visiting scholar of Institute of Sinology in Freie Universität Berlin Institute for Chinese Studies, In Berlin, Germany.2025.7-2025.9

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 in NTOU
- 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. 黃雅英、李孟蓁(2026)。歐洲臺灣語文課程的現況、挑戰與未來:以德國兩所大學為例。台灣教育研究期刊, 7(1), 203-219。【Huang, Y. Y., & Lee, Meng-Chen.(2026). Current Landscape, Challenges, and Future of Taiwanese Language Programs in Europe: A Case Study of Two Universities in Germany, *Journal of Taiwan Education Studies*, 7(1), 203-219.】([PDF](#))
2. 黃雅英 (2025)。文學融入華語文教學研究現況兼論CEFR 的創造性文本指標內涵。台灣教育研究期刊, 6(1), 111-130。【Huang Ya-ying. (2025). Current Status of Research on Integrating Literature into Chinese Language Teaching and Discussion on the Connotation of the Creative Text Indicator of CEFR. *Taiwan Journal of Educational Research* , 6 (1), 111-130.】([PDF](#))
3. Huang, Y. Y., & Byram, M. (2025). 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*, 25(2), 273–291. (SSCI Q1)

<https://doi.org/10.1080/14708477.2024.2409091>

4. 黃雅英 (2024)。再議高教國際化下大學華語學分課程的目標、類型與功能。臺灣教育研究期刊, 5(1), 139-155。【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.】(PDF)
5. 黃雅英 (2023年01月)。大學外籍生與樂齡長者之跨文化代間共學參與障礙初探。臺灣教育研究期刊, 4(1), 137-161。【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.】(PDF)
6. 黃雅英 (2022年10月)。應用教中學模式培養大學國際生華語文跨文化溝通能力之研究。課程與教學季刊, 25(4), 63-94。 (TSSCI) 【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)】
[https://doi.org/10.6384/CIQ.202210_25\(4\).0003](https://doi.org/10.6384/CIQ.202210_25(4).0003)
7. 黃雅英 (2022年01月)。跨文化代間學習於大學華語課程之應用模式初探。臺灣教育研究期刊, 3(1), 65-90。【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.】(PDF)
8. 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. (Link)
9. 黃雅英 (2020年06月)。高教國際化下通識學分型華語課程架構分析與改進之研究。通識教育學刊, 25, 29-63。【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.】(PDF)
[https://doi.org/10.6360/TJGE.202006_\(25\).0002](https://doi.org/10.6360/TJGE.202006_(25).0002)
10. 黃雅英 (2020年04月)。短期華語師資培育跨文化溝通素養課程的檢視。臺灣教育研究期刊, 1(3), 1-8。【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.】(Link)
11. 黃雅英 (2020年01月)。家庭看護移工華語課程實踐與改進之研究。臺灣教育研究, 1(1), 225-252。

【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.】([Link](#))

12. 黃雅英(2019年12月)。不同程度華語學習者於大學華語課堂的溝通策略類型與通用性分析——以互動教學任務為基礎。華文世界, **124**, 42-69。本人為第一作者、通訊作者。【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.】([Link](#))
13. 黃雅英(2019年11月)。「混合性文學L2教學模式」於大學僑外生國文課的教學實踐——以轉化修辭為例。國立台北教育大學語文集刊, **36**, 59-92。本人為第一作者、通訊作者。【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.】([PDF](#))
14. Huang, Y. Y. (2019a). Heidegger' philosophy of dasein and its implications for TCSL pedagogy. *New Vision of Language Arts*, 10, 1-12.
[https://doi.org/10.6751/NVLA.201909_\(10\).01](https://doi.org/10.6751/NVLA.201909_(10).01)
15. 黃雅英(2013年09月)。修辭手法中的語言文化特徵與跨文化華語教學——以析詞格為例。華語文教學研究, **10**(3), 65-84。(THCI Core)。本人為第一作者、通訊作者。【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**)】([PDF](#))
16. 林于弘、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。應華學報, (7), 223-253。【Lin, Y. H. & Huang, Y. Y. (2010). CEFR A1 competence indicators based exercise analysis for CFL textbooks. *Journal of Applied Chinese*, 7, 223-253.】
<https://doi.org/10.6391/JAC.201011.0223>
17. 黃雅英(2009年06月)。以字頻表為基礎的對外華語初級教材通用性檢視。教科書研究, **2**(1), 81-105。(TSSCI)。【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**)】
18. 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. 黃雅英(2022b)。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.

】 <http://scholars.ntou.edu.tw/handle/123456789/22879> (PDF)

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. (PDF)
3. 黃雅英, 林于弘 (2012年06月)。論對外漢語教學中的比喻修辭與看圖寫作。國際修辭學研究(第二輯)(283-291)。北京:高等教育出版社。(Link) (PDF)

C. Book

- 黃雅英(2024)。華語文代間課程設計與研究。新學林。【Huang, Y. Y. (2024). *Intergenerational and Intercultural curriculum design in Teaching Mandarin as a Second Language*. New Sharing Publishing Co.,Ltd.】(PDF)
- 黃雅英(2024)。華語文跨文化溝通教學:理論與實務(增修版)。新學林。【Huang, Y. Y. (2024). *Intercultural communication in Teaching Chinese as a Second Language: theory and practice (Revised Edition)*. New Sharing Publishing Co.,Ltd.】(PDF)
- 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 Publishing Co.,Ltd.】(PDF)

D. Conference presentations

1. 黃雅英(2025年04月)。Applying an Intercultural and Intergenerational Co-Learning Model in Multilingual and Multicultural Education in Taiwan. 法國: 東方語言與文化學院。
2. Huang, Y. Y. (2024, November 8). *Taiwan Studies: What to Learn? Reflections on the Collaborative Creation of the Handbook for International Students Living in Taiwan by Students and Teachers*. International Workshop “Mapping Taiwan Teaching – Teaching Taiwan in Script, Speech and Performance.” Trier University, 7–9 November.【黃雅英(2024年11月)。台灣課學什麼? 以師生共編之《外籍生留台生存手冊編輯經驗為例, TAP workshop” Mapping Taiwan Teaching” 德國: 特里爾大學。】
3. 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]【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).】
4. 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.【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。】

5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.【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。15th BCLTS Conference 第十五屆英國漢語教學研討會, 英國 南安普頓大學。】
11. 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.【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 4 Fachverbands Chinesisch e. V.) , 維也納, 奧地利。】
12. 黃雅英 (2017年04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。德語區漢語教學協會第 20 屆漢語教學研討會: 漢語教學----行動與反思: 實踐理論, 行動意向與策略, 奧地利, 維也納大學。
<http://scholars.ntou.edu.tw/handle/123456789/19443>
13. 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.

14. Huang, Y. Y. (2014). *Rethinking Chinese language teaching and cultural classification based on intercultural communicative competence*. 13th ATCSL2014, Taoyuan, Taiwan.
15. 黃雅英(2014年12月)。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。第十一屆世界華語文教學研討會, 台灣台北, 國立台北教育大學, 世界華語文教育學會。【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.】
<http://scholars.ntou.edu.tw/handle/123456789/19446>
16. 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.
17. 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), 臺灣臺北, 臺灣大學。【Huang, Y. Y. (2011). *Discrimination of the Synonyms "KANSHANG" and "KANGZHONG" Based on Corpus and Cognitive Schema*. 12th CLSW2011, Taipei Taiwan.】 <http://scholars.ntou.edu.tw/handle/123456789/19448>
18. 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.
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). *The cognitive and linguistic basic and exercises design of Chinese reporting competence*. 9th ATCSL2010, Taipei, Taiwan.】<http://scholars.ntou.edu.tw/handle/123456789/19451>
20. Huang, Y. Y. (2010). *CEFR A2 Competence Indicators Based Exercise analysis for CFL Textbooks*. 2010 NCCU & CIEE TCFL Conference, Taipei Taiwan.
21. 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.】
<https://doi.org/10.6391/JAC.201011.0223>
22. 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】
<https://doi.org/10.29847/JNUU.200906.0004>

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】