

# 袁恺豪



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## 教研领域：

第二语言写作；第二语言写作测评与反馈  
课程与教学论；英语教师教育与专业发展

## 学历

2021 - 2024          澳门大学/ 教育学/ 博士学位  
2017 - 2019          澳门大学/ 课程与教学（英语教育）/ 硕士学位  
2015.08 - 12          南洋理工大学&新加坡国立教育学院/ 交换学生  
2012 - 2017          澳门大学/ 英语（中学教育）/ 学士学位

## 教学经验

2024 至今          澳门科技大学/ 国际学院/ 讲师  
2019 - 2021          汕头大学/ 文学院英语语言中心/ 教师  
2018 - 2019          澳门大学/ 人文学院英语中心/ 项目助理教师  
2016 - 2017          教业中学/ 初中部/ 实习英语教师

## 教授课程

- 教育硕士课程：课程设置
- 外国语学士课程：高级英语

## 学术成果

期刊文章：

- [1] Yuan, K., Yu, S., & Liu, S. (R&R). How student teachers cope with supervisor and mentor's negative experiences of feedback during teaching practicum: A feedback literacy perspective.
- [2] Yuan, K., Yu, S., Liu, C. (Under review). EFL student teachers' emotional responses to supervisor and mentor feedback during teaching practicum: A Macau study.
- [3] Yu, S.\*, Yuan, K., Zhou, N., & Wang, C. (2023). The development and validation of a scale for measuring EFL secondary teachers' self-efficacy for English writing and writing instruction. *Language Teaching Research*. [SSCI, 2022 IF= 4.2, 5 year IF= 4.8, SJR=Q1 for Linguistics]
- [4] Yu, S., Yuan, K., & Wu, P.\* (2023). Revisiting the conceptualizations of feedback in second language writing: a metaphor analysis approach. *Journal of Second Language Writing*, 59, 100961. [SSCI, 2022 IF= 6.1, 5 year IF= 7.0, SJR=Q1 for Linguistics]

- [5] Yuan, K., & Liu, S.\* (2021). Understanding EFL instructor identity changes during online teaching in the COVID-19 pandemic: A case study in China. *RELC Journal*, 00336882211066622. [SSCI, 2022 IF= 3.0, 5 year IF= 3.0, SJR=Q1 for Linguistics]
- [6] Jiang, L., Yuan, K., & Yu, S.\* (2021). Transitioning from Pre-service to Novice: A Study on Macau EFL Teachers' Identity Change. *Asia-Pacific Education Researcher*, 30, 11-21. [SSCI, 2022 IF= 3.3, 5 year IF= 3.5, SJR=Q2 for Education & Educational Research]
- [7] Zhang, Y., Yu, S. \*, & Yuan, K. (2020). Understanding master's students' peer feedback practices from the academic discourse community perspective: A rethinking of postgraduate pedagogies. *Teaching in Higher Education*, 25(2), 126-140. [SSCI, 2022 IF= 2.6, 5 year IF= 2.9, SJR=Q2 for Education & Educational Research]
- [8] Yu, S. \*, Zhang, Y., Zheng, Y., Yuan, K., & Zhang, L. (2019). Understanding student engagement with peer feedback on master's theses: A Macau study. *Assessment and Evaluation in Higher Education*, 44(1), 50-65. [SSCI, 2022 IF= 4.4, 5 year IF= 4.8, SJR=Q1 for Education & Educational Research]
- [9] 吴佩莎、袁恺豪\*、郑晓洁.(2024). “学生人数越多，教师反馈质量越低？”大班制挑战下的二语写作教师反馈素养发展[J]. 外语测试与教学（语言测评素养特刊）.
- [10] 于书林\*、郑尧、袁恺豪.(2022).二语学习者写作课堂多元互动中的分歧与冲突—现象学视角[J].外语与外语教学.5, 32-42. [CSSCI; 中国外语类核心期刊]

会议论文集:

- [1] Yuan, K. (2024年7月). Understanding pre-service EFL teachers' student teacher feedback literacy during teaching practicum: A professional capital perspective. 2024 国际英语教育中国大会.中国日报主办，上海外国语大学和北京师范大学（珠海校区）联合承办，中国珠海.
- [2] Yuan, K. & Yu, S. (2023年11月). “I am the charmer of feedback.” Understanding EFL school mentors' beliefs and practices of feedback during teaching practicum: A multiple case study. 2023 第十届全国外语教师教育与发展学术研讨会.中国英汉语比较研究会外语教师教育与发展专业委员会主办，上海师范大学外国语学院和上海外语教育出版社联合承办，中国上海.
- [3] Yuan, K. & Yu, S. (2023年10月). How EFL student teachers deal with supervisor and mentor's negative feedback experiences during teaching practicum: A feedback literacy perspective. 2023 第十届中国英语教学国际研讨会. 中国英汉语比较研究会英语教学研究分会主办，四川大学外国语学院承办，中国成都.
- [4] Yuan, K. & Yu, S. (2023年7月). Understanding EFL student teacher's feedback literacy on dealing with negative feedback experiences during teaching practicum: A case study in Macau. 2023 国际英语教育中国大会.中国日报主办，上海外国语大学和澳门城市大学联合承办，中国澳门.
- [5] Yuan, K. (2023年6月). “I am the teacher's teacher.” Understanding school mentors' beliefs and practices of feedback during teaching practicum: A Macau study. 2023 澳门英语教学年会. 澳门英语教学协进会. 澳门特别行政区，中国.
- [6] Yuan, K. & Yu, S. (2023年4月). Student Teachers' Emotional Responses to Supervisor and Mentor Feedback during Teaching Practicum: A Macau Study. 英语语言中心2023年国际研讨会. 文学院，汕头大学，中国汕头.
- [7] Yuan, K. & Yu, S. (2022年10月). Adaptation and validation of Secondary EFL Teacher Self-Efficacy for Writing (SETSEW) questionnaire. 第13届二语写作教学与研究会议.外国语学院，

西安交通大学, 中国西安.

[8] Yuan, K. (2022 年 6 月). "I don't get your logic!" Integrating fallacies with reading and writing skills. 2022 澳门英语教学年会. 澳门英语教学协进会. 澳门特别行政区, 中国.

[9] Yuan, K. (2020年11月). Novice university EFL teachers' professional development through the teacher study group: the changing collaborative learning community and individual identities. 20203 国际英语教育中国大会. 中国日报主办, 上海外国语大学承办, 中国杭州.

[10] Yuan, K. (2019 年 6 月). Understanding the Professional Identity Changes of Early Career English Language Teachers (ECELTs) in Macau: A Case Study. 2019 澳门英语教学年会. 澳门英语教学协进会. 澳门特别行政区, 中国.

### **研究项目**

N/A

### **学术机构及社会任职**

澳门英语教学协进会, 成员, 2019 -

### **专业资格认证及奖项**

#### **专业奖项**

2022 年第六届澳门人文社会科学研究优秀成果奖 (论文类三等奖 8,000 澳门币), 澳门基金会  
2019 年澳门大学教育学院优秀硕士论文奖 (10,000 澳门币), 澳门大学教育学院

#### **专业资格认证**

2020 年 高校教师资格证 (英语学科). 广东省教育厅.

2019 年 剑桥对外英语教学证书 (CELTA, Pass B), Cambridge. International House, Chiang Mai, Thailand.