

# ***Yuan Kai Hao, Nick***



Position : Lecturer  
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## ***Teaching and Research Area :***

L2/EFL writing; Assessment and feedback in L2 writing  
Curriculum and instruction; EFL teacher education and professional development

## ***Academic Qualification***

2021 – 2024 Ph.D. / Education / University of Macau  
2017 – 2019 Master/ Curriculum&Instruction (English Education) / University of Macau  
2015.08 – 12 Exchange student/ Nanyang Technological University (NTU) &  
National Institute of Education (NIE), Singapore  
2012 – 2017 Bachelor / English(Secondary Education) / University of Macau

## ***Teaching Experience***

2024 – Present Lecturer / UIC / Macau University of Science and Technology  
2019 – 2021 Instructor / English Language Center / Shantou University  
2018 – 2019 Programme Assistant / English Language Center / University of Macau  
2016 – 2017 Intern English Teacher/ Junior Secondary Section/ Kao Yip Middle School

## ***Courses Regularly Taught***

- Master of Education Program: Curriculum Design
- Bachelor of English Language Studies: Advanced English

## ***Representative Publication***

### *Journal Articles:*

- [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., & Gao, 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] 吳佩莎、袁愷豪\*、鄭曉潔.(2024). “學生人數越多，教師反饋品質越低？” 大班制挑戰下的二語寫作教師反饋素養發展 [J]. 外語測試與教學（語言測評素養特刊）.
- [10] 于書林\*、鄭堯、袁愷豪.(2022).二語學習者寫作課堂多元互動中的分歧與衝突—現象學視角[J].外語與外語教學.5, 32-42. [CSSCI; 中國外語類核心期刊]

#### *Conference Proceedings:*

- [1] Yuan, K. (Jul 2024). Understanding pre-service EFL teachers' student teacher feedback literacy during teaching practicum: A professional capital perspective. *2024 Global English Education China Assembly*. China Daily joint with SISU and BNU (Zhuhai), Zhuhai, China.
- [2] Yuan, K. & Yu, S. (Nov 2023). “I am the charmer of feedback.” Understanding EFL school mentors' beliefs and practices of feedback during teaching practicum: A multiple case study. *2023 The 10th National Conference on Foreign Language Teacher Education and Development*. Association for Comparative Studies of English and Chinese joint with Shanghai Normal University and Shanghai Foreign Language Education Press, Shanghai, China.
- [3] Yuan, K. & Yu, S. (Oct 2023). How EFL student teachers deal with supervisor and mentor's negative feedback experiences during teaching practicum: A feedback literacy perspective. *2023 The 10th International Conference on English Language Teaching(ELT) in China*. China English Language Association joint with Sichuan University and Foreign Language Teaching and Research Press, Chengdu, China.
- [4] Yuan, K. & Yu, S. (Jul 2023). Understanding EFL student teacher's feedback literacy on dealing with negative feedback experiences during teaching practicum: A case study in Macau. *2023 Global English Education China Assembly*. China Daily joint with SISU and City University of Macau, Macau S.A.R., China.
- [5] Yuan, K. (Jun 2023). “I am the teacher's teacher.” Understanding school mentors' beliefs and practices of feedback during teaching practicum: A Macau study. *2023 Macau English Language Teaching Conference*. Macao Association for the Advancement of English Language Teaching. Macau S.A.R, China.

- [6] **Yuan, K. & Yu, S.** (Apr 2023). Student Teachers' Emotional Responses to Supervisor and Mentor Feedback during Teaching Practicum: A Macau Study. *ELC 2023 International Conference*. College of Liberal Arts, Shantou University, China.
- [7] **Yuan, K. & Yu, S.** (Oct 2022). Adaptation and validation of Secondary EFL Teacher Self-Efficacy for Writing (SETSEW) questionnaire. *The 13<sup>th</sup> Conference on Teaching and Researching EFL writing*. School of Foreign Studies, Xi'an Jiaotong University, China.
- [8] **Yuan, K.** (June 2022). "I don't get your logic!" Integrating fallacies with reading and writing skills. *2022 Macau English Language Teaching Conference*. Macao Association for the Advancement of English Language Teaching. Macau S.A.R, China.
- [9] **Yuan, K.** (Nov 2020). Novice university EFL teachers' professional development through the teacher study group: the changing collaborative learning community and individual identities. *2020 Global English Education China Assembly*. China Daily joint with SISU and TESOL Association, China.
- [10] **Yuan, K.** (June 2019). Understanding the Professional Identity Changes of Early Career English Language Teachers (ECELTs) in Macau: A Case Study. *2019 Macau English Language Teaching Conference*. Macao Association for the Advancement of English Language Teaching. Macau S.A.R, China.

### ***Research Project***

N/A

### ***Membership of Academic Association and Community Service***

Macao Association for the Advancement of English Language Teaching- Member 2019 –

### ***Professional Award***

2022 The Sixth Macao Humanities and Social Sciences Research Outstanding Achievement Award (The 3rd prize, 8,000Mop), A Fundação Macau, Macau S.A.R., China.

2019 FED Scholarship for Outstanding MEd Thesis (10,000MOP), Faculty of Education, University of Macau, Macau S.A.R., China.

### ***Professional Qualification***

2020 Teacher Qualification Certificate in higher education (English Subject). Department of Education of Guangdong Province, China.

2019 Certificate in Teaching English to Speakers of Other Languages (CELTA with Pass B), Cambridge. International House, Chiang Mai, Thailand