

Weng Tsung-han



Position: Assistant Professor
Faculty: University International College
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Teaching and Research Area:

TESOL/Applied Linguistics, Language Teacher
Education (The nexus of language teacher identity,
agency, and emotions), Qualitative Research Methods

Academic Qualification

Ph.D. / Curriculum and Instruction / University of Kansas

Master / Bilingual Education / Boston University

Bachelor / English Language and Literature / National University of Kaohsiung

Teaching Experience

2026 – Present Assistant Professor / UIC / Macau University of Science and Technology
2021 – 2025 Assistant Professor/ College of Education for the Future / Beijing Normal
University

Courses Regularly Taught

- Applied Linguistics for TESOL Educators
- Academic Writing for TESOL Graduate Students
- Action Research for English Educators
- Research Methods (Linguistics and Education)
- Second Language Acquisition Theories
- English Teaching Practicum

Representative Publication

Journal Articles:

- Yan, L., & Weng, T. (2026). “We can only do addition”: An ecological perspective on Chinese EFL high school teachers’ agentic use of the New Senior High School English Textbooks. *Language Teaching Research*. (Corresponding Author)
- Tao, L., & Weng, T. (2025). Dancing with shackles: Exploring two Chinese high school English teachers’ restricted agency in implementing core competencies from an ecological

lens. *TESOL Quarterly*. (Corresponding Author)

- Weng, T., & Yangzhe. (2025). Effects of motivation on English reading performance among Han and Tibetan EFL learners: The mediating role of reading strategies. *International Journal of Applied Linguistics*.
- Weng, T., Zhu, Y., & Pan, L. (2025). Review of DAVID BLOCK, Interviews in applied linguistics: Autobiographical reflections on research processes. Oxford: Routledge, 2024. Pp. 212. *Language in Society*.
- Weng, T., & Xu, X. (2025). Navigating vocabulary learning in mobile-assisted language learning: Mapping benefits and addressing challenges. *English Language Teaching*, 18(5), 1–13.
- Weng, T., & Wu, T. (2025). Facing the elephant in the room: Conceptualization, causes, and coping strategies of foreign language learning boredom in various contexts. *International Journal of Language and Linguistics*, 12, 21–34.
- Weng, T. (2023). Creating critical literacy praxis: Bridging the gap between theory and practice. *RELC Journal*, 54(1), 197–207.
- Gu, P., Xu, X., Qian, X., & Weng, T. (2023). Leveraging extended reality for autistic individuals: A scoping review of technical features and technology affordances. *IEEE Transactions on Learning Technologies*, 16(1), 133–149.
- Weng, T. (2020). On becoming a doctoral student: Chinese doctoral students' socialization of capital and habitus in academia. *British Journal of Sociology of Education*, 41(4), 555–573.
- Weng, T. (2020). Survey data on foreign language learners' enjoyment and anxiety in the U.S. *Data in Brief*, 30, 1–3.
- Markham, P., Rice, M., Darbin, B., & Weng, T. (2017). Teachers' declared intentions to incorporate second language acquisition (SLA): Theory into teaching practice. *Journal of Language Teaching and Research*, 8(6), 1023–1031.

Conference Proceedings:

- Huang, Y., & Weng, T. (2025). Grit and language learning: Exploring the relationship between perseverance and English achievement among Chinese junior high students. In I. Liyanage (Ed.), *Renaissances in China: Renewing Theory and Practice in the Humanities and Social Sciences in Chinese HE*, 2, 32–33.
- Li, L., & Weng, T. (2025). Emotional labor and identity formation: A sociocultural exploration of Chinese English pre-service teachers' practicum experiences. In I. Liyanage (Ed.), *Renaissances in China: Renewing Theory and Practice in the Humanities and Social Sciences in Chinese HE*, 2, 44–45.
- Song, X., & Weng, T. (2025). "Is AI a good co-worker?" Research on the pre-service English teachers' AI-assisted teaching from the perspective of ecological systems theory. In I. Liyanage (Ed.), *Renaissances in China: Renewing Theory and Practice in the Humanities and Social Sciences in Chinese HE*, 2, 80–81.

- Yan, H., & Weng, T. (2025). Navigating critical thinking instruction: An ecological exploration of Chinese EFL teachers' agency in secondary schools. In I. Liyanage (Ed.), *Renaissances in China: Renewing Theory and Practice in the Humanities and Social Sciences in Chinese HE*, 2, 108–109.
- Chen, N., & Weng, T. (2024). Facilitating learners' emotions and language achievement in junior secondary English classroom: The role of emotional support. In I. Liyanage (Ed.), *Interdisciplinary Conference in the Humanities and Social Sciences: Empowering Emerging Researchers*, 1, 53–62.
- Yan, L., & Weng, T. (2024). “We can only do addition”: Exploring EFL high-school teachers' use of the new English textbooks through the lens of teacher agency. In I. Liyanage (Ed.), *Interdisciplinary Conference in the Humanities and Social Sciences: Empowering Emerging Researchers*, 1, 75–84.
- Tao, L., & Weng, T. (2024). Ideal and restricted: Exploring teacher agency at high school English subject core competencies from an ecological approach. In I. Liyanage (Ed.), *Interdisciplinary Conference in the Humanities and Social Sciences: Empowering Emerging Researchers*, 2, 109–118.
- Hsieh, I. H., & Weng, T. (2012). Implementing critical thinking in EFL writing class: A preliminary analysis of action research. In D. Newman (Eds.), *Proceedings of the 1st Annual Conference of Language, Literature and Linguistics, Global Science & Technology Forum*, 31–35.

Research Project

- 2025–2026 PI: Beijing Normal University Educational and Teaching Reform Project
Developing a learning-research pathway for identity transformation among English teacher-education students: A case study of the “Teacher Action Research” course
- 2024–2025 PI: Beijing Normal University Educational and Teaching Reform Project
Developing English academic writing competence among pre-service English teachers: A flipped classroom case study
- 2023–2024 PI: Beijing Normal University Educational and Teaching Reform Project
Design and implementation of a project-based learning (PBL) Curriculum for K-12 English language teachers
- 2022–2025 PI: Fundamental Research Funds for the Central Universities, Beijing Normal University
An Ecological Study of Global Competence and Cultural Identity among Pre-Service English Teachers

Membership of Academic Association and Community Service

- Reviewer for *International Journal of Applied Linguistics* (2024, 2025)
- Reviewer for *System* (2023, 2024, 2025)
- Reviewer for *Applied Cognitive Psychology* (2024)

- Reviewer for *Journal of International Students* (2021, 2022)
- Reviewer for *The Asia-Pacific Education Researcher* (2023, 2024, 2025)
- Reviewer for *RELC Journal* (2022, 2024, 2025)
- Reviewer for *Digital Applied Linguistics* (2024, 2025)
- Reviewer for *The Annual Conference of the American Association for Applied Linguistics (AAAL)* (2020, 2021, 2022)
- Reviewer for *The Annual Conference of the Teaching English to Speakers of Other Languages (TESOL)* (2020, 2021, 2022)
- Reviewer for *The Annual Conference of the American Education Research Association (AERA)* (2020, 2021, 2022, 2023, 2024)

Professional Qualification and Award

Professional Qualification:

- Higher Education Teacher Qualification (Linguistics and Applied Linguistics), issued by Ministry of Education of the People's Republic of China

Award:

- 2025 Outstanding Mentor Award, English Category, The 11th "Tian Jiabing Cup" National Teaching Skills Competition for Normal University Students
- 2022, 2023, 2024 Outstanding Supervisor of the "Understanding Contemporary China" National College Students' Foreign Language Proficiency Competition of Foreign Language Teaching and Research Press & National Talent Cup
- 2022, 2023, 2024 Outstanding Supervisor of the National College English Contest
- 2024 Outstanding Supervisor of Beijing Graduate English Speech Contest
- 2024, 2025 Beijing Normal University Outstanding Undergraduate Thesis Supervisor
- 2024 Outstanding Educational Practitioner of Beijing Normal University
- 2020 The International Research Foundation for English Language Education (TIRF) Doctoral Dissertation Grant
- 2020 Doctoral Research Fellow: Institute for Policy & Social Research, University of Kansas
- 2019 Doctoral Student Research Fund, University of Kansas
- 2018 Graduate Studies Summer Graduate Scholarship, University of Kansas
- 2018 School of Education Graduate Student Research Support Funding, University of Kansas
- 2017 Department of Curriculum and Teaching Conference Travel Award, University of Kansas
- 2016 Graduate Studies Scholarly Presentation Travel Award, University of Kansas
- 2015 Open Education Resource (OER) Scholarship
- 2013 School of Education Research Assistantship, Boston University
- 2013 British Council International English Language Testing System (IELTS) Study abroad Scholarship (granted to top five applicants in Taiwan)