Cai Yanling

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Faculty :	University International College
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Teaching Areas

Sociolinguistics, Language Policy, Multilingualism and Multiculturalism, Language Attitude, Identity, Artificial Intelligence and Language Education, Global Englishes,

Academic Qualification

2018.9-2022	**PhD**: Teaching Chinese as A Foreign Language, ***M.U.S.T, Macau***
2012– 2013	**MA:** Conference Interpreting and Translation Studies -Bidi ***University of Leeds, UK***
2009 – 2010	Italian ***University of Padua, Italy***
2008– 2012	**BA:** Translation Studies ***Guangzhou University***

Teaching Experiences

2023-present	Assistant Professor, Macau University of Science and Technology.
2015 – 2023	English Lecturer, Macau University of Science and Technology.
2013 – 2015	English Lecturer, Shantou University.
2009 –2010	Chinese Lecturer, Sino-Italy International School in Padua and Rovigo Italy.

Journal Articles 期刊文章:

[1] **Cai, Y**., & Fang, F. (2026). “Fangyan is a necessity of my child’s life”: navigating language ideologies and family language planning in urban Chinese families. *Language Policy*, *25*(1), 24. **(SSCI&AHCI, Q1)** https://doi.org/10.1007/s10993-026-09772-y

[2] **Cai, Y.** (2026). The Linguistic Landscape of Preschool Children in the Greater Bay Area: A Multidimensional Empirical Inquiry into Chinese Vocabulary Acquisition. *Journal of Macau University of Science and Technology (Humanities and Social Sciences).*2026,20(3): 151-186.https://doi.org/10.58664/mustjournal.2026.09.007

[3] **Cai, Y.** (2026). The 30-Million-Word Gap: The Impact of Socioeconomic Status and Parent-Child Shared Reading Behaviors. 《雙語雙言理論探索與應用實踐》中山大學出版社（已收錄）.

[4] Wu, Z. & **Cai, Y.** (2026). Paradigm Shift in Family Education: From the Pursuit of Happiness to the Cultivation of Resilience in the AI Era. Macau Education. 50-51.

[5] Wu, Z. & **Cai, Y.** (2025). The Challenge of Digital Literacy in Digital Parenting: Dilemma and Navigation of "Digital Motherhood". *Journal of Language Situation and Language Service* ,Vol. 1, No. 2, 2025， pp. 220-240. (Print ISSN 3078-3755; Online ISSN: 3104-5065) Https://doi.org/10.64058/JLSLS.25.2.05

[6] **Cai, Y.** (2025). Navigating the impact of generative AI in English language education. *Forum for Education Studies*,3(3): 2143. **DOI** https://doi.org/10.59400/fes2143

[7] **Cai, Y.** (2025). Youth Power, Macao's Future—Embodying the Spirit of the President Xi Jinping's Address in the Context of the Greater Bay Area Era, Demonstrating Youth Responsibility. *Macau Education*, 40-42.

[8] **Cai, Y.** & Wu, Z. (2025). Enhancing College English Teaching Through Competition: Model Exploration and Future Trends. *Higher Education Exploration*. 2025, (S1):16-18. **(CSSCI)**

[9] **Cai, Y.** (2025). Examining Parent Reading Belief Inventory (PRBI)'s Factor Structure: With A Sample of Chinese Parents: Caveats and Modification. *Journal of Macau University of Science and Technology (Humanities and Social Sciences)*. 2025, 19(2): 149-176. https://doi.org/10.58664/mustjournal.2025.06.007

[10] **Cai, Y.** (2022). The Trajectory of Child Early Language Acquisition in Multicultural Environment. *Macau Linguistic Journal (S1)*, 191-199.

[11] **Cai, Y.,** Fang, F., Sun, H., & Jiang, L. (2022). Unpacking identity construction and negotiation: A case study of Chinese undergraduate students' social and academic experiences while studying abroad. *System*, 110, 102896. **(SSCI, Q1)** https://doi.org/10.1016/j.system.2022.102896

[12] **Cai, Y.**, & Fang, F. (2022). TESOL in transition: Examining stakeholders' use of and attitudes toward translanguaging and multimodal practices in EFL contexts. *Taiwan Journal of TESOL*, 19(1), 7-33. **(ESCI, Scopus)** DOI: 10.30397/TJTESOL.202204_19(1).0001

[13] **Cai, Y.** (2021). The Value of Knowledge Picture Book to Family Early Language Education. *Early Education* (07), 86-90.

[14] **Cai, Y.** (2021). The Relationship Between SES, Parental Reading Belief and Family Linguistic Environment: The Importance of Family Language Learning Environment in Early Years. *Journal of Macau University of Science and Technology (15)*,21-28. https://doi.org/10.58664/mustjournal.2021.01.021

[15] **Cai, Y.** (2021). Parent-child Reading: A Vital Approach of Family Early Language Education. *Education* (16),14.

[16] **Cai, Y.** (2021). Preschooler's Lexical Trajectory: The Impact of Parental Input and Linguistic Environment at Home. *Frontiers in Educational Research.* Vol. 4, Issue 3: 69-74.

[17] **Cai, Y.** (2020). The Significance of Early Picture Book Reading to Children's Language Ability. *Journal of the Chinese Society of Education (S2)*,24-26. **(CSSCI)**

[18] **Cai, Y.** (2020). The Influence of Parent-child Interaction and Parental Input on Preschooler's English Vocabulary Acquisition. *Modern Chinese* (11),114-120.

Professional Awardz 全國教學大賽

[1] **Cai, Y.** (2021.12) First and Second Prize The 6th National College English Teacher Teaching Skills Competition 第六屆全國高等院校英語教師教學基本功大賽澳門特別行政區一等獎、全國賽二等獎. 高等學校大學外語教學研究會和全國高等師範院校外語教學與研究協作組聯合承辦.

Conference Proceedings 會議論文集:

[1] **Cai, Y.** (2026.6). Intergenerational Dialect Transmission in Chaoshan Middle-Class Families of the Greater Bay Area.全國客方言暨漢語語言學學術研討會.嘉應學院主辦, 中國梅州.

[2] **Cai, Y.** (2026.6). Critically Integrating AI in EFL Classroom: Envolving Teacher Padegogy and Digital Literacy. CAES 會議：語言教育的創新:教學法、實踐與研究的推進. 香港大學（HKU）和應用英語研究中心（CAES）主辦，香港語言中心協會（AHKLC）協辦, 中國香港.

[3] **Cai, Y.** (2025.12). From Coexistence to Collaboration: The Paradigm Shift of Macao's Multilingual Services and the Mechanism of Linguistic Ecology Transformation in AI-Empowered Maca.第十屆語言服務高級論壇暨 2025 年度國家應急語言服務團學術年會. 國家語言服務與粵港澳大灣區語言研究中心主辦，中國廣州.

[4] **Cai, Y.** (2025.11). Empowering the Gatekeepers: How Language Technology is Reshaping EFL Teacher Competence in Higher Education.第二屆大灣區外語學科高端論壇: 大灣區語言教育與語言科技創新. 北京師範大學主辦, 中國珠海.

[5] Zhang, Y. & **Cai, Y.** (2025.11). Research on the Mechanism of Digital Educational Resource Sharing and the Pathway to Synergistic Teacher Capacity Enhancement.第七屆港澳青少年教育與發展學術論壇. 華南師範大學港澳青少年教育研究中心主辦，國家教材建設重點研究基地（港澳臺教材綜合研究）與華南師範大學教育科學學院協辦，中國香港.

[6] **Cai, Y.** (2025.11). The Multilingual Ecology of Macao in the Smart City Context: Evolution of Language Policy and Digital Challenges over Three Decades Post-Handover. 澳門語言研究三十年與未來發展學術研討會. 澳門語言學會主辦, 澳門科技大學承辦，中國澳門.

[7] **Cai, Y.** (2025.3). Early Childhood Development in GBA Families: A Study on Language Practices for Cultivating Interdisciplinary Talents. 澳門科技大學國際學院碩博學術分享會, 中國澳門.

[8] **Cai, Y.** (2024.12). Enhancing Foreign Language Teaching: Teacher Insights on Translanguaging Pedagogies in the Greater Bay Area.首屆大灣區外語學科高端論壇:新時代外語學科的機遇與挑戰. 北京師範大學主辦，中國珠海.

[9] **Cai, Y.** (2024.11)."Professional Skills + Language" Hybrid Talent Development: The Future Direction of Children's Language Education in the Greater Bay Area. 第九屆語言服務高級論壇暨第三屆粵港澳語言生活研究青年論壇.國家語委國家語言服務與粵港澳大灣區語言研究中心（廣州大學）、粵港澳大灣區語言生活與語言服務建設聯盟、廣州大學人文學院、香港語言研究中心聯合承辦，中國廣州.

[10] **Cai, Y.** (2024.11). The Trajectory of Sports Talent Cultivation and Educational Reform in the Greater Bay Area. 第六屆港澳青少年教育與發展學術論壇——粵港澳大灣區教育發展：智慧教育的現在和未來.華南師範大學港澳青少年教育研究中心和澳門城市大學教育學院聯合承辦，中國澳門.

[11] **Cai, Y.** (2024.11). Exploring Effective Teaching Methods that Impact Children's Emotional Management and Expression. 2nd International Symposium on Children and Youth Health and Well-

being 第二屆兒童及青少年健康與福祉國際研討會.聖若瑟大學健康科學學院、澳門社會發展觀察中心及廣東外語外貿大學及羅格斯大學社會工作學院聯合承辦，中國澳門.

[12] **Cai, Y.** (2023.12). Translanguaging Practices in Classroom Discourse in EFL contexts.廣州外國語協會 2023 學術年會.廣州外國語協會主辦、廣東技術師範大學承辦, 中國廣州.

[13] **Cai, Y.** (2023.6). How Family Variables Impact Child Lexical Trajectory.中山大學第二屆雙語理論與雙語實踐學術研討會.中山大學主辦, 中國珠海.

[14] **Cai, Y.** (2023.5). Preschoolers' Lexical Acquisition in Guangdong-Hong Kong-Macau Greater Bay Area.國際中國語言學學會第 29 屆年會(IACL-29).澳門科技大學, 中國澳門.

[15] **Cai, Y.** (2023.5). The Therectical Framework Construction of Early Language Acquisition and Cognition.澳門科技大學國際學院碩博學術分享會, 中國澳門.

[16] **Cai, Y.** (2021.12).Chinese Preschoolers' Language Acquisition in the Early Years under the Bioecological System Theory. 第五屆漢語教育國際研討會暨《華文教學與研究》創刊 20 周年紀念會. 廣州暨南大學, 中國廣州.

[17] **Cai, Y.** (2021.11). An Analysis of the Paths of Early Childhood Language Acquisition in Multicultural Environments. 多元文化環境中的語言研究和中文教育學術研討會.澳門語言學會主辦、澳門科技大學國際學院協辦, 中國澳門.

[18] **Cai, Y.** (2021.10). Revisiting Children's Early Language Development and Learning From the Paradigms of Bioecological Model. 第 17 屆功能語言學學術研討會：系統功能語言學——現狀與未來.中國英漢語比較研究會功能語言學專業委員會主辦、韓山師範學院外國語學院承辦,中國潮州.

[19] **Cai, Y.** (2021.9).Teachers' Translanguaging Pedagogies and Attitudes in Multilingual Context and EMI Classrooms: Teacher Professional Development in Greater Bay Area.粵港澳大灣區外語教師教育與發展國際論壇. 華南師範大學外國語言文化學院主辦，中國廣州.

[20] **Cai, Y.** (2021.4).Quality and Nature of Linguistic Environment at Home: Relation to Preschoolers' English Vocabulary Acquisition and Learner Needs.汕頭大學第十屆 ELC 國際會議----在變化的環境中：英語語言教學的融合與分歧之路.汕頭大學, 中國汕頭.

[21] **Cai, Y.** (2019.11).Parental Input and Preschoolers' English Vocabulary Acquisition.廣東外語外貿大學"英語專業建設與一流課程建設高端論壇"暨 2019 年廣州外語研究會年會.廣東外語外貿大學，中國廣州.

[22] **Cai, Y.** (2019.11).How Can Chinese Parents Scaffold Their Children's English Vocabulary Acquisition in Early Years.形式語言學語言介面研究國際研討會.華南師範大學外國語言文化學院，中國廣州.

[23] **Cai, Y.** (2015.6). What do Students Really Need in Intercultural Communication Course?第五屆英語、話語與跨文化交際國際會議——澳門理工學院貝爾英語中心，中國澳門.

[24] **Cai, Y.** (2015.4). Active Learning and Critical Thinking: An Investigation of an Intercultural Communication Course at a Chinese University.第五屆亞洲語言學習年會,日本神戶.

[25] **Cai, Y.** (2014.11). Accent and Identity in English Learning: Does a Chinese English Accent Matter? 汕頭大學英語語言中心，中國汕頭.

Research Projects 研究項目

[1] 項目負責人. 2024-2025"粵港澳大灣區不同社會經濟地位家庭的語言規劃" (項目編號: FRG-24-080-UIC).澳門科技大學研究基金項目.

[2] 項目負責人 2021-2022 Guangdong Education Society Educational Research Project: Impact of the Home Literacy Environment on Preschoolers' Vocabulary Semantic Development (已結項)
[3] 2018-2019 Measuring Students' Learning in English Language Reading Courses and the Relationship with Teachers' Teaching Strategies(已結項)

Membership of Academic Associations and Community Service

Member of Foreign Studies Association
University International College Committee for Academic Integrity
University International College Board of Examiners

Certificates

TEM4 & TEM 8
Italian Proficiency B2 (Common European Framework of Reference for Language)
Teacher Qualification
Standard Putonghua, Level A, Grade 2