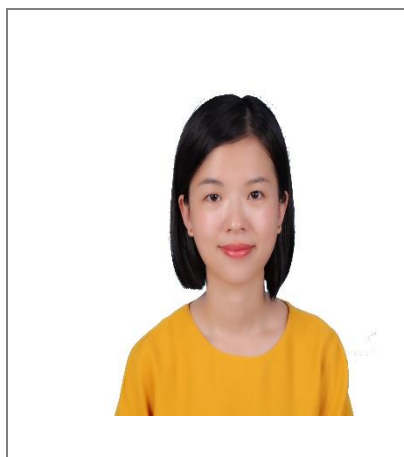


# Cai Yanling



Title : Lecturer  
Faculty : University International College  
E-mail : ylcai@must.edu.mo  
Tel : (853) 6571-4818  
Fax : (853) 2899-0126  
Office : R734  
Address : Avenida Wai Long Taipa Macau

## Teaching Area

ICC (Intercultural Communication), Critical Thinking, Intensive and Extensive Reading, Public Speaking, Translations, Listening and Speaking.

## Academic Qualification

- 2018.9-present    **PhD:** Teaching Chinese as A Foreign Language, *M.U.S.T, Macau*  
(Investigation of Parent-Child Reading and Chinese Preschoolers' Lexical-Semantic Development)  
**MA:** Conference Interpreting and Translation Studies -Bidi
- 2012.9 – 2013.7    *University of Leeds, UK*  
(Studies on Bilingual Children's Language Acquisition)
- 2009.9 – 2010.9    Italian *University of Padua, Italy*
- 2008.9 – 2012.6    **BA:** Translation Studies *Guangzhou University*  
(Syntactic Linearity In Simultaneous Interpreting Under Adaptive Theory)

## Teaching Experience

- 2015.9 – Present    English Lecturer, Macau University of Science and Technology.
- 2013.8 – 2015.8    English Lecturer, Shantou University.
- 2009.10-2010.8    Chinese Lecturer, Sino-Italy International School in Padua and Rovigo Italy.

## Representative Publication

1. Cai, Y. L.& Fang, F. (2022) TESOL in Transition: Examining Stakeholders' Use and Attitudes Toward Translanguaging and Multimodal Practices in EFL Contexts. *Taiwan Journal of TESOL*. (under publication). ESCI
2. Cai, Y. L. (2021). The Value of Knowledge Picture Book to Family Early Language Education. *Early Education* (07), 86-90.
3. Cai, Y. L. (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.
4. Cai, Y. L. (2021). Parent-child Reading: A Vital Approach of Family Early Language Education. *Education* (16),14.

5. Cai, Y. L. (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.
6. Cai, Y. L. (2020). The Significance of Early Picture Book Reading to Children's Language Ability. *Journal of the Chinese Society of Education (S2)*,24-26. (CSSCI)
7. Cai, Y. L. (2020). The Influence of Parent-child Interaction and Parental Input on Preschooler's English Vocabulary Acquisition. *Modern Chinese (11)*,114-120.

### **Professional Award**

- 2021.12.1            **First Prize** in The 6th National College English Teacher Teaching Skills Competition  
hosted by University Foreign Language Teaching Research Association and National Higher Normal College Foreign Language Teaching and Research Collaborative Group

### **Professional Conference**

- 2021.12.18-19      The 5th International Symposium on Chinese Education and the 20th Anniversary Symposium of "Chinese Teaching and Research" in Jinan University in Guangzhou  
**Presentation Topic:** Chinese Preschoolers' Language Acquisition in the Early Years under the Bioecological System Theory
- 2021.11.26-29      Symposium on "Language Studies and Chinese Education in Multicultural Environments" in Macau University of Science and Technology  
**Presentation Topic:** An Analysis of the Paths of Early Childhood Language Acquisition in Multicultural Environments
- 2021.10.29-31      The 17th Symposium on Functional Linguistics in Hanshan Normal University  
**Presentation Topic:** Revisiting Children's Early Language Development and Learning—— From the Paradigms of Bioecological Model
- 2021.9.23-24        2021 Language Teacher Education and Development Conference at South China Normal University  
**Presentation Topic:** Teachers' Translanguaging Pedagogies and Attitudes in Multilingual Context and EMI Classrooms: Teacher Professional Development in Greater Bay Area
- 2021.4.23-25        10th ELC International Conference "Converging & Diverging Paths: ELT in a Changing Environment" in Shantou University  
**Presentation Topic :** Quality and Nature of Linguistic Environment at Home: Relation to Preschoolers' English Vocabulary Acquisition and Learner Needs

- 2019.11.30-12.1     Advanced Forum on the Construction of English Majors and First-Class Curricula and 2019 Guangzhou Foreign Studies Association Annual Conference in Guangdong University of Foreign Studies  
**Presentation Topic:** Parental Input and Preschoolers' English Vocabulary Acquisition
- 2019.11.23-24     International Symposium on Interfaces in Generative Linguistics in Guangzhou South China Normal University  
**Presentation Topic:** How Can Chinese Parents Scaffold Their Children's English Vocabulary Acquisition in Early Years
- 2015.06.02 - 05     Fifth International Conference on English, Discourse and Intercultural Communication - Macau Polytechnic Institute Bell Center of English  
**Presentation Topic:** What do Students Really Need in Intercultural Communication Course?
- 2015.04.30  
05.03     Fifth Annual Asian Conference on Language Learning - Kobe, Japan  
**Presentation Topic:** Active Learning and Critical Thinking: An Investigation of an Intercultural Communication Course at a Chinese University.
- 2014.11.27     English Language Center in Shantou University - Shantou, China  
**Presentation Topic:** Accent and Identity in English Learning: Does a Chinese English Accent Matter?

### **Research Project**

- 2021.6.10-2022.12.30     Guangdong Education Society Educational Research Project: Impact of the Home Literacy Environment on Preschoolers' Vocabulary Semantic Development (項目負責人)
- 2018.9.1-2019.9.1     Measuring Students' Learning in English Language Reading Courses and the Relationship with Teachers' Teaching Strategies

### **Membership of Academic Association 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)  
Standard Putonghua, Level A, Grade 2