

Wei Wei



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Research Area :

Computer Assisted Teaching and Learning, Learning-oriented Assessment

Academnic Qualification

02/2007 – 01/2011 PhD in Language Assessment, University of Leeds, School of Education

09/2005 – 10/2006 MA in Teaching English as a Foreign Language, University of Leeds, School of Education

08/2001 – 06/2005 BA in English / Southwest of China University, School of Foreign Languages

Teaching Experience

07/2019 – Present Associate Professor / Macau University of Science and Technology, Macau

08/2014 – 06/2019 Assistant Professor / Macau University of Science and Technology, Macau

05/2011 – 06/2014 Lecturer / Royal Melbourne Institute of Technology (RMIT) University, South Saigon Vietnam Campus

Books chapters

1. **Wei, W.** (2017). [Critical review of washback studies: hypothesis and evidence](#). In Al-Mahrooqi, Al-Maamari & Thakur (Eds.), *Revisiting EFL Assessment: Critical Perspectives*, (pp.49-67). Springer: Switzerland.
2. **Wei, W.** (2014). The practice of reading assessment in South and Southeast Asia. In Al-Mahrooqi & Roscoe (Eds.) pp. 468-494, *Focusing on EFL Reading: Theory and Practice*, Cambridge Scholars: Cambridge, UK.

Journal articles

1. **Wei, W.**, Cheong, C., Zhu, X*, & Lu, Q. (2022). [Comparing self-reflection and peer feedback practices in an academic writing task: A student self-efficacy perspective](#). *Teaching in Higher Education*, Advance online publication (SSCI, IF = 3.001)
2. Luo, Y., **Wei, W***, & Ying, Z. (2022). [Artificial intelligence-generated and human expert-designed vocabulary tests: a comparative study](#). *SAGE Open*, (SSCI, IF = 1.356)
3. **Wei, W.**, & Cao, Y. K*, (2022). [Willing, silent or forced participation? Insights from English for Academic Purposes classrooms](#). *RELC Journal*, Advance online publication. (SSCI, IF = 1.596).
4. **Wei, W.**, & Liu, C. (2022). [Exploring the relationships between teacher-led and learner-led mobile learning activities and their impacts on teacher evaluation results](#). *Technology, Pedagogy and Education*, Advance online publication. (SSCI, IF = 2.529).
5. Hui, S.K.F, **Wei, W.**, & Yun, P.P.H. (accepted). [Regulating learning and assessment with e-Learning: A study of Mainland Chinese postgraduate students' online learning experiences and behaviours](#). *International Journal on E-Learning*. Advance online publication.
6. Xin Cheng., Xin-yue Ma., Chao-hua Luo., Jian Chen., **Wei Wei***, & Xuesong Yang*. (2021). [Examining the relationships between medical students' preferred online instructional strategies, course difficulty level, learning performance and effectiveness](#), *Advances in Physiology Education*. Advance online publication. (SCI, IF=2.288)
7. **Wei, W.**, Sun, Y. L., & Xu, X. S. (2021). [Investigating the impact of increased student feedback literacy level on their expectations on university teachers' feedback](#), *Assessment and Evaluation in Higher Education*, Advance online publication. (SSCI, IF = 2.320)
8. **Wei, W.** & Cao, Y. K. (2020). [Written Corrective Feedback Strategies employed by university English lecturers: A teacher cognition perspective](#), *SAGE Open*, 10(3). (SSCI, IF = 0.715)
9. Cao, Y. K., & **Wei, W.** (2019). [Willingness to communicate from an English as an international language \(EIL\) perspective: the case of Macau](#), *System*, 87. (SSCI, IF = 1.930)
10. **Wei, W.**, & Hui, K. F. (2019). [Evaluating teacher performance in language learning classes: the gap between students and department administrators](#). *Teachers & Teaching: Theory and Practice*, 25(4), 486-500. (SSCI, IF = 1.798)
11. **Wei, W.**, & Xie, Y. (2018). [University teachers' reflections on the reasons behind their changing feedback approaches](#). *Assessment and Evaluation in Higher Education*, 43(6),

867-879. (SSCI, IF = 1.877)

12. **Wei, W.**, & Ying, Z. (2017). [An Investigation of integrative and independent listening test tasks in a computerized academic English test](#). *Computer Assisted Language Learning*, 30(8), 864-883. (SSCI, IF = 2.121)
13. **Wei, W.** (2017). [Can integrated skills tasks change students' learning strategies and materials?](#) *Language Learning Journal*. 45 (3), 336-351. (ESCI)
14. **Wei, W.** (2015). [Using summative and formative assessments to evaluate EFL teachers' teaching performance in a higher education context](#). *Assessment and Evaluation in Higher Education*. 40 (4), 611-623. (SSCI, IF=1.391)
15. **Wei, W.**, Debrot, D., & Witney, C. (2015). [The role of leadership in small scale educational change](#). *Asia Pacific Journal of Education*, 35 (1), 40-54. (SSCI, IF = 0.531)
16. Ying, Z., & **Wei, W.** (2014). [Knowing the Test Takers: Investigating Chinese and Indian EFL/ESL Students' Performance on PTE Academic](#). *Asian EFL Journal*. 16 (1), 119-151.

Conference Proceedings

1. **Wei, W.** Witney, C. Cowan, M. & Graham, S. (2011, November). *The perceptions of academic language and learning support among staff and students at a transitional university*. Paper presented with colleagues at The 2011 Biennial AALL (Association for Academic Language and Learning) Conference, Adelaide, Australia.
2. **Wei, W.** (2012, February). Washback effects and impacts of the high-stakes English tests on curriculum reform. Paper presented at the 8th Annual CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia.
3. Jones, G. & **Wei, W.** (2012, November). *Are we on track? A study of Chinese test takers*. Paper presented at the bi-annual meeting of the Association of Language Testing and Assessment of Australia and New Zealand (ALTAANZ), University of Sydney, Australia.
4. **Wei, W.** (2012, November). *Washback effects on language learning strategies: a case study using PTE Academic integrated skills items*. Paper presented at the bi-annual meeting of the Association of Language Testing and Assessment of Australia and New Zealand (ALTAANZ), University of Sydney, Australia.
5. Pui, Ondris., Sriratanaviriyakul, N., **Wei, W.**, Then, P & Tho, Z, (2013, May). *Using PRS to Enhance Student Learning Process: The Application of Revised Study Process Questionnaire-2 Factors*, Paper presented at 4th International Conference on IS

Management and Evaluation, Ho Chi Minh City, Vietnam.

6. Witney, C. & **Wei, W.** (2013, June). *Motivational orientation in students at a transactional university in Southeast Asia*. Paper presented at the 7th International Technology, Education and Development Conference, Madrid, Spain.
7. Witney, C. & **Wei, W.** (2013, June). *Learning strategies in students at a transactional university in Southeast Asia*. Paper presented at the 7th International Technology, Education and Development Conference, Madrid, Spain.
8. **Wei, W.** (2014, June). *Using formative and summative assessments to evaluate English lecturers' teaching performances*. Paper presented at GCIN (Global Curriculum & Instruction Network) Conference 2014, Hong Kong Institute of Education, Hong Kong.
9. **Wei, W.** (2015, February). *Do students use the new vocabulary from textbooks in their oral presentation?* Paper presented in the 3rd English Language Teaching International Conference: Departing from Tradition: Innovations in English Language Teaching and Learning, University of Macau, Macau.
10. Sun, Jianrong & **Wei, W.** (2015, October). *Designing an effective EDC workshop and evaluate its impact*. Workshop at the Annual Conference for Chinese Higher Education Development Network, Beijing Institute of Technology, Beijing, China.
11. **Wei, W.** & Sun, Jianrong (2015, October). *Using student evaluation survey to assess teaching quality in the context of higher education*. Workshop at the Annual Conference for Chinese Higher Education Development Network, Beijing Institute of Technology, Beijing, China.
12. **Wei, W.** (2015, November). *Unethical and superficial changes in classroom teaching as a result of using student evaluation surveys to assess university professor's' teaching performance*. Paper presented in The International Conference on Quality Assurance and the Enhancement of Teaching and Learning in Higher Education, Macao Polytechnic Institute, Macau.
13. **Wei, W.** & Rong, Hu. (2015, November). *Competing feedback from summative assessments and classroom instructions on English major students' use of reading comprehension strategies*. Paper presented in The International Conference on Language Testing and Assessment, National Key Research Centre for Linguistics and Applied Linguistics at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.
14. **Wei, W.** & Yu, Luo. (2016, December). *Exploring EFL peers' feedback giving and learning behaviors in a higher education context*. Paper presented in the Fourth GDUFS Forum of

Applied Linguistics, National Key Research Centre for Linguistics and Applied Linguistics at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.

15. H. Dai, **W. Wei**, H. Wang and T. Wong. (2017, December) *Impact of outcome-based education on software engineering teaching: A case study*. Paper presented at the 2017 IEEE 6th International Conference on Teaching, Assessment, and Learning for Engineering (TALE), The Education University of Hong Kong, Hong Kong.
16. Chen, Zhao. & **Wei, W.** (2019, July). *Is mobile-assisted online feedback a better way to improve pronunciation than face-to-face feedback at both word and phrase level?* Paper accepted at the The XXth International Computer Assisted Language Learning (CALL) Research Conference, The Education University of Hong Kong, Hong Kong.
17. Ting, J., & **Wei, W.** (2019, July). *Investigating TCFL pre-service teachers' self-reflection practices from the perspective of teacher cognition theory*. Paper presented at The Fifth International Conference on Teaching Chinese as a Second Language, The Education University of Hong Kong, Hong Kong.
18. Luo, Y. J., & **Wei, W.** (2019, July). *An empirical study of using word vectorization algorithm to design HSK vocabulary MCQ tests*, Paper presented at The 2019 Annual Conference of China Association for Language Testing and Assessment, National Key Research Centre for Linguistics and Applied Linguistics at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.
19. Zhang Huiwan., & **Wei, W.** (2021, July). *Using computer-assisted language teaching technology to develop multiple-levels of medical vocabulary knowledge of second language medical students from India*, Paper presented at International Conference on Technology-enhanced Language Learning and Teaching Via Zoom, The Hong Kong Education University, Hong Kong.
20. Ji Xiaoting., & **Wei, W.** (2021, December). *Preservice teachers' reflection on educational culture adaptation: a perspective from intercultural communicative competence*, Paper presented at 10th International Chinese Language Teaching Conference Via Zoom, The Hong Kong Education University, Hong Kong.
21. Luo Yunjiu., & **Wei, W.** (2021, December). *The use of Artificial Intelligence technologies to assess L2 learners' in-depth vocabulary knowledge*, Paper presented at 10th International Chinese Language Teaching Conference Via Zoom, The Hong Kong Education University, Hong Kong.

22. Zhang Huiwan., & **Wei, W.** (2021, December). *Using feedback videos to promote L2 Chinese language learners' self-directed strategies in an online environment*. Paper presented at 10th International Chinese Language Teaching Conference *Via Zoom*, The Hong Kong Education University, Hong Kong.

Research Projects

1. 2011/2012: Washback effects on language learning strategies: A case study using PTE Academic speaking items, The Pearson Test of English, London, UK (GBP 3,000)
2. 2012/2013: The practice of reading assessment in South and Southeast Asia, RMIT Vietnam Research Grants, Royal Melbourne Institute of Technology University (USD 4,550)
3. 2013/2014: Validation of teacher performance evaluation: a consequential validity study, RMIT Vietnam Research Grants, Royal Melbourne Institute of Technology University (USD 7,400)
4. 2017/2018: University Teachers' Cognitive Reasons behind their Changing Feedback Practices', Faculty Research Grants from Macau University of Science and Technology (MOP 20,000)
5. 2021/2022: Using peer and teacher feedback videos as self-directed learning resources for MOOC learners in higher education, Specialized Subsidy Scheme for Macao Higher Education Institutions in the Area of Research in Humanities and Social Sciences, Government of the Macao Special Administrative Region, Education and Youth Development Bureau (MOP 135,000)
6. 2022/2023 Using computer-assisted language teaching technologies to develop multiple-levels of medical vocabulary knowledge of second language medical students, Faculty Research Grants from Macau University of Science and Technology (MOP 29,000)

Professional Qualification and Award

- Bank of China (BoC) Excellence Research Award of Macau University of Science and Technology, 2017
- Luso International Banking (LIB) Academic Research Award, Macau University of

Science and Technology, 2021