

韋衛



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教研領域

語言測試與評估，教師專業發展與評估，計算機輔助教學

學歷

2007.02 – 2011.01 英國利茲大學教育學院 / 測試與評估 / 博士學位
2005.09 – 2006.10 英國利茲大學教育學院 / 英語作為第二外語教學 / 碩士學位
2001.09 – 2005.07 中國西南師範大學外國語學院 / 英語 / 學士學位

教學經驗

2019.07 – 澳門科技大學 / 國際學院 / 副教授
2014.08 – 2019.06 澳門科技大學 / 國際學院 / 助理教授
2011.05 – 2014.06 墨爾本皇家理工大學南西貢校區 / 講師
2010.09 – 2011.04 英國倫敦培生學術英語測試 / 研究助理
2008.09 – 2010.07 英國利茲大學 / 東亞系 / 兼職老師

專著與章節

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.

期刊文章

1. **Wei, W.**, & 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)
2. **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)
3. 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)
4. **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 = 2.378)
5. **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)
6. **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)
7. **Wei, W.** (2017). [Can integrated skills tasks change students' learning strategies and materials?](#) *Language Learning Journal*. 45 (3), 336-351. (ESCI)
8. **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)
9. **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)
10. 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.

擔任下列 SSCI/SCI 期刊審稿人

1. *Anatomical Sciences Education*
2. *Asia Pacific Education Review*
3. *Assessment and Evaluation in Higher Education*
4. *British Journal of Educational Technology*
5. *Computer Assisted Language Learning*
6. *Frontiers in Psychology*
7. *Language Assessment Quarterly*
8. *Language Testing*

9. *SAGE Open*

10. *Studies in Educational Evaluation*

11. *System: an International Journal of Educational Technology and Applied Linguistics*