

Fang Ping Yeh, Ph.D.
Curriculum Vitae

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EDUCATION

- Ph.D.** **Indiana University, Bloomington, Indiana** December 2012
Major: Literacy, Culture and Language Education
Minor: English
- Ed. M.** **Teachers College, Columbia University. NYC, NY** May 2003
Major: Teaching of English
- M.A.** **Boston University, Boston, MA** September 2000
Major: Applied Linguistics
Specialized in Second Language Acquisition
- B.A.** **Washington State University, Pullman, WA** May 1997
Major: English
Minor: Creative Writing

SCHOLARLY AREAS OF INTERESTS

- Critical literacy in second/foreign language learning
- Critical writing pedagogy
- Qualitative research methods in English language teaching and learning (including specific interest in: collective biography, narrative inquiry, and critical ethnography)
- Language Teacher Education and Teacher Identity Research

TEACHING EXPERIENCE

College Level

Adjunct Assistant Professor at the Academic Writing Education Center (AWEC),
National Taiwan University, Taipei, Taiwan Feb, 2016 – Present

- Teaching English Writing for Academic Purposes to graduate students
- Providing writing consultation to graduate students
- Involving in organizing Three-Minute-Thesis (3MT) event

Part-Time Assistant Professor at the Department of English
Shih Hsin University

Aug, 2014 – July, 2016

- Taught Freshman English
- Taught English Digital Writing

Part-Time Lecturer at the Department of Foreign Language Instruction (DFLI)
Wenzao Ursuline University of Languages, Kaohsiung, Taiwan Feb, 2009 – Jul, 2009

- Taught *Professional Reading* course to junior students of Spanish major.
- Taught *Reading & Writing* to sophomore students of Translation and Interpreting major.

Full-Time Contracted Teacher at the Department of Foreign Language Instruction
(DFLI),

Wenzao Ursuline College of Languages, Kaohsiung, Taiwan Aug, 2003 – Jul, 2006

- Taught 36-credit general college English courses, including courses such as *Listening & Conversation*, and *Reading & Writing*, to freshmen and sophomore students.
- Taught *Literature for Children and Young Adults* to students of DFLI.
- Taught professional courses such as *Teaching Children's English* and *Speech and Presentation Training* to two-year college students of evening division.
- Co-developed the course pack of study skill for freshman students.

K-12 Level

ESL Teacher at the Boston Chinatown Neighborhood Center,
Boston, MA, USA

Jan, 2001– Jun, 2001

- Taught reading through adolescent literature to students of Chinese immigrants
- Responsible for curriculum design for ESL classes to 8th graders of Chinese students.
- Provided homework assistance and other related academic supports in the after school program,

English Language Instructor at ELSI Taiwan Language School,
Chung-Cheng Branch, Kaohsiung, Taiwan

1997–1998

- Taught basic English speaking, listening, reading and writing skills to children at a wide range of ages from six to thirteen.
- Conducted demonstrative teaching and other marketing efforts to enhance enrollment of new students.
- Assisted in teaching material design and curriculum development.

RESEARCH

Dissertation Research—The Project of Critical Reflexive Education: American-Trained Taiwanese English Teachers' Identity-In-The-Making

2009-2012 INDIANA UNIVERSITY, BLOOMINGTON

- This dissertation research centered on the relationships among the construction of teacher identity, the teaching of English as a global language and the impacts of globalization.
- Audio-recorded classroom observations and conducted interviews with American-educated Taiwanese-born English language teachers in a four-year college in Taiwan
- Using a method of “collective biography”, this dissertation inquired into three American-trained Taiwanese English teachers' life stories and the researcher's own as an American-trained Taiwanese English teacher and researcher.
- By providing a combination of an in-depth descriptive analysis, additional theoretical interpretations of the data and the researcher's self-reflexive analysis, this study unravels these teachers' struggles and tensions through their reflections on their teaching goals and pedagogical practices.

EdM Thesis Research—When an Asian Researcher Meets a Chinese American Adolescent: A study of identity through literature

Jan 2003-May 2003 TEACHERS COLLEGE, COLUMBIA UNIVERSITY

- This thesis research project focused on the relationship between identity construction and literacy learning.
- Conducted interviews with four Asian American eighth graders in a middle school of the Chinatown neighborhood in NYC
- Using the method of narrative analysis, this thesis project focused on what happened when a Taiwanese female researcher responded to the ways a Chinese American eighth-grade male student constructed his identity through his literary responses to a young adult novel.

Master's Thesis Research—Nonnative speaker to nonnative speaker (NNS-NNS) small group work: a facilitator of ESL students' comprehension and production

May 2000-September 2000 BOSTON UNIVERSITY, BOSTON, MA

- This thesis research project investigated the effects of student-led interactive group discussions and the different types of strategies ESL students used to negotiate meanings during their discussions in an ESL classroom of an intensive English language learning program.
- Audio-recorded classroom observations of an intermediate level English conversation course and conducted interviews with three ESL students from South Korea, Japan and Venezuela.
- Using mixed research methods of quantitative and qualitative results, this project identified eleven strategic ways NNS students of English negotiated meanings with other NNS peers during small group discussions.

- The result suggested that ESL teachers needed to provide more structural and effective way when conducting small group discussions in order to enhance ESL students' comprehension and production.

PUBLICATIONS

Yeh, F. P. (2007). "It Has Saddened Me Not To Have Heard Your Voice": Rethinking Silence and Critical Pedagogy. *Revista Cesumar*, vol. 12 (2), 323-334. Centro University of Maringa, Brazil.

PROFESSIONAL PRESENTATIONS

Yeh, F.P. & Elsheikh, A. (Dec., 2017). ESP Teachers' Professional Identity Construction. International Conference on ESP, New Technologies and Digital Learning 2017 at the Hong Kong Polytechnic University, Hong Kong, China.

Elsheikh, A., Yeh, F.P., & Zlatkovska, E. (April, 2014). Rethinking Language Teacher Education: Practices and Pedagogies. Singapore: the 49th *RELC* International Seminar on Critical Competencies for the 21st Century Language Classroom, 14 – 16 April 2014.

Yeh, F. P. (June, 2011). American-Educated Taiwanese English Teachers' Identity Formation and the Teaching of English as a Global Language. International Society for Language Studies (ISLS) Conference, Oranjestad, Aruba.

Yeh, F. P. (February, 2008). An epistemological understanding of identity an experience: "voice" from an Asian female graduate student in the U.S. Research of the National Council of Teachers of English (NCTEAR) Conference, Bloomington, Indiana.

SERVICE

Volunteer for NCTEAR conference. Indiana University, Bloomington. February, 2008

Volunteer for 3MT (Three Minute Thesis) Competition, hosted by AWEC, National Taiwan University, Taipei, Taiwan. May, 2017

ACADEMIC & PROFESSIONAL ASSOCIATION MEMEBERSHIPS

National Council of Teachers of English Assembly of Research (NCTEAR)
International Society for Language Studies (ISLS)

LANGUAGES

English (fluent),
Mandarin (native speaker),

Spanish (basic speaking and reading knowledge)