

Yang Wang (汪洋)

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PROFESSIONAL APPOINTMENTS

2025– present	Associate Teaching Professor, Brown University
2013–2025	Senior Lecturer, Brown University
2005–2013	Lecturer, Brown University
2011 Summer	New Teacher Trainer, Middlebury College Summer Chinese School
2010 Summer	Lead Instructor, Duke Study in China (Beijing)
2006–9 Summers	Lecturer, Middlebury College Summer Chinese School
2005 Summer	Lecturer, The Ohio State University, Summer Teacher Training Programs for Teachers of Chinese
2004–2005	Language Fellow, Williams College
2004 Summer	Instructor, The Ohio State University, Summer Chinese Language Program

EDUCATION

M.A. March 2005	Chinese Language Pedagogy, The Ohio State University
B.A. July 2002	Teaching Chinese as a Foreign Language, Beijing Language and Culture University

CERTIFICATE

2021	American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) Certified Tester in Chinese
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HONORS, AWARDS AND RECOGNITION

2025	Nominated for ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in World Language Education
2024	New England Chinese Language Teachers Association (NECLTA) Outstanding Contribution Award
2024	Stole Celebration Faculty Award, Brown Center for Students of Color
2023	First Prize, The 2 nd International Symposium on Chinese for Specific Purposes Lesson Plan Contest, University of Pennsylvania
2019	Chinese Language Teachers Association (CLTA) Special Interest Group (SIG) Award
2009, 2006	Nominated for Teaching with Technology Award, Brown University

PROFESSIONAL DEVELOPMENT GRANTS

BrownConnect SPRINT UTRA award: 2021, 2022, 2023
Leach Funds: 2007, 2008, 2009, 2010, 2011, 2012, 2013

Humanities Research Funds: 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021,
2022, 2024

CLS Consortium Grant: 2007, 2009, 2014, 2017

Mini Salomon Grant for Course Enhancement: 2010, 2019, 2020, 2022

Funds for Internationalizing the Curriculum: 2010

PUBLICATIONS

Books

Wang, Y., Bai, J.H., and et al. (2015). *China in Depth: An Integrated Course for Advanced Chinese* 焦点汉语—高级汉语综合教程, Beijing: Peking University Press.

Kubler, C. & **Wang, Y.** (2013). *Intermediate Spoken Chinese: Practice Essentials*, Singapore: Tuttle Publishing.

Kubler, C. & **Wang, Y.** (2011). *Basic Spoken Chinese: Practice Essentials*, Singapore: Tuttle Publishing.

Kubler, C. & **Wang, Y.** (2017). *Basis Chinesisch Sprechen: Übungsbuch* (German translation by T. Kempa of *Basic Spoken Chinese Practice Essentials*), Zurich: Chinabooks.

Book Chapters

Wang, Y. (2022). Developing Advanced CFL Learners' Academic Writing Skills: Theory and Practice. In: Ye, Z. (eds) *The Palgrave Handbook of Chinese Language Studies*. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-16-0924-4_57 (peer-reviewed)

Wang, Y. (2022). The Battle between Taobao and eBay over the Chinese Market — A Lesson on Chinese Business Culture from eBay's Failed Localization Strategies 淘宝与 eBay 中国市场争夺战 — 从 eBay 企业 ‘本土化’ 案例看中国商业文化,” in Liu, G. & Wang, H. (eds.) *Tradition and Transition: Teaching Chinese Culture Overseas* 《传统与现代：海外中文文化教学》, pp. 17-25, Beijing: Beijing University Press.

Wang, Y. (2021). The “Best” Students — On the Criteria of Evaluating Students' Performance and Aptitude in a CFL Classroom, In Liu, Z. (eds.) *Tales of Chinese Teachers: Case Studies and Reflections from CFL Classrooms in North American* 《北美故事—美国一线汉语教学案例与反思》, pp. 247-253, Beijing: Beijing University Press.

Journal articles

Wu, Y. & Wang, Y. (2025). What makes a good L2 listener? Factors contributing to varied performance in proficiency-based CSL listening comprehension. *Chinese as a Second Language*, 59(2), 147-174. <http://doi.org/10.1075/csl.00050.wu> (peer-reviewed)

Wang, Y. (2024). 唇齿相依，相得益彰：谈布朗大学中文项目发展与东亚研究专业建设 Interdependent and Mutually Reinforcing: Discussing the Development of the Chinese Language Program and the Advancement of the East Asian Studies Concentration at Brown University, *Chinese Language Globalization Studies* 《汉语国际传播研究》, Vol.14, pp 68-79, Beijing: Commercial Press 商务印书馆.

Wang, Y. (2011). 高级中文学术写作教学的理念与方法初探 On the Teaching Principles and Teaching Methods of Chinese Academic Writing, 《对外汉语教学与研究》 *Chinese Language Teaching and Research*, 2011 Vol.1, pp.53-62, Nanjing: Nanjing University Press. (peer-reviewed)

Wang, Y. (2006). A Comparison between SPEAC and Middlebury Chinese Teachers Training Programs, 《国际汉语教学动态与研究》 *International Chinese Language and Learning Report*, 2006 Vol.4 pp. 20-28, Beijing: Foreign Language Teaching and Research Press.

Conference Proceedings

Media Reading Courses Meet Independent Research: Chinese Academic Writing Teaching Models. 北美高级中文课程写作教学的新尝试：以新闻阅读课上独立研究报告的写作教学为例, Conference Proceedings of the 11th International Conference on Chinese Language Pedagogy. Sichuan: Sichuan Publishing Group. June 2013, pp. 336-347.

Principles and Methods in Designing Intermediate-Level Writing Exercises — Comparative Research on the Textbooks Integrated Chinese and Exchange. 关于中级汉语教材写作练习编写理念与方法的探讨 — 以《中文听说读写》与《剑桥国际英语教程》的比较研究为例, Conference Proceedings of the 9th International Conference on Chinese Language Pedagogy. Beijing: China Minzu University Press. July 2011, Vol.2 pp. 303-313.

Role of Model Essay Reading in Intermediate-level Writing Instruction. 中级汉语写作教学的特殊地位及写作范文的导读, Conference Proceedings of the Ninth International Symposium on Chinese Linguistics and Chinese Language Pedagogy (Taipei). December 2009, Vol.4, pp.241-253.

Helping Advanced Learners Become Proficient in Narrative Writing through Web-based Videos and Online Exercises, *Collected Essays from The Fifth International Conference and Workshops on Technology and Chinese Teaching in the 21st Century*, June 2008, pp.243-246.

Other Publications

Wang, Y. (2019). 用小故事谈大问题—以纪录片《我爱高跟鞋》全球化课件为例. Discussing Big Topics with Small Stories – An Example of Using the Documentary *My Fancy High Heels* in a Business Chinese Class on Globalization, *Chinese Language Teachers Association Newsletter*, Vol.43, No.1, pp. 4-7.

Unpublished Course Packages

Course package for CHIN0100-0200: Basic Chinese

Course package for CHIN0150-0250: Advanced Beginning Chinese

Course package for CHIN0300, 0400: Intermediate Chinese

Course package for CHIN0500, 0600: Advanced Mandarin I

Course package for CHIN0700, 0800: Advanced Mandarin II

Course package for CHIN0920C: The Changing Face of China – Advanced
Reading and Writing in Chinese Media

Course package for CHIN0920D: Business Chinese

INVITED TALKS

January 17, 2026, “谈中文叙事能力的培养——从学生 OPI 表现到教学实践事,” Chinese Language Flagship Teacher Training program, University of Rhode Island

October 10, 2025, “故事在 K-12 中高级中文教学中的应用,” UConn Early College Experience Teacher Training Program, University of Connecticut

February 12, 2025, “The Power of ‘Stories’: Developing Narrative Competence in Advanced Chinese Language Instruction,” CET-Beijing Winter Teacher Training Program, The Capital Normal University.

June 27, 2024, "*Current Trends, Practices, and Challenges of Chinese Language Instruction in the U.S.*" Invited talk, M.A. Program in Teaching Chinese as a Foreign Language, College of International Chinese Studies, Beijing Language and Culture University.

April 5, 2024, "Seeking Changes in a Challenging Time: New Perspectives for Proficiency-Oriented Chinese Teaching and Beyond." Annual Conference of Chinese Language Teachers Association, St. Louis, MO.

August 19, 2022, 唇齿相依，相得益彰：谈布朗中文项目发展与东亚研究专业建设, part of special online talk series organized by two CLTA Special Interest Groups: Teaching CFL to Elementary and Intermediate Learners, and Content-based Chinese Language Courses at Advanced Levels.

February 2022, The Definition of Modern Family: Escape and Return in Documentary *All in My Family*, special online talk series organized by CLTA Special Interest Group: Chinese Language Film Education Exchange (CLEFDEX) CLTA 中文电影教学兴趣小组.

August 2021, The Power of Stories and Storytelling in Upper-Intermediate CFL classrooms, Spicy Chinese (online teacher training workshop).

July 2021, Developing Students' Academic Writing Skills in Advanced CFL curriculum, online summer lecture organized by two CLTA Special Interest Groups: Context-based Inter-disciplinary CFL Curriculum and Intercultural Competence for Chinese teachers and Learners.

June 2017, Designing First-Year Chinese Curriculum for True Beginners. Teacher Training Workshop, Schwarzman Scholars program at Tsinghua University, Beijing (Webinar).

June 2011, Helping Advanced Learners Become Proficient Users of Discourse Devices in Task-based Discussion Classes, Teacher Training Workshop, Middlebury College Summer Language School, Middlebury.

June 2010, Designing Mechanical Drills and Contextualized Exercises for Grammar Acquisition 小班语法课操练技巧. Teacher Training Workshop, Duke Study in China (DSIC), Beijing.

October 2009, Integrating Writing into Intermediate Level Curriculum, Sheridan Center for Teaching and Learning, Brown University.

July 2005, Elicitation Techniques in a Performance-Based Language Program, Department of East Asian Languages and Literatures, The Ohio State University.

WORKSHOPS

September 17, 2023, 我有没有一个好故事 — 叙述能力在中文高级写作教学中的培养, 2023 International Symposium on Intermediate and Advanced level Chinese Teaching (online), organized by Foreign Language Teaching and Research Press (外语教学与研究出版社).

November 2019, Developing Narrative Competence for Upper Intermediate and Advanced Level Students, Tufts University.

CONFERENCE PRESENTATIONS

June 2025, What do effective L2 Listeners do? Exploring the role of vocabulary mastery in proficiency-based Listening Comprehension, Vocab@Maryland 2025 Conference, University of Maryland, College Park, Maryland.

June 2024, What makes a good CFL listeners? Exploring the Factors that Contribute to Varied Performance in Proficiency-based Listening Comprehension, The Seventh International Forum on Linguistics and Chinese Education, Peking University, Beijing.

April 2024, Developing Narrative Skills in Advanced Chinese Writing Instruction 高年级中文写作教学中的叙事能力的培养, Annual Conference of Chinese Language Teachers Association, St Luis, MO

May 2023, “成长的烦恼”——茵络集团突破增长瓶颈企业真实案例研究, The 2nd International Symposium on Chinese for Specific Purposes (CSP), University of Pennsylvania, PA.

October 2022, 改善学生体验, 提高学生保有率, organizer and moderator for special round table discussion at NECLTA Annual Conference, Tufts University.

April 2022, Let me tell you a “good” story – Using non-fiction storytelling podcasts to teach CFL learners’ narrative strategies, Chinese Language Teachers Association (CLTA) Annual Conference. (online conference)

* March 2022, Explaining listening comprehension among L2 Chinese Learners: Roles of oral proficiency, vocabulary size and metacognitive awareness, (Co-presenting with Y. Wu from URI). American Association for Applied Linguistics (AAAL) Annual Conference, Pittsburgh, PA. (* Yu Wu presented on my behalf; I couldn’t travel due to Covid restrictions)

September 2021, Aligning Proficiency Goals, Linguistic and Extralinguistic Factors, and classroom Instruction to Promote Listening Comprehension Gains in CSL Classes, (Co-presenting with Y. Wu). Harvard University 4th International Conference on Chinese Pedagogy. Cambridge, MA: Harvard University. (online conference)

August 2021, Vocabulary Size, Oral Proficiency, Metacognitive Awareness, and Anxiety: Factors that Contribute to Varied Performance in Proficiency-based Listening Comprehension, (Co-presenting with Y. Wu). World Congress of Applied Linguistics, Groningen, Netherlands. (online conference)

April 2021, Factors Affecting Listening and Speaking Proficiency Gains in At Home and Study Abroad Contexts, Chinese Language Teachers Association (CLTA) Annual Conference. (online conference)

October 2020, Using Podcast Stories to Enhance Students' Narrative Skills in Chinese, New England CLTA Annual Meeting. (online conference)

October 2019, Developing Narrative Competence Through Chinese Films in Intermediate Chinese Courses, New England CLTA Annual Meeting, Boston, MA.

April 2019, 高级中文课纪录片与文本材料的差异与互补 The Differences and Complementation of Using Documentaries and Texts in Advanced Chinese Courses, Chinese Language Teachers Association (CLTA) Annual Conference, Seattle, Washington D.C.

October 2018, 中高级汉语教学提升学生写作兴趣的一些尝试 Designing Effective Writing Curriculum for Upper-Intermediate Chinese Learners, New England CLTA Annual Meeting, Boston, MA.

April 2018, 高年级中文课选用纪录片的意义与操作方法—以《我爱高跟鞋》为例 New Approaches of Exploiting Documentary Films in Advanced Chinese Courses – A Pilot Study of Using the Film *My Fancy High Heels*, Chinese Language Teachers Association (CLTA) Annual Conference, Washington D.C.

November 2016, 案例教学法在商务汉语课程中的应用：原则与技巧 Case Studies in Business Chinese Teaching: Principles and Techniques, CLTA/ACTFL Annual Conference, Boston, MA.

April 2016, 试论主题式教学理念在高年级教材编写中的应用 Compiling Theme-Based Learning Materials for Superior Level Learners: A Pilot Study, 2nd CLTA International Symposium on Chinese Language Teaching and Learning, College Park, MD.

October 2015, 试论基于“内容教学法”原则的高级中文教材编写的新尝试 Designing Task-Based Activities for Content-Based Teaching Materials, 4th New England CLTA Annual Meeting, Providence, RI.

October 2014, Defining Content-Based Instruction: the Role of the Instructor, 2014 Symposium sponsored by the Consortium for Language Teaching and Learning, Cornell, NY.

June 2013, 北美高级中文课程写作教学的新尝试：以新闻阅读课上独立研究报告的写作教学为例 Media Reading Courses Meet Independent Research: Chinese

Academic Writing Teaching Models, 11th International Conference on Chinese Language Pedagogy, Chengdu, P. R. China.

October 2013, 高级中文课程听力教学攻略 Compiling Listening Comprehension Materials for Advanced CFL learners, 2nd New England CLTA Annual Meeting, Kingston, RI.

November 2013, Effectiveness and Attitudes towards Peer Assessment in a CFL Context, CLTA/ACTFL Annual Conference, Orlando, FL.

November 2012, Developing Academic Writing Skills in Advanced Chinese Reading Courses, CLTA/ACTFL Annual Conference, Philadelphia, PA.

November 2011, Developing Intermediate Level Film-Based Materials for Narrative Competence in Chinese, CLTA/ACTFL Annual Conference, Denver, CO.

July 2011, 关于中级汉语教材写作练习编写理念与方法的探讨 — 以《中文听说读写》与《剑桥国际英语教程》的比较研究为例 Principles and Methods in Designing Intermediate-Level Writing Exercises -- Comparative Research on the Textbooks *Integrated Chinese* and *Exchange*. 9th International Conference on Chinese Language Pedagogy, Beijing, P.R. China.

November 2010, Building Writing Discourse Competence at the Intermediate Level: Tasks, Standards, and Instructor's Feedback, CLTA/ACTFL Annual Conference, Boston, MA.

December 2009, 中级汉语写作教学的特殊地位及写作范文的导读, Role of Model Essay Reading in Intermediate-level Writing Instruction. Ninth International Symposium on Chinese Linguistics and Chinese Language Pedagogy. December 2009, Taipei.

November 2009, From Transcribing to Composing: Building Writing Competence for Intermediate Chinese Learners, CLTA/ACTFL Annual Conference, San Antonio, TX.

April 2009, Designing Reading-based Writing Tasks for Intermediate Chinese, Language Symposia 2009, Chicago, IL.

June 2008, Helping Advanced Learners to Become Proficient in the Use of Sentence Connectives through Web-based Videos and On-line Exercises, Fifth International Conference on Technology and Chinese Language Teaching in the 21st Century, Macau, P.R. China.

November 2007, Helping Advanced Learners to Become Proficient in the Use of Discourse Devices in Task-Based Discussion Classes, CLTA/ACTFL Annual Conference, San Antonio, TX.

- 2022 – 2024 President, New England Chinese Language Teachers Association (NECLTA)
- 2018 – present Board of Directors, NECLTA
- 2025 Award Committee Chair, NECLTA Teaching Innovation Award
- 2025 National Evaluator, Critical Language Scholarship (CLS) program
- 2024, 2025 Reviewer, CLTA Action Research Award
- 2020 – 2023 Co-organizer, NECLTA professional development workshop
- 2023 – 2024 Advisory Committee Member, China Institute’s Teacher Certificate Program in Understanding of Chinese Culture & Practice
- 2023 Chinese AP Exam Reader
- 2023 Judge, 汉教英雄会 —— 国际中文教学技能交流活动 (Chinese Teaching Heroes – National Chinese Language Teaching Lesson Plans Competition, College Level)
- 2020 Target Language Expert Content Selector and Developer, Thematic Lessons and Assessments Project, National Foreign Language Center, University of Maryland
- 2016 – 17, 2019 Test Item Reviewer, The Defense Language Proficiency Test (Reading and Listening items at levels 2, 2+, 3, 3+ and 4 on ILR scale), project supervised by the National Foreign Language Center, University of Maryland
- 2018 Test Item Writer, Chinese Flagship Program Test Development (Reading and Listening at levels 3, 3+ and 4), project supervised by American Council for International Education
- 2011 – 12 National Committee for Fulbright English Language Teaching Assistantships (Taiwan)
- 2011 Test Item Writer, Chinese Flagship Program Test Development (Reading and Listening at levels 2, 2+), project supervised by American Council for International Education
- 2010 National Committee for Fulbright English Language Teaching Assistantships (Thailand)

c. Manuscript/Curriculum/Conference Proposals Reviewer

- 2022 – present Proposal Reviewer, CLTA Annual Conference
- 2022 – present Proposal Reviewer, ACTFL Annual Conference
- 2022 Ad Hoc Manuscript Reviewer, *Chinese as a Second Language* (Journal of CLTA)
- 2015, 2017 Manuscript Reviewer of *A Writing Guide for Learners of Chinese* for Yale University Press
- 2015 Reviewer of the fifth year Chinese curriculum “Spring Grass 春草,” a Title VI project at National East Asian Language Resource Center (NEALRC), the Ohio State University

PROFESSIONAL AFFILIATION

Chinese Language Teachers Association (CLTA)
New England Chinese Language Teachers Association (NECLTA)

Last updated on 1/20/2026