

Dr Fan Fang (方帆)
Associate Professor, Department of Foreign Languages and Literature,
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Centre for Global Englishes, University of Southampton, UK

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Education

2011-2015

Doctor of Philosophy (Ph.D.)

Modern Languages, Centre for Global Englishes, University of Southampton, UK

2006-2007

Master of Arts (M.A.), School of English, University of Leeds, UK

English Language and World Englishes

2002-2006

Bachelor of Arts (B.A.), School of Liberal Arts, Shenzhen University, China

English Language and Literature

Employment

2018.09-

Associate Professor, Department of Foreign Language and Literature, College of Liberal Arts,
Shantou University, China

2016.09-2018.09

Associate Professor, English Language Centre, College of Liberal Arts, Shantou University, China

2007.9 – 2016.09

Instructor, Lecturer, English Language Centre, Shantou University, China

2013.07-2013.09; 2014.06-2014.09

Independent Learning Advisor, Modern Languages, University of Southampton, UK

2009.9-2011.7

Mandarin Tutor, Shantou University, China

Awards

- *Shantou University Top Talent Award (Excellent Talent)*, 2019-2022
- *Shantou University Excellent Young Talent*, 2016-2018
- *University of Southampton Digital Humanities Funding*, 2013
- *UCCL (Universities' China Committee in London) Grant*, 2013
- *Teaching Excellence*, Shantou University, 2008-2009
- *Singapore Association of Applied Linguistics Award*, National Institute of Education, Nanyang Technological University, 2008

• **Journal Reviewer**

- *Applied Linguistics* (SSCI)
- *Asia Pacific Journal of Education* (SSCI)
- *Cambridge Journal of Education* (SSCI)
- *English Today* (SSCI)
- *Interactive Learning Environments* (SSCI)
- *International Journal of Applied Linguistics* (SSCI)

- *International Journal of Bilingual Education and Bilingualism* (SSCI)
- *International Journal of Multilingualism* (SSCI)
- *International Multilingual Research Journal* (SSCI)
- *Journal of Language, Identity and Education* (SSCI)
- *Journal of Multilingual and Multicultural Development* (SSCI)
- *Language, Culture and Curriculum* (SSCI)
- *Language and Intercultural Communication* (SSCI)
- *Language Teaching Research* (SSCI)
- *Lingua* (SSCI)
- *RELC Journal* (SSCI)
- *Sage Open* (SSCI)
- *System* (SSCI)
- *World Englishes* (SSCI)
- *TESOL Quarterly* (SSCI)
- *Accountability in Research* (Scopus)
- *Australian Review of Applied Linguistics* (ESCI, Scopus)
- *Asia-Pacific Social Science Review* (Scopus)
- *Asian Englishes* (ESCI, Scopus)
- *Diaspora, Indigenous, and Minority Education* (ESCI, Scopus)
- *Globalisation, Societies and Education* (ESCI, Scopus)
- *Intercultural Education* (ESCI, Scopus)
- *Ikala, Revista de lenguaje y Cultura* (Scopus)
- *Journal of Language and Education* (Editorial board member, ESCI, Scopus)
- *Studies in Second Language Learning and Teaching* (Scopus)
- *TESOL Journal* (Editorial Review Board, Scopus)
- *Journal of English-Medium Instruction*
- **Membership in Professional Organisations**
- TESOL International Association (Nominating Committee Member, 2019)
- Asia TEFL
- International Association for Intercultural Communication Studies (IAICS)
- International Association of Teachers of English as a Foreign Language (IATEFL)

Projects:

- 多语制度背景下融合本土文化的语言与文化教学传播（主持），汕头大学新文科建设项目（1 万，2020-2022）
- “一带一路”与多语言背景下潮汕方言的可持续发展研究（主持），汕头市哲学社会科学规划课题（Sustainable Development of Chaoshan Dialect from the Paradigm of One Belt One Road Initiative and Multilingualism）（ST20SK08）
- 英语作为媒介的教学在广东高校的实施现状有效性研究（主持），广东省教育科学“十三五”规划 2019 年度高校哲学社会科学研究项目（Effectiveness of the Implementation of English as a Medium of Instruction in Higher Education of Guangdong Province）（3 万，2020-2021, Principal Researcher）（30,000 CNY, 2020-2021）（2019GXJK194）
- 潮汕地区留学研究生跨文化公民素养发展研究（主持），汕头大学文学院宗教文化研究中心校内研究专项（Special Foundation for Shantou University Research Centre for Religion and Culture）（3 万，2018-2020, Principal Researcher）（30,000 CNY, 2018-2020）（STURCS-201820）
- 基于多语制度和“一带一路”背景下的英语教学与跨文化交际研究（主持），广东省哲学社会科学学科共建项目（Researching English Language Teaching and Intercultural Communication Based on Multilingualism and ‘One Belt and One Road Initiative’ – Discipline Co-construction Project of Philosophy and Social Science of Guangdong Province）（4 万，2018-2020, Principal Researcher）（40,000 CNY, 2017-2020）（GD17XWW07）

- From English language learners to intercultural citizens: Chinese student sojourners development of intercultural citizenship in ELT and EMI programmes. British Council English Language Teaching Research Partnership Awards (9,980 GBP, 2017-2018, Co-researcher)
- 批判教育视角下英语学术素养理论建构与实证研究（参与），教育部人文社会科学研究规划基金（Theoretical construction and empirical study of English academic literacy in critical pedagogy – Ministry of Education Humanities and Social Sciences Project）（10 万，2017-2020, Co-researcher）(100,000 CNY, 2017-2020)（17YJA740063）
- 全球英语视域下大学生跨文化交际中的身份认同研究（主持），广东高校省级重大科研项目（An investigation of university students' identity through intercultural communication from the perspective of Global Englishes – Provincial Key Research Project of Universities in Guangdong Province）（1.5 万，2016-2018, Principal Researcher）(15,000 CNY, 2016-2018)（2015WQNCX034）
- 英语通用语视角下的大学英语教学模式与资源推广研究（主持），广东省高等教育教学研究和改革项目（Investigating the promotion of college English teaching model and resources from the perspective of English as a lingua franca – Teaching Research and Reform Project, Higher Education Division of the Department of Education of Guangdong Province）（2 万，2016-2018, Principal Researcher）(20,000 CNY, 2016-2018)
- 全球英语视域下大学生英语语音态度与身份认同研究（主持），汕头大学文科科研基金项目（An investigation of English accent attitude and identity from the perspective of English as a lingua franca – Shantou University Social Science Project）（2 万，2016-2018）(20,000 CNY, 2016-2018, Principal Researcher)（SR15008）
- 英语国际化框架下的语用能力研究，教育部人文社会科学重点研究基地重大项目（参与）（20 万，2015-2018）(An investigation of pragmatic competence from the perspective of English globalization, Ministry of Education Project of Key Research Institute of Humanities and Social Sciences at Universities in P. R. China) (200,000 CNY, 2015-2018, Co-researcher)

Publications in Chinese:

- 方帆，2020，英语通用语范式及其对大学英语教学的启示 [J]。汕头大学学报, 36(10): 41-48 .
- 方帆，2010，基于世界英语框架下的大学英语教学[J]。汕头大学学报 26(3): 88-93。ISSN: 1001-4225.
- 方帆，2009，英语世界化下的中国英语——兼谈英语作为一门世界语的未来[J]。外语教学（专刊）30: 20-23。ISSN: 1000-5544.
- 杨伟燕，方帆，杨伟璇，肖哲英，郑慕洁，2009，高校远程英语课程改革与教师专业化发展的相互作用研究[J]。天津电大学报 13(4): 43-47。ISSN: 1008-3006.
- 杨伟燕，方帆，2008，优化英语多媒体教学语境创设的研究[J]。外语艺术教育研究 4: 56-60。

Publications in English:

Books:

- Fang, F.** (2020). *Re-positioning Accent Attitude in the Global Englishes Paradigm: A Critical Phenomenological Case Study in the Chinese Context*. Abingdon: Routledge.
- Fang, F., & Widodo, H.P.** (Eds.). (2019). *Critical perspectives of Global Englishes in Asia: Language policy and curriculum, pedagogy, and assessment*. Bristol: Multilingual Matters.

Refereed Journal Articles:

- Fang, F., & Tang, X.** (2021). The relationship between English major students' learning anxiety and enjoyment in an English language classroom: A positive psychology perspective. *Frontiers in Psychology*, 12, 705244. <https://doi.org/10.3389/fpsyg.2021.705244> (SSCI)
- Chu, W., Liu, H., & **Fang, F***. (2021). A tale of three excellent Chinese EFL teachers: Unpacking teacher professional qualities for their sustainable career trajectories from an ecological perspective. *Sustainability*, 13(12), 6721. <https://doi.org/10.3390/su13126721> (SSCI)
- Wang, X., Jiang, L., **Fang, F***, & Elyas, T. (2021). Toward critical intercultural literacy Enhancement of university students in China from the perspective of English as a lingua franca. *Sage Open*, 11(2), 1-12. <https://doi.org/10.1177/21582440211027544> (SSCI)
- Huang, C., & **Fang, F***. (2021, online first). Book Review: English-medium instruction and translanguaging. *RELC Journal*. <https://doi.org/10.1177/00336882211010197> (SSCI)
- Liu, H., Zhang, X., & **Fang, F***. (2021, online). Young English learners' attitudes towards China English: Unpacking their identity construction with implications for secondary level language education in China. *Asia Pacific Journal of Education*. <https://doi.org/10.1080/02188791.2021.1908228> (SSCI)
- Liu, H., & **Fang, F***. (in press). Towards a Global Englishes-aware national English curriculum of China. *ELT Journal*. (SSCI, A&HCI)
- Fang, F.**, & Elyas, T. (in press). Promoting teacher professionalism in language education from the perspective of critical intercultural literacy. *Intercultural Communication Education*.
- Baker, W., & **Fang, F.** (2021). 'So maybe I'm a global citizen': Developing intercultural citizenship in English medium education. *Language, Culture and Curriculum*, 34(1), 1-17. <https://doi.org/10.1080/07908318.2020.1748045> (SSCI, A&HCI)
- Widodo, H.P., **Fang, F***, & Elyas, T. (2020). The construction of language teacher professional identity in the Global Englishes territory: 'We are legitimate language teachers'. *Asian Englishes*, 22(3), 309-316. <https://doi.org/10.1080/13488678.2020.1732683> (ESCI, Scopus)
- Fang, F.**, & Liu, Y. (2020). 'Using all English is not always meaningful': Stakeholders' perspectives on the use of and attitudes towards translanguaging at a Chinese university. *Lingua*, 247, 102959. <https://doi.org/10.1016/j.lingua.2020.102959> (SSCI, A&HCI)
- Fang, F.**, Zhang, S.Y., & Elyas, T. (2020). Role of prior intercultural learning in Chinese university students' cross-cultural adaptation. *Pertanika Journal of Social Sciences and Humanities*, 28(3), 1599-1619. (ESCI, Scopus)
- Liu, Y., & **Fang, F***. (2020, online first). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. *RELC Journal*. <https://doi.org/10.1177/0033688220939222> (SSCI)
- Liu, H.G., Gao, L.X., & **Fang, F***. (2020). Exploring and sustaining language teacher motivation for being a visiting scholar in higher education: An empirical study in the Chinese context. *Sustainability*, 12(15), 6040. <https://doi.org/10.3390/su12156040> (SSCI)
- Wang, L., & **Fang, F***. (2020). Native-speakerism policy in English language teaching revisited: Chinese university teachers' and students' attitudes towards native and non-native English-speaking teachers. *Cogent Education*, 7(1), 778374. <https://doi.org/10.1080/2331186X.2020.1778374> (ESCI, Scopus)
- Boonsuk, Y., & **Fang, F***. (2020, online first). Perennial language learners or competent language users: An investigation of international students' attitudes towards their own and native English accents. *RELC Journal*. <https://doi.org/10.1177/0033688220926715> (SSCI)
- Elyas, T., Alhashemi, B., & **Fang, F***. (2020). Cognitive diversity among EFL learners: Implications for teaching in higher education. *TEFLIN Journal*, 31(1), 44-62. <https://doi.org/10.15639/teflinjournal.v31i1/44-69> (ESCI, Scopus)

- Fang, F.,** Chen, R.T., & Elyas, T. (2020). An investigation of the relationship between global perspective and willingness to communicate in English in a Chinese university context. *Journal of Language and Education*, 6(1), 39-54. <https://doi.org/10.17323/jle.2020.10175> (ESCI & Scopus)
- Haidar, S., & **Fang, F***. (2019). Access to English in Pakistan: A source of prestige or a hindrance to success. *Asia Pacific Journal of Education*, 39(4), 485-500. <https://doi.org/10.1080/02188791.2019.1671805> (SSCI)
- Fang, F.** (2019). Global citizenship education and English as a lingua franca. *English Language Teaching and Research Journal*, 1(1), 1-8.
- Haidar, S., & **Fang, F***. (2019). English language in education and globalization: A comparative analysis of English instruction in China and Pakistan. *Asia Pacific Journal of Education*, 39(2), 165-176. <https://doi.org/10.1080/02188791.2019.1569892> (SSCI)
- Widodo, H.P., & **Fang, F***. (2019). Book Review: Educating Chinese-Heritage students in the global-local nexus: Identities, challenges, and opportunities. *Language and Education*, 33(4), 165-176. <https://doi.org/10.1080/09500782.2019.1567759> (SSCI, A&HCI)
- Wang, W.H., & **Fang, F***. (2019). Chinese netizens' reactions to the use of English as a lingua franca. *English Today*, 35(4), 3-12. <https://doi.org/10.1017/S0266078418000482> (SSCI, A&HCI)
- Fang, F.** (2018). Native-speakerism revisited: Global Englishes, ELT and intercultural communication. *Indonesian Journal of English Language Teaching*, 13(2), 115-129.
- Fang, F.,** & Ren, W. (2018). Developing students' awareness of Global Englishes. *ELT Journal*, 72(4), 384-394. <https://doi.org/10.1093/elt/ccy012> (SSCI, A&HCI)
- Fang, F.** (2018) Book Review: Global Englishes and change in English language teaching: attitudes and impact. *International Journal of Applied Linguistics*, 28(3), 496-498. <https://doi.org/10.1111/ijal.12221> (ESCI, Scopus)
- Fang, F.,** & Widodo, H. (2018). Book Review: Email discourse among Chinese using English as a lingua franca. *ELT Journal*, 72(2), 231-233. <https://doi.org/10.1093/elt/ccy003> (SSCI, A&HCI)
- Fang, F.** (2018). Ideology and identity debate of English in China: Past, present and future. *Asian Englishes*, 20(1), 15-26. <https://doi.org/10.1080/13488678.2017.1415516> (ESCI, Scopus)
- Fang, F.** (2018). Review of English as a medium of instruction in Chinese universities today: Current trends and future directions. *English Today*, 34(1), 32-37. <https://doi.org/10.1017/S0266078417000360> (SSCI, A&HCI)
- Fang, F.,** & Baker, W. (2018). 'A more inclusive mind towards the world': English language teaching and study abroad in China from Intercultural citizenship and English as a lingua franca perspectives. *Language Teaching Research*, 22(5), 608-624. <https://doi.org/10.1177/1362168817718574> (SSCI)
- Liu, J., & **Fang, F***. (2017). Perceptions, awareness and perceived effects of home culture on intercultural communication: Perspectives of university students in China. *System*, 67, 25-37. <https://doi.org/10.1016/j.system.2017.04.003> (SSCI)
- Fang, F.,** Hu, L. & Jenkins, J. (2017). Overseas Chinese students' perceptions of the influence of English on their language and culture. *The Journal of Asia TEFL*, 14(1), 144-161. <https://doi.org/10.18823/asiatefl.2017.14.1.10.144> (ESCI, Scopus)
- Fang, F.** (2017). English as a lingua franca: Implications for pedagogy and assessment. *TEFLIN Journal*, 28(1), 57-70. <https://doi.org/10.15639/teflinjournal.v28i1/57-70>
- Fang, F.** (2017). World Englishes or English as a lingua franca: Where does English in China stand. *English Today*, 33(1), 19-24. <https://doi.org/10.1017/S0266078415000668> (SSCI, A&HCI)
- Fang, F.** (2017). Book Review: Reconceptualising authenticity for English as a global language by Richard S. Pinner. *ELT Journal*, 71(2), 261-263. <https://doi.org/10.1093/elt/ccx006> (SSCI, A&HCI)
- Fang, F.** (2016). Book Review: Culture and identity through English as a lingua franca: Rethinking concepts and goals in intercultural communication by Will Baker. *Journal of Multilingual and Multicultural Development*, 37(6), 649-650. <https://doi.org/10.1080/01434632.2016.1173876> (SSCI, A&HCI)

- Fang, F.** (2016). Investigating attitudes towards English accents from an ELF framework. *The Asian Journal of Applied Linguistics*, 3(1), 68-80.
- Fang, F.** (2016). 'Mind your local accent': Does accent training resonate to college students' English use?. *Englishes in Practice*, 3(1), 1-28. <https://doi.org/10.1515/eip-2016-0001>
- Fang, F.** (2015). Book Review: Translingual Practice: Global Englishes and cosmopolitan relations by Suresh Canagarajah. *ELT Journal*, 69(3), 335-338. <https://doi.org/10.1093/elt/ccv023> (SSCI, A&HCI)
- Fang, F.** (2011). International cultures in the framework of World Englishes: What should EFL teachers do? *The Journal of Asia TEFL*, 8(1), 111-137.
- Fang, F.** (2008). People mountain, people sea: A study of four Chinese English idioms on the web. *English Today*, 24(4), 46-50. <https://doi.org/10.1017/S0266078408000394>
- Kunschak, C., & **Fang, F.** (2008). Intelligibility, acceptability, target-likeness: Teacher vs. student perspectives on the teaching of pronunciation within an EIL framework. *Philippine Journal of Linguistics*, 39, 1-13.

Report:

- Baker, W., & **Fang, F.** (2019). *From English language learners to intercultural citizens: Chinese student sojourners' development of intercultural citizenship in ELT and EMI programmes*. London: British Council.

Book Chapters:

- Fang, F., & Baker, W.** (forthcoming). Implementing critical pedagogy of Global Englishes in ELT in Asia from the lens of EMI and intercultural citizenship. In Y. Bayyurt (Ed.). *Bloomsbury World Englishes Volume 3: Pedagogies*. London: Bloomsbury.
- Fang, F., & Jiang, L.** (2019). Critical Investigation of Intercultural Communication Instruction: Building Mainland Chinese Students' Critical Language Awareness and Intercultural Literacy. In B.L. Reynolds & F. Teng (Eds.). *English literacy instruction for Chinese speakers* (pp. 211-227). Basingstoke: Palgrave Macmillan.
- Fang, F., & Xie, X.** (2019). Linguistic diversity on a Chinese university campus: Myths of language policy and means of practice. In J. Jenkins, & A. Mauranen (Eds.), *Linguistic Diversity on the International Campus: Insider Accounts of the use of English and other Languages in ten Universities within Asia, Australasia and Europe* (pp. 125-148). Abingdon, New York: Routledge.
- Fang, F.** (2018). Glocalisation, English as a lingua franca and ELT: Re-conceptualising identity and models for ELT in China. In: B. Yazan, & N. Rudolph, (Eds.), *Criticality, Teacher Identity, and (in)equity in ELT through and beyond Binaries: Issues and Implications* (pp. 23-40). Dordrecht, The Netherlands: Springer.
- Fang, F.** (2017). An Investigation of attitudes towards English accents – A case study of a university in China. In: Z. Xu, D. He, & D. Deterding, (Eds.), *Researching Chinese English: State of the Art* (pp. 141-156). Dordrecht, The Netherlands: Springer.
- Fang, F., & Yuan, M.** (2011). Globalised English in Asia, now and the future – A perspective between English in Singapore and China. In: L.J. Zhang, R. Rubdy, & L. Alsagoff, (Eds.), *Asian Englishes: Changing Perspectives in a Globalised World* (pp. 93-118). Singapore: Pearson Longman.

Invited Talks and Workshops:

- Fang, F.** (June, 2021). Publication in SSCI Journals: From personal experience to professional guidance. Nanchang, Jiangxi Normal University, China.
- Fang, F.** (May, 2021). Global Englishes language teaching: Future directions for language assessment and teacher education. Beijing Normal University at Zhuhai, China.

- Fang, F.** (March, 2021). Where local languages meet English – Promoting Global Englishes and translanguaging in ELT. Plenary Speech (online) at the 3rd Linguistic Society of the Philippines International Conference. Manila, University of Santo Tomas: The Philippines.
- Fang, F.** (December, 2020). Implementing concepts of Global Englishes and translanguaging in classroom teaching – Two case studies regarding opportunities and challenges. Online Lecture for School of Foreign Languages, Chongqing Jiaotong University, China.
- Fang, F.** (September, 2020). Power, Ideology, and Linguistic Landscape: Promoting Multilingual and Translanguaging Pedagogy, Institute of Social Technology, Webinar on English and the Internationalisation of Higher Education: Global Views and Local Implications. BRAC University, Bangladesh.
- Fang, F.** (September, 2020). Investigating the current situation and sustainability of Chaoshan dialect from the multilingual paradigm. Invited Colloquium for the 6th International Symposium on Language Policy and Planning in China. Jilin University, China.
- Fang, F.** (July, 2020). The ‘E’ in English as a Medium of Instruction: Multilingualism and Translanguaging in Language Education. Online Webinar for School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand.
- Fang, F.** (July, 2020). Global Englishes-oriented Pedagogy: A Case Study with Implications to English Language Teaching. Online Webinar for School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand.
- Fang, F.** (July, 2020). Developing Global Citizenship in Higher Education from the Paradigm of English as a Lingua Franca. Online Webinar for the conference English Language Teaching Today: Theory, Research and Practices. Jilin University, China.
- Fang, F.** (June, 2020). Global Englishes: Development, Issues, and Pedagogical Implications. Online Webinar for DLSU, LSP, LIDER webinar series.
- Fang, F.** (November, 2019). Plenary Speech. Developing Critical Language Awareness and Intercultural Literacy – A Case Study. Plenary Speech at the 6th Language and Language Teaching Conference. Yogyakarta: Indonesia.
- Fang, F.** (September, 2019). *Keynote Speech*. Exploring the “E” in EMI – Promoting Multilingualism and Translanguaging in Language Policy. Southeast University, Nanjing, China.
- Fang, F.** (May, 2019). New Perspectives on Researching English as a Lingua Franca: A Multilingual Lens. Jilin University, Changchun, China.
- Fang, F.** (January, 2019). English as a Lingua Franca: Looking back from ELF1 to ELF 11 conference and Looking forward with ELF Pedagogy and Assessment. Tamagawa University, Tokyo, Japan.
- Fang, F.** (October, 2018). The Future of Global Englishes and English Language Teaching. Huazhong University of Science and Technology, Wuhan, China.
- Fang, F.** (May, 2018). The Development of English as a Lingua Franca and its Implications for English Teaching and Learning. Harbin Institute of Technology (Shenzhen), Shenzhen, China.
- Fang, F.** (January, 2018). English Language Teaching from a Global Englishes Perspective. University of Macau, Macau SAR: China.
- Fang, F.** (January, 2018). Is my English ok? World Englishes and Cantonese-influenced English. University of Macau, Macau SAR: China.
- Fang, F.** (January, 2018). Intercultural Communication: Reflection and Implication for English Educators. Universitas 17 Agustus 1945 Banyuwangi, Banyuwangi: Indonesia.
- Fang, F.** (January, 2018). Intercultural Communication: Reflection and Implication for English Educators. Universitas Sebelas Maret, Solo: Indonesia.
- Fang, F.** (January 2018). Privilege and Marginalization in ELT: Empowering English Language Teachers in Indonesia. Atma Jaya University, Jakarta: Indonesia.

- Fang, F.** (January 2018). *Keynote Speech*. English as a Multilingua Franca and ELT: The Road Ahead. Keynote Speech at the Bandung English Language Teaching International Conference. Bandung: Indonesia.
- Fang, F.** (July 2017). *World Englishes: Why plural and what is it?* Muhammadiyah University of Jakarta, Jakarta: Indonesia.
- Fang, F.** (July 2017). *How to start doing research?* Universitas Pakuan, Bogor: Indonesia.
- Fang, F.** (July 2017). *Englishes and ELT in the 21st century: Opportunities and challenges*. University of Singaperbangsa Karawang, Karawang: Indonesia.
- Fang, F.** (July 2017). *Vocabulary and content and language integrated learning*. Institut Agama Islam Negeri, Surakarta. Solo: Indonesia.
- Fang, F.** (July 2017). *Research and Publication: From personal experience to professional guidance*. Universitas Negeri Surabaya, Surabaya: Indonesia.
- Fang, F.** (July 2017). *Building English Learning Skills and Practices towards Intercultural Citizenship*. Universitas Jember, Jember: Indonesia.

Other Conference Presentations:

- Fang, F., & Baker, W.** (2019). *Culture in ELT: The Development of Intercultural Citizenship among Chinese Student Sojourners*. Paper Presented at *Conference of the Linguistic Society of the Philippines*. Manila: the Philippines.
- Fang, F.** (2018). *A Case Study of an English Group Oral Discussion Test in a Chinese University: Is it Native-Oriented or Global Englishes-Informed?.* Paper Presented at *International Conference on Language Testing and Assessment*. Beijing: China.
- Fang, F.** (2018). *Developing Students' Critical Literacy through Intercultural Communication Training: A Case Study in China*. Paper Presented at the *2nd International Conference on English across the Curriculum*. Hong Kong SAR: China.
- Fang, F.** (2018). *Construction and Negotiation of Professional Identity and Reconceptualization of ELT: A Case Study of Chinese English University Teachers*. Paper Presented at the *5th International Conference on Innovation and Development of Foreign Language Teachers*. Wuhan: China.
- Fang, F., & Baker, W.** (2018). *Culture in ELT: The Development of Intercultural Citizenship among Chinese Student Sojourners*. Paper Presented at the *14th Annual International Conference of the China Association for Intercultural Communication (CAFIC)*. Jinan: China.
- Fang, F.** (2018). *A Critical Investigation of Intercultural Communication Instruction: Building Mainland Chinese Students' Critical Language Awareness and Intercultural Literacy*. Paper Presented at the *GEN TEFL Conference*. Kuala Lumpur: Malaysia.
- Fang, F.** (2017). *The Professional Identity of Chinese Teachers of English: Negotiation of Identities and Reconceptualization of ELT*. Paper Presented at *The 15th Asia TEFL & The 64th TEFLIN Conference*. Yogyakarta: Indonesia.
- Fang, F., & Xie, X.** (2017). *Linguistic diversity on a Chinese University campus: Linguistic diversity on a Chinese University campus (Invited pre-conference workshop)*. Paper Presented at *The 10th International Conference of English as a Lingua Franca*. Helsinki: Finland.
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