

Selected Publications:

书目 (Books) :

- **Fang, F.** (2020). *Re-positioning accent attitude in the Global Englishes paradigm: A critical phenomenological case study in the Chinese context*. Abingdon: Routledge.
(<https://www.routledge.com/Re-positioning-Accent-Attitude-in-the-Global-Englishes-Paradigm-A-Critical/Fang/p/book/9781138480971>)

Paperback published in 2021 is available at:
(<https://www.routledge.com/Re-positioning-Accent-Attitude-in-the-Global-Englishes-Paradigm-A-Critical/Fang/p/book/9781032083438>)
- **Fang, F., & Widodo, H.P.** (eds.). (2019). *Critical perspectives of Global Englishes in Asia: Language policy and curriculum, pedagogy, and assessment*. Bristol: Multilingual Matters.
(<https://www.multilingual-matters.com/page/detail/?k=9781788924092>)

Paperback published in 2020 is available at:
(<https://www.multilinguallmatters.com/page/detail/?k=9781788922746>)
- 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. Available at:
(<https://www.teachingenglish.org.uk/article/english-language-learners-intercultural-citizens>)

主要期刊论文 (Refereed Journal Articles) :

- 王筱晶, **方帆**, (已接收). 小学英语教师培训的困境与对策: 基于 TKT 培训的个案研究[J]. 基础外语教育。
- **方帆**, 黄雅婷, 雷霄, (已接收). 新时期潮汕方言的家庭语言政策研究[J]. 语言政策与语言教育, 14。
- 刘杨, **方帆**, 2022, 潮汕年轻人对潮汕方言的使用、态度与身份认同探究[J]. 汕头大学学报, 38(1).
- 刘宏刚, **方帆**, 滕蕊, 2021, 二语“坚毅”研究: 综述与前瞻[J]. 外语研究, 5: 50-54.
- **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。
- 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。
- Jiang, L., Gu, M.M., & Fang, F. (2022, online first). Multimodal or multilingual? Native English teachers' engagement with translanguaging in Hong Kong TESOL classrooms. *Applied Linguistics Review*. (SSCI, A&HCI)
- **Fang, F.**, & Hu, G. (2022, online first). English medium instruction, identity construction and negotiation of Teochew-speaking learners of English. *Journal of Multilingual and Multicultural Development*. (SSCI, A&HCI)
- Prabjandee, D., & **Fang, F***. (2022, online first). 'I was like, just wow!': insights from

- Global Englishes teacher professional development. *Asian Englishes*. (ESCI, Scopus)
- **Fang, F.**, Zhang, L.J., & Sah, P. (2022). Editorial: Translanguaging in language teaching and learning: Current practices and future directions. *RELC Journal*, 53(2), 305-312.
 - Liu, Y., & **Fang, F***. (2022). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. *RELC Journal*, 53(2), 391-399. (SSCI)
 - Huang, C., & **Fang, F***. (2022). Book Review: English-medium instruction and translanguaging. *RELC Journal*, 53(2), 477-480. (SSCI)
 - **Fang, F.**, Widodo H.P. & Elyas, T. (2022). Guest editors' introduction: Critical Global Englishes in language education. *Asian Englishes*, 24(2), 115-118. (ESCI, Scopus)
 - Widodo, H.P., **Fang, F***, & Elyas, T. (2022). Designing English language materials from the perspective of Global Englishes. *Asian Englishes*, 24(2), 186-198. (ESCI, Scopus)
 - Baker, W., & **Fang, F.** (2022). Intercultural citizenship and the internationalisation of higher education: the role of English language teaching. *Journal of English as a Lingua Franca*, 11(1), 63-75. (ESCI, Scopus)
 - Boonsuk, Y., & **Fang, F***. (2022) Perennial language learners or competent language users: An investigation of international students' attitudes towards their own and native English accents. *RELC Journal*, 53(1), 40-55. (SSCI)
 - Cai, Y., & **Fang, F***. (2022). TESOL in transition: Examining stakeholders' use of and attitudes toward translanguaging and multimodal practices in EFL contexts. *Taiwan Journal of TESOL*, 19(1), 7-33. (ESCI, Scopus)
 - Liu, H., & **Fang, F***. (2022). Towards a Global Englishes-aware national English curriculum of China. *ELT Journal*, 76(1), 88-98. (SSCI, A&HCI)
 - Boonsuk, Y., & **Fang, F***. (2021, online first). Re-envisaging English medium instruction, intercultural citizenship development, and higher education in the context of studying abroad. *Language and Education*. (SSCI, A&HCI)
 - Chen, Z., Chen, X., & **Fang, F***. (2021, online first). Global Englishes and teacher education: Present cases and future directions. *RELC Journal*. (SSCI)
 - Cogo, A., Fang, F., Kordia, S., Sifakis, N., Siqueira, S. (2021). Developing ELF research for critical language education. *AILA Review*, 34(2), 187-211. (ESCI, Scopus)
 - Liu, H., Chu, W., & **Fang F***. (2021). Examining the professional quality of experienced EFL teachers for their sustainable career trajectories in rural areas in China. *Sustainability*, 13(18), 10054. (SSCI)
 - Huang, Y., & **Fang, F***. (2021, online first). 'I feel a sense of solidarity when speaking Teochew': Unpacking family language planning and sustainable development of Teochew from a multilingual perspective. *Journal of Multilingual and Multicultural Development*. (SSCI, A&HCI)
 - **Fang, F.** (2021, online first). Book Review: Language, social media and ideologies: Translingual Englishes, Facebook and authenticities. *Applied Linguistics*. (SSCI)
 - **Fang, F.** (2021). Book Review: English language teaching and teacher education in East Asia. *ELT Journal*, 75(4), 518-520. (SSCI, A&HCI)
 - **Fang, F.** (2021). Book Review: Understanding context in language use and teaching: An ELF perspective. *Journal of English as a Lingua Franca*, 10(1), 171-175. (ESCI, Scopus)
 - Pan, H., Liu, C., **Fang, F.**, & Elyas, T., (2021). "How is my English?": Chinese university

students' attitudes toward China English and their identity construction. *Sage Open*, 11(3), 1-15. (SSCI)

- **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. (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. (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. (SSCI)
- Liu, H., Zhang, X., & **Fang, F***. (2021, online first). 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*. (SSCI)
- **Fang, F.**, & Elyas, T. (2021). Promoting teacher professionalism in language education from the perspective of critical intercultural literacy. *Intercultural Communication Education*, 4(2), 177-190.
- 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. (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. (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. (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, 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. (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), 78374. (ESCI, Scopus)
- Elyas, T., Alhashemi, B., & **Fang, F***. (2020). Cognitive diversity among EFL learners: Implications for teaching in higher education. *TEFLIN Journal*, 31(1), 44-62. (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. (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. (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. (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. (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. (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. (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. (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. (SSCI, A&HCI)
- **Fang, F.** (2018). Ideology and identity debate of English in China: Past, present and future. *Asian Englishes*, 20(1), 15-26. (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. (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. (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. (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. (ESCI, Scopus)
- **Fang, F.** (2017). English as a lingua franca: Implications for pedagogy and assessment. *TEFLIN Journal*, 28(1), 57-70.
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- **Fang, F.** (2017). Book Review: Reconceptualising authenticity for English as a global language by Richard S. Pinner. *ELT Journal*, 71(2), 261-263. (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. (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.

- **Fang, F.** (2015). Book Review: Translingual Practice: Global Englishes and cosmopolitan relations by Suresh Canagarajah. *ELT Journal*, 69(3), 335-338. (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.
- 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.

书目章节 (Book Chapters):

- **Fang, F., & Baker, W.** (2021). 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* (pp. 177-191). 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.

科研教改项目:

- 家庭语言规划与身份文化认同的相互作用机理研究 (主持), 教育部人文社科一般项目 (青年基金项目) (2021-2024) (21YJC740012)
- 我国外语教材中的本土文化融入与跨文化意识培养研究 (主持), 中国外语教材研究专项课题 (2021-2022)

- 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（2020-2022）
- 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”规划项目（2019GXJK194）
- “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（已结题）（ST20SK08）
- 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研究专项（已结题）（STURCS-201820）
- 计算机辅助翻译在博物馆文化推介中的应用——对粤东文化“走出去”的探索（参与，主持人：原明明），广东高校省级重大科研项目（2018WTSCX037）
- 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规划项目（已结题）（GD17XWW07）
- From English language learners to intercultural citizens: Chinese student sojourners development of intercultural citizenship in ELT and EMI programmes（从英语学习者到跨文化公民：中国学生在英语学习与英语作为媒介教学中的跨文化公民培育）. British Council English Language Teaching Research Partnership Awards（共同主持，Will Baker & Fan Fang），英国文化教育协会英语语言教学合作科研课题（已结题）
- 跨文化外语教学视角下教师对教材的利用和需求（参与，主持人：杨君如），汕头大学文科科研基金项目（SR17009）
- 批判教育视角下英语学术素养理论建构与实证研究（参与，主持人：杨苗），教育部人文社会科学研究规划基金（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（已结题）（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（已结题）
- 全球英语视阈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（已结题）（SR15008）
- 英语国际化框架下的语用能力研究（参与，主持人：任伟），教育部人文社会科学重点研究基地重大项目（已结题）（15JJD740007）