

Publications for Hongzhi (Veronica) Yang

2017

Yang, H. (2017). A Comparative study of senior high school Chinese language curriculum in NSW and Shanghai. *CLTFA National Conference*, Sydney.

Yang, H., Nguyen, H. (2017). Learning to become a TESOL teacher in Australia: A study of preservice teachers? Identity development. *ALANZ / ALAA / ALTAANZ Conference 2017*, Auckland.

Nguyen, H., Yang, H. (2017). Learning to become a TESOL teacher in Australia: A study of preservice teachers? Relational identity development. *ECER Conference*, Copenhagen, Denmark.

Yang, H. (2017). Same language, different legitimacy: Comparing Chinese language curricula in Australia and China. *LCT Centre Roundtable*, The University of Sydney.

Yang, H. (2017). The nexus of language pre-service teachers? Emotion and cognition during the practicum. *ALANZ / ALAA / ALTAANZ Conference 2017*, Auckland.

Yang, H. (2017). Theory, practice and emotional experience: A sociocultural perspective on pre-service teachers' mediated agency in the process of learning to teach. *Research Seminars in TESOL and Language Studies*, The University of Sydney.

2016

Yang, H. (2016). A Comparative study of Chinese and Australian senior high school curricula. *2016 OCIES Conference*, The University of Sydney.

Yang, H. (2016). A sociocultural perspective on preservice teacher mediated agency in applying theory into practice. *11th TESOL Research Network Colloquium*, The University of Sydney.

Yang, H. (2016). Epistemological gaps and similarities: A Comparative study of Chinese and Australian senior middle school curricula. *Research Forum on Chinese Language, Literature, Culture and Education*, The University of Sydney.

2015

Yang, H. (2015). *Teacher Mediated Agency in Educational Reform in China*. Cham: Springer.

2014

Yang, H. (2014). Exploring pre-service teacher mediated agency through self-reflective study. *4th Congress of the International Society for Cultural and Activity Research*, Sydney.

2013

Yang, H. (2013). Activity Theory and SLA. In P. Robinson (Eds.), *The Routledge encyclopedia of second language acquisition*, (pp. 8-10). New York: Routledge. [More Information]

2012

Yang, H. (2012). Case study: An Activity Theory perspective on Chinese teachers' agency in responding to educational reform. *2012 Joint International Conference of the Australian*

Association for Research in Education (AARE) and the Asia Pacific Educational Research Association (APERA), Sydney: Australian Association for Research in Education (AARE).

Yang, H., Bernat, E. (2012). Innovating EFL Teaching of Reading: An Activity Theory Perspective on Chinese Teachers' Readiness to Adapt to Educational Reform. In T. Muller, S. Herder, J. Adamson, P. S. Brown (Eds.), *Innovating EFL teaching in Asia*, (pp. 162-176). Basingstoke, UK: Palgrave Macmillan. [More Information]

2011

Yang, H. (2011). Are you ready for changes? Case study on Chinese teachers' readiness to adapt to educational reform. *3rd International Conference on Language, Education and Diversity (LED 2011)*, Auckland, New Zealand: University of Auckland.

Yang, H. (2011). Case Study: Chinese EFL teachers' beliefs within an activity theory framework. *The 5th Annual International Free Linguistics Conference*, Sydney.

Yang, H. (2011). Innovating EFL teaching of reading: An Activity Theory perspective on Chinese teachers' readiness to adapt to educational reform. *British Educational Research Association (BERA) Annual Conference 2011*, London.

2010

Yang, H. (2010). Analysis of Chinese EFL teachers' readiness to adapt reading strategy instruction to the new educational reform at tertiary level. *2010 NSW IER postgraduate research conference*, Sydney.

Yang, H. (2010). Analysis of Chinese EFL teachers' readiness to adapt reading strategy instruction to the new educational reform at tertiary level. *4th Annual International Free Linguistics Conference*, Sydney.