

# Curriculum Vitae

BEI YANG

## Personal Data:

Address: School of English and Education, Guangdong University of Foreign Studies, No. 2 Baiyun Avenue (North), Baiyun District, Guangzhou, 510420, P. R. China

Research Interest: Psycholinguistics, Corpus Linguistics

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## Education:

**2010** Ph.D. in Linguistics and Applied Linguistics (Special Area: Psycholinguistics), Guangdong University of Foreign Studies, China.

**2003** M.A. in English Language and Literature, Henan Normal University, China.

**2000** B.A. in English Education, Henan Normal University, China.

## Employment History:

**2013-2014** Postdoctoral Fellow, Harvard Graduate School of Education, Harvard University, USA (Supervisor: Professor Paul Larry Harris)

**2019 – present** Professor, School of English and Education, Guangdong University of Foreign Studies

**2014 – 2019** Associate Professor, School of English and Education, Guangdong University of Foreign Studies

**2006 - 2014** Lecturer, School of English and Education, Guangdong University of Foreign Studies

**2003 – 2006** Teaching Assistant, School of English and Education, Guangdong University of Foreign Studies

## Courses Offered:

Undergraduate courses: General Linguistics, Second Language Acquisition, Advanced English Writing, CECL (Communicative English for Chinese Learners), Translation, Learning English through News.

Post-graduate courses: Corpus Linguistics, English for Graduate Students

## **Publications:**

### **1. Books:**

- Yang, B. 2014. *Early Acquisition of Chinese Modal Verbs*. Beijing: Science Publication.
- Yang, B. 2018. *The Acquisition of Chinese Epistemic Modals*. Beijing: Science Publication.

### **2. Articles:**

- Eva E. Chen, Cecilia Tsz Ki Ng, Kathleen H. Corriveau, Bei Yang & Paul L. Harris, (2019). Talking about Personality: Evidence for Attributions to Self and Others in Early Childhood, *Journal of Cognition and Development* 21 (2): 191-212.
- Harris, P. L., Yang, B., & Cui, Y. X. (2017). 'I Don't Know': Children's Early Talk About Knowledge, *Mind and Language* 32 (3): 283-307.
- Yang, B. (2016). Chinese epistemic modals 'kěnéng', 'yěxǔ', 'dàgài' and 'kǒngpà': A Corpus-based study on collocational behavior of near synonyms. *Journal of Guangdong University of Foreign Studies*, (6) (in print).
- Yang, B., & Chen, B. (2016). The Usage of Cause in Three Branches of Science. *Higher Education Studies*, 6 (2): 109-118.
- Yang, B. (2016). A Corpus-based Comparative Study of *Learn* and *Acquire*. *English Language Teaching*, 9 (1) : 209-220.
- Hu, C. Y., & Yang, B. (2015). Using Sketch Engine to Investigate Synonymous Verbs. *International Journal of English Linguistics*, 5 (4): 29-41.
- Yang, B., & Dong, Y.P. (2014). Early Acquisition of Chinese Modal Verbs: A Case Study. *Journal of Foreign Languages*, 1, 83-92.
- Yang, B. (2014). Early Acquisition of Chinese Epistemic Modal Verbs. *Language Teaching and Linguistic Studies*, 1, 20-28.
- Yang, B., & Dong, Y.P. (2013). A Case Study of Early Acquisition of Chinese Dynamic Modal Verbs. *TCSOL Studies*, 1, 1-9.

- Yang, B. (2011). Quinean conundrum and theories of child word learning. *Foreign Language Teaching and Research*, 4, 562-573.  
 ◆ Reprinted in *Chinese Social Science Digest*, 2011, 12, 65-66.
- Yang, B. (2010). On the development of data-driven learning. *Journal of Guangdong University of Foreign Studies*, 3, 36-39.
- Yang, B. (2009). Review of the English textbook TRANSITIONS from the perspective of humanistic curriculum. *Journal of Luoyang Normal University*, 1, 139-141.
- Yang, B. (2007). Chunk awareness in the lexical approach – The implication of the lexical approach for foreign language teaching. *Journal of Luoyang Normal University*, 6, 123-125.
- Yang, B. (2006). The functions of presentation in English teaching for graduate students. *Foreign Language Teaching Abroad*, 3, 47-49.
- Yang, B. (2006). The application of corpora in foreign language teaching. *Journal of Luoyang Normal University*, 1, 142-143.
- Yang, B. (2005). The grammatical and lexical patterning of coordinating conjunctions in native and non-native student writing: a corpus-based approach. In Yang Huizhong, Gui Shichun & Yang Dafu (Eds.), *Corpus-based Analysis of Chinese Learner English* (pp. 257-266). Shanghai: Shanghai Foreign Language Education Press.
- Yang, B. (2003). The grammatical and lexical patterning of HAVE in native and non-native student writing: a corpus-based Approach. *Foreign Language Education*, 2, 77-80.

#### **Presentations at Professional Meetings:**

- Yang, B. (2011). Early acquisition of Chinese modal verbs: a case study. Talk presented at the *1<sup>st</sup> National Symposium of Psycholinguistics*, Guangzhou, China, December, 2011.
- Yang, B. (2010). The acquisition of modal verbs. Talk presented at the *1<sup>st</sup> symposium on applied linguistics at Guangdong University of Foreign Studies* (Symposium in honor of the 80<sup>th</sup> birthday of Gui Shichun), Guangzhou, China, September, 2010.
- Yang, B. (2008). On the development of data-driven learning. Talk presented at the *3<sup>rd</sup>*

*International Conference on Corpus Linguistics*, Xixiang, China, May, 2008.

Yang, B. (2003). The grammatical and lexical patterning of coordinating conjunctions in native and non-native student writing: a corpus-based approach. Talk presented at the *1<sup>st</sup> International Conference on Corpus Linguistics*, Shanghai, China, October, 2003.

### **Research Grants:**

**2017-2019** co-PI, Hong Kong Research Grants Council General Research Fund (16606016), (HK\$ 486,260) “ Friend or foe? Person perception in preschool children across cultures” (PI: Eva Chen)

**2015-2018** PI, Ministry of Education of China (15YJC740113), (¥ 80,000)  
“A Study on the Development of Chinese Epistemic Modals”

**2015-2018** PI, Guangdong Government (GWTP-SY-2014-08), (¥ 150,000)  
“A Comparative Study on the Acquisition of Modals by Chinese-speaking Children and English-speaking Children”

**2014-2016** PI, Guangdong University of Foreign Studies (GWTP-BS-2014-13): (¥ 20,000) “Early Acquisition of Chinese Vocabulary”

**2012-2014** co-PI, Guangdong Government (GD12XWW04): (¥ 35,000)  
"A study of Chinese university students' business English vocabulary development" (PI: Hu Chunyu)

**2012-2014** PI, Guangdong University of Foreign Studies: (¥ 20,000)  
"Early Acquisition of Chinese Modal Verbs: A Case Study"

**2009-2012** co-PI, Ministry of Education of China (09YJA740030): (¥ 40,000)  
"A comparative study on anticipatory retreating in Chinese EFL learners' interlanguage" (PI: Quan Lihong)

**2009-2011** co-PI, Guangdong University of Foreign Studies: (¥ 10,000)  
"A study on discourse self-repair in Chinese EFL learners' interlanguage" (PI: Quan Lihong)

### **Honors and Awards:**

**2017-2018** Award for Excellent Annual Appraisal, Guangdong University of Foreign Studies

**2017-2018** Award for Excellent Academic Research, Guangdong University of Foreign Studies

- 2017-2018** Award for Excellent Teaching, Guangdong University of Foreign Studies
- 2015-2016** Award for Excellent Teaching, Guangdong University of Foreign Studies
- 2012-2013** Award for Excellent Teaching, Guangdong University of Foreign Studies
- 2011-2012** Award for Excellent Academic Research, Guangdong University of Foreign Studies
- 2010-2011** Award for Excellent Annual Appraisal, Guangdong University of Foreign Studies
- 2009-2010** Award for Excellent Annual Appraisal, Guangdong University of Foreign Studies
- 2008-2009** Award for Excellent Annual Appraisal, Guangdong University of Foreign Studies
- 2005-2006** Award for Excellent Annual Appraisal, Guangdong University of Foreign Studies