

YI SANG

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EDUCATION

Moray House School of Education and Sport, University of Edinburgh 01/2024-12/2026

- PhD in Education: Pursuing a Doctorate focused on language education, emphasizing teachers' perceptions and pedagogical strategies in face of post-truth phenomenon in the classroom.

University College London 09/2022-09/2023

- Major: MA Teaching English to Speakers of Other Languages (TESOL) Pre-Service

Sun Yat-sen University 08/2018-06/2022

- Major: Spanish Language and Literature | GPA: 88/100
- Minor: English | GPA: 90/100

Stafford House Malvern St. James (Summer Camp) 07/2015-08/2015

Stafford House Queen Ethelburga's Collage (Summer Camp) 07/2012-08/2012

INTERNSHIP EXPERIENCE

Course Assistant, Education First 07/2018-08/2018

- Provided feedback on students' performance to teachers and facilitated lesson exchanges with foreign teachers.
- Assisted students in understanding class content and received unanimous praise from teachers and parents at the graduation ceremony.

Lead Teacher, Yitu Education Oakham School Summer Camp 07/2019-08/2019

- Managed pre-trip preparations, including visa processing, accommodation reservations, and transportation planning.
- Acted as a guide in London, coordinated with camp teachers for educational visits, and communicated effectively with parents about their children's progress and daily life, resolving cultural conflicts and ensuring student welfare.

ACADEMIC RESEARCH AND PAPERS

The Role of Teachers in Helping to Shape Students' Scientific Cognitive Processes in a Post-truth Era 11/2020-08/2021

<https://dl.acm.org/doi/abs/10.1145/3498765.3498838>

- Research focused on educational strategies in the post-truth era, highlighting the critical role of teachers. Conducted comprehensive literature reviews and engaged in qualitative data analysis

TESOL in the Age of EdTech 10/2020-12/2020

- Explored distance education's effectiveness during the pandemic through data collection and analysis. Contributed to research reports with actionable educational suggestions

Thesis: *New Challenges in Spanish Language Teaching: Analysis of The Perception and Attitude of University Professors in the Post-Truth Era* 11/2021-06/2022

- Analyzed university professors' perceptions and attitudes using qualitative research methods, including questionnaires from teachers in China, Spain, and Mexico

Pedagogical Strategies to Cope with the Post-Truth Phenomenon in UK University English Language Classrooms

<https://so04.tci-thaijo.org/index.php/jsel/article/view/268474> 06/2023-12/2023

- Employed thematic analysis on interviews with English language teachers in the UK to explore strategies addressing post-truth challenges in education

SKILLS

- Languages: Native Speaker of Chinese; Fluent in English and Spanish (DELE B2; EFL C1 Proficient; EFL C2 Proficient)
- **IELTS: Total 8** (Writing 7, Reading 8.5, Listening 9, Speaking 7.5)
- **Research Skills:** Proficient in both qualitative and quantitative research methods. Experienced in literature review, data collection, analysis, and report writing
- **Technical Skills:** Proficient in research software and tools for data analysis
- **Organisational Skills:** Demonstrated ability to manage multiple research projects simultaneously, with excellent time management and prioritization skills
- **Independence:** Proven track record of working independently on research projects from conception to completion