The 4th Untested Ideas International Research Conference
Building Global Connections in Research and Practice
June 24-26, 2016
University of North Florida (UNF), Jacksonville, Florida, USA

PROGRAM

June 24 (Friday)
8:00 a.m. ~ 5:00 p.m. Registration
9:00 a.m. ~ 9:30 a.m. Opening Ceremony and Speeches
    Speeches: Marsha Lupi, Dean of College of Education, UNF
              Soonhyang Kim, Conference Chairperson
9:35 a.m. ~ 10:35 a.m. *Plenary Speech #1*
              Brett Dillingham (Educator, Storyteller, and Author)
10:35 a.m. ~ 11:00 a.m. Morning Coffee Break
11:05 a.m. ~ 11:45 a.m. *Featured Speech #1*
              John Spiridakis (Professor and Graduate Program Coordinator)
11:05 a.m. ~ 11:45 a.m. *Featured Speech #2*
              Yonghong Tong (Professor and IT Expert)
11:50 a.m. ~ 1:00 p.m. Lunch Break
1:00 p.m. ~ 2:15 p.m. Conference Presentation Session I
2:20 p.m. ~ 3:35 p.m. Conference Presentation Session II
3:35 p.m. ~ 3:55 p.m. Afternoon Coffee Break
4:00 p.m. ~ 5:30 p.m. *Workshop #1*: *Research and Publication*
              Jinyan Huang (Professor and Editor)

June 25 (Saturday)
8:00 a.m. ~ 5:00 p.m. Registration
9:00 a.m. ~ 10:00 a.m. *Plenary Speech #2*
              Ronghua Ouyang (Professor and Director of Confucius Institute)
10:05 a.m. ~ 10:45 a.m. *Featured Speech #3*
              Nile Stanley (Professor and Graduate Program Director)
10:05 a.m. ~ 10:45 a.m. *Featured Speech #4*
              Mariam Alamyar, Mir Abdullah Miri, Khalid Ahmad Siddiq,
              Toufiq Sarwarzada (Professors, Afghanistan)
10:05 a.m. ~ 10:45 a.m. *Workshop #2*: *Classroom-based Research*
              Soonhyang Kim (Professor and Editor)
10:45 a.m. ~ 11:05 a.m. Morning Coffee Break
11:05 a.m. ~ 11:50 a.m. *Workshop # 3*: *Bilingualism for the Future: Tips for
              Teachers and Parents*
              Ahyea Alice Jo (Professor)
              Workshop #4: Poetry in Teaching Language
              Nile Stanley (Professor and Graduate Program Director)
11:50 a.m. ~ 1:00 p.m. Lunch Break with Multicultural Performance
              (Sunju Lim, Performer of 가야금, *Gayageum*, Korean Style Harp)
1:00 p.m. ~ 2:15 p.m. Workshop
              Workshop #5: Bilingual Education
               Ahyea Alico Jo and Sunju Lim (Jacksonville Korean School
              Bilingual Education Workshop Series 2, *in Korean*)
1:00 p.m. ~ 2:15 p.m. Conference Presentation Session III
1:00 p.m. ~ 2:45 p.m. Conference within the Conference

2:20 p.m. ~ 3:35 p.m. Conference Presentation Session IV
3:35 p.m. ~ 3:55 p.m. Afternoon Coffee Break
4:00 p.m. ~ 5:30 p.m. *Workshop #6: Storytelling in Classrooms*
        Brett Dillingham (Educator, Storyteller, and Author)
5:35 p.m. ~ 5:45 p.m. Closing Ceremony
        Soonhyang Kim, Conference Chairperson

June 26 (Sunday)
8:00 a.m. ~ 9:00 a.m. Untested Research Center Working Meeting
9:00 a.m. ~ noon City Tour in Jacksonville, Florida

Presentation Rooms
Room #1 (1100A): Opening Ceremony and Keynote Speech
Room #2 (2010): Featured Talks & Session Presentations
Room #3 (2050): Featured Talks & Session Presentations
Room #4 (2060): Presenter Preparation and Rest Area
Room #5 (2070): Conference Organizing Committee Workstation
Room #6 (2080): Conference within the Conference
Online Presentation (*http://www.untestedideas.net/presentations.php*)

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University of North Florida, USA

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PLENARY SPEAKERS

Brett Dillingham
Educator, Storyteller, and Author

Ronghua Ouyang, **Ph.D.**
Professor
Faculty of Education
Director of Confucius Institute
University of North Florida

FEATURED SPEAKERS

John Spiridakis, J.D, Ph.D.
Professor and Coordinator,
Graduate Programs in TESOL & Bilingual Education
The School of Education
St. John's University
New York City, Rome and Paris

Nile Stanley, **Ph.D.**
Associate Professor of Childhood Education,
Literacy and TESOL
Graduate Program Director for Elementary Education
University of North Florida, USA

Yonghong Tong, Ph.D.
Assistant Professor
Computer and Information Sciences
Niagara University

Mariam Alamyar
Graduate Lecturer/TA in English Department
ESL Program
Purdue University

Khalid Ahmad Siddiq
Assistant Professor of English
Herat University
Afghanistan

Toufiq Sarwarzada
Assistant Professor of English
Herat University
Afghanistan

Mir Abdullah Miri
Professor of English
Herat University
Afghanistan

SELECTED PARTICIPATING UNIVERSITIES

武漢工程大学
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IUP

UI JOURNALS

LCQ is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas, and disseminating research findings that make original and significant contributions to different areas of language and communication.
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IJSER is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas about social and educational rankings, and disseminating research findings that make original and significant contributions.
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CUED is an international blind peer-reviewed refereed journal which is dedicated to publishing original investigations on new and untested ideas about education, and disseminating research findings that make original and significant contributions.
ISSN: 2332-1393 (Print); 2332-1407 (Online)

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PLENARY SPEAKER

Brett Dillingham
Educator, Storyteller, and Author

Brett Dillingham teaches **Culturally Responsive Literacy** and **Performance Literacy** in Ireland, England, Germany, Belgium, Sweden, Hungary, Russia, Vietnam, Thailand, Costa Rica, Argentina, Uruguay, Nigeria, South Africa, Canada, Alaska, and the Lower 48 states. He has been a featured speaker and/or keynoter at the National American Reads conference, the Reading Association of Ireland, the National Migrant Education conference, the World Congress on Reading, the Association of International Schools of Africa and the International Reading Association. Brett coordinated the Alaska Reading Tutor Training Program and the Alaska Reading Institutes from 2001 - 2004. To date, Brett has provided workshops, classes and academies for (roughly) 250,000 students and staff development for over 7,000 teachers in more than 200 schools.

Brett is also the author of the children's book Raven Day (McGraw Hill, 2001) and co-author of the textbook Performance Literacy Through Storytelling, Maupin House, 2009, Gold Recipient of the Independent Book Publisher Awards (IPPY) in the Education/Academic/Teaching category; finalist for the Distinguished Achievement Award under the K-5 Curriculum and Instruction category by the Association of Educational Publishers). He is the past president of the Alaska State Literacy Association. Brett received the Award of Excellence from the Alaska State Literacy Association in 2010—the first and only time the award has ever been handed out.

TOPIC
The Prehistory and History of Storytelling and its Crucial Importance to Teachers

Storytelling is the foundation for modern literacy. It is how humans have communicated their origins, customs and relationships with our environment and other peoples, how we teach others to feed, clothe and relate with our families and social circles. Modern neuroscience informs us that human brains are hardwired for storytelling – it is how we receive, process and transmit information. Storytelling is of utmost importance to teachers and our students as learners and citizens. Let's take a close look and learn about the most important.

PLENARY SPEAKER

Ronghua Ouyang, Ph.D.
Professor
Faculty of Education
Director of Confucius Institute
University of North Florida

Dr. Ronghua Ouyang, professor of Education, Director of Confucius Institute at University of North Florida, and President of The Association of Chinese Professors of Social Sciences in the United States (ACPSS). He had served as coordinator of ECE graduate program, Associate Director and Secretary of Sino-American Education Consortium (SACE), and Director of the Chinese Proficiency Testing (HSK) Center in Southern America at Kennesaw State University. He was ex-Chairperson of

Department of Childhood Education, Literacy and TESOL, College of Education and Human Services, University of North Florida. He has also served as President of Atlanta Nanjing University Alumni Association (GANUAA), Principal and President of the Board of Directors at Emory Chinese Academy (currently named Atlanta Contemporary Chinese Academy), a board member and Vice president of the Association of Chinese Professors of Social Sciences in the United States (ACPSS), and vice president of the Society of International Chinese in Educational Technology (SICET).

His research interests are focused on *Educational Technology*, *Research on Educational Theories and Practice*, *Early Childhood and Elementary Education*, *Learning Motivation and Assessment*, *and Comparative Education.* His publications include books: "Education", "Educational Technology", "Secondary Education Administration of America.", "Marriage and Family in USA" and articles: "Comparative Study: Educational Technology in Chinese Middle Schools", "Educational Technology or Educational Media", "Online Education: Curriculum Design and Instructional Strategies", "Online Education: How to Approach and Teach", "Educational Technology and Teacher Training in the United States", "Assessment Theories and Methods" and etc.

TOPIC
Enhancing Language Instruction with Technology

Along with the increasingly developed technology, education is facing the challenge of using technology for effective teaching and learning. The use of educational technology in education can be traced back to 1920s; however, use of computers in education was not started in early 1960s, personal computers did not enter the education until 1970s. In 1990s, Internet and web technology started booming. Within last 20 years, educational technology has been widely used in education, so has been in language instruction.

Enhancing language instruction with technology can be categorized in using "productive tools" "multimedia devices" "Internet and Web resources" and "mobile learning technology." This talk will review the development of educational technology and its implementation in education, explore educational technology resources and instructional tools, and discuss practical strategies to enhance the effective language instruction and learning with technology.

FEATURED SPEAKER

John Spiridakis, J.D, Ph.D.
Professor and Coordinator,
Graduate Programs in TESOL & Bilingual Education
The School of Education
St. John's University
New York City, Rome and Paris

Dr. John Spiridakis obtained the MS. and Ph.D. degrees from The Florida State University and a J.D. from Cardozo Law School. He serves as Professor and Coordinator of Graduate level education programs in Teaching English to Speakers of

Other Languages (TESOL) and Bilingual Education, in the School of Education. He is responsible for leading the 10 Graduate Education Programs he initiated, including the Distance Learning option for students and Global TESOL courses and field experiences in several countries. He also has led and currently leads several national and state funded projects to prepare and certify Teachers and school administrators in both School Based Leadership and in TESOL or Bilingual Education. He was director of a European Union project to research and improve Greek language education and preparation of Greek teachers across the U.S.A. that included the collaboration of several universities in Europe, Australia, Canada and South America. Dr. Spiridakis has also facilitated partnerships between St. John's University's School of Education and universities in China to promote collaboration and exchange programs. He has recently served on a European Union Committees to evaluate Schools of Education and entire universities in Greece. Dr. Spiridakis has numerous publications and presentations at international, national and local conferences in the field of education for language minority groups. He co-authored "Greek in New York City" a chapter in the Multilingual Apple: Languages in a City.

TOPIC
Spotlight on A Graduate TESOL Program: Time to Reflect and Reform!

In this presentation, the author, a coordinator and project director at the graduate TESOL and Bilingual Education Programs for over 25 years, reflects upon changes in the programs that have attempted to respond to new social, political, economic, technologic and cultural realities, both in terms of structure and implementation. Programs with different pedagogical and curricular formats have been developed and modified over the years in the mission to better prepare an increasingly more diverse cadre of prospective teachers of ESL and EFL, including growing numbers of international students, for state certification and non-state certification tracks.

The multicultural and multilingual core of all of the programs has helped the faculty meet the changing demands and expectations of teachers over the past decade, but reflective planning that examines current program assumptions and expectations has become all the more vital. Knee-jerk reactions to political or city/state regulations and standards are normally avoided by the faculty in spite of often ominous, coercive communiqués to the field carrying veiled threats of retribution for those institutions who don't blindly "toe the line." Certain international and cross-cultural aspects of the Program's role in seeking to be relevant and resilient and responsive to constant changes are also discussed in this paper.

FEATURED SPEAKER

Nile Stanley, Ph.D.
Associate Professor of Childhood Education, Literacy and TESOL
Graduate Program Director for Elementary Education
University of North Florida, USA

Dr. Nile Stanley is a tenured Associate Professor of Childhood Education, Literacy and Teaching English to Speakers of Other Languages (TESOL) at the University of North Florida. He is Graduate Program Director for Elementary Education, Visiting Scholar of Educational Psychology at Shaanxi Normal University in the People's Republic of

China, and Professor and Poet-in-Residence in several Jacksonville schools in Florida. Dr. Stanley is an educator, poet, storyteller, researcher and award-winning published author of books, journal articles, professional articles, videos, and conference presentations He is a founding board member of Hope at Hand *http://www.hopeathand.org/* a nonprofit organization that provides art and poetry therapy to at-risk youth populations.

TOPIC
Poetry Therapy and Pedagogy for Teaching Foreign Language

This session will discuss research informed methods using poetry for culturally responsive teaching of language acquisition and resilience. Participants will learn to use mini-lessons and engaging activity poems for providing standards-based instruction that builds community, confidence and enthusiasm.

FEATURED SPEAKER

Yonghong Tong, Ph.D.
Assistant Professor
Computer and Information Sciences
Niagara University

Dr. Yonghong Tong (Ph.D.) is an Assistant Professor of Computer and Information Sciences in the College of Arts and Sciences at Niagara University. He obtained his Ph.D. from University of North Carolina at Charlotte. Dr. Tong's research areas center on mobile and Web application, information technology use in education, and data visualization. Dr. Tong is currently supervising student research in his focused areas.

TOPIC
Online Education with Information and Communication Technologies in American Higher Education

Online education with information and communication technologies (ICT) has become a major phenomenon around the world. In America, for example, there are hundreds of online colleges and universities and thousands of online courses available to students. Most American universities offer at least some courses online, and many universities have fully developed online degree programs at both undergraduate and graduate levels. The presenter will discuss the online education with ICT in American higher education, including (1) the present use of ICT in online education, (2) the benefits of using ICT in online education, (3) the challenges of using ICT in online teaching and learning, and (4) the future of ICT in higher education will also be discussed.

FEATURED SPEAKERS

Mariam Alamyar, a graduate lecturer/TA in English department, ESL program at Purdue University.
Khalid Ahmad Siddiq, assistant professor of English at Herat University, Afghanistan
Toufiq Sarwarzada, assistant professor of English at Herat University, Afghanistan
Mir Abdullah Miri, professor of English at Herat University, Afghanistan

Mariam Alamyar
Graduate lecturer/TA in English Department
ESL program
Purdue University

Mariam Alamyar is a graduate lecturer/TA in English department, ESL program at Purdue University. She holds a master degree in applied linguistics and her secondary areas are English writing and leadership in Education. Her research interests are English language writing, writing in digital space, sociolinguistics, language controversies, curriculum design, and administration in Education.

Khalid Ahmad Siddiq
Assistant professor of English
Herat University
Afghanistan

Khalid Ahmad Siddiq is currently an Assistant Professor of linguistics and the Head of the English Department at Herat University. He holds a Master's Degree in Linguistics from Indiana State University, USA. He has taught English language, literature and linguistics in Afghanistan for over eight years. His research interests include teaching English as a second/foreign language, NNEST, World Englishes, Phonetics, and Language Variation.

Toufiq Sarwarzada
Assistant Professor of English
Herat University
Afghanistan

Toufiq Sarwarzada has been teaching at English Department of Herat University since 2004. He holds a master's degree in English from Clark University. Beside teaching at Herat University, he has been working as a teacher trainer with different organizations training public schools English teachers. Recently he has worked as the chief editor for Herat ESP project and has edited and published seven ESP textbooks for Herat University. His research interests include literature and language teaching and English for specific purposes.

Mir Abdullah Miri
Professor of English
Herat University
Afghanistan

Mir Abdullah Miri is professor of English at Herat University, Afghanistan. He holds a master's degree in teaching English to speakers of other languages (TESOL) from Indiana University of Pennsylvania. His research interests include second language writing, language pedagogy, NNEST issues, and topics related to access and equity.

TOPIC
English Language Education in Afghanistan: Significance,
Challenges and Opportunities

English has achieved global prominence in various facets of our life; however, there are still some contexts which are underrepresented in the field of English language studies. The panelists address the background of English language in Afghanistan; discuss the current ELT methodologies used in the Afghan context, and share voices from Afghan English language teachers regarding professional development as well as integration of writing in literature courses. They offer concrete recommendations for improving English language education in Afghanistan.

June 24 (Friday)

Friday Morning

9:00 a.m. – 9:30 a.m. Opening Ceremony and Speeches
Room #1 (1100A)

9:35 a.m. ~ 10:35 a.m. Plenary Speech #1

Time	Speaker	Title	Room
9:35 ~ 10:35	Brett Dillingham	The Prehistory and History of Storytelling and its Crucial Importance to Teachers	Room #1 (1100A)

10:35 a.m. - 11:00 a.m. Morning Coffee Break

11:05 a.m. ~ 11:45 a.m. Featured Speeches #1 & #2

Time	Speaker	Title	Room
11:05 ~ 11:45	John Spiridakis Chair: Soonhyang Kim	Spotlight on A Graduate TESOL Program: Time to Reflect and Reform!	Room #3 (2050)
11:05 ~ 11:45	Yonghong Tong Chair: Ronghua Ouyang	Online Education with Information and Communication Technologies in American Higher Education	Room #2 (2010)

11:50 a.m. - 1:00 p.m. Lunch Break

Friday Afternoon

1:00 p.m. ~ 2:15 p.m. Conference Presentation Session I

Presentation Room #2 (2010) Theme: Assessment and Evaluation		
Chair	Nile Stanley	
1:00 ~ 1:25	Sherry Shaw	Improving Domestic Programs through an International Case Study
1:25 ~ 1:50	Jinyan Huang	Assessment Literacy for Language Educators: Assessment For, Of, and As Learning
1:50 ~ 2:15	Kien Trinh	The Reliability and Validity of an Autobiographical Sketch Medical School Admission School, The Mini-Curriculum Vitae: Implications for Admission Decision Making

Presentation Room #3 (2050) Theme: Language and Culture		
Chair	Christine Conforti	
1:00 ~ 1:25	Amber Deig	Appropriate and Supportive Error Correction
1:25 ~ 1:50	Eyup Saritas	Yan Mo: The Chinese Nobel Prize Winner in Literature
1:50 ~ 2:15	Oksana Moroz	The Gendered Impact on the English Language Teacher Identity in Ukraine

2:20 p.m. ~ 3:35 p.m. Conference Presentation Session II

Presentation Room #2 (2010) Theme: Leadership and Policy		
Chair	Catherine McGregor	
2:20 ~ 2:45	Yuan Yao	Analysis of Chinese 3D Printing Policy and its Implication on the Development of the Industry
2:45 ~ 3:10	Kathryn Cameron	The Factors that Influence the Perceived Stress and Sociocultural Adaptation of International Students: Policy and Leadership Implications
3:10 ~ 3:35	Halin Tavano	Service-learning in Higher Education: Student Perceptions of the Cost of Service, the Perceived Benefits, and Institutional Policy Implications

Presentation Room #3 (2050) Theme: Language and Culture		
Chair	Silvana Koka	
2:20 ~ 2:45	Jiangchun Li	A Glimpse of Chinese Dress and Adornment Culture
2:45 ~ 3:10	Fahima Alamyar	Afghan Student Challenges in English Writing
3:10 ~ 3:35	Shanhui Zhong	Translation of "报酬并不优厚" and Its Enlightenment on Vocabulary Collocation Instruction

3:35 p.m. - 3:55 p.m. Afternoon Coffee Break

4:00 p.m. ~ 5:30 p.m. Workshop #1

Time	Speaker	Title	Room
4:00 ~ 5:30	Jinyan Huang Chair: Soonhyang Kim	*Workshop #1: Research and Publication*	Room #3 (2050)

June 25 (Saturday)

Saturday Morning

9:00 a.m. ~ 10:00 a.m. Plenary Speech #2

Time	Speaker	Title	Room
9:00 ~ 10:00	Ronghua Ouyang	Enhancing Language Instruction with Technology	Room #1(1100A)

10:05 a.m. ~ 10:45 a.m. Featured Speeches (#3 & #4) and Workshop #2

Time	Speaker	Title	Room
10:05 ~ 10:45	Nile Stanley Chair: Jiangchun Li	Poetry Therapy and Pedagogy for Teaching Foreign Language	Room #6 (2080)
10:05 ~ 10:45	Mir Abdullah Miri, Mariam Alamyar, Khalid Ahmad Siddiq, Toufiq Sarwarzada (Afghanistan) Chair: Sophia Tang	Background, Culture and Practices of English Language in Afghanistan	Room #2 (2010)
10:05 ~ 10:45	Soonhyang Kim Chair: Jinyan Huang	*Workshop #2: Classroom-based Research*	Room #3 (2050)

10:45 a.m. - 11:05 a.m. Morning Coffee Break

11:05 a.m. ~ 11:50 a.m. Workshops #3 & #4

Time	Speaker	Title	Room
11:05 ~ 11:50	Ahyea Alice Jo	*Workshop #3: Bilingualism for the Future: Tips for Teachers and Parents*	Room #6 (2080)
11:05 ~ 11:50	Nile Stanley	*Workshop #4: Poetry in Teaching Language*	Room #2 (2010)

11:50 a.m. - 1:00 p.m. Lunch Break with Multicultural Performance
(Sunju Lim, Performer of 가야금, *Gayageum*, Korean Style Harp)

Saturday Afternoon

1:00 p.m. ~ 2:15 p.m. Workshop #5

Time	Speakers	Title	Room
1:00 ~ 2:15	Ahyea Alico Jo and Sunju Lim (Jacksonville Korean School Bilingual Education Workshop Series 2, *in Korean*)	*Workshop #5: Bilingual Education*	Room #1 (1100A)

1:00 p.m. ~ 2:15 p.m. Conference Presentation Session III

Presentation Room #2 (2010) Theme: Assessment and Evaluation		
Chair	Amber Deig	
1:00 ~ 1:25	Jinyan Huang Yingliang Liu	Using Generalizability Theory to Examine the Scoring Reliability and Validity of a Large-scale Standardized EFL Writing Assessment in China
1:25 ~ 1:50	Gina M. Pizziconi-Cupples	Using Generalizability Theory to Examine the Air Reserve Component Augmentation Request Process
1:50 ~ 2:15	Yingping Guo	Using Item Response Theory to Examine Reliability, Validity and Fairness Issues

Presentation Room #3 (2050) Theme: Language Education and Technology		
Chair	Christine Conforti	
1:00 ~ 1:25	Catherine McGregor	Using Google Apps to Collaborate with English as a Second Language Students
1:25 ~ 1:50	Xiao Yuan	Management in EFL Speaking Classrooms by English- versus Chinese-native Speakers
1:50 ~ 2:15	Aysel Þahin Kýzýl	Use of WEB 2.0 Tools among EFL Learners

1:00 p.m. ~ 2:45 p.m. Conference within the Conference

Presentation Room #6 (2080) Theme: Conference within the Conference Jacksonville Korean School (in Korean)		
Chair	Chunsik Lee	
1:00 ~ 1:25	Sungjae Lee, Chunsik Lee, and Ernest Kim	Jacksonville Korean School Parent Open Meeting 3-1
1:25 ~ 1:50	Ahyea Alico Jo	Jacksonville Korean School Bilingual Education Workshop Series 2-1: How to promote bilingualism: Tips for parents (in Korean & English, as needed)
1:50 ~ 2:15	Sunju Lim (Performer of Gayakum, Korean Harp)	Jacksonville Korean School Bilingual Education Workshop Series 2-2: Learning Korean culture and language through Korean musical instrument performance
2:15-2:45	Sungjae Lee, Chunsik Lee, & Ernest Kim	Jacksonville Korean School Parent Open Meeting 3-2

2:20 p.m. ~ 3:35 p.m. Conference Presentation Session IV

Presentation Room #2 (2010) Theme: Internationalization of Chinese Higher Education		
Chair	Amber Deig	
2:20 ~ 2:45	Jinyan Huang	The Road to Success: A Case Study of Dual Degree Programs for English Major Students at a Chinese University
2:45 ~ 3:10	Wanhua Wang	Dual Degree Programs for English Major Students at a Chinese University: Benefits and Pitfalls
3:10 ~ 3:35	Changhan Zhao	The Curriculum Design Dilemmas of Dual Degree Programs for English Major Students at a Chinese University

Presentation Room #3 (2050) Theme: Culture and Organizations		
Chair	Catherine McGregor	
2:20 ~ 2:45	Brian Poliner	Employee Satisfaction in Multicultural Nonprofit Organizations
2:45 ~ 3:10	Yingping Guo	China's Traditional Cultural Values and National Identity
3:10 ~ 3:35	Yuping Zhou	An Overview of Spreading Chinese Culture Overseas

3:35 p.m. - 3:55 p.m. Afternoon Coffee Break

4:00 p.m. ~ 5:30 p.m. Workshop #6

Time	Speaker	Title	Room
4:00 ~ 5:30	Brett Dillingham	*Workshop #6:* Storytelling in Classrooms	Room #3 (2050)

Online Presentations
(*http://www.untestedideas.net/presentations.php*)

Presenter(s)	Title(s)
Xiaoyan Zeng	The Influence of Lexical Aspect, Task Variability and Proficiency Level on Chinese Learners' Acquisition of English Progressive Aspect
Ying Gu	Academic Anxiety in Chinese Graduate Students: Causes and Implications
Qing Wei	Test for English Majors-Band 4 (TEM4) in China: A Historical Overview
Xingxing Mao	College English Test-Band 4 (CET-4) in China: A Historical Overview

5:35 p.m. ~ 5:45 p.m. Closing Ceremony

June 26 (Sunday)

8:00 a.m. – 9:00 a.m. Untested Research Center Working Meeting

9:00 a.m. – noon Tour in Jacksonville, Florida

Conference Presentation Session Descriptions

Friday, June 24—Session I, Room #2 (2010)
Theme: Assessment and Evaluation
Chair: Nile Stanley

1:00-1:25 pm:
Improving Domestic Programs through an International Case Study
Presenter:

Sherry Shaw—University of North Florida, USA
(*sherry.shaw@unf.edu*)

Abstract: An international case study with a private Interpreter Education Program in Austria, unencumbered by university protocols, can inform how interpreting programs screen applicants and retain students. Currently underway, a longitudinal investigation of entrance requirements, curriculum structure, and evaluation mechanisms seeks to illuminate the program's exceptional retention and low attrition rates.

1:25-1:50 pm:
Assessment Literacy for Language Educators: Assessment for, of, and as Learning
Presenter:

Jinyan Huang —Niagara University, USA
(*jhuang@niagara.edu*)

Abstract: Assessment literacy is important for language educators because it helps them perceive, analyze and use data on student performance to improve language instruction. Language educators should differentiate among *assessment for learning*, *assessment of learning*, and *assessment as learning*. Assessment illiteracy can lead to unreliable, invalid, and biased language assessment. This presentation helps language educators understand the following fundamental concepts in both classroom-based and large-scale standardized language assessments: *reliability*, *validity*, *fairness*, *assessment for learning*, *assessment of learning*, and *assessment as learning*. Important implications for language educators are discussed.

1:50-2:15 pm:
The Reliability and Validity of an Autobiographical Sketch Medical School Admission School, the Mini-Curriculum Vitae: Implications for Admission Decision Making
Presenter:

Kien Trinh—Ancaster Sports Medicine Centre and McMaster University, Canada
(*trinhkv@gmail.com*)

Abstract: The focus of this study is to analyze the data from a Mini-CV to determine its reliability and predictive validity to admissions measures and the Big Five Personality Inventory Scores. The G-coefficient of the Mini-CV is 0.812, contrasting with the G-coefficient of the OMSAS ABS is 0.598. The Mini-CV correlates with the MMI scores and not with other admissions measures. For the Big Five Personality Inventory, the Mini-CV correlates with the Openness and the Extraversion scores.

Friday, June 24—Session I, Room #3 (2050)
Theme: Language and Culture
Chair: Christine Conforti

1:00-1:25 pm:
Appropriate and Supportive Error Correction
Presenter:

Amber Deig—University of North Florida, USA
(*amberdeig@gmail.com*)

Abstract: This session will be an interactive demonstration on what type of error correction methods to use and when. The presentation will focus on the error correction practices of multiple language teaching methods and explore which are most appropriate in specific contexts.

1:25-1:50 pm:
Yan Mo: The Chinese Nobel Prize Winner in Literature
Presenter:

Eyüp Sarıtaş—Istanbul University, Turkey
(*eyupsaritas1968@gmail.com*)

Abstract: Yan Mo is the most famous writer of modern Chinese Literature. He gives the best examples of typical pastoral literature. In his works, he not only reveals the modern Chinese village life to the reader plainly but also takes the reader to an amusing and interesting historic journey. The novel, which brought the Nobel Prize in Literature to him, is *Red Sorghum*. This presentation discusses Yan Mo's works, focusing on his way of reflecting the Chinese villagers' way of living.

1:50-2:15 pm:
The Gendered Impact on the English Language Teacher Identity in Ukraine
Presenter:

Oksana Moroz—Indiana University of Pennsylvania, USA
(*fzbv@iup.edu*)

Abstract: In the proposed study, the role of gender in Ukrainian context is being explored, as it is a complex social construct that intertwines with the constructs of ethnicity, age, profession, class, and other facets of teacher identity. The methodology and background studies are discussed in the presentation.

Friday, June 24—Session II, Room #2 (2010)
Theme: Leadership and Policy
Chair: Catherine McGregor

2:20-2:45 pm:
Analysis of Chinese 3D Printing Policy and its Implication on the Development of the Industry
Presenter:

Yuan Yao—Huaihua University, China
(*yaoyuan_84413@163.com*)

Abstract: In order to promote the development of Chinese 3D Printing industry, Ministry of Industry and Information Technology of the People's Republic of China put forward the Promotion Plans of the National Additive Manufacturing Industry

(2015-2016), which mainly covers the following aspects: the current situation of the industry, development principals and goals, promotion plans and relevant policies. This presentation analyzes the details of this document and find out the implication of it on the development of Chinese 3D Printing industry by describing the scale and profits of the industry in China.

2:45-3:10 pm:
The Factors that Influence the Perceived Stress and Sociocultural Adaptation of International Students: Policy and Leadership Implications
Presenter:

Kathryn Cameron—Sheridan College, Canada

(*kathryn.cameron@sheridancollege.ca*)

Abstract: This presentation considers the factors that influence psychological and sociocultural adaptation of international students both prior to and during the acculturation experience of studying in Canada, as well as variables which influence perceived stress and sociocultural adaptation.

3:10-3:35 pm:
Service Learning in Higher Education: Student Perceptions of the Cost of Service, the Perceived Benefits, and Institutional Policy Implications
Presenter:

Halin Tavano—Medaille College, USA

(*htavano@medaille.edu*)

Abstract: Considering how valuable they are in the service-learning process, this study examined student perceptions of service-learning at their institutions. Specifically, it examined whether students from different types of higher education institutions had differing perceptions regarding institutional factors related to service-learning. The results of this study, its limitations, and impact on higher education are discussed, as well as future directions for service-learning policy and practice.

Friday, June 24—Session II, Room #3 (2050)
Theme: Language and Culture
Chair: Silvana Koka

2:20-2:45 pm:
A Glimpse of Chinese Dress and Adornment Culture
Presenter:

Jiangchun Li— Hunan University of Finance and Economics, China

(*jiangchun_li@yahoo.com*)

Abstract: For thousands of years, generations of clothing designers and garment makers in China have devoted themselves to building the "Garment Kingdom", making the garments that cover the human body an important component of Chinese culture. Are you interested in the development of dress and adornment in Chinese culture from the "clothes" of leaves and animal fur in primitive society to the gorgeous Cheongsam or *Qipao* and Tunic Suit or *Zhongshanzhuang*? This presentation tells you the whole story.

2:45-3:10 pm:
Afghan Student Challenges in English Writing
Presenter:

Fahima Alamyar—English Language Association for Afghan Teachers,
Afghanistan
(*alamyarfahima@gmail.com*)

Abstract: The presenter will begin with the explanation of how teaching English writing has been neglected in Afghan institutions and provides evaluations of students and teachers' difficulties, in learning and teaching writing. She will present relevant pedagogical implications for a paradigm shift with no focus on writing to focused writing curricula.

3:10-3:35 pm:
Translation of "报酬并不优厚" and Its Enlightenment on Vocabulary Collocation Instruction
Presenter:

Shanhui Zhong— Hunan University of Finance and Economics, China
(*zhongshanhui@yahoo.com*)

Abstract: Through the errors students made in translating the Chinese sentence "虽然报酬并不优厚，我还是决定接受这个工作", the presentation analyzes the main reasons behind the translation errors, that is, the little attention being paid to vocabulary collocation instruction. In order to conduct effective English vocabulary teaching, this presentation discusses a new vocabulary collocation teaching method with the help of corpus.

Saturday, June 25—Session III, Room #2 (2010)
Theme: Assessment and Evaluation
Chair: Amber Deig

1:00-1:25 pm:
Using Generalizability Theory to Examine the Scoring Reliability and Validity of a Large-scale Standardized EFL Writing Assessment in China
Presenters:

Jinyan Huang—Niagara University, USA
(*jhuang@niagara.edu*)
Yingliang Liu—Wuhan University of Technology, China
(*yingliangliu@foxmail.com*)

Abstract: Reliability, validity, and fairness are the three major indicators of quality of an assessment. Assessments have to be reliable and valid in order to be fair. Using generalizability theory as a theoretical framework, this study addresses reliability, validity, and fairness issues in a large-scale standardized EFL writing assessment in China.

1:25-1:50 pm:
Using Generalizability Theory to Examine the Air Reserve Component Augmentation Request Process
Presenter:

Gina M. Pizziconi-Cupples—Niagara University, USA
(*gpizziconicupples@mail.niagara.edu*)

Abstract: Using generalizability (*G-*) theory this quantitative study explores the reliability and variability in the air reserve component (ARC) augmentation request process. This study addresses three research questions: (1) to what extent do facets (core function, mission category, mission area, raters, etc.) contribute to ARC augmentation rating variability? (2) what is the rating reliability of ARC augmentation requests? (3) To what extent does gender and assignment affect rating variability and rating reliability of requests? Ultimately the researcher concludes mission category is the greatest single facet contributor to variance and when shifting the object of measurement to the rater, assignment and gender substantially affect rating variability and rating reliability.

1:50-2:15 pm:
Using Item Response Theory to Examine Reliability, Validity, and Fairness Issues
Presenter:

Yingping Guo—Hunan University of Finance and Economics, China
(*1405232636@qq.com*)

Abstract: In this study, Item Response Theory (IRT) will be used for the empirical research of the reliability, validity and fairness of the objective items (listening and reading skills) in Chinese College English Test Band-4 and Band-6. The results of this study will have important policy and practical implications for education policy makers and administrators, assessment organizations, testing professionals, and classroom English teachers as well as expanding our understanding of assessment issues in the context of CET Band-4 and Band-6 testing in China.

Saturday, June 25—Session III, Room #3 (2050)
Theme: Language Education and Technology
Chair: Christine Conforti

1:00-1:25 pm:
Using Google Apps to Collaborate with English as a Second Language Students
Presenter:

Catherine McGregor—University of North Florida, USA
(*N00030505@unf.edu*)

Abstract: The presenter will demonstrate multiple Google apps and extensions that will enhance communication between ESL students and their teachers. The apps that will be covered are Google Classroom and Google Docs. Two extensions will be shown as well – Google Dictionary and VideoNotes.

1:25-1:50 pm:
Management in EFL Speaking Classrooms by English- versus Chinese-native Speakers
Presenter:

Xiao Yuan—Hunan University, China
(*milly.hunan@foxmail.com*)

Abstract: This research is a case study on comparing the differences between Chinese English teachers and English-speaker teachers in terms of classroom management.

1:50-2:15 pm:
Use of WEB 2.0 Tools among EFL Learners
Presenter:

Aysel Pahin Kýzýl— Fýrat University, Turkey
(*ayselsahin1@gmail.com*)

Abstract: This study aims to investigate the use of Web 2.0 tools among EFL learners within a sociocultural framework. Collected during the 2015-2016 academic year, the data consist of a survey of 556 EFL learners attending a preparatory program at a Turkish university, and two focus group interviews (n=16). Findings are presented in connection with implications for maximizing the learning potential of Web 2.0 for EFL learners.

Saturday, June 25—Session IV, Room #2 (2010)
Theme: Internationalization of Chinese Higher Education
Chair: Amber Deig

2:20-2:45 pm:
The Road to Success: A Case Study of Dual Degree Programs for English Major Students at a Chinese University
Presenter:

Jinyan Huang—Niagara University, USA
(*jhuang@niagara.edu*)

Abstract: This presentation reports a case study about the ten years' higher education reform at a Chinese university. Specifically, dual degree programs have been developed and implemented for English major students at that university so that these programs could prepare the students better for the changing job market. Important implications are discussed.

2:45-3:10 pm:
Dual Degree Programs for English Major Students at a Chinese University: Benefits and Pitfalls
Presenter:

Wanhua Wang—Wuhan Institute of Technology, China
(*920761359@qq.com*)

Abstract: The dual degree integrative programs of "English+ another major" (E+ model) was developed and implemented in 2005 at a Chinese university with its core ideas lying in two aspects. One is the cultivation of overall quality which can be realized by instrumental function and integrative function of English teaching. The other is the cultivation of international compound talents achieved by the organic integration of the courses of English and another major. This presentation discusses the benefits and pitfalls of the dual degree programs.

3:10-3:35 pm:
The Curriculum Design Dilemmas of Dual Degree Programs for English Major Students at a Chinese University
Presenter:

Changhan Zhao—Wuhan Institute of Technology, China
(*zhaochanghan2003@163.com*)

Abstract: During the last decade, academic program innovations have taken place at a Chinese university. The dual degree programs for English major students are proved to be effective and successful. They won the second prize of National Teaching Award of China in 2014, which provides a successful example for the reform and development of English education in China. This presentation discusses the curriculum design dilemmas of dual degree programs for English major students at that university.

Saturday, June 25—Session IV, Room #3 (2050)
Theme: Culture and Organizations
Chair: Catherine McGregor

2:20-2:45 pm:
Employee Satisfaction in Multicultural Nonprofit Organizations
Presenter:

Brian Poliner—Hilbert College, USA

(*bpoliner@mail.niagara.edu*)

Abstract: Employee turnover is costly. Increased satisfaction levels have implications on retention levels within the organization. This quantitative research study investigated organizational culture in individualistic and collective societies to understand culture's impact on the employee reaction within the organization. Results of this study indicated differences in satisfaction levels and perceptions in motivation between cultures and offered suggestions and insight to leaders of nonprofit organizations about employee turnover.

2:45-3:10 pm:
China's Traditional Cultural Values and National Identity
Presenter:

Yingping Guo— Hunan University of Finance and Economics, China
(*1405232636@qq.com*)

Abstract: China is a country with a long history and unique culture. Chinese philosophy has a strong impact on the Chinese people's viewpoint, way of thinking and behaviors, the essence of which mainly refers to Confucianism, Taoism and Buddhism. Many of the Chinese traditional values rooted deeply in Chinese philosophy still have tremendous impact on Chinese people's life. This presentation focuses on the discussion of China's traditional cultural values and national identity.

3:10-3:35 pm:
An Overview of Spreading Chinese Culture Overseas
Presenter:

Yuping Zhou— Yunnan Minzu University, China
(*734608512@qq.com*)

Abstract: China is a great country of 5000 years history. Chinese culture has become increasingly strong internationally. This presentation is an overview of spreading Chinese culture overseas. It focuses on the discussion of benefits, challenges, and implications for Confucius Institute overseas.

Online Presentation Descriptions
Theme: Education and Assessment in China
(***http://www.untestedideas.net/presentations.php***)

The Influence of Lexical Aspect, Task Variability and Proficiency Level on Chinese Learners' Acquisition of English Progressive Aspect
Presenter:
> Xiaoyan Zeng—Hunan University, China
> (*hnzengxy@163.com*)

Abstract: The present study focuses on the investigation of the influence of lexical aspect, task variability and proficiency level on Chinese learners' acquisition of English progressive aspect by using a learner spoken corpus and a written learner corpus. A usage-based account of the findings and implications for language teaching and learning are proposed.

Academic Anxiety in Chinese Graduate Students: Causes and Implications
Presenter:
> Ying Gu—Wuhan Institute of Technology, China
> (*171648528@qq.com*)

Abstract: Chinese graduate students experience considerable academic anxiety. From a student's perspective, there are many causes for their academic anxiety. Therefore, it requires thorough investigation in order to uncover the real reasons for their academic anxiety and provide implications for solutions. This presentation is a research proposal for identifying the causes of Chinese graduate students' academic anxiety and providing implications for them to overcome it during their graduate studies.

Test for English Majors-Band 4 (TEM4) in China: A Historical Overview
Presenter:
> Qing Wei—Hunan University, China
> (*1002793549@qq.com*)

Abstract: Test for English Majors Band-4 (TEM4) has been implemented to test English major college students' English proficiency in Chinese higher education since 1991. The purpose of this large-scale standardized test is to assess students' comprehensive English proficiency in writing, dictation, listening comprehension, grammar, and vocabulary. This presentation provides a historical overview of the test and directions for future improvement.

College English Test-Band 4 (CET-4) in China: A Historical Overview
Presenter:
> Xingxing Mao—Hunan University, China
> (*863763986@qq.com*)

Abstract: College English Test-Band 4 (CET-4), one of the large-scale standardized English tests in China, is a national English proficiency exam for undergraduate and postgraduate students. Its purpose is to measure the test takers' ability to use English appropriately and comprehensively. During the period of nearly 30 years' implementation (from 1987 till now), this test has gone through great changes in the following aspects: type and form of test, scoring system, method of reporting grade, content and structure of the test book. This presentation provides a historical overview of the test and directions for future improvement.

The 5th Untested Ideas International Research Conference
June 23-25, 2017

e – Conference

Conference Dates: June 23-25, 2017
Submission Deadline: April 30, 2017
Registration Deadline: May 31, 2017

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Currently UI Research Center publishes the following six international blind peer-reviewed refereed journals: *Language and Communication Quarterly* (LCQ), *Leadership and Policy Quarterly* (LPQ), *International Journal of Education and Culture* (IJEC), *International Journal of TESOL and Learning* (IJTL), *International Journal of Social and Educational Rankings* (IJSER), and *China-US Education* (CUED).

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