

**1<sup>st</sup> Untested Ideas International Research Conference**  
**Advancing Research Methods**  
**June 28-30, 2013**  
**Niagara Falls, New York, USA**

**PROGRAM**

**June 28 (Friday)**

8:00 a.m. - 5:00 p.m. Registration  
8:00 a.m. - 8:50 a.m. Breakfast  
9:00 a.m. - 9:30 a.m. Opening ceremony, Speeches, and Award Recognition  
9:30 a.m. - 10:20 a.m. Keynote Speech: Vincent Rinaldo (Ph.D.)  
10:30 a.m. - 11:50 a.m. Conference Presentation Session I  
12:00 p.m. - 12:50 p.m. Lunch Break  
1:00 p.m. - 3:00 p.m. Conference Presentation Session II  
3:00 p.m. - 3:30 p.m. Afternoon Coffee Break  
3:30 p.m. - 5:10 p.m. Conference Presentation Session III

**June 29 (Saturday)**

8:00 a.m. - 5:00 p.m. Registration  
8:00 a.m. - 8:50 a.m. Breakfast  
9:00 a.m. - 10:50 a.m. Research Workshop: Jinyan Huang (Ph.D.)  
11:00 a.m. - 12:00 p.m. Conference Presentation Session IV  
12:00 p.m. - 12:50 p.m. Lunch Break  
1:00 p.m. - 3:00 p.m. Conference Presentation Session V  
3:00 p.m. - 3:30 p.m. Afternoon Coffee Break  
3:30 p.m. - 5:10 p.m. Conference Presentation Session VI

**June 30 (Sunday)**

9:00 a.m. - 11:00 a.m. Niagara Falls "Maid of the Mist" boat ride

**Presentation Rooms**

Red Jacket Room (#1): Education, Culture, Leadership, & Policy  
Porter DeVeaux Room (#2): Language, Communication, TESOL, & Learning  
Online Presentation (<http://www.untestedideas.com/presentations.php>)

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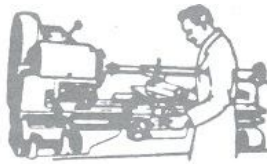
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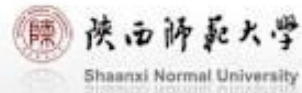


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**KEYNOTE SPEAKER**

**Vincent Rinaldo, Ph.D.**  
Professor and Chairperson  
Middle and Adolescence  
Education Department  
College of Education  
Niagara University, USA

Dr. Rinaldo's primary area of research is in the area of professional dispositions and in particular effective dispositions of teacher candidates. Along with his research team they have created both an instrument and process for assessment of dispositions which is currently being piloted by more than 90 institutions across the United States and Great Britain. In addition to this area, Dr. Rinaldo has authored two music programs for grades 1-8 that have been adopted as the primary music resource by a number of school districts in the province of Ontario as well as by New York City.

**Advancing Research Methods**

In a time where the performance of educators has come under public scrutiny, where the lack of student progress directly effects not only public perceptions of the profession itself, but the livelihood of the individuals in the classrooms, now more than ever, is there a need for teachers, both veteran and novice, to apply strong research methods to their daily practices. As a professor of research methods, I am often asked by students, why do I need to take a research course, I want to be a teacher, not a researcher. To them I respond, that what they see as clearly distinct from one another, I see as having a symbiotic relationship. One cannot be an effective teacher without a firm understanding not only of how the research of others could improve their own practice, but of how to see what they do each day through the eyes of a researcher, as a means of ensuring sound practices and effective results. This talk will focus on a paradigmatic shift from classroom teacher to teacher-researcher and the specific role that research methods plays in the planning, delivery and assessment of effective pedagogical practice.

## WORKSHOP PROFESSOR



### Jinyan Huang, Ph.D.

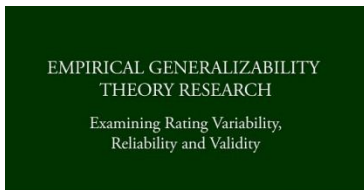
Associate Professor and Ph.D. Faculty Member

Niagara University, USA

President and Editor-in-Chief

Untested Ideas Research Center

HUANG, JINYAN (Editor). *Empirical Generalizability Theory Research – Examining Rating Variability, Reliability and Validity*. Niagara Falls: Untested Ideas Research Center, 2013. Pp. 316. \$149.00. paper. ISBN: 978-1-62520-013-6.



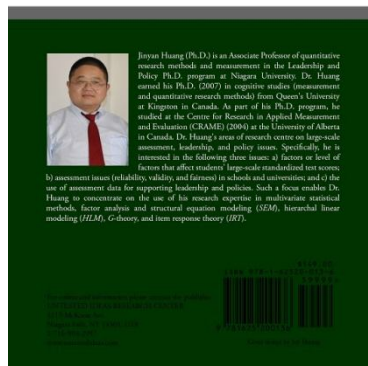
$$\hat{\sigma}[\hat{\sigma}^2(\alpha/M')] = \frac{C(\bar{\alpha}/\tau)}{d(\bar{\alpha}/\tau)^2} \hat{\sigma}^2[\hat{\alpha}^2(\alpha/M)]$$

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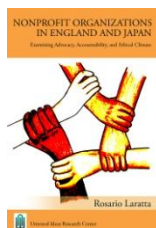


Generalizability (*G*)-Theory is a more powerful theoretical framework than classical test theory (*CTT*) for the detection of rater/rating variability. It has the capability of identifying multiple sources of error variance as well as the interaction of these sources of error. This book is a collection of ten empirical studies that used *G*-theory as a theoretical framework in education, business, and sports and games research contexts. Its primary objective is to help researchers get familiar with this advanced research method design and start to use it in the research of performance assessments that involve human raters or ratings. This book can be used as a textbook in graduate-level advanced quantitative research method courses.

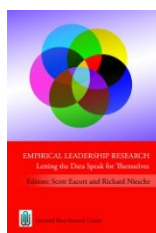


This 2-hour workshop is designed to introduce researchers in the social sciences to the *G*-theory approach in research designs and data analyses. Using GENOVA (the program is free for downloading) and authentic research data (both small scale and large-scale), the participants will learn how to conduct *G*-studies and *D*-studies.

## UI BOOKS



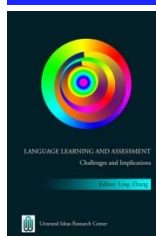
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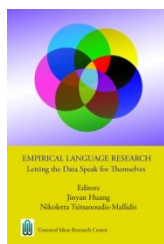
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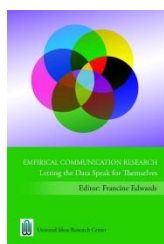
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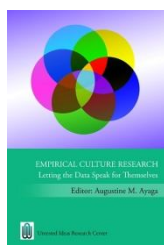
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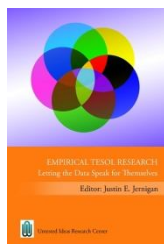
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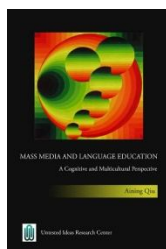
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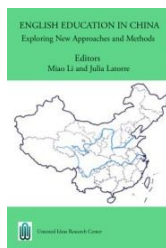
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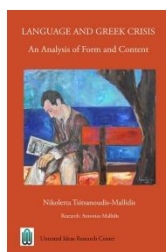
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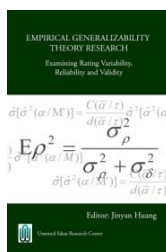
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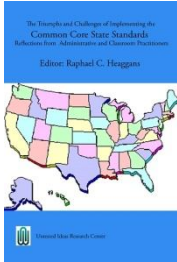
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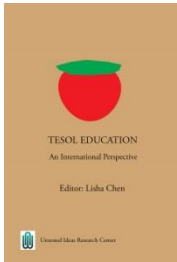
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## **UI AWARDS (2013)**

### **UI Outstanding Research Scholar Award**

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### **UI Outstanding Book Editor Award**

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Patrice Juliet Pinder  
*Indiana University, IUPUI, USA*

### **UI Research Grant for Doctoral Students Award**

Aining Qiu  
*Indiana University of Pennsylvania, USA*

## June 28 (Friday)

### 10:30 a.m. ~ 11:50 a.m. Conference Presentation Session I (Friday Morning)

<b>Presentation Room #1: Red Jacket Room (Education, Culture, Leadership, and Policy)</b>		
Chair	Kathryn M. Karcz	
10:30 ~ 10:50	Melanie Spence-Ariemma	Important Teaching Characteristics of Medical Radiation Sciences Professors: A Student Perspective
10:50 ~ 11:10	Edith L. Blackwell	Positional Identity and Power: Stereotypes that Influence Asian, African and African American Science Teachers' Positional Identities
11:10 ~ 11:30	Dejang Liu	Women's Ways of Knowing in Information Technology: Community College Case Study
11:30 ~ 11:50	Leticia Hernandez de Hahn	Supporting Underrepresented Minority Women in STEM Fields

<b>Presentation Room #2: Porter DeVeaux Room (Language, Communication, TESOL, and Learning)</b>		
Chair	Sara Moffatt	
10:30 ~ 10:50	Soonhyang Kim	Grammar Teaching Competence Development of Five TESOL Graduate Students: A Participative Inquiry
10:50 ~ 11:10	Tom Sheeran & Jinyan Huang	Faculty Perceptions of Assessing ESOL Students' Pragmatic Competence
11:10 ~ 11:30	Sylvia Valentín & Vincent Rinaldo	Assessing Cultural Sensitivity in Elementary Education Preservice Teachers
11:30 ~ 11:50	Martin Dvorak	Means of Increasing Credibility in Religious Discourse – Credibility Boosters

## June 28 (Friday)

### 1:00 p.m. ~ 3:00 p.m. Conference Presentation Session II (Friday Afternoon)

<b>Presentation Room #1: Red Jacket Room (Education, Culture, Leadership, and Policy)</b>		
Chair	Kathryn M. Karcz	
1:00 ~ 1:20	Roselind Gullo Bogner	Understanding Career Maturity and how it relates to College and Career Readiness
1:20 ~ 1:40	Chandra Foote	An Examination of the Preparation, Responsibilities, and Effectiveness of School Disciplinarians
1:40 ~ 2:00	Lee Pugalís	Regional Development Policy and Economic Leadership: An Analysis of the Scalar Conundrum
2:00 ~ 2:20	Rosario Laratta & Thomasina Borkman	A Study on the Governance Structures of Self-help Organizations in Europe, North America, and Asia
2:20 ~ 2:40	Patrice Juliet Pinder	Employing Conceptual Change and Inquiry Strategies with African American Science Students: Reflection on Two Studies
2:40 ~ 3:00	Walter Polka, Peter Litchka, & Frank Calzi	American School Superintendents Living on the Horns of Dilemmas: A Review and Analysis of Contemporary Decision-Making Approaches and Leadership Issues

<b>Presentation Room #2: Porter DeVaux Room (Language, Communication, TESOL, and Learning)</b>		
Chair	Sara Moffatt	
1:00 ~ 1:20	Tonjia Coverdale & Francine Edwards	Social Uses and Gratification from a Minority Perspective: The Perception of African American Purchasing Power through Social Media Marketing
1:20 ~ 1:40	Sushma Marwaha & Jinyan Huang	Teacher Perceptions of Intercultural Miscommunication: A K-12 Perspective
1:40 ~ 2:00	Aining Qiu, Nikoletta Tsitsanoudis- Mallidis & Theodoros Thanos	A Content Analysis of Local Newscasts: The Cognitive Transformation Theory Perspective”
2:00 ~ 2:20	Anthony Adawu	Examining Transformations in Adolescent English Second Language Writers’ Ideational Meanings: A Multimodal Social Semiotic Analysis
2:20 ~ 2:40	Brandon K. Shigematsu	Inner Voice and Identity in Second Language Acquisition
2:40 ~ 3:00	Justin Jernigan	Cultural Bridges: Generation 1.5 Learners of English as a Second Language

## June 28 (Friday)

### 3:30 p.m. ~ 5:10 p.m. Conference Presentation Session III (Friday Afternoon)

<b>Presentation Room #1: Red Jacket Room (Education, Culture, Leadership, and Policy)</b>		
Chair	Julia Latorre	
3:30 ~ 3:50	Augustine M. Ayaga	Traditional Storytelling among the Kassena: Meaning and Function
3:50 ~ 4:10	Eyup Saritas	Cultural Life of Tatar People Living in China
4:10 ~ 4:30	Ibrahim Saban	Origins and Development of Turkish and Arabic Novels
4:30 ~ 4:50	Mike Smith	Professor in Residence PDS Model: Challenges, Benefits, and Implications
4:50 ~ 5:10	Sarah Elizabeth Church	Tackling the Catastrophic Doctoral Student Drop-Out Rate: Mock Orals Works

<b>Presentation Room #2: Porter DeVaux Room (Language, Communication, TESOL, and Learning)</b>		
Chair	Aining Qiu	
3:30 ~ 3:50	Sara Moffatt	Identifying Predictors of Chinese Students' Performance on an College English Pragmatic Competence Test
3:50 ~ 4:10	Kathryn M. Karcz	Chinese College Students' Performance on an English Pragmatic Competence Test: A Quantitative Examination of Gender Differences
4:10 ~ 4:30	Francine Edwards	From Katrina to Sandy: A Comparative Analysis of Crisis Communication During a Natural Disaster
4:30 ~ 4:50	Soonhyang Kim, Yurimi Grigsby, & Tim Micek	Professional Dispositions for Teacher Candidates of English Language Learners across the Curriculum in P-12 Education
4:50 ~ 5:10	Noraida Kamarudin & Fauzilah Md Husain	Reverting back to the old: A critical look at the medium of instruction policy of Mathematics and Science in Malaysia

## June 29 (Saturday)

### 11:00 a.m. ~ 12:00 p.m. Conference Presentation Session IV (Saturday Morning)

<b>Presentation Room #1: Red Jacket Room (Education, Culture, Leadership, and Policy)</b>		
Chair	Kathryn M. Karcz	
11:00 ~ 11:20	Lisa Catherine Ehrich & Fenwick W. English	Towards Connoisseurship in Educational Leadership: Following the Data in a Three Stage Line of Inquiry
11:20 ~ 11:40	Patrice Juliet Pinder	Chemistry Achievement and the African Caribbean Immigrant Student's Home: A Mixed-Methods, Multi-dimensional Study
11:40 ~ 12:00	Augustine M. Ayaga	International Church Partnership: The Case of Two Catholic Parishes, Germany and Ghana

<b>Presentation Room #2: Porter DeVaux Room (Language, Communication, TESOL, and Learning)</b>		
Chair	Sara Moffatt	
11:00 ~ 11:20	S. T. Mulder	Emerging Paradigms and Practices in Graduate Education: Instruction Insights from a Mixed Language-Performance Environment
11:20 ~ 11:40	Julia Latorre & Jinyan Huang	Using Generalizability Theory to Examine the Task and Rating Effects on Large-scale ESL Writing Assessment – A Canadian Case Study
11:40 ~ 12:00	Aining Qiu	Quantitative Interpretation on <i>Comparing Focus on Form and Focus on FormS in Second-Language Vocabulary Learning &amp; Foreign Language Anxiety and Language Performance</i>

## June 29 (Saturday)

### 1:00 p.m. ~ 3:00 p.m. Conference Presentation Session V (Saturday Afternoon)

<b>Presentation Room #1: Red Jacket Room (Education, Culture, Leadership, and Policy)</b>		
Chair	Kathryn M. Karcz	
1:00 ~ 1:20	Latise Hairston & John Slaughter	Evaluating University Campus Suicide Prevention Programs: An Investigation of Gender and Race Effects on Participants' Knowledge of Suicide and Its Relationship with Their Confidence in Assisting At-risk Individuals
1:20 ~ 1:40	Raphael Heaggans	Moving to Where Difference no Longer Makes a Difference: Creating a Comfortable Atmosphere to Discuss Race
1:40 ~ 2:00	Michael Reilly & Jinyan Huang	Using Generalizability Theory to Examine Manager and Worker Perceptions of Skilled Trades Business Leadership Effectiveness and Ineffectiveness
2:00 ~ 2:20	Nicholas Sun- Keung Pang & John Pisapia	The Strategic Thinking and Influence Actions of School Leaders in Hong Kong
2:20 ~ 2:40	Julia Latorre	The Gender Gap in Engineering: A Call for Research and Policy Change
2:40 ~ 3:00	John Khokhar	The Aspiration of Leadership, and the Policy of Community Reinvestment Act

<b>Presentation Room #2: Porter DeVaux Room (Language, Communication, TESOL, and Learning)</b>		
Chair	Sara Moffatt	
1:00 ~ 1:20	Jinyan Huang & Thomas Sheeran	Causes of English-Chinese Translation Differential Item Functioning in a Hong Kong Large-scale High-stakes Examination
1:20 ~ 1:40	Aining Qiu	Social Networking Sites Paradigm: Great Potentials and Invisible Dangers
1:40 ~ 2:00	Soonhyang Kim, Burcu Ates, Yurimi Grigsby & Lee Given	Incorporating Our Own Cultural Narratives in TESOL Education: A Reflective Team Approach by Four TESOL Educators
2:00 ~ 2:20	Justin Jernigan	Effectiveness of a reading rate software program for college EAP learners
2:20 ~ 2:40	Amanda Careena Fernandes	The Impact of Culture on Seating Arrangements and its Impact on Student Learning in the Classroom: An International Perspective
2:40 ~ 3:00	Aiden Yeh	Exploring Discourse Analysis in Cognitive Apprenticeship and Mentoring in Online Teacher Professional Development

## June 29 (Saturday)

### 3:30 p.m. ~ 5:10 p.m. Conference Presentation Session VI (Saturday Afternoon)

<b>Presentation Room #1: Red Jacket Room (Education, Culture, Leadership, and Policy)</b>		
Chair	Kathryn M. Karcz	
3:30 ~ 3:50	Georgina Angela Manyuru	Intercultural Communication Challenges: The Case of FK Norway South to South Exchange Programme in Africa
3:50 ~ 4:10	Roselind Gullo Bogner	Barriers and Solutions to Comprehensive Career Development Programs
4:10 ~ 4:30	Elizabeth F. McCuen & Steven Brown	From Elementary School Student Job Zones to High School Digital Portfolios: Students are focused on the future
4:30 ~ 4:50	Mark D. Veronica	Best Practices in Career Development in Secondary Schools: College and Career Planning Courses
4:50 ~ 5:10	Kristy Speech & Susan Toomey	A School-Wide Career Development Program in an Inner City School

<b>Presentation Room #2: Porter DeVaux Room (Language, Communication, TESOL, and Learning)</b>		
Chair	Sara Moffatt	
3:30 ~ 3:50	Sarah Obot	Perception and Production of French Phonemes Among American English Speaking Children
3:50 ~ 4:10	Halin Tavano & Jinyan Huang	Developing ESOL Students' Intercultural Communicative Competence: Importance, Challenges, and Implications
4:10 ~ 4:30	Aining Qiu	Deconstructing the Delicious Paradox of Entertainment Media: A Dynamic System Theory Perspective on Shrum's Psychology of Entertainment Media
4:30 ~ 4:50	Jinyan Huang	Assessing ESOL Students' Writing at K-12 American Schools: Implications for State and Institutional Policy Makers
4:50 ~ 5:10	Lance Askildson	Phonological Recoding in Early Reading Development: Pedagogical Implications for the ESL Classroom

## Online Presentations

(<http://www.untestedideas.com/presentations.php>)

Presenter(s)	Title
Scott Eacott	Research as Political Activity: The Fallacy of Data Speaking for Themselves
Richard Niesche & Martin Mills	Creating ‘temperamental artistes’: A longitudinal study of leadership capacity building in disadvantaged schools
Turgay Han & Jinyan Huang	Holistic or Analytic? An EFL Institutional Writing Assessment Dilemma for Policy Makers
Linjun Liu	An Investigation into the English Vocabulary Acquisition Pattern by Chinese-Speaking Learners
Miao Li	English Reading in Chinese English-immersion Students
Nikoletta Tsitsanoudi – Mallidis, Anastassia Ligoura, Dimitrios Sakatzis & Antonios Mallidis	Linguistic Controversies and Ideologies Focusing on the Tonal System in Greece in the Mid-twentieth Century
Harilaos Zaragas, Nikoletta Tsitsanoudi – Mallidis, & Aggelaki Anne	Motor Education and Vocabulary Development of Arithmetical and Geometrical Concepts in Kindergarten and Primary Education
Helen Azupogo	Land Scarcity, Degradation, and Preservation: Traditional/Cultural Perceptions in Bongo District
Christopher Johnson	Motivating African Americans through Racial Identity
Edward Salifu Mahama	Languages in Rural Development and Communication
Smaragda Papadopoulou	A Social- Cultural Perspective on Language and Metaphor: <i>Children’s Understanding of the “debt’s haircut” in Greece</i>

## June 30 (Sunday)

**9:00 a.m. - 11:00 a.m. Niagara Falls "Maid of the Mist" Boat Ride**

## **Friday (June 28, 2013)**

### **10:30 a.m. ~ 11:50 a.m. Conference Presentation Session I (Friday Morning)**

#### **Room #1 – Red Jacket Room (Education, Culture, Leadership, and Policy)**

**Chair:** Kathryn M. Karcz

#### **10:30 a.m. – 10:50 a.m.**

**Presenter:** Melanie Spence-Ariemma

**Affiliation:** *Niagara University*

**Title:** Important Teaching Characteristics of Medical Radiation Sciences Professors: A Student Perspective

**Abstract:** The purpose of this quantitative study was to examine student's perspectives and determine the teaching characteristics of Medical Radiation Sciences (MRS) professors that are perceived as most important to students enrolled in the Medical Radiation Sciences programs at two Canadian higher education institutions. An electronic survey was released to 459 undergraduate students enrolled in the Medical Radiation Sciences program. Data were analyzed for differences based on the student's year of study and specialization. Results showed that MRS general knowledge and professional competence and teaching practices in the classroom were the teaching categories which were considered "very important" to students. Although the results showed no drastic difference between the rated importance of each characteristic there were distinguishable differences relative to specific groups of students. Important educational implications are discussed.

#### **10:50 a.m. – 11:10 a.m.**

**Presenter:** Edith L. Blackwell

**Affiliation:** *U. S. Department of Agriculture*

**Title:** Positional Identity and Power: Stereotypes that Influence Asian, African and African American Science Teachers' Positional Identities

**Abstract:** The identity of the teacher has been determined to influence classroom practices. Positional identity is defined as one's perception of self relative to others. This qualitative research study investigates the positional identity of five high school science teachers of different ethnicities and how their positional identities influence their classroom practices. Positional identity is thought to be determined by one's perception of how one's race, ethnicity, gender, age, religion and socioeconomic status position one relative to others. The methods of data collection included classroom observations, structured and semi-structured interviews, book club meetings, teacher journals, and researcher journals, demographic and online questionnaires. The teachers that overcame stereotypes based on race/ethnicity, gender and socioeconomic statuses felt empowered and were able to empower their students while others were not able to merge their positional and personal identities.

**11:10 a.m. – 11:30 a.m.****Presenter:** Dejang Liu**Affiliation:** *College of DuPage***Title:** Women's Ways of Knowing in Information Technology: Community College Case Study

**Abstract:** Mary Belenky and others conducted a study in 1997 which found five ways of women's ways of knowing among women who majored in the social sciences and liberal arts. This study is built on the same model advanced by Belenky et. al. It involved collecting data using open-ended questionnaires from 41 women who majored in information technology (IT) subjects at a community college in Illinois. It was not the intention of this research to replicate Belenky et al.'s study. Rather it focused on matching the five ways of knowing identified by Belenky et al.'s study to the experiences of women studying IT subjects in community colleges. This research analyzed the women's experiences in six IT specialties rather than computer science subjects as a whole. A new way of knowing (logistical knowing) was established in this study in addition to the five ways of knowing earlier advanced by Belenky et al.

**11:30 a.m. – 11:50 a.m.****Presenter:** Leticia Hernandez de Hahn**Affiliation:** *Niagara University***Title:** Supporting Underrepresented Minority Women in STEM Fields

**Abstract:** The "Educate to Innovate," an initiative proposed by President Barack Obama, places emphasis on the improvement of science, technology, engineering, and mathematics (STEM) education, areas that advance our culture through problem solving and innovation. However, due to a "leaky pipeline," minority women remain disproportionately underrepresented in STEM disciplines. This is particularly true among those from low-income backgrounds, which further limits their ability to participate in the modern economy. Despite some progress, the American Association for the Advancement of Science has indicated that the percentage of minority women in STEM areas remains extremely low and that more women are needed to make contributions to research and serve as mentors and role models. Educational equity calls for the design of strategies that provide additional opportunities for female students of underrepresented and low-income backgrounds to cultivate their interest and engagement in STEM areas. This includes providing accurate information about the opportunities that exist for women in math, science and engineering, and successfully identifying, encouraging, and nurturing female students to pursue their interests in these areas from an early age. This chapter analyzes the various factors that affect the performance of girls and women in STEM areas, and provides strategies to increase the participation of minority women in these fields.

**Room #2 – Porter DeVaux Room  
(Language, Communication, TESOL, and Learning)**

**Chair:** Sara Moffatt

**10:30 a.m. – 10:50 a.m.**

**Presenter:** Soonhyang Kim

**Affiliation:** *Pace University*

**Title:** Grammar Teaching Competence Development of Five TESOL Graduate Students: A Participative Inquiry

**Abstract:** Previous studies on practicing language teachers' perceived grammar teaching found that ESOL teacher training impacts classroom practices. Adopting the participative inquiry method (Reason, 1994a), the experiences of five TESOL graduates in a graduate-level grammar course at a university in the Northeast U.S., using weekly reflection journals as the main data source, were examined. We found that the ESOL teacher trainees' perceptions of grammar and grammar teaching changed significantly due to authentic grammar teaching experiences, guest teacher teaching demonstrations, and various grammar activities in class. In particular, practicing teaching grammar in an authentic setting was both useful and changed the participants' perceptions of grammar and grammar teaching. This research suggests that ESOL teacher trainees, whether native speakers or not, require teacher training in grammar in order to enhance the competency of both their own grammar and their grammar teaching.

**10:50 a.m. – 11:10 a.m.**

**Presenters:** Tom Sheeran and Jinyan Huang

**Affiliation(s):** *Niagara University*

**Title:** Faculty Perceptions of Assessing ESOL Students' Pragmatic Competence

**Abstract:** Using a questionnaire, this study examined 66 English faculty members' perceptions of assessing Chinese college students' English pragmatic competence and its impact on learning and teaching. Results show that, to some extent, these faculty members realize the importance of pragmatic competence in assessing Chinese college students' English proficiency and have become aware of the challenges in assessing their students' English pragmatic competence. These challenges include insufficient pragmatic teaching in the classroom, lack of exposure to English language use and English culture, focusing on assessing students' linguistic rather than pragmatic competence in the classroom, and lack of knowledge of what aspects of pragmatic competence and how these aspects should be assessed. Important implications are discussed.

**11:10 a.m. – 11:30 a.m.**

**Presenters:** Sylvia Valentín and Vincent J. Rinaldo

**Affiliation(s):** *Niagara University*

**Title:** Assessing Cultural Sensitivity in Elementary Education Preservice Teachers

**Abstract:** Teacher education programs continue to face the challenge to prepare preservice teachers to become culturally responsive and teach all students effectively. In order to address the needs of their diverse student population, preservice teachers must possess the knowledge, skills and experiences that will allow them to do so. This study examines the cultural awareness/attitude levels of elementary education preservice teachers throughout the completion of their graduate program. It explores the changes in cultural awareness/attitude before and after completion of a required course in multicultural education and at the end of their second and third semester courses.

**11:30 a.m. – 11:50 a.m.**

**Presenter:** Martin Dvorak

**Affiliation:** *Mälardalen University, Sweden*

**Title:** Means of Increasing Credibility in Religious Discourse -Credibility Boosters

**Abstract:** The paper looks into discursive practices of increasing credibility of a message and its source deployed in religious discourse for the purpose of boosting its persuasive potential. It is based on author's research and analysis of a corpus of religious texts and illustrates the use of credibility boosters by presenting examples selected from sources of several denominations and religious movements (Christians, Latter-Day Saints, Jehova's Witnesses, United Christian Action, etc.). Besides, it statistically maps the distribution of credibility boosters across four samples used by Judaism and Christianity, Church of Latter-Day Saints, Heaven's Gate, and Church of Scientology. It also points out recent trends in some of the persuasive mechanisms deployed to induce a change of individual's opinion and/or behavior.

**1:00 p.m. ~ 3:00 p.m. Conference Presentation Session II  
Friday Afternoon)**

**Room #1 – Red Jacket Room  
(Education, Culture, Leadership, and Policy)**

**Chair:** Kathryn M. Karcz

**1:00 p.m. – 1:20 p.m.**

**Presenter:** Roselind Gullo Bogner

**Affiliation:** *Niagara University*

**Title:** Understanding Career Maturity and How it Relates to College and Career Readiness

**Abstract:** Donald Super's construct of "Career Maturity" was initially called "Vocational Maturity" in 1955. "Career Adaptability", a more recent popular terminology, was proposed by Super in 1984 and advanced by John O. Crites and Mark L. Savickas among others. The Career Maturity Inventory (CMI) Form C (Crites and Savickas, 2011) assesses career choice readiness, which is a person's "degree of adaptability in career decision making and readiness to make occupational choices" (Savickas & Porfeli, 2011). ACT's ENGAGE instrument (2011) measures non-cognitive factors that impact achievement. Research conducted indicates relationships among non-cognitive factors that impact achievement and career maturity.

**1:20 p.m. – 1:40 p.m.**

**Presenter:** Chandra J. Foote

**Affiliation:** *Niagara University*

**Title:** An Examination of the Preparation, Responsibilities, and Effectiveness of School Disciplinarians

**Abstract:** The role of the school principal has expanded such that the responsibilities formerly assigned to this educational leader are now delegated. One important responsibility that is often reassigned is that of *disciplinarian*. There is little research regarding the preparation, responsibilities, and effectiveness monitoring of individuals in this leadership position. This study presents the results of interviews with 10 school disciplinarians regarding their selection and preparation for this role, their work with students with and without behavior challenges, and evidence of effective practice. Comparisons were made between respondents in Positive Behavioral Interventions and Supports (PBIS) and non-PBIS schools. The variation in responses of PBIS and non-PBIS participants is reflective of an overall shift in perspective toward student behavior management from a traditional authoritarian view to a more humanistic approach. The results inform the preparation and professional development of school leaders charged with managing student behavior and discipline.

**1:40 p.m. – 2:00 p.m.**

**Presenter:** Lee Pugalís

**Affiliation:** *Northumbria University, UK*

**Title:** Regional Development Policy and Economic Leadership: An Analysis of the Scalar Conundrum

**Abstract:** At what scale should regional development policy be administered? Indeed, should economic leadership be constituted across similar scales of governance? These crucial questions have caught the interest of academics, policymakers and politicians across all global regions. Decentralization is a favored policy administered in response to the dynamics of economic globalization, especially in an age of fiscal austerity as public service

responsibilities are increasingly being devolved to alternative scales. This paper addresses these theoretical and practical questions through the case of England, which in 2010, in contrast to other European countries, initiated the disassembly of formal regional machinery. The paper interrogates the political, economic and administrative dimensions for this course of action and examines the configuration of *informal* public-private economic leadership partnerships that have succeeded *formal* regional machinery. The research reveals a noteworthy correlation between these latest scalar entities and those that have been trialed over the past 50 years. This leads the paper to conclude that the search for a scalar solution to the governance of development is set to continue as the scalar conundrum remains.

**2:00 p.m. – 2:20 p.m.**

**Presenters:** Rosario Laratta and Thomasina Borkman

**Affiliation(s):** *Meiji University, Japan; George Mason University, USA*

**Title:** A Study on the Governance Structures of Self-help Organizations in Europe, North America, and Asia

**Abstract:** Governments worldwide are contracting nonprofits for mental health services, among others. An increasing number of these nonprofits are forms of self-help organizations that represent significantly different paradigms in that they are principally led and controlled by and for mental health service users, and their organizational repertoires are strikingly different from those of professional-bureaucratic nonprofits. Self-help organizations are defined as organizations run by, for and with service users who share a similar condition or life situation and who come together to exchange information and strategies to address their problems using a model of egalitarian peer support, advocacy and recovery (Borkman 2005, Clay 2005). The purpose of this paper is to strive for some conceptual clarity about two hitherto separately studied forms of self-help organizations. This paper reports findings from a secondary analysis of three data sets: Clubhouses in Japan, UK, and Italy (Laratta 2010); CROs in the US from a cross-national study (Borkman et al 2005), and case studies of CROs in UK and Japan (Laratta 2006).

**2:20 p.m. – 2:40 p.m.**

**Presenter:** Patrice Pinder

**Affiliation:** *Indiana University-Purdue University*

**Title:** Employing Conceptual Change and Inquiry Strategies with African American Science Students: Reflection on Two Studies

**Abstract:** The process of conceptual change can be described as a three phase process of: (a) students' possessing naïve conceptions, (b) students undergoing assimilation, and (c) students undergoing a radical process of accommodation. Posner et al., (1982) describe assimilation as a process in which students combine their initial naïve conceptions of a concept with new pieces of "truths" about that concept; so, the misconceptions and "truths" coexist within students' thought processes, neither one replacing the other. When students'

misconceptions are replaced by "truths," this is called accommodation (Posner et al., 1982). From reading the conceptual change and inquiry-based learning literature, there seem to be few studies conducted with African American K-12 students. Thus, my previous pilot studies outlined in this paper address the aforementioned gap in the literature and show how the use of conceptual change and inquiry-based learning can lead to improvement in African Americans' science achievement.

**2:40 p.m. – 3:00 p.m.**

**Presenters:** Walter S. Polka, Peter R. Litchka and Frank Calzi

**Affiliation(s):** *Niagara University; Loyola University Maryland; Niagara University*

**Title:** American School Superintendents Living on the Horns of Dilemmas: A Review and Analysis of Contemporary Decision-Making Approaches and Leadership Issues

**Abstract:** The authors of this chapter possess a combined total professional aggregate of over 100 years of experience as educators in the United States. They have been public school administrators for a combined total of over 75 years and have served as superintendents of schools for a combined total of over 30 years. They have each “lived” the real world educational leadership life for most of their careers and have experienced the excitement, trials, and tribulations of “living on the horns of dilemmas” as they made decisions that directly impacted the education of thousands of American school children and hundreds of teachers and administrators. In their retirement from public service, each of them has pursued a second career as university professor of educational administration and, thus, they have accumulated an additional aggregate total of over 30 years in researching and teaching about the roles, responsibilities, and stresses of leadership. The authors of this chapter know the school leadership arena very well and appreciate the personal and professional ramifications of decision-making and problem-solving in the contemporary context from the “inside” out. They have embarked on further investigating the intricacies associated with school district leadership to assist current and aspiring superintendents become better prepared to survive and thrive in the superintendent’s chair. Their research about school superintendents is, indeed, a “labor of love” and done in the true servant leadership style to simply help current and aspiring superintendents to be the best leaders they can be within whatever context they find themselves. In this specific chapter, the authors employ their sage experience and their acute research skills to provide valuable information about superintendent decision-making while living on the horns of dilemmas. This chapter contains both quantitative and qualitative highlights based on the findings of a mixed-methods research study conducted from 2009 to 2012 with school superintendents in the following five Mid-Atlantic States: Delaware, Maryland, New Jersey, New York and Pennsylvania.

**Room #2 – Porter DeVaux Room  
(Language, Communication, TESOL, and Learning)**

**Chair:** Sara Moffatt

**1:00 p.m. – 1:20 p.m.**

**Presenters:** Tonjia Coverdale and Francine Edwards

**Affiliation(s):** *University of the Virgin Islands; Delaware State University*

**Title:** Social Uses and Gratification from a Minority Perspective:

The Perception of African American Purchasing Power through Social Media Marketing

**Abstract:** Social media has and will continue to change the way consumers make decisions. According to eMarketer, more than seventy-five percent of the U.S. adult population is online and by 2012 more than one billion people will be posting information online. These developments have changed the way businesses engage with consumers and have begun to set unprecedented new ways of marketing in the online environment. Social networks are becoming a high-priority tool for marketers. For those that have already actualized the power of social media by way of creating links to their social media sites, provide additional customer services for consumers who ‘friend’ or ‘follow’ certain sites, etc. the benefits of followers exposed to their brands and businesses are tremendous. The downside is that it is time-consuming to engage in the process of social media marketing. Another challenge is being able to quantify the effectiveness of using such a medium as most users do not know how to truly measure their success as online marketers. While companies are capitalizing on specific consumer bases in Social Media such as Facebook, Twitter and MySpace the African-American consumer languishes as a relatively underserved segment of these marketing campaigns. This exploratory study seeks to look at the evolution of social media marketing as it directly relates to Black consumerism and purchasing power through the application of a uses and gratifications framework. This framework is expected to help communication researchers and educators develop a better understanding the powerful influence of social media on users. Limitations and suggestions for future research are provided.

**1:20 p.m. – 1:40 p.m.**

**Presenters:** Sushma Marwaha and Jinyan Huang

**Affiliation(s):** *Niagara University*

**Title:** Teacher Perceptions of Intercultural Miscommunication: A K-12 Perspective

**Abstract:** Using semi-structured interviews, this qualitative study examined six K-12 classroom teachers’ perceptions of the impact of intercultural miscommunication on ESL students’ learning, the major causes of intercultural miscommunication, and strategies for teachers to help ESL students avoid intercultural miscommunication and develop intercultural

communicative competence (ICC). The results show that intercultural miscommunication affects ESL students' understanding of American culture and communication with their teachers and peers at schools. It also affects their learning in the classroom. Intercultural miscommunication occurs because of the diversity of cultural meanings embedded in words for communication, the presence of a language barrier in ESL students and their failure to understand common cultural cues, and their lack of exposure to various cultures and expressions as well as their lack of understanding of the way language is utilized for varying purposes. Important educational implications are discussed.

**1:40 p.m. – 2:00 p.m.**

**Presenters:** Aining Qiu, Nikoletta Tsitsanoudis-Mallidis and Theodoros Thanos

**Affiliation(s):** *Indiana University of Pennsylvania; University of Ioannina, Greece*

**Title:** A Content Analysis of Local Newscasts: The Cognitive Transformation Theory Perspective”

**Abstract:** In the present paper we consider the quality characteristics of the newscasts of local scope television stations in U.S.A., not only from within, but also compared to the corresponding characteristics of the newscasts in television stations addressing a wider scope/market. This research provided detailed content analysis of 30 newscasts of local TV stations. The samples of 30 newscasts were collected by a group of doctoral students from June 7th to June 17th, 2010. During the 11 days, each student recorded two newscasts at 11 pm from their local TV stations and carefully coded the content of newscasts for further analysis. Altogether 30 local newscasts (18 from large markets and 12 from small markets) were coded based on the category of segment type, scope and topic of the news content. Three TV networks: ABC, CBS and NBC across five large TV stations and four small TV stations were covered in the research. In the U.S. media system, TV news coverage has always played an important part in serving public interests. The latest argument against TV news coverage was that there were too many non-news contents such as infomercials formidably covered in the TV newscasts. This particular content analysis aimed at investigating whether local TV news really covers more of local news or more of other news content.

**2:00 p.m. – 2:20 p.m.**

**Presenter:** Anthony Adawu

**Affiliation:** *University of Maryland*

**Title:** Examining Transformations in Adolescent English Second Language Writers' Ideational Meanings: A Multimodal Social Semiotic Analysis

**Abstract:** This paper undertakes four main tasks: it expands the conceptualization of adolescent ESL writing beyond word-based composing; provides an empirical evidence of how this reconceptualization can play out in

a concrete adolescent ESL writing classroom; proposes a framework for examining transformations in adolescent writers' multimodal meaning making; and demonstrates how multimodal pedagogies can facilitate adolescent ESL writers' development and communication of ideational meanings. The data and findings presented in this paper form part of a larger developmental case study research, which was conducted among 8th graders in a junior high school in southern Ghana. A multimodal pedagogy was designed to support writers to compose multiple text forms on topics of their own choice. The texts they composed included word-based expository texts, Powerpoint slides and posters. The students also engaged in a poster presentation activity. I adopted a multimodal social semiotic approach (Halliday, 1978; Kress, 2010; Stein, 2008) to analyze the meanings the adolescent English L2 writers constructed and communicated through their multiple text forms. Social semiotic analysis compares and contrasts different modes, analyzing how they work together in multimodal ensembles (i.e., meaning relations between different semiotic modes such as writing and images). Additionally, I drew on the notion of intersemiotic complementarity (Royce, 2002) and ideas from multimodal interaction analysis (Baldry & Thibault, 2005; Norris, 2011) in order to examine the transformations that occurred in the writers' meaning making. The findings show a variation and range of meanings in the writers' texts, demonstrating how the different modes offered different opportunities and constraints for making meaning. These findings are discussed in light of their implications for adolescent English L2 writing pedagogy and research.

**2:20 p.m. – 2:40 p.m.**

**Presenter:** Brandon K. Shigematsu

**Affiliation:** *Educational Testing Service*

**Title:** Inner Voice and Identity in Second Language Acquisition

**Abstract:** Mental development is the key to success in academia; however, not only authenticity of curricula with a culturally adapted approach, but other variables, such as age, personality, cognitive style, and aptitude, affect students' learning. For second language acquisition (hereafter, L2), for example, some studies have pointed to the significance of mental activity in the form of an *inner voice*, or an internalized voice, which plays different and yet significant roles in L2 learning, depending on the competency levels of the English Language Learners (hereafter, ELLs). These studies further indicate that ELLs may consciously use their inner voice in L2 learning contexts. This study My research focuses on the emergence of inner voice in a L2 experienced and a different-self perceived by bilinguals when learning and speaking a second language. Therefore, the purpose of this study is not to investigate the possible correlation between the degree of attrition of an L1 and the L2 different-self emotions, but rather, to describe the phenomena of L2 inner voice and a different self (L2) perceived among bilingual speakers whose L1 is Japanese and L2 is English, or vice versa, and to discover the correlation between the L2 proficiency and such a different self phenomenon.

**2:40 p.m. – 3:00 p.m.**

**Presenter:** Justin Jernigan

**Affiliation:** *Georgia Gwinnett College*

**Title:** Cultural Bridges: Generation 1.5 Learners of English as a Second Language

**Abstract:** Learners of English who were born outside of an English-speaking environment but who received much of their formal education in English-speaking schools after immigrating to countries such as the United States, Canada, or the United Kingdom may be identified as Generation 1.5 learners of English (Blumenthal, 2002; Crandall & Sheppard, 2004), a term first used by Rumbaut and Ima (1988) in a report on the adaptation of Southeast Asian refugee youth. Such learners share characteristics with international students who have learned English in academic settings, but also demonstrate important differences. For educators and others concerned with the successful adaptation of these Generation 1.5 learners, understanding their acculturation process is of great importance. The present study investigates this complex process through the lens of Berry's (1980, 1997, 2006) acculturation model by examining students' reflective writing to better understand particular cases from a Cultural-ecological perspective on cultural adaptation (Ogbu, 1981, 1993).

**3:30 p.m. ~ 5:10 p.m. Conference Presentation Session III  
(Friday Afternoon)**

**Room #1 – Red Jacket Room (Education, Culture, Leadership, and Policy)**

**Chair:** Julia Latorre

**3:30 p.m. – 3:50 p.m.**

**Presenter:** Augustine M. Ayaga

**Affiliation:** *Niagara University*

**Title:** Traditional Storytelling among the Kassena: Meaning and Function

**Abstract:** Traditional storytelling is passed on from generation to generation for the purpose of education and entertainment of the young. Little attention has been given to the role of stories in Kassena society, and these stories are disappearing under modern technological trends. Relying on Native American and American storytelling literature, the paper explores traditional storytelling among the Kassena the Kassena in Ghana, and concludes that stories teach the young good behavior, build community, instill a sense of hope, and entertain.

**3:50 p.m. – 4:10 p.m.**

**Presenter:** Eyup Saritas

**Affiliation:** *Istanbul University, Turkey*

**Title:** Cultural Life of Tatar People Living in China

**Abstract:** Tatar people who are one of the 55 minorities in China are living in the cities Yining, Tacheng and Urumchi located in Xinjiang Uyghur Autonomous Area. The word Tatar is used in various times with many different meanings. For centuries Russians used the word for Muslim people of Turkish origin, living in the west part of Russia; Westerner writers and researchers used it for Turks living in Turkistan and in the North of the Black Sea Region and starting from 16th century, Ottoman Empire used it for Northern Turks. According to the results of the census of population in 1990, Tatars consisting of 4.873 people are one of the minorities having the least population in China. After the disorder and oppression period in Russia in 19th century, Tatar people settled down in the Northern part of Xinjiang Uyghur Autonomous Area, passing through Siberia and Kazakhstan. This paper analyzed the history of Tatar people speaking in a Turkish dialect from Altai Language. This paper attempted to analyze their history starting from their settling down in the territory where they live now. The paper also discussed their religious beliefs, clothing, food and beverage culture, marriage and burial traditions, literature, and art and language.

**4:10 p.m. – 4:30 p.m.**

**Presenter:** Ibrahim Saban

**Affiliation:** *Istanbul University, Turkey*

**Title:** Origins and Development of Turkish and Arabic Novels

**Abstract:** Turkish and Arab literatures have been dominated by the type of poetry rather than prose up to a certain period. Until the appearance of novel in Turkish and Arabic literatures in the 19th century, traditional narrative has taken its place. Each narrative-based work was in general called “hikaye” (story). Translations of European fiction works from the Western languages played important roles in transferring Western novel into Turkish and Arabic literature. Next adaptive and imitated works followed them. Thus, translations and adaptations of novels began to be read for a while and the ground for writing indigenous novels in Turkish and Arabic were prepared. Especially the second half of the 19th century was the period of intensive translations from western novels into Turkish and Arabic. The first translations were not considered a conscious choice; but they have a significant effect on Turkish and Arabic novels. The origin and development of novels in Turkish and Arabic literatures and recognition of the foreign novelists and novel type began under the influence of these first translations. However, writing of novels in Turkey and the Arab countries began at different times. So in this study the researcher will focus on the beginnings and development of Turkish and Arabic novels by making comparisons between them.

**4:30 p.m. – 4:50 p.m.**

**Presenter:** Mike Smith

**Affiliation:** *Niagara University*

**Title:** Professor in Residence PDS Model: Challenges, Benefits, and Implications

**Abstract:** This presentation discusses a five-year partnership between a private university in New York State and a high-needs Pre-K-6 urban public school. Identified as the "Professor in Residence PDS Model", the partnership was based on a conceptual framework adapted from NCATE's 2010 Blue Ribbon Panel Report's *10 Design Principles for Clinically Based Preparation* and has evolved to incorporate the *9 Essentials Framework* as outlined by the National Association for Professional Development Schools (NAPDS 2008). The presentation describes the program's evolution during the first three years and highlights plans for the remaining two years (2014/2015) of the study.

**4:50 p.m. – 5:10 p.m.**

**Presenter:** Sarah Elizabeth Church

**Affiliation:** *Hostos Community College/CUNY*

**Title:** Tackling the Catastrophic Doctoral Student Drop-Out Rate: Mock Orals Works

**Abstract:** To address the current issue of the high doctoral student drop-out rate, the author of this paper presents a new model called "Mock Orals" (MO), a component of a doctoral-degree program at a private metropolitan university in the United States. The MO model was a vivid contrast to the isolation of the traditional model of the dissertation process. It included a group of activities designed to prepare doctoral students for their oral-defense presentations by engaging in a *practice* presentation. The value was in both the rehearsal of the oral defense presentation for the student who had completed the doctoral research and for the other students at *all stages* of the degree process, seeing and understanding what they would have to be prepared to do for their own future oral defense. The audience for the MO included in-progress students, program graduates, guests, university faculty, and professionals. The MO constitutes a structured procedure that prepares students for their oral-defense examinations and, simultaneously, serves as a cornerstone for creating the social and professional affiliations that numerous candidates at other institutions complained they lacked. In addition, the MO apparently compelled certain students to continue to participate in them long after their doctoral degree had been awarded.

**Room #2 – Porter DeVaux Room  
(Language, Communication, TESOL, and Learning)**

**Chair:** Aining Qiu

**3:30 p.m. – 3:50 p.m.**

**Presenter:** Sara Moffatt

**Affiliation:** *Niagara University*

**Title:** Identifying Predictors of Chinese Students' Performance on an College English Pragmatic Competence Test

**Abstract:** Linguistic competence and pragmatic competence are the two additive components of communicative competence; they become the two faces of communication. However, the pragmatic aspects have often been neglected in the assessment of ESOL students' English proficiency. This study identified significant predictors of Chinese college students' performance on an English pragmatic competence test. A 24-item multiple-choice College English Pragmatic Competence Test (CEPCT) was administered to 2,503 Chinese college students learning English as a foreign language. The results indicated that Chinese college students' gender, major, college English examination test score, and self-rating of English oral proficiency were significant predictors of their CEPCT scores. However, the frequency of using English with English-native speakers was not a significant predictor. Important implications for ESOL teachers are discussed.

**3:50 p.m. – 4:10 p.m.**

**Presenter:** Kathryn M. Karcz

**Affiliation:** *Niagara University*

**Title:** Chinese College Students' Performance on an English Pragmatic Competence Test: A Quantitative Examination of Gender Differences

**Abstract:** Linguistic competence and pragmatic competence are the two additive components of communicative competence; they become the two faces of communication. However, the pragmatic aspects have often been neglected in the assessment of ESOL students' English proficiency. This study investigated the impact of Chinese college students' gender on their English pragmatic competence test performance. A 24-item multiple-choice College English Pragmatic Competence Test (CEPCT) was administered to 2,503 Chinese college students learning English as a foreign language. The results did show a significant gender difference. Female Chinese college students scored significantly higher than male students in both areas, i.e., *speech acts* and *conversational implicatures*, on the CEPCT. Important implications for ESOL teachers are discussed.

**4:10 p.m. – 4:30 p.m.****Presenter:** Francine Edwards**Affiliation:** *Delaware State University***Title:** From Katrina to Sandy: A Comparative Analysis of Crisis Communication

During a Natural Disaster

**Abstract:** Having learned lessons from Hurricane Katrina (and even Irene) government agencies were proactive in using the media and converged forms of communication to prepare and warn residents as super storm Sandy approached the east coast in 2012. While the storm costs are estimated in the billions, this storm will be remembered in the field of public relations and crisis communications as one in which effective communication played a significant role in saving lives and improving preparation efforts. In constructing this analysis of crisis communication, the author provides a critical analysis of crisis communication strategies and capabilities through a Situational Crisis Communication Theory (SCCT) perspective.**4:30 p.m. – 4:50 p.m.****Presenters:** Soonhyang Kim, Yurimi Grigsby, and Tim Micek**Affiliation(s):** *Pace University, Concordia University Chicago, Ohio Dominican University***Title:** Professional Dispositions for Teacher Candidates of English Language Learners across the Curriculum in P-12 Education**Abstract:** Professional dispositions are an essential part of all teacher preparation, yet many teacher educators grapple with why, when, and how to assess professional dispositions for teachers of English Language Learners (ELLs). As more states require training in teaching of English to speakers of other languages (TESOL) for all teachers, we predict more dispositional issues for teachers who demonstrate resistance toward teaching the culturally and linguistically diverse (CLD) student because of the additional responsibilities of differentiating instruction. A teacher must teach every student in the classroom, and teacher educators are charged with fostering the disposition in their candidates that all students can learn. Because dispositions are intrinsically guided by the beliefs and attitudes held by the teacher, assessing it is complex. This paper explains why, when, and how to address professional dispositions for teaching ELLs in P-12 education. The authors offer suggestions and instructional strategies to incorporate disposition assessments, and raise compelling arguments for their use in teacher.**4:50 p.m. – 5:10 p.m.****Presenters:** Noraida Kamarudin and Fauzilah Md Husain**Affiliation(s):** *Universiti Sains Malaysia, Malaysia***Title:** Reverting back to the old: A critical look at the medium of instruction policy of Mathematics and Science in Malaysia

**Abstract:** Through the examination of the language policies made in Malaysia in the past few years, This paper discusses the changes of the medium of instruction policy of mathematics and science in Malaysia from historical and political perspectives. The policy started during the colonial times where English was the medium of instruction gradually changed to Bahasa Malaysia from the 1970's, and then in 2002 it was changed back to English. The change of Prime Minister and Minister of Education brought again another change in the policy of teaching mathematics and science. In 2012, after 10 years of teaching mathematics and science in English, it was announced that Bahasa Malaysia would be the medium of instruction for the subjects of mathematics and science. This chapter also discussed the history of Malaysia and examined the medium of instruction policy within the bounds of nationalism and nationism.

## **Saturday (June 29, 2013)**

### **11:00 a.m. ~ 12:00 a.m. Conference Presentation Session IV (Saturday Morning)**

#### **Room #1 – Red Jacket Room (Education, Culture, Leadership, and Policy)**

**Chair:** Kathryn M. Karcz

#### **11:00 a.m. – 11:20 a.m.**

**Presenters:** Lisa Catherine Ehrich and Fenwick W. English

**Affiliation(s):** *Queensland University of Technology, Australia; University of North Carolina at Chapel Hill*

**Title:** Towards Connoisseurship in Educational Leadership: Following the Data in a Three Stage Line of Inquiry

**Abstract:** This paper is a report of two stages of a three stage investigation based on interviews with nine former and current artists including dancers/choreographers, a sculptor, actor/ director, cabaret performer, writer, musical composers and a visual artist. Using an epistemic frame advanced by Elliot Eisner, it is argued that the tradition of the arts and perspectives from artists have the potential to yield refreshing and interesting insights for the field of educational leadership. The preliminary findings offer tantalizing conjectures into the ways in which connoisseurship in the arts can possibly be transferred to revisioning the field of educational leaders and their preparation. In this article it is argued that Eisner's framing offers a conceptual bridge that unites the study of leadership within an approach unifying the sciences and the arts. Such a conceptual unification lies behind the concept of *connoisseurship* defined as *thoughtful practice and the creation of "the discerning eye."*

**11:20 a.m. – 11:40 a.m.**

**Presenters:** Patrice Pinder

**Affiliation:** *Indiana University-Purdue University*

**Title:** Chemistry Achievement and the African Caribbean Immigrant Student's Home: A Mixed-Methods, Multi-dimensional Study

**Abstract:** The purpose of this study was to explore the influence of the African Caribbean students' home life on their chemistry achievement. The study utilizes a mixed-methods approach. A quantitative correlational design and a phenomenological qualitative design were used. For the quantitative part of the study, a questionnaire was given to 18 students and chemistry test scores were collected. The results of the study revealed that the mean score of the students on their test was 87.39 out of 100 points ( $SD = 6.58$ ), and home factors associated with parental involvement and parental encouragement/influences, such as: "parents discuss school progress," "extra science lessons," and "performance motivation to do science" were all significantly correlated to students' achievement. For the qualitative part of the study, seven parents were interviewed. Parents were primarily from the Caribbean. Qualitative and quantitative data suggested that "parental involvement factors" significantly influenced Caribbean students' academic success.

**11:40 a.m. – 12:00 a.m.**

**Presenter:** Augustine M. Ayaga

**Affiliation:** *Niagara University*

**Title:** International Church Partnership: The Case of Two Catholic Parishes, Germany and Ghana

**Abstract:** International partnerships involving Christian Churches in both the North and South drew on their spiritual and material resources in order to respond to global challenges as well as changes within those faith communities themselves. Based on the literature on Church partnerships and partnerships in general, the paper explores the case of two partner parishes in Germany and Ghana with the aim of understanding their experiences, and learning some lessons from those experiences. It also intends to add to the literature on partnerships.

**Room #2 – Porter DeVaux Room**  
**(Language, Communication, TESOL, and Learning)**

**Chair:** Sara Moffatt

**11:00 a.m. – 11:20 a.m.**

**Presenter:** S. T. Mulder

**Affiliation:** *Niagara University*

**Title:** Emerging Paradigms and Practices in Graduate Education: Instruction Insights from a Mixed Language-Performance Environment

**Abstract:** This paper investigated graduate school instructor paradigms and practices with respect to language and communication skill development for both academic and professional purposes. What was uncovered is that instructor paradigms present a strong relationship with instructor practices. With respect to language and communication skills, three notable segments were consistently identified at the graduate level: competent native English speakers, English language learners, and non-competent English speakers, and that this third segment was the population of greatest consistent concern. To address the needs of all three segments, a series of proposals based largely upon best practices as relayed by the instructors are suggested to realize skill improvement for all segments.

**11:20 a.m. – 11:40 a.m.**

**Presenters:** Julia Latorre and Jinyan Huang

**Affiliation(s):** *Niagara University*

**Title:** Using Generalizability Theory to Examine the Task and Rating Effects on Large-scale ESL Writing Assessment – A Canadian Case Study

**Abstract:** Large-scale writing assessments can consist of multiple types of writing tasks. These tasks along with variance in human rating may contribute to an increase in score variability. Using generalizability (*G-*) theory, the purpose of this study was to examine the task and rating effects on assessing large-scale ESL students' writing in the 2002, 2003, and 2004 administrations of a provincial English literacy test in Canada. The research question that guided this study was: Are there any significant differences between the rating variability (e.g., task and rating effects) of the writing scores assigned to ESL students and to native English students across three years? The results suggested that, for 2002 and 2004 in particular, the writing tasks could not distinguish between the students whose writing tasks were marked twice; further, they were not on average comparable in difficulty and they are uniformly difficult for all of these students. Further, the ratings were not very different in severity between the first and second ratings. However, the small variance due to the object of measurement and the large person-by-task effect may have masked relatively large rating effect. Important policy-making and practical implications are discussed.

**11:40 a.m. – 12:00 a.m.**

**Presenter:** Aining Qiu

**Affiliation:** *Indiana University of Pennsylvania*

**Title:** Quantitative Interpretation on *Comparing Focus on Form and Focus on FormS in Second-Language Vocabulary Learning & Foreign Language Anxiety and Language Performance*

**Abstract:** Quantitative research is an investigation on a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed with statistical techniques, with the purpose of determining whether the predictive generalizations of the theory hold true

(Creswell, 1994). The purpose of this article is to demonstrate how quantitative methods interact with ideas and concepts in academic research. The author will take a position and support it. First, the author will choose a few ideas in an academic research paper and explain how the concepts are transformed into quantities, measurements, or variables to facilitate the interpretation of research questions (Rafoth, 2008). Then the author will explain how the quantities and measurements are then transformed back into ideas or concepts to enable the valid conclusion of the research. In this article, the author will use Laufer (2006)'s article of Comparing Focus on Form and Focus on FormS in Second-Language Vocabulary Learning & Foreign Language Anxiety and Language Performance as an example to present the holistic process of how to use quantitative method to conduct a research.

**1:00 p.m. ~ 3:00 p.m. Conference Presentation Session V  
(Saturday Afternoon)**

**Room #1 – Red Jacket Room (Education, Culture, Leadership, and Policy)**

**Chair:** Kathryn M. Karcz

**1:00 p.m. – 1:20 p.m.**

**Presenters:** Latise Hairston and John Slaughter

**Affiliation(s):** *Niagara University; Buffalo State College*

**Title:** Evaluating University Campus Suicide Prevention Programs: An Investigation of Gender and Race Effects on Participants' Knowledge of Suicide and Its Relationship with Their Confidence in Assisting At-risk Individuals

**Abstract:** Gatekeeper training programs have been implemented on university campuses in response to the need for suicide prevention efforts due to the significant increases in the number and severity of students in psychological distress. This study examined post assessments following suicide prevention training. Specifically, it investigated the effects of gender and race on participants' knowledge of suicide and confidence in assisting at-risk individuals as well as the significant predictor(s) of their knowledge of suicide. The results show that there was a significant gender effect on their knowledge of suicide; and their evaluation of the training program was a significant predictor of their knowledge of suicide. Further, there was a significant relationship between their knowledge of suicide and confidence in assisting at-risk individuals. Implications for campus prevention programs are discussed.

**1:20 p.m. – 1:40 p.m.****Presenter:** Raphael Heaggans**Affiliation:** *Niagara University***Title:** Moving to Where Difference no Longer Makes a Difference: Creating a Comfortable Atmosphere to Discuss Race**Abstract:** This presentation focuses on practical ways teachers can incorporate discussions of privilege and race in the classroom. Participants will receive information on how to assess biases, how to make race an endemic part of curriculum, and how to inform students of how stereotypes foster privilege.**1:40 p.m. – 2:00 p.m.****Presenters:** Michael Reilly and Jinyan Huang**Affiliation(s):** *Niagara University***Title:** Using Generalizability Theory to Examine Manager and Worker Perceptions of Skilled Trades Business Leadership Effectiveness and Ineffectiveness**Abstract:** Using generalizability theory approach, this study examined manager and worker differences in their perceptions and ratings of 28 positive and 21 negative leader characteristics in terms of their leadership effectiveness and ineffectiveness in a skilled trades business. Seventeen managers and randomly selected 17 workers from a Western New York trades business participated in the study. The results show that raters' employment status (manager vs. worker) did impact their perceptions and ratings of the 28 positive leader characteristics contributing to leadership effectiveness and 21 negative leader characteristics leading to leadership ineffectiveness. Important implications are discussed.**2:00 p.m. – 2:20 p.m.****Presenters:** Nicholas Sun-Keung Pang; John Pisapia**Affiliation(s):** *Chinese University of Hong Kong, China; The Florida Atlantic University***Title:** The Strategic Thinking and Influence Actions of School Leaders in Hong Kong**Abstract:** This study investigates how school leaders in Hong Kong are responding to the period of rapid and discontinuous change that has been characteristic of the education system in Hong Kong over recent years. Specifically the researchers argue that school leaders need to think and act strategically through the application of advanced cognitive capabilities in order to prepare their schools for ongoing professional development and school improvement. The researchers draw upon a large scale questionnaire (a total of 635 school leaders at a senior management level) in which school leaders self-reported how systems thinking, reflection and reframing affected school leaders' practice of strategic execution. They found that those school leaders that demonstrated a higher use of systems thinking and reflecting in

strategic thinking skills also reported a greater use of a range of leadership influence actions. This study has further implications for leadership selection processes, professional development and better understanding the theory of strategic leadership in education.

**2:20 p.m. – 2:40 p.m.**

**Presenter:** Julia Latorre

**Affiliation:** *Niagara University*

**Title:** The Gender Gap in Engineering: A Call for Research and Policy Change

**Abstract:** According to a recent study by the National Science Foundation, only 17.9 percent of students enrolled in undergraduate engineering programs in 2009 were females. Additionally, in 2012, the percentage of women employed in architecture and engineering occupations was 13.7 percent (Bureau of Labor Statistics, 2012). This paper includes a look at the current literature regarding (1) the numerical under-representation of females in engineering, (2) the suspected reasons as to why there are fewer female engineers than male engineers, (3) rationales as to why the disproportion is cause for concern, and (4) possible strategies as to how to encourage females to pursue careers in engineering.

**2:40 p.m. – 3:00 p.m.**

**Presenter:** John Khokhar

**Affiliation:** *Niagara University*

**Title:** The Aspiration of Leadership, and the Policy of Community Reinvestment Act

**Abstract:** In 1990's, Fannie Mae asked the lending institutions to prove that they are not redlining in any way or form. Redlining means that a bank would refuse to finance a home purchase in neighborhoods it considers as high-risk even if the borrower is a good credit risk. The rationale of the redlining was that the banks did not want to become of the owner of a property in high risk neighborhood. The community reinvestment act of 1977 designed to encourage commercial banks and savings associations to help meet the needs of borrowers in all segments of their communities including low and moderate income neighborhoods (FDIC, 6500 consumer protection). However, the administration of Franklin Raines in 1990's require lending institutions to lower their standards in terms of down payments and required incomes, these subprime borrower charged a higher interest rate. Having put the lending agencies into the position of granting subprime mortgages Fannie Mae then had to accept lower standards in the mortgages it purchased (Thayer Watkins, San Jose University). Questions need to be answered: a) The Leadership intended to to meet the needs of borrowers in all segments. If this is the case then How Leadership failed to circumvent the adverse effects of this Law on the poor population in particular and generally on all over the economy; b) The Leadership intended to jump start the economy, if this is the case then

why leadership used the poverty stricken people as a scapegoat to jump start the economy; c) The Leadership desired to revive the economy of poor neighborhoods, then how Leadership missed the mark that the Subprime mortgage will exacerbate the economy of poor neighborhoods; d) The Leadership intended to help the borrower with low or poor credit score; which mostly belongs to the minorities or Low income neighborhood. If this is the case then how come Leadership did not foresee the negative impact of the subprime mortgage on the Low income or minorities' credit score? e) The leadership intended to impose the policy of Community Reinvestment act to help the Wall Street, introducing new securitization of subprime mortgage and believed in trickle down economy. If this is the case then why the leadership used the poor population to advance this agenda; and f) Did Leadership foresee, that the Community Reinvestment Act might exacerbate the credit scoring of poverty stricken people, and they might end up paying more money for their products, because of their worst credit scoring, after losing their house in foreclosure?

**Room #2 – Porter DeVaux Room  
(Language, Communication, TESOL, and Learning)**

**Chair:** Sara Moffatt

**1:00 p.m. – 1:20 p.m.**

**Presenters:** Jinyan Huang and Thomas Sheeran

**Affiliation(s):** *Niagara University*

**Title:** Causes of English-Chinese Translation Differential Item Functioning in a Hong Kong Large-scale High-stakes Examination

**Abstract:** Using statistical and judgmental procedures, this study examined the prevalence of English-Chinese translation DIF and investigated the causes of DIF on the translated Hong Kong Certificate of Education Examinations in the content area of Geography. The SIBTEST procedure detected 24 DIF items out of 59 test items. In order to investigate why DIF occurred, a committee of two linguists and a content testing specialist conducted a content review of these 24 items. The results show that 15 DIF items are biased items, favoring either the Chinese examinees or the English examinees; and the rest DIF items belong to item impact, which indicates that the group disparity in item performance is what the item is intended to measure. The content review procedure also identified the following sources of English-Chinese translation DIF: 1) inconsistent use of place names, 2) additions that affect meaning, 3) omissions that affect meaning, 4) abbreviations that affect meaning, 5) differences in words and expressions related to language and culture, and 6) inappropriate translation of key words. Important implications are discussed.

**1:20 p.m. – 1:40 p.m.**

**Presenter:** Aining Qiu

**Affiliation:** *Indiana University of Pennsylvania*

**Title:** Social Networking Sites Paradigm: Great Potentials and Invisible Dangers

**Abstract:** James Katz and Ronald Rice point out in their book, *The Social Consequences of Internet Users*, the impact of the Internet (cyberspace) on our society mainly lies on three perspectives: access, involvement and interaction. Access deals with the entrance of internet users as described by the definition of the digital divide. Involvement focuses on the building up of social capital between groups and organizations. And interaction explains the social interaction and expression with the emphasis on identity building. To provide a more comprehensive and detailed explanation of effects of cyberspace on building up the social capital and influencing our daily life, the author will use social networking sites (SNS) as a representative of cyberspace application to illustrate the positive and negative effects of SNS on transforming our life concerning privacy, relationship building and identity construction from both positive and negative point of view.

**1:40 p.m. – 2:00 p.m.**

**Presenters:** Soonhyang Kim, Burcu Ates, Yurimi Grigsby, & Lee Given

**Affiliation(s):** *Pace University; Sam Houston State University; Concordia University Chicago; Seoul National University, Korea*

**Title:** Incorporating Our Own Cultural Narratives in TESOL Education: A Reflective Team Approach by Four TESOL Educators

**Abstract:** The 21st century educators who teach in the era of globalization should recognize the growing importance of cultural sensitivity and understanding of culturally and linguistically diverse (CLD) students. The purpose of the study was to investigate the potential of using cultural narratives (CNs) as an instructional strategy in educating some pre-and in-service teachers who may approach teaching from monocultural and monolingual mindset but who are likely to work with students who are multicultural and multi-linguistic. Using a “reflective team approach” (Jones, 2002), the four TESOL educators from diverse backgrounds and settings analyzed and responded to the cultural narratives of Burcu, one of the co-authors and co-researchers, to examine the effectiveness of CNs as instructional tools in TESOL education. We found that integrating authentic; first-hand stories of ELLs in TESOL education can be an affective instructional strategy to deepen our pre- and in-service teachers’ recognitions and understandings of CLD students. CNs could play a potential role in connecting students with their teachers and the content that could otherwise be abstract and meaningless.

**2:00 p.m. – 2:20 p.m.****Presenter:** Justin Jernigan**Affiliation:** *Georgia Gwinnett College***Title:** Effectiveness of a reading rate software program for college EAP learners

**Abstract:** In order to succeed in English language programs, learners of English as a second language (ESL) must be able to read effectively in English, which includes reading at an efficient rate. The purposes of this research were (1) to determine whether the use of reading rate software increases the effective reading rate of ESL learners in a college English for Academic Purposes (EAP) program, and (2) to identify the ESL learners' views on the use of the software. Results indicate that effective reading rate improved in both traditionally taught reading classes and software-enhanced sections, but increases on average were greater in the software-enhanced classes. Students in these sections indicated that they felt somewhat more confident as readers and that they believed their own reading rate had increased as a result of using the software. Implications for the use of reading rate software are discussed in light of the findings.

**2:20 p.m. – 2:40 p.m.****Presenter:** Amanda Careena Fernandes**Affiliation:** *Niagara University***Title:** The Impact of Culture on Seating Arrangements and its Impact on Student Learning in the Classroom: An International Perspective

**Abstract:** The purpose of this study was to examine teacher perceptions of the impact of cultural influences on seating arrangements and their impact on student systematic learning in the classroom. Specifically, the following five research questions guided the study: a) What is the impact of different seating arrangements on student systematic learning in the classroom? b) What is the relationship between seating location and student motivation? c) What is the relationship between seating arrangements and student achievement? d) How do seating arrangements affect social interactions within the classroom? And e) what are the similarities and differences in the impact of seating arrangements on student systematic learning in the classroom across China and North America? Data were collected from both the Eastern (i.e., the People's Republic of China) and the Western (i.e., the United States of America and Canada) cultural contexts. The research instrument used for this study was a survey containing twenty 5-point Likert scale items, one rank order item, and three open-ended questions. Results show there is a deeply embedded difference in cultural factors affecting teachers' perceptions of seating arrangements and their impact on student systematic learning in the classroom. Important educational implications are discussed.

**2:40 p.m. – 3:00 p.m.**

**Presenter:** Aiden Yeh

**Affiliation:** *Wenzao Ursuline College, Taiwan*

**Title:** Exploring Discourse Analysis in Cognitive Apprenticeship and Mentoring in Online Teacher Professional Development

**Abstract:** Harasim (1990) has written extensively on the potential use of electronic discourse in enhancing peer interaction and collaborative professional development activities that were previously provided in traditional or face-to-face forms of teacher education or learning. However, there is a lack of systematic evidence regarding the process through which e-mentoring and cognitive apprenticeship are created and conducted during online interaction between novice EFL teachers and teacher-experts who voluntarily engaged in online teacher professional development (oTPD). Based on a longitudinal qualitative research study, this paper addresses the processes in an oTPD discourse that integrated the principles of cognitive apprenticeship and informal mentoring in online environments (with focus on both synchronous and asynchronous discussions); In particular, the transfer of and construction of teacher knowledge and skills that would have direct implications on teachers' practice and students' learning will be discussed. The forms of oTPD in this study included a blend of asynchronous/synchronous discussion workshops, (pre/post) class observations, and blogging for reflection which lasted for several months. oTPD activities were geared towards the exploration of cognitive apprenticeship and e-mentoring where Taiwanese EFL teachers learn from the outcomes of modeling, coaching, and scaffolding with teacher-experts or experienced colleagues, and from the outcomes of their own participation in adopting the new knowledge/skills they have learned into their classroom practices.

**3:30 p.m. ~ 5:10 p.m. Conference Presentation Session VI  
(Saturday Afternoon)**

**Room #1 – Red Jacket Room (Education, Culture, Leadership, and Policy)**

**Chair:** Kathryn M. Karcz

**3:30 p.m. – 3:50 p.m.**

**Presenter:** Georgina Angela Manyuru

**Affiliation:** *Independent International Social Development Consultant, Uganda*

**Title:** Intercultural Communication Challenges: The Case of FK Norway South to South Exchange Programme in Africa

**Abstract:** Globalization and internationalization have made intercultural communication an integral part of our lives at every level of society and therefore the need for individuals to make efforts towards becoming better

intercultural communicators either through experience or/and sharing and learning from those who have experienced intercultural challenges in a foreign country. This paper is a case study of the FK Norway South to South Exchange Program in Africa that is used to examine intercultural communication challenges that international personnel experience, as well identifying intercultural competencies that exchange participants applied in order to cope with those challenges. The research answered two key questions: what intercultural communication challenges did FK Norway S-S participants in Africa face in their host countries and; what intercultural competencies did they apply to enrich their own lives and the lives of those around them for effective intercultural communication during the exchange period? Intercommunication depends on how the two parties from different cultures respond to the encounter based on the ability to utilize intercultural competencies.

**3:50 p.m. – 4:10 p.m.**

**Presenter:** Roselind Gullo Bogner

**Affiliation:** *Niagara University*

**Title:** Barriers and Solutions to Comprehensive Career Development Programs

**Abstract:** The most prevalent barriers to the implementation and continuation of comprehensive career development programs will be examined. Strategies for identifying and addressing obstacles within school systems are explored. Effective programs are capable of promoting the acquisition of knowledge, skills, and attitudes required by students in order to be successful in career training programs and college. The components of several successful career development programs in various types of schools are compared and contrasted.

**4:10 p.m. – 4:30 p.m.**

**Presenters:** Elizabeth Farrell McCuen and Steven Brown

**Affiliation(s):** *The Lake Shore Central School District in Angola, NY*

**Title:** From Elementary School Student Job Zones to High School Digital Portfolios: Students are focused on the future

**Abstract:** The Common Core Standards have refocused attention on College and Career Readiness skills and opened a door for School Counselors to again illustrate the viability and relevance of the domains addressed in their Comprehensive Programs. From Kindergarten through 12th Grade there is a myriad of opportunities to help each student develop these skills along with career awareness and a personal career plan. School Counselors assume an essential leadership role in this process. Digital Portfolios are one example of a promising and exciting new tool being placed in the hands of students by their school counselors.

**4:30 p.m. – 4:50 p.m.****Presenter:** Mark D. Veronica**Affiliation:** *Canisius High School in Buffalo, NY***Title:** Best Practices in Career Development in Secondary Schools: College and Career Planning Courses**Abstract:** This workshop focuses on a model for high school counselors to use to create a course designed to help prepare their students for career exploration and college admissions. School counselors play a crucial role in helping students plan their future, but the size of their caseloads limits the amount of time they can spend working with individual students. The most effective and efficient way to help all students attain the competencies necessary to navigate post-secondary opportunities is by teaching a formal course in college and career planning. Suggestions are provided to help counselors create and implement a course.**4:50 p.m. – 5:10 p.m.****Presenters:** Kristy Speech; Susan Toomey**Affiliation(s):** *Niagara University; The Charter School for Applied Technologies in Buffalo, NY***Title:** A School-Wide Career Development Program in an Inner City School**Abstract:** The mission of one charter high school in Buffalo, New York is to provide education and skills related to relevant careers. Educators empower students to explore their interests through a number of ways. Students are encouraged to attend field trips and listen to speakers from a variety of careers throughout the year. Courses are designed to inform students of careers relevant to their interests and the local job market. Students develop career-related skill sets throughout their four years in high school. Students leave this school feeling that they have been exposed to more career information than students in other schools.**Room #2 – Porter DeVaux Room  
(Language, Communication, TESOL, and Learning)****Chair:** Sara Moffatt**3:30 p.m. – 3:50 p.m.****Presenter:** Sarah Obot**Affiliation:** *Niagara Falls Memorial Medical Center***Title:** Perception and Production of French Phonemes among American English Speaking Children**Abstract:** Perception and production of non-native speech sounds was investigated among American English speaking children. Children participated in a French program of a minimum of 7 hours and were pre- and post-tested. The French phonemes used in the study were chosen as they are speech sounds

that typically cause problems for English speaker learning French ([i] [E] [y] [u]). Results show that participants' perception was improved for the phoneme [E] and [y]. Results also show that there was more confusion for those two phonemes when their contrasts were presented. Results revealed no significant difference for the phoneme [i] or [u]. Moreover, results exposed no significant difference for the phoneme [u] except when presented with its contrast. Finally, participants' productions appeared to be similar in pre- and post-testing. A closer examination revealed that productions were already of good quality prior to the training.

### **3:50 p.m. – 4:10 p.m.**

**Presenters:** Halin Tavano and Jinyan Huang

**Affiliation(s):** *Niagara University*

**Title:** Developing ESOL Students' Intercultural Communicative Competence: Importance, Challenges, and Implications

**Abstract:** Using semi-structured interviews, this qualitative study examined six K-12 classroom teachers' perceptions of the importance, challenges, and strategies for developing ESOL students' intercultural communicative competence (ICC). The results revealed several distinct patterns of interest: a) how teachers perceive the importance of developing ESOL students' ICC; b) the major challenges in developing their ESOL students' ICC; and c) strategies that teachers use to help develop their ESOL students' ICC. Teachers of ESOL students regard the development of ICC as important because it helps ESOL students become familiar with American culture, assists them in communicating with English speakers, and allows them to become more comfortable in their interactions with others. They regard cultural and language issues as the most challenging. Important educational implications are discussed.

### **4:10 p.m. – 4:30 p.m.**

**Presenter:** Aining Qiu

**Affiliation:** *Indiana University of Pennsylvania*

**Title:** Deconstructing the Delicious Paradox of Entertainment Media: A Dynamic System Theory Perspective on Shrum's Psychology of Entertainment Media

**Abstract:** Previous entertainment media research has mainly focused on media's pleasure-giving appeal while neglecting other psychological aspects that transform the perspectives of the audience. Shrum has developed groundbreaking studies in this overlooked area by deconstructing the delicious paradox of entertainment media. This paradox incorporates media's delivering of pleasure and enjoyment while simultaneously promoting and persuading the audience through embedded messages. The present article employs Dynamic System Theory (DST) to examine the paradoxical nature of entertainment media, which blurs the lines between message and invisible persuasion and is the central theme of Shrum's body of research.

**4:30 p.m. – 4:50 p.m.**

**Presenter:** Jinyan Huang

**Affiliation:** *Niagara University*

**Title:** Assessing ESOL Students' Writing at K-12 American Schools: Implications for State and Institutional Policy Makers

**Abstract:** This presentation reports a generalizability (*G*-) theory study. Using *G*-theory as a theoretical framework, this study investigated the impact of raters' educational background on the assessment of K-12 ESOL students' writing. Twenty teacher candidates (ten TESOL majors and ten non-TESOL majors) from universities in western New York and southern Ontario participated in this study. The 20 participants were asked to rate three ESOL essays holistically on a 1-10 point scale (1 being the lowest and 10 being the highest with permission to use half points). The results indicate that raters' TESOL-related educational background did impact their rating of ESL essays. The TESOL teacher candidates marked the three ESOL essays more consistently and reliably than their non-TESOL counterparts. The results provide important implications for state/provincial level policy makers, teacher preparation institutions/programs as well as in-service teachers and teacher candidates.

**4:50 p.m. – 5:10 p.m.**

**Presenter:** Lance Askildson

**Affiliation:** Kennesaw State University

**Title:** Phonological Recoding in Early Reading Development: Pedagogical Implications for the ESL Classroom

**Abstract:** The present experimental study investigated the effect of Reading While Listening (RWL) as a means of improving early reading rate and comprehension among adult English language learners. It was hypothesized that the RWL treatment would exploit an innate phonological recoding mechanism as articulated by Jorm & Share's (1983) and Share's (1995) Self-Teaching Hypothesis (STH). According to the STH, beginning L1 readers must develop phonemic awareness of word specific orthography before new lexical items can be efficiently decoded or stored. The current study was thus predicated upon its own hypothesis that L2 ESL readers acquire and access lexical items in a similar fashion to L1 readers and that development of such item-specific phonemic awareness would be significantly aided by an audio accompaniment to silent reading. A total of 76 ESL learners participated in the study. After six weeks of treatment, results demonstrated a statistically significant gain in both rate and comprehension for RWL groups when compared to control groups. Subsequent theoretical and pedagogical implications are discussed.

## Online Presentations

(<http://www.untestedideas.com/presentations.php>)

**Presenter:** Scott Eacott

**Affiliation:** *Australian Catholic University, Australia*

**Title:** Research as a Political Activity: The Fallacy of Data Speaking for Themselves

**Abstract:** In this paper, the author provides a provocative, daring response to both the ideas of ‘empirical leadership research’ and ‘letting the data speak for themselves’. He forces the reader to engage with the epistemological rather than the empirical in his questioning of the utility and robustness of the term ‘leadership’. These are discussions the field needs to have in order to problematize its obsession with a constructed label to signify a misrecognised empirical reality. This is a challenge to the orthodoxy of thinking in the leadership field, albeit one that the author acknowledges has inherent risk as a direct challenge to the discipline. As researchers in the field, we need to take account of our constructions of leadership as a form of discourse and social reality, and the political game we play in such constructions. To avoid doing so, according to the author, is to continue to risk the credibility of the field within the academy and the wider community. As such the data cannot speak for themselves, but we need to ask ourselves, ‘is that such a bad thing?’

**Presenters:** Richard Niesche and Martin Mills

**Affiliation(s):** *The University of Queensland, Brisbane, Australia*

**Title:** Creating ‘temperamental artistes’: A longitudinal study of leadership capacity building in disadvantaged schools

**Abstract:** The researchers draw upon a case study of a principal who undertakes reforms in two schools over a 14 year period. Both schools are severely disadvantaged in terms of their students coming from very low socio-economic status communities. They draw upon the work of Nancy Fraser to theorize the leadership practices in the two schools. The case study includes interviews with the principal, teachers and key administrative staff to examine their experiences of school reform in these communities. Key aspects of this principal’s philosophy of social justice include high expectations, relations with the local community and building leadership density. The researchers argue that leadership in these types of communities needs to advocate for these students in terms of a parity of participation, to use Fraser’s term, so that the best opportunities can be provided to these students through forms of recognition, representation and redistribution. This is not intended to be a new form of adjectival leadership approach but rather to illustrate an organically built, context driven approach to social justice.

**Presenters:** Turgay Han and Jinyan Huang

**Affiliation(s):** *Kafkas University, Turkey; Niagara University*

**Title:** The Impact of Scoring Methods on ESOL Writing Assessments

**Abstract:** This study examined the impact of scoring methods on ESOL writing assessments. In the assessment of ESOL writing, there has been much debate between holistic and analytic scoring. Empirical studies reported mixing results regarding the impact of scoring methods on the variability and reliability of ESOL writing scores. They continue to raise a dilemma for university professors in choosing an appropriate and effective method to score their ESOL students' essays. This study was intended to provide a solution to this dilemma through the investigation of the rating variability and reliability of ESOL writing by undergraduate students at a Turkish university. Nine ESOL papers written by Turkish-speaking students were scored first holistically and then analytically by five raters. The results showed greater rater variation for holistic scores than for analytic scores of ESOL papers. Further, there was a large difference in the *G*-coefficients between holistic (with a *G*-coefficient of .64) and analytic scoring (with a *G*-coefficient of .90) and this difference had tremendous impact on the reliability of holistic scoring of ESOL papers. The findings of this study provide evidence that analytic scoring is more appropriate and effective than holistic scoring for professors to score ESOL compositions.

**Presenter:** Linjun Liu

**Affiliation:** *Beijing Language and Culture University, China*

**Title:** An Investigation into the English Vocabulary Acquisition Pattern by Chinese-Speaking Learners

**Abstract:** This paper explores the issue of vocabulary acquisition by means of a questionnaire survey. It is found that the lexicological differences between English and Chinese can impede vocabulary acquisition of Chinese-speaking English learners. Specifically, Chinese is prominent in compounding, relying heavily on the use of hypernyms. In contrast, English is featured by a huge vocabulary, with about half of it being single morpheme words. Chinese-speaking English learners, if not fully aware of the difference, tend to transfer the hypernym plus modifier pattern from their native language to their English production in circumstances where a single morpheme English word would satisfy. Given this finding, it is suggested that the learners' awareness of the linguistic differences between their native and target language be enhanced. On a higher level, the learners need to know that people speaking differently languages may think differently, and the differences can find manifestations in the language they speak.

**Presenter:** Miao Li

**Affiliation:** *Queens' University, Canada*

**Title:** English Reading in Chinese English-immersion Students

**Abstract:** The Chinese English-immersion program is a new and potentially influential method of English learning in China. It is regarded as a reform of English teaching in China. It is also a case of educational mode transfer from second language immersion in North America. This article reviews the French-immersion programs in Canada and introduces Chinese English-immersion programs in primary and secondary school levels, with a particular focus on immersion programs in middle schools. Reading achievement of English-immersion and non-immersion students was compared to examine the effectiveness of immersion programs in middle schools. The applicability of the second language reading model in an immersion context with adaptation when necessary is discussed.

**Presenters:** Nikoletta Tsitsanoudis –Mallidis, Anastassia Ligoura, Dimitrios Sakatzis and Antonios Mallidis

**Affiliation(s):** *University of Ioannina, Greece; University of Panteion, Greece; University of Thessaly, Greece; University of Thrace, Greece*

**Title:** Linguistic Controversies and Ideologies Focusing on the Tonal System in Greece in the Mid-twentieth Century

**Abstract:** This study investigated the structure and function of the university institution in Greece, its relation to the state and society, and all factors that affect the character and development of the university over time. As a vehicle for the illustration of the data, the case of the so-called Greek “Trial of the Tones” was selected. It was a serious scientific conflict that took place in Greece, at a time when the country was under the Nazi German occupation. The conflict was centred on the demotic language and the attitude one must have towards the Greek antiquity and its glory. More specifically, this study used a critical approach of the “Trial of the Tones” case to illustrate the unseen sides of the bureaucratic and administrative mechanisms that operated within the universities and were often intertwined with the state or the private (for the sake of the market) power/authority. Varying fabricated arguments were investigated, which developed in the context of university and led to the reproduction of incumbent attitudes, conflicts and fanaticism. Finally, using the “Trial of Tones” as an example/pretext, a) the composite network of the politico-social and cultural factors that affected the operation of the university was revealed; b) the critical sides of the academic freedom and its limits were highlighted; c) the university language as a medium of social excellence was studied; and d) useful conclusions were made as a possible feedback for the public debate regarding the wider role of the university against the challenges of the current globalized values system.

**Presenters:** Harilaos Zaragas, Nikoletta Tsitsanoudis – Mallidis and Aggelaki Anne

**Affiliation(s):** *University of Ioannina, Greece*

**Title:** Motor Education and Vocabulary Development of Arithmetical and Geometrical Concepts in Kindergarten and Primary Education

**Abstract:** The research examines the effects of a teaching intervention through an inter-cross-thematic project of motor education in the vocabulary development of arithmetic and geometrical concepts and motor learning of infants and children in first class of primary school. Its purpose is to study both the language (vocabulary) development through knowledge, understanding and application of the words related to arithmetical concepts (regular numbers from 0 to 20) and geometrical (circle, triangle, square, rhomb) patterns along with the development of motor learning. They participated 128 children of preschool age of 6 years old( $\pm$ ) 4 months and preschool age of 7 years old ( $\pm$ ) 3 months who were selected by the method of simple random sampling. The sample was divided into two groups, the experimental and the control one. In the experimental group the inter-cross-thematic movement program with games was implemented for a period of 2 months and three times weekly for half an hour. The assessment of children's language development was reported by questionnaires referring to words with semantic content from numbers (understanding the layout and hierarchical encapsulation of numbers) and geometrical shapes as well as the use of "Bloom and Krathwohl's grading, 1986", while the assessment of motor learning was made by the battery motor tests MOT-6 (Zimmer and Volkamer, 1987). The results of the research after the intervention both in the final measurements and the conservation measurements two months after the intervention showed that the children of the experimental group perform better not only in the knowledge, understanding and application of words but in the motor learning too. The results of this specific intervention are consistent with the results of other responding surveys that the inter-thematic approach of physical activities assists in language development (vocabulary) but also in motor learning (development of kinetic skills).

**Presenter:** Helen Azupogo

**Affiliation:** *Ghana Education Service, Ghana*

**Title:** Land Scarcity, Degradation, and Preservation: Traditional/Cultural Perceptions in Bongo District

**Abstract:** Land scarcity, degradation and its negative effects on local population was the concern of the paper. It investigated in the literature major causes, trends and effects and compared those findings with traditional and cultural perceptions of the population in Bongo District. It concludes that if land conservation and preservation are to be taken seriously traditional perceptions and solutions have to be taken into account. The conclusions of the paper have implications for research and policy.

**Presenter:** Christopher Johnson

**Affiliation:** University of Georgia

**Title:** Motivating African Americans through Racial Identity

**Abstract:** Limited attention has been given to the motivational factors, as well as the racial and environmental circumstances that are unique to the academic behaviors and resiliency of minority youths. This paper seeks to explain the beliefs and attitudes that lead to academic behaviors and posits that school engagement, performance, and persistence in an academic task are linked to one's belief about his or her purpose, meaning, value, and capability of achieving such academic tasks. Throughout this paper, the relationship between racial identity, motivation, and academic performance will be explored through the examination of identity, legacy of competence, acquired immunities, and vision.

**Presenter:** Edward Salifu Mahama

**Affiliation:** *University for Development Studies in Tamale, Ghana*

**Title:** Languages in Rural Development and Communication

**Abstract:** Participatory methods for rural developments are increasingly being used in development work at the grassroots level in Africa with an objective of involving the development beneficiary in the rural development process. However, the level and extent of involvement is a challenge as language, particularly the local language, a crucial tool for communication is not used in most of these community level engagements. While at the national level it may be acceptable to use the national language, even if not local, realities at the grassroots level point to the need to consider the use of the local language(s) in the rural development process. This article provides insights into the linguistic situations and choices of two communities in northern Ghana, when it comes to the required language to use for development communication at rural levels.

**Presenter:** Smaragda Papadopoulou

**Affiliation:** *University of Ioannina, Greece*

**Title:** A Social-Cultural Perspective on Language and Metaphor: *Children's Understanding of the "debt's haircut" in Greece*

**Abstract:** In the present study we share the research and theory that aims to teaching strategies in order to understand the ways by which children make sense of the novel metaphors and use metaphors. We chose to work with Greek children on an example of metaphor taken from politics and the language of economy: the "debt's haircut". Although the term "*haircut*" has been used in economic language context for years, as a metaphor, the way the way we used it during the last two years in Greece functioned a novel metaphor for the Greek people, especially for students in primary education. From this perspective, we accept this metaphor as a novel one in relation to the sample we chose for our case study. Cultural implications of understanding and using "haircut" as a metaphor for the Greek society are examined in children's talk, writing and drawings at school in terms of introducing innovative and effective teaching strategies in language acquisition.

## 2<sup>nd</sup> Untested Ideas International Research Conference

June 27-29, 2014 in Pylos, Greece



2014 UI International  
Research Conference

Conference Dates: June 27-29, 2014  
Submission Deadline: April 30, 2014  
Registration Deadline: May 31, 2014

You are invited to submit your manuscripts for presentation at the 2<sup>nd</sup> Untested Ideas (UI) International Research Conference. “**Exploring untested ideas**” is the theme of the 2<sup>nd</sup> UI International Research Conference. This conference provides the social sciences researchers worldwide with opportunities for presenting research studies, interacting with professionals, attending workshops on advanced research methods in social sciences, and publishing research studies in UI journals, books, and conference proceedings.

All completed manuscripts submitted to the conference will be reviewed for publications in four UI journals, eight UI books proposed specifically for this second international research conference, and conference proceedings. Empirical quantitative, qualitative, or mixed-methods research articles covering topics in the areas of language, communication, leadership, policy, education, culture, TESOL, and learning are all welcomed. These areas are exactly what the four UI journals and eight UI books proposed for this conference have covered (*UI Research Center has proposed to publish the following eight books (Testing Untested Ideas Book Series) aligned with the “exploring untested ideas” theme: 1) Testing Untested Ideas in Language Research; 2) Testing Untested Ideas in Communication Research; 3) Testing Untested Ideas in Leadership Research; 4) Testing Untested Ideas in Policy Research; 5) Testing Untested Ideas in Education Research; 6) Testing Untested Ideas in Culture Research; 7) Testing Untested Ideas in TESOL Research; and 8) Testing Untested Ideas in Learning Research.*)

If you cannot physically attend the conference, you can still participate in the Online Division of the conference. All completed manuscripts submitted for the Online Division will also be included in the conference proceedings and reviewed for possible publications in the four UI journals and eight UI books.

The submission deadline is **April 30, 2014**. The registration deadline is **May 31, 2014**. If you have any questions about the conference and our publications, please contact us at [director@untestedideas.com](mailto:director@untestedideas.com) or visit our [www.untestedideas.com](http://www.untestedideas.com) website. Hope to see you at the 2<sup>nd</sup> UI International Research Conference in beautiful Pylos, Greece! Hotel and other information will be available on <http://www.untestedideas.com/conferences.php> soon.

