

黄金雁教授

学习经历

2007年	加拿大皇后大学	博士学位
2004年	阿尔伯塔大学	访问博士
2000年	美国杨伯翰大学	硕士学位
1999年	美国杨伯翰大学	英语教师资格证
1989年	湖南师范大学	学士学位



研究领域

定量研究方法；测量与评定；英语教育；领导与政策

研究技巧

单变量和多变量统计；概化理论；项目反应理论；结构方程模型；多层线性模型

工作经历

2015年5月——	美国尼亚加拉大学教育学院	终身教授
2013年5月——2015年4月	美国尼亚加拉大学教育学院	终身副教授
2011年5月——2013年4月	美国尼亚加拉大学教育学院	副教授
2007年1月——2011年4月	美国尼亚加拉大学教育学院	助理教授
2003年——2006	加拿大皇后大学	研究助理

近五年科研奖励

- 2014年 Recipient of the Summer Research Stipend Award (\$5200) 美国尼亚加拉大学
- 2014年 Recipient of the Research Support Grant Award (\$3000) 美国尼亚加拉大学
- 2011年 Recipient of the Diversity Grant Award (\$500) 美国尼亚加拉大学
- 2011年 Recipient of Graduate Research Assistant Grant Award (\$2000) 美国尼亚加拉大学
- 2011年 Recipient of Undergraduate Research Assistant Grant Award (\$1924) 美国尼亚加拉大学
- 2011年 Recipient of Fund for the Improvement of Teaching (\$ 700) 美国尼亚加拉大学
- 2010年 Recipient of the Research Support Grant Award (\$2890) 美国尼亚加拉大学
- 2010年 Recipient of Graduate Research Assistant Grant Award (\$2000) 美国尼亚加拉大学
- 2010年 Recipient of Undergraduate Research Assistant Grant Award (\$1000) 美国尼亚加拉大学
- 2010年 Recipient of Fund for the Improvement of Teaching (\$ 700) 美国尼亚加拉大学

参与学术组织

- 对外英语教师
- 国家教育测量委员会
- 美国教育研究协会
- 美国教师教育学院协会

学校任职

2014年——2016年	尼亚加拉大学教育委员会成员
2010年——至今	尼亚加拉大学机构审查委员会成员
2012年——至今	尼亚加拉大学全球推广委员会成员
2012年——2013年	尼亚加拉大学研究委员会主席
2011年——2012年	尼亚加拉大学研究委员会成员

学院任职

2014年——2015年	尼亚加拉大学教育学院全球视角和多样化委员会主席
2013年——2014年	尼亚加拉大学教育学院全球视角和多样化委员会成员
2011年——2013年	尼亚加拉大学教育学院师资质量、绩效和发展委员会成员
2011年	尼亚加拉大学教育学院战略规划讨论组成员
2010年——2011年	尼亚加拉大学教育学院发展研究委员会主席

学术期刊任职

2012年——至今	Untested Ideas Scholarly Journals (<i>Language and Communication Quarterly</i> ; <i>Leadership and Policy Quarterly</i> ; <i>International Journal of Education and Culture</i> ; <i>International Journal of Social and Educational Rankings</i> ; and <i>China-US Education</i>)	主编
2013年——至今	<i>Measurement</i>	评审
2013年——至今	<i>International Journal of Testing</i>	评审
2010年——至今	<i>Behavior Research Methods</i>	评审
2011年——至今	<i>World Journal of Education</i>	编委会成员
2010年——至今	<i>Learning and Individual Differences</i>	评审
2009年——至今	<i>TESOL Journal</i>	编委会成员
2009年——至今	<i>Modern Language Journal</i>	评审
2009年——至今	<i>Assessing Writing</i>	评审

公开出版

1、专著

Pang, N. S., & Huang, J. (2015). *East-west perspectives on educational leadership and policy*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-035- 8]

Huang, J., & Fernandes, A. (2014). *Non-native language teaching and learning: Putting the puzzle together*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-022-8]

Huang, J., & Han, T. (2014). *Empirical quantitative research in social sciences: Examining significant differences and relationships*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-015-0]

Huang, J. (2013). *Empirical generalizability theory research: Examining rating variability, reliability and validity issues*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-013-6]

Huang, J., & Tsitsanoudis-Mallidis, N. (2013). *Empirical language research: Letting the data speak for themselves*. Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-001-3]

Huang, J. (2013). *Empirical education research: Letting the data speak for themselves*.

Niagara Falls: Untested Ideas Research Center [ISBN: 978-1-62520-005-1]
Huang, J. (2013). *East meets west: Chinese ESL students in North American higher education*. Hauppauge: Nova Science Publishers, Inc. [ISBN: 978-1-62618-195-3]
Huang, J. (2012). *Fairness in large-scale ESL writing assessments – Investigating evidence through generalizability theory*. Saarbrücken: LAMBERT Academic Publishing GmbH & Co. [ISBN: 978-3-659-19364-4]
Huang, J. (2012). *Overcoming foreign language classroom anxiety*. Hauppauge: Nova Science Publishers, Inc. [ISBN: 978-1-61324-775-4]

2、近五年参编书目

Huang, J. (2013). Elementary ESL students' learner errors: Causes and implications. In Tsitsanoudis - Mallidis, N. (Ed.), *Greek language in modern (pre)school education: Current challenges and perspectives* (pp. 507-528). Athens: Gutenberg.
Huang, J., & Reilly, M. (2013). Using generalizability theory to examine manager and worker perceptions of skilled trades business leadership effectiveness and ineffectiveness. In S. Eacott & R. Niesche (Eds.), *Empirical leadership research: Letting the data speak for themselves* (pp. 35-62). Niagara Falls: Untested Ideas Research Center
Spence-Ariemma, M., & Huang, J. (2013). Important teaching characteristics of medical radiation sciences professors: A student perspective. In P. Pinder & E. Blackwell (Eds.), *Issues and innovations in STEM education research: Theoretical and empirical studies by early career researchers* (pp. 238-265). Niagara Falls: Untested Ideas Research Center
Huang, J. & Fernandes, A. (2013). The impact of cultural influences on seating arrangement selections and student systematic learning in the classroom: An international perspective. In J. Ayaga (Ed.), *Empirical culture research: Letting the data speak for themselves* (pp. 11-30). Niagara Falls: Untested Ideas Research Center
Huang, J. & Marwaha, S. (2013). Teacher perceptions of intercultural miscommunication: A K-12 perspective. In J. Ayaga (Ed.), *Empirical culture research: Letting the data speak for themselves* (pp. 43-61). Niagara Falls: Untested Ideas Research Center
Huang, J., & Dotterweich, E. (2012). Understanding learner errors in cross-cultural second language acquisition context. In Y. Ning & P. Wu (Eds.), *The acquisition of English in cross-cultural contexts* (pp. 282-306). Beijing: China Social Sciences Press.

3、近五年发表论文

Tong, Y. & Huang, J. (2014). Online education with information and communication technologies in American higher education: Benefits, challenges, and implications. *International Journal of Education and Culture*, 3(4), 153-164.
Huang, J., Han, T., Tavano, H., & Hairston, L. (2014). Using generalizability theory to examine the impact of essay quality on ESOL writing assessment – A Turkish case study. *China-US Education*, 1(1), 3-20.
Huang, J., & Tavano, H. (2013). Developing ESOL students' intercultural communicative competence: Importance, challenges, and implications. *Language and Communication Quarterly*, 2(3), 164-174.
Huang, J., & Marwaha, S. (2013). Intercultural miscommunication: Causes and impact on ESOL students' learning. *International Journal of TESOL and Learning*, 2(3), 156-169.

- Huang, J., Moffatt, S., & Flynn, K. (2013). Significant predictors of Chinese college students' performance on an English pragmatic competence test. *International Journal of TESOL and Learning*, 2(4), 200-212.
- Huang, J., Cameron, K., & Wolf, M. (2013). Gender and major differences in Chinese college students' performance on an English pragmatic competence test. *Language and Communication Quarterly*, 2(4), 230-241.
- Cianca, S. & Huang, J. (2013). Cultures and philosophies: A professor with a Western Socratic-based philosophy and her peer with an Eastern Confucius- based philosophy internationalize curriculum. *International Journal of Education and Culture*, 2(4), 230-245.
- Huang, J., & Reilly, M. (2013). Using generalizability theory to examine manager and worker perceptions of skilled trades business leadership effectiveness and ineffectiveness. *Leadership and Policy Quarterly*, 2(2), 59-80.
- Huang, J., & Han, T. (2013). Holistic or analytic? – An EFL institutional writing assessment dilemma for policy makers. *Leadership and Policy Quarterly*, 2(1), 1- 18.
- Huang, J., Sheeran, T, Zhao, B., & Xiong, Y. (2013). Faculty perceptions of assessing ESOL students' pragmatic competence: The hidden face of communication. *Language and Communication Quarterly*, 2(1), 1-21.
- Huang, J., & Fernandes, A. C. (2013). The impact of cultural influences on seating arrangement selections and student systematic learning in the classroom: An international perspective. *International Journal of Education and Culture*, 2(1), 1-15.
- Huang, J., & Latorre, J. (2013). Using generalizability theory to examine the task and rating effects on large-scale ESL writing assessment – A Canadian case study. *International Journal of TESOL and Learning*, 2(1), 1-21.
- Lewis, C., & Huang, J. (2012). Motivators in the elementary classroom: A quantitative investigation of gender differences. *International Journal of Education and Culture*, 1(1), 2-29.
- Fernandes, A. C., & Huang, J. (2012). Teacher perceptions of the impact of seating arrangements on student participation in the classroom: A North American perspective. *International Journal of TESOL and Learning*, 1(1), 17-34.
- Elorbany, R., & Huang, J. (2012). Examining the impact of rater educational background on ESL writing assessment: A generalizability theory approach. *Language and Communication Quarterly*, 1(1), 2-24.
- Huang, J. (2012). Using generalizability theory to examine the accuracy and validity of large-scale ESL writing. *Assessing Writing*, 17(3), 123-139.
- Fernandes, A. C. & Huang, J. (2012). Chinese teacher perceptions of the impact of classroom seating arrangements on student participation. *International Journal of Applied Educational Studies*, 13(1), 49-67.
- Huang, J., & Han, J. (2012). Revisiting differential item functioning: Implications for fairness investigation. *International Journal of Education*, 4(2), 74-86.
- Huang, J., Adams, A. L., & Pudwill, J. (2012). The assessment of special education students: A North American overview. *International Journal of Humanities and Social Science*, 2(3), 15-22.
- Huang, J., Han, T., & Schnapp, K. (2012). Do high-stakes tests really address English language learners' learning needs? – A discussion of issues, concerns, and implications.

- International Journal of Learning and Development*, 2(1), 499-508.
- Huang, J., Dotterweich, E., & Bowers, A. (2012). Intercultural miscommunication: Impact on ESOL students and implications for ESOL teachers. *Journal of Instructional Psychology*, 39(1), 36-40.
- Qiu, A., & Huang, J. (2012). The effects of dynamic image schema on ESL students' systematic improvement of listening comprehension: A dynamic system theory perspective. *International Journal of Learning and Development*, 2(1), 241-254.
- Huang, J., Smith, A., & Smith M. (2011). Teacher perceptions of strategies for improving ESOL students' academic English skills: A K-12 perspective. *Canadian and International Education*, 40(3), 61-80.
- Huang, J., & Sheeran, T. (2011). Identifying causes of English-Chinese translation differential item functioning. *International Journal of Applied Educational Studies*, 12(1), 16-32.
- Huang, J. (2011). Generalizability theory as evidence of concerns about fairness in large-scale ESL writing assessments. *TESOL Journal*, 2(4), 423-443.
- Huang, J., & Foote, C. (2011). Using generalizability theory to examine scoring reliability and variability of judging panels in skating competitions. *Journal of Quantitative Analysis in Sports*, 7(3), 1-21.
- Huang, J. (2011). Are ESOL students really experiencing high levels of academic anxiety at North American universities? – Reports by Chinese graduate students. *International Journal of Business and Social Science*, 14(2), 35-41.
- Fernandes, A. C., Huang, J., & Rinaldo, V. (2011). Does where a student sits really matter? – The impact of seating locations on student classroom learning. *International Journal of Applied Educational Studies*, 10(1), 66-77.
- Huang, J., Clarke, K., Milczarski, E., & Raby, C. (2011). The assessment of ESOL students with learning disabilities: Issues, concerns, and implications. *Education*, 131(4), 732-739.

4、在研项目

- Huang, J. Examining the factors directly affecting EFL students' English pragmatic competence: A structural equation modeling approach
- Huang, J. *Using item response theory to construct an English pragmatic competence test for Chinese college students*
- Huang, J. Fairly assessing K-12 English language learners' English: Implications for policy makers and classroom teachers