

JIUHAN HUANG, Ed.D.

Regent University • School of Education
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EDUCATION

- Doctor of Education (Ed.D.)
Adult Education
Oklahoma State University • Stillwater, OK • 2005
Dissertation: UNDERSTANDING CHINESE MIDDLE SCHOOL ENGLISH TEACHERS' INTENTIONS TO IMPLEMENT COMMUNICATIVE ACTIVITIES IN THE CLASSROOM TEACHING
- Master of Education (M.Ed.)
Teaching English as a Second Language
Oral Roberts University • Tulsa, OK • 1993
- Bachelor of Arts (B.A.)
English Education
Ningxia University • Yinchuan, China • 1982

PROFESSIONAL POSITIONS

- Associate Professor of the School of Education
Regent University
Virginia Beach, VA, 23464
2014 – current position
- Assistant Professor of the School of Education
Regent University
Virginia Beach, VA, 23464
2008 – 2014
- Assistant Professor of the Graduate School of Education
Oral Roberts University
Tulsa, Oklahoma
2005 - 2008
- ESL Instructor
University Language Institute
Tulsa, Oklahoma
1993 - 2005
- English Instructor
Suzhou Institute of Urban Construction and Environmental Protection
Suzhou, China • 1986 – 1991
- English Instructor
Ningxia University

Yinchuan, China • 1982 – 1986

COURSES TAUGHT

At Regent University:

- ETSL 545 Language, Culture, and Pedagogy
- ETSL 555 Teaching Grammar to ESL/EFL Learners
- ETSL 560 First and Second Language Acquisition
- ETSL 520 Methods of TESOL
- ETSL 525 Language Teaching Approaches and Practices
- ETSL 550 Teaching English as a Second or Foreign Language to Adults
- ETSL 590 Roles and Responsibilities of ESL Specialists
- ETSL 530 Teaching English Language Learners Reading and Writing
- EFND 534 Assessment and Evaluation Techniques
- EFND 598 Professional Project
- ETSL 540 Multicultural Education
- ETLC 541 Child and Adolescent Development
- EADM 515 Research Design and Evaluation
- EADM 512/516 Human Learning and Motivational Development
- EDIP 542 Introduction to Curriculum and Instruction

At Oral Roberts University:

- TESL Principles
- TESL Methods and Materials
- TESL Assessment
- Cross-Cultural Communication
- TESL Curriculum Design
- Sociolinguistics
- Quantitative Research

RESEARCH INTERESTS

- Reading strategies and adult English language learners
- Self-efficacy and language learning
- Grammar instruction for English language learners

EDITORIAL POSITIONS

VATESOL Newsletter Editor, 2013 - 2019

Editor (2012). ESL Special Issue for the *MPAEA Journal of Adult Education*

Co-Editor (2011). ESL Special Issue for the *MPAEA Journal of Adult Education*

Co-Editor (2010). ESL Special Issue for the *MPAEA Journal of Adult Education*

Updated 8/27/2019

Reviewer for ESL Special Issues, (2010 – 2013). *MPAEA Journal of Adult Education*

PUBLICATIONS

Publications in Refereed Journals:

- Huang, J., & Nisbet, D. (2019). An exploration of listening strategy use and proficiency in China. *The Asian Journal of Applied Linguistics* 6(1), 82-95.
- Huang, J., Gu, X., Yao, Y., & Zheng, Y. (2017). Relationship between self-efficacy, perceived use of listening strategies, and listening proficiency: A study of EFL learners in China. *Asian EFL Journal*, 19(4), 103-131.
- Larrotta, C., Moon, J. Y., & Huang, J. (2016). Learning a new language is like Swiss cheese: learning to learn English. *Adult Learning*. DOI: 10.1177/1045159516643946
- Nisbet, D., & Huang, J. (2015). Reading strategy use and reading proficiency of EFL students in China. *Asian Journal of Applied Linguistics*, 2(3), 202-212.
- Huang, J., & Nisbet, D. (2014). The relationship between reading proficiency and reading strategy use: A study of adult ESL learners. *Journal of Adult Education*, 43(2), 1-11.
- Huang, J. (2013). Bringing authentic experiences and reading skills together for adult ELLs with limited literacy. *Journal of Adult Education* 42(1), 8-15.
- Huang, J., & Nisbet, D. (2012). Training adult ESL learners in metacognitive reading strategies. *Journal of Adult Education* 41(1), 1-7.
- Huang, J., & Newbern, C. (2012). The effects of metacognitive reading strategy instruction on reading performance of adult ESL learners with limited English and literacy skills. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education* 1(2), 66-77.
- Huang, J., Tindall, E., & Nisbet, D. (2011). Authentic activities and materials for adult ESL learners. *Journal of Adult Education* 40(1), 1-10.
- Huang, J. (2010). Grammar instruction for adult English language learners: A task-based learning framework. *Journal of Adult Education*, 39 (1), 29-37.
- Huang, J. & Conti, G. (2009). The theory of planned behavior and Chinese English teachers' intention to implement communicative activities in the classroom, *Hong Kong Journal of Applied Linguistics*, 11 (2), 35-50.
- Huang, J. (2006). Understanding factors that influence Chinese English teachers' decision to implement communicative activities in teaching, *The Journal of Asia TEFL*, 3(4), 191-217.

Other Publications:

- Huang, J. (July, 2013). Integrating metacognitive strategy instruction in regular ESL curriculum. AEIS Newsletter, TESOL.

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Derrick, M. & Huang, J. (2009, November). Developing intercultural competence: What business leaders need to know? *MBA Review*, 60, 16-19.

PRESENTATIONS

- Huang, J. & Nisbet, D. (2019). An exploration of listening strategy use and proficiency in China. TESOL 2019 International Convention, Atlanta, GA, March 12-15, 2019.
- Nisbet, D. & Huang, J. (March 2018). Engaging adult ESL learners with meaningful vocabulary interactions. Presentation at COABE 2018 Conference, Phoenix, AZ.
- Huang, J. & Nisbet, D. (2017). Digital storytelling in the adult ESL classroom. Presentation at COABE 2017 Conference, Orlando, FL, 4/3/2017
- Nisbet, D. & Huang, J. (2016). Reading strategy use and proficiency among Chinese EFL learners. TESOL 2016 Convention, Baltimore, Maryland, April 5-8, 2016.
- Huang, J. (2015). Helping low level adult ESL learners to develop literacy skills. VAACE Conference, Norfolk, VA, October 21, 2015.
- Huang, J. (2015). Meaning First, Then Form: Using the Task-Based Learning Framework in Grammar Instruction. COABE National Conference, Denver, CO, April 21-24, 2015.
- Huang, J. & Nisbet, D. (2014). The Relationship between Reading Proficiency and Strategy Use: A Study of Adult ESL Learners. International Self-Directed Learning Symposium, Cocoa Beach, Florida. Feb. 5-8, 2014.
- Huang, J., Tindall, E., & Nisbet, D. (2013). Incorporating Authentic Materials and Activities in the Adult ESL Classroom. TESOL 2013 Convention, 20-23 March 2013 in Dallas, Texas
- Nisbet, D., & Huang, J. (2013). Metacognitive Strategy Instruction and Reading Performance of Adult ESL Learners. TESOL 2013 Convention, 20-23 March 2013 in Dallas, Texas
- Huang, J. & Newbern, C. (2012). Impact of reading strategies instruction on beginning level adult ESL learners. COABE National Conference, Norfolk, VA, April 9 – 13, 2012.
- Huang, J. (2012). Grammar instruction for adult learners: Focusing on meaning and form. COABE National Conference, Norfolk, VA, April 9 – 13, 2012.
- Huang, J. (2012). Teaching grammar to adult learners using a task-based learning framework. NYS TESOL the 33rd Annual Applied Linguistics Winter Conference 2012. Columbia University, NY, February 11, 2012.
- Huang, J. (2011). Teaching Reading to Low Level ESL Students Using the Language Experience Approach. Georgia Adult Education Conference, Atlanta, Georgia, Oct. 2011.

- Huang, J. (2011). Teaching Reading to Low Level ESL Students Using the Language Experience Approach. COABE National Conference, San Francisco, CA, April 17-21, 2011.
- Huang, J. (2010). Instructed language learning principles and grammar instruction for adult ELLs. VATESOL Fall Conference, Fredericksburg, Virginia, October 2, 2010.
- Huang, J. (2009). Connecting and Empowering ELLs: Practical activities that help ELLs to be integrated into the learning community. VATESOL Fall Conference, Virginia Beach, Virginia, October 3, 2009.
- Huang, J. (2004). Using TPB in Predicting and Explaining Teachers' Intention to Implement Communicative Activities, Oklahoma Educational Research Association, Stillwater, OK • 2004
- Carter, P. & Huang, J. (2000). Using Graphs to teach Listening, Speaking, Reading, Writing and Grammar Skills, OKTESL Spring Conference • 2000
- Huang, J. (1998). Teaching TOEFL in a Communicative Way, OKTESL Spring Conference • 1998
- Huang, J. (1997). Using TPR to Teach Grammar, OKTESL Conference, 1997
- Huang, J. (1996). TPR and TPR Activities, Tulsa Public School Regional Conference • 1996

SERVICE

University Committees

- Regent University CIRC (2019)
- Regent University Faculty Senate (2016 – 2019)
- Regent University Substance Abuse Committee (2010 – present)
- Regent University Faculty Awards Committee (2011 – 2014)

School of Education Committees

- Regent University SOE TESOL subcommittee (2008 – present)
- Regent University SOE CS subcommittee (2014 - 2015)
- Regent University SOE C & I subcommittee (2012)
- Regent University SOE TEAC subcommittee (2008 – 2018)

MEMBERSHIPS

- Teachers of English to Speakers of Other Language (TESOL)

- Virginia Teachers of English to Speakers of Other Languages (VATESOL)

AWARDS

- Quality Matters Recognition for ETSL 560: First and Second Language Acquisition (2013). QM Program.
- Faculty Scholar Award (2007), Oral Roberts University School of Education