

## Fang Wang

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### EDUCATION

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<b>PhD</b>	Multilingual Education, The University of Iowa Educational Measurement and Statistics (Cognate)	2022
<b>MS</b>	Teaching English to Speakers of Other Languages, University of Rochester	2014
<b>BA</b>	English, North China University of Technology	2011

### PROFESSIONAL EXPERIENCES

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Adjunct Lecturer, College of Liberal Arts and Social Sciences, University of North Texas	2024–Present
Adjunct Lecturer, Simmons School of Education and Human Development Southern Methodist University	2024–Present
Educational Research Adjunct, Sharon Walker School of Education Morningside University	2024–Present
Faculty Associate, Mary Lou Fulton Teachers College Arizona State University	2023–Present

### TEACHING

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#### *Higher Education*

<b>Adjunct Lecturer</b> , University of North Texas, Denton, TX, USA	2024
<ul style="list-style-type: none"><li>• Elementary Chinese: Spring &amp; Fall 2024</li><li>• Intermediate Chinese: Fall 2024</li><li>• Advanced Chinese: Fall 2024</li></ul>	
<b>Adjunct Lecturer</b> , Southern Methodist University, Dallas, TX, USA	2024
<ul style="list-style-type: none"><li>• Educational Psychology: Spring 2024</li></ul>	
<b>Educational Research Adjunct</b> , Morningside University, Sioux City, IA, USA	2024
<ul style="list-style-type: none"><li>• Educational Research (Online): Spring 2024</li></ul>	
<b>Faculty Associate</b> , Arizona State University, Tempe, AZ, USA	2023–Present
<ul style="list-style-type: none"><li>• Introduction to Research/Evaluation in Education (Online): Summer 2023–Present</li><li>• Applied Project/Action Research (Online): Spring, Summer, Fall 2023, Fall 2024</li><li>• Evaluating Global Education Policies and Programs (Online): Spring 2023</li><li>• Foundations of Early Childhood Education (Online): Spring 2024</li><li>• Foundations of Human Development and Children (Online): Summer 2024</li></ul>	
<b>Teaching Assistant</b> , The University of Iowa, Iowa City, IA, USA	2017–2019
<ul style="list-style-type: none"><li>• Second Language Classroom Learning (Online): Fall 2019</li></ul>	

- Instruction of English Language Learners for K-12 Classrooms: Fall 2017
- ESL Practicum I: Fall 2017, Spring 2018

**ESL Instructor**, Eastern Iowa Community College, Muscatine, IA, USA 2016–2017

- Listening, Speaking, Reading, Writing: Spring 2016–Spring 2017

**ESL Instructor**, California Lutheran University ELS Language School, Thousand Oaks, CA, USA, 2014

- Structure, Speaking, Reading, Writing: Fall 2014

#### *P-12 Education*

**Substitute Teacher**, Denton Independent School District, Denton, TX, USA 2023–Present

- Provide instruction to K-12 students in assigned classrooms (e.g., STEM, history, special ed)
- Review and implement regular routines, procedures, lesson plans, and curriculum objectives

**Substitute Teacher**, The Preschool of Arts, Madison, WI, USA 2022

- Literacy, mathematics, science, physical education, dramatic play, music, art, and tinkering

**Teaching Assistant**, Fine Arts Chinese School, Madison, WI, USA 2022

- Chinese Language Arts

**Teaching Assistant**, Doyle Elementary school, San Diego, CA, USA 2015

- Math, Reading, Writing

**Literacy Tutor**, Abraham Lincoln School No. 22, Rochester, NY, USA 2014

- English Language Arts

**ESL Tutor**, Children’s School of Rochester, Rochester, NY, USA 2013–2014

- Listening, Speaking, Reading, Writing

#### *Others*

**ESL Tutor**, Mary’s Place Outreach, Rochester, NY, USA 2013

- Listening, Speaking, Reading, Writing

**EFL Instructor**, Wall Street English, Beijing, China 2012

- Listening, Speaking, Reading, Writing

### **RESEARCH EXPERTISES**

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Integrated second language writing assessment, learning-oriented language assessment, second language reading and writing.

### **PUBLICATIONS**

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#### *Referred Research Journals*

**Wang, F.** (2021). Developing readers through extensive reading of authentic materials, *CATESOL Journal*, 32(1), 1-9.

**Wang, F.** (2020). Chinese international students’ cognitive processes and experiences with non-academic reading and writing in the United States. *The Reading Matrix*, 20(1), 127-142.

Plakans, L., Liao, J. T., & **Wang, F.** (2019). "I should summarize this whole paragraph": Shared processes of reading and writing in iterative integrated assessment tasks. *Assessing Writing*, 40, 14-26.

Plakans, L., Liao, J. T., & **Wang, F.** (2018). Integrated assessment research: Writing-into-reading. *Language Teaching*, 51(3), 430-434.

### ***Manuscripts in Submission/Revision***

**Wang, F.** Enhancing learning through students' self-assessment of source use in their skills integration tasks: Why did it not work?

**Wang, F.** A journey to source use in integrated skills assessment: insights from a writing workshop.

**Wang, F.** The impact of learning-oriented feedback on textual borrowing in second language writing.

### ***Manuscript in Preparation***

Wang, F. Direct quotation: The change of its types and purposes in a learning-oriented writing workshop.

### ***Research in Progress***

With Shin, J. Real-life reading-to-write tasks in university settings: Authentic demands on L2 students. (In the stage of data analysis)

### ***Book Review***

**Wang, F.** Argument-based Validation in Testing and Assessment. (Accepted and under revision).

## **PRESENTATIONS**

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### ***International Conferences***

**Wang, F.** "Learning-oriented language assessment: its effectiveness on the source use of integrated writing tasks among secondary school ELLs," (2021, November), Asian Association for Language Assessment, Virtual.

**Wang, F.** "The effectiveness of learning-oriented assessment on the source use of integrated writing tasks," (2021, March), American Association of Applied Linguistic Conference, Virtual.

**Wang, F.** "The effectiveness of learning-oriented assessment on integrated reading-to-write tasks in EAP settings," (2020, March), Language Assessment Research Conference, Provo, Utah (Conference canceled due to COVID-19).

Shin, J., & **Wang, F.** "Real-life reading-to-write tasks in university settings: Authentic demands on L2 students," (2019, November), Symposium on Second Language Writing, Tempe, Arizona.

**Wang, F.** "Chinese ELLs' reading and writing connections in online non-academic settings," (2019, March), TESOL International Convention & English Language Expo Doctoral Research Forum, Atlanta, Georgia.

**Wang, F.** "Enhancing reading comprehension through the use of extensive authentic reading," (2018, March), TESOL International Convention & English Language Expo, Chicago, Illinois.

**Wang, F.** “L2 learners’ reading and writing experiences outside of academia,” (2018, March), TESOL International Convention & English Language Expo, Chicago, Illinois.

Plakans, L., Liao, J., & **Wang, F.** “Ramping up integration: enhancing the iterative process in integrated skills tasks,” (2017, March), American Association of Applied Linguistic Conference, Portland, Oregon.

#### *National/Regional Conferences*

**Wang, F.** “Does learning-oriented feedback work? An investigation into its effectiveness on source use of integrated writing tasks among secondary school EFL writers,” (2022, April), The Fifth Conference on English as a Foreign Language Teaching and Assessment, Virtual.

**Wang, F.** “The effectiveness of learning-oriented assessment on the source use of integrated writing tasks,” (2020, October), East Coast Organization of Language Testers Conference, Virtual.

**Wang, F.** “Exploring instructions and test takers’ changes on the TOEFL iBT integrated writing task at a cram school in China,” (2018, October), East Coast Organization of Language Testers Conference, Princeton, New Jersey.

**Wang, F.** “Examining developmental measures and proficiency measures in the TOEFL iBT integrated writing task,” (2018, October), Midwest Association of Language Testers Conference, Madison, Wisconsin.

**Wang, F.** “Non-native ESL teachers’ classroom attitudes and behaviors,” (2015, April), California TESOL San Diego Regional Conference, San Diego, California.

## **TESTING AND RESEARCH EXPERIENCES**

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**VOLUNTEER JUDGE**, Crowdsourcing Language Assessment Project 2023-2024

- Conducted comparative judgements of texts from the International Corpus of Learner English

**ACCESS for ELLs Item Writer**, Center for Applied Linguistics 2023

- Attended a virtual item writer orientation session.
- Conducted research and developed outlines based on given assignments for a specified topic, grade level, and proficiency-level range.
- Met virtually with CAL staff reviewers to discuss folder outlines.
- Submitted initial drafts of items and revised initial drafts based on feedback.

**Scenario-based Assessment Rater**, Columbia University 2023

- Rated Written and Spoken Responses to a scenario-based assessment.

**ELPA21 Test Administration Contractor**, Iowa Department of Education 2019

- Helped with English language proficiency assessment for 21<sup>st</sup> century (ELPA21) administration.
- Reviewed manuals, documents, technical specifications, and learning modules.

**ELPA21 Test Administration Intern**, Iowa Department of Education 2018

- Created online training modules and PPT presentation on students with cognitive disabilities.
- Drafted technical reports on developing ELPA21 in an English as a foreign language context.
- Communicated with vendor and design team in the development of ELPA21.

- Participated in local area education agencies training and Our Kids for Teachers of English learners and Future Ready Learning Conferences.

**TOEIC Speaking and Writing Item Writing Intern**, Educational Testing Service 2017

- Wrote items for The Test of English for International Communication (TOEIC) speaking and writing tasks.

**Research Intern for Dr. Tara Fortune**, Center for Advanced Research on Language Acquisition 2017

- Analyzed Chinese as a L2 young learners' video-recordings during and post-reading data.
- Offered implications to instructors and assessment professionals about teaching and assessing reading among young Chinese language learners.

**Research Assistant for The English Language Bridge Program**, The University of Iowa 2016–2018

- Reviewed literature about the impact of value-added teacher preparations on student outcomes.
- Gathered course descriptions about bilingual education programs in the United States.

**Research Assistant with Dr. Lia Plakans**, The University of Iowa 2015–2017

- Identified cognitive processes when test-takers composed across different task types.
- Investigated if the constructs of writing-to-reading task affect ESL students' reading comprehension.
- Compared if the scores on writing-to-reading task are related to reading and writing tasks.
- Provided implications for classroom instruction and testing specialists.

## PROFESSIONAL AFFILIATIONS

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International Language Testing Association (ILTA)  
 Language Assessment Research Conference (LARC)  
 Midwest Association of Language Testers (MwALT)  
 East Coast Organization of Language Testers (ECOLT)  
 American Association for Applied Linguistics (AAAL)  
 American Council on the Teaching of Foreign Languages (ACTFL)  
 TESOL International Association

## SERVICE

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### *Journal Reviewer*

International Journal of Applied Linguistics (ad-hoc)	2023
Language Assessment Quarterly (ad-hoc)	2023
Studies in Applied Linguistics & TESOL	2021–Present
Journal of Language, Identify & Education (ad-hoc)	2020

### *Conference Reviewer*

TESOL (Language Assessment Strand)	2018, 2020, 2021
MwALT	2017–2020
MwALT Best Research Paper Award	2016–2020
AERA (SL Research Strand, Research in Reading and Literacy Strand)	2020
AAAL (Assessment and Evaluation Strand)	2020
AERA (Cognition and Assessment Strand, Large-Scale Assessment Strand, Classroom Assessment Strand, SL Research Strand, Qualitative Research Strand)	2019
AERA (Assessment/Outcomes Strand)	2017

*Reviewer (Others)*

Key Issues Facing Education in the 21 <sup>st</sup> Century from The National Center for Education Research	2023
Future PI Slack	2022
Pakistan Contest for High School and Early College Students' Best Job Seeking ePortfolios	2019
UI Graduate & Professional Student Government Research, Travel, and Service Grant	2019
Vietnam's Primary Foreign Language Teacher Competences	2019
University of Iowa 12 <sup>th</sup> Annual Spring Undergraduate Research Festival	2016

*Organizer*

MwALT Student Representative Lead	2018–2019
AAAL Conference Graduate Student Event Planning Sub-Committee Member	2017–2018
MwALT Conference Session Chair	2017–2018
Foreign Language and ESL Education Program Annual Picnic Celebration Organizer	2016
MwALT Student Representative	2015–2021
Iowa Culture and Language Conference Student Ambassador	2015
MwALT Conference Student Organizer	2015

*Panelist*

UI College of Education New Graduate Student Orientation	2016
UR School of Education New Graduate Student Orientation	2013

*Mentor*

The Social Scientist	2023–Present
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*Volunteer*

AAAL Conference	2018–2019
MITESOL Conference	2015
TESOL Conference & English Language Expo	2014

**SKILLS AND QUALIFICATIONS**


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Qualitative Analysis: MAXQDA; Excel  
 Statistical Software: R Studio; SAS; SPSS; GPower  
 Survey Tool Software: Qualtrics  
 Course Management Software: Canvas; Blackboard; Wiki  
 Languages: English (Professional); Chinese (Native); Spanish (Beginning)

**GRANTS & AWARDS***Teaching Awards*

Arizona State University Professor of Impact Award	2024
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*Research Grants*

UI Graduate College Research Grant Funding for the Arts, Humanities and Social Sciences (\$450)	2021
UI College of Education Graduate Student Research Award (\$2,000)	2017–2021
UI Graduate & Professional Student Government Research Grant (\$1,500)	2020

*Travel Grants*

UI Graduate Student Senate Travel Funds Award (\$750)	2019
UI Graduate & Professional Student Government Travel Grant (\$250)	2019
UI Stanley Student Travel Award for International Research (\$2,500)	2019

UI College of Education Audrey Qualls Travel Award (\$600)	2017–2018
UI College of Education Office of the Dean Graduate Student Travel Award (\$600)	2017–2018
UI Graduate & Professional Student Government Travel Grant (\$500)	2017
UI Foreign Language and ESL Education Program EL Bridge Project Travel Grant (\$2,000)	2017
<i>Scholarships/Fellowships</i>	
UI Graduate College Ballard Seashore Dissertation Fellowship (\$10,500)	2021
UI Graduate College Summer Fellowship (\$5,000)	2021
UI Graduate College Post-Comprehensive Research Fellowship (\$10,000)	2020
UI Graduate Diversity Fellowship (\$19,000)	2018–2019
UI College of Education PhD Student Fellowship (\$950)	2017
UR Warner School of Education Dean's Award for Graduate Study (\$5,400)	2013–2014

## REFERENCES

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Elaine Chen: Program Coordinator, Education  
 Institution: Arizona State University, Tempe, Arizona 85281  
 E-mail: [hchen335@asu.edu](mailto:hchen335@asu.edu)

Lia Plakans: Department Chair, Teaching & Learning; Professor, Multilingual Education  
 Address: N259 Lindquist Center, The University of Iowa, Iowa City, Iowa 52242  
 E-mail: [lia-plakans@uiowa.edu](mailto:lia-plakans@uiowa.edu)  
 Tel: 319-335-5565

Pamela Wesely: Associate Dean for Faculty and Academic Affairs; Professor, Multilingual Education;  
 Program Coordinator, World Language Teacher Education Program  
 Address: N201 Lindquist Center, The University of Iowa, Iowa City, Iowa 52242  
 E-mail: [pamela-wesely@uiowa.edu](mailto:pamela-wesely@uiowa.edu)  
 Tel: 319-335-5261

Carol Severino: Professor, Rhetoric; Director, Writing Center  
 Address: 168 English Philosophy Building, The University of Iowa, Iowa City, Iowa 52242  
 E-mail: [carol-severino@uiowa.edu](mailto:carol-severino@uiowa.edu)  
 Tel: 319-400-7177/319-335-0179