



Curriculum Vita Fall 2016

Instructor: Kay Hong-Nam, Ph.D., Associate Professor

Academic Department: Curriculum and Instruction

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EDUCATION

Ph.D. in Reading Education
University of North Texas, Denton, TX 2006

Graduate Certificate in TESOL (Teachers of English to Speakers of Other Languages)
University of North Texas, Denton, TX 2003

M.L.S. in Library and Information Science
Texas Woman's University, Denton, TX 1991

B.S. in Geography
Konkuk University, Seoul, Korea 1986

TEACHING EXPERIENCE

- | | |
|--------------|---|
| 2009-present | Associate Professor, Department of Curriculum and Instruction, Texas A & M University –Commerce, Commerce, TX |
| 2006-2009 | Assistant Professor of Reading, Department of Curriculum and Instruction, Northeastern State University, Broken Arrow, OK |
| 2005-2006 | Adjunct Instructor of Reading, Department of Teacher Education and Administration, University of North Texas, Denton, TX |

COURSES TAUGHT

- EDCI 517 - Reading and Learning in the Content Area
- EDCI 595 - Research Literature and Techniques
- EDCI 657 - Content Area Research
- ELED 438 - Social Studies in field-based settings
- ELED 443 - Field Based Classroom Management
- ELED 452 - Field Based Student Teaching
- RDG 370 - Reading & Literacy II

- RDG 380 - Comprehension and Vocabulary
- RDG 448 - Characteristics of ELLs
- RDG 512 - Foundation of Reading
- RDG 516 - Foundations of Reading
- RDG 540 - Reading in Content Areas
- RDG 562 - Critical Issues in Literacy Education
- RDG 667 - The Reading Process: Theories and Implications

PUBLICATIONS

Book Chapters (Refereed):

Hong-Nam, K., & Szabo, S. (In press). Investigating Korean university students' beliefs about language learning: Moving from an EFL context to an ESL context. In R. Johnson, S. Vasinda, & S. Szabo (Eds.), *Making a difference in our diverse communities*, Louisville. KY: Association of Literacy Educators and Researchers.

Hong-Nam, K. & Page, L. (2015). Metacognitive awareness of reading strategy use of Korean ESL university students. In S. Szabo, S. Vasinda, & R. Johnson (Eds.), *Bridging cultures of literacy* (pp.171-185). Louisville, KY: Association of Literacy Educators and Researchers.

Hong-Nam, K. & Szabo, S. (2014). Investigating attitudes of secondary preservice teachers regarding teaching content area literacy strategies (CALs) and their attitude differences by academic majors. In S. Szabo, L. Hass., & S. Vasinda (Eds.), *Exploring the world of literacy* (pp.149-157). Louisville, KY: Association of Literacy Educators and Researchers.

Hong-Nam, K., & Szabo, S. (2013). Korean university students' language learning strategy use: EFL vs. ESL contexts. In S. Szabo, L. Marin, T. Morrison, L. Hass, & L. Garza-Garcia. (Eds), *Literacy is transformative* (pp.333-353). Louisville, KY: Association of Literacy Educators and Researchers.

Hong-Nam, K., & Szabo, S. (2012). An investigation of changes in preservice teachers' attitudes and confidence level in teaching reading during a yearlong student teaching program. In Martin, L., Morrison, T., Boggs, M., & Szabo, S. (Eds), *The joy of teaching literacy* (pp. 111-122). Louisville, KY: Association of Literacy Educators and Researchers.

Hong-Nam, K. (2010). Differing beliefs about language learning: Korean vs. Korean-Chinese university students in an EFL context. In H. S. Nakamura (Ed.), *Education in Asia* (pp. 1-25). Hauppauge, NY: Nova Publishers.

Journals (refereed):

Hong-Nam, K., & Leavell, A. G. (2014). The Relationship amongst reported strategy use, Metacognitive awareness and reading achievement of high school students. *Reading Psychology*, 35(8), 762-790.

Hong-Nam, K., & Page, L. (2014). ELL high school students' metacognitive awareness of reading strategy use and reading proficiency. *TESL-EJ*, 18(1), 1-16.

Hong-Nam, K., & Page, L. (2014). Investigating metacognitive awareness and reading strategy use of EFL Korean university students. *Reading Psychology*. 35(3),

195-220.

Hong-Nam, K., & Swanson, M. (2011). K-8 preservice teachers' attitude, knowledge, and Confidence in application of content literacy strategies. *National Teacher Education Journal, 4*(4), 23-34.

Hong-Nam, K., & Leavell, A. G. (2011). Reading Strategy Instruction, Metacognitive Awareness, and Self-perception of Striving College Developmental Readers. *Journal of College Literacy and Learning, 37*, 3-17.

Hong-Nam, K., & Leavell, A. G. (2007). A comparative study of language learning strategy use in an EFL context: Monolingual Korean and bilingual Korean-Chinese university students. *Asia Pacific Education Review, 18*(1), 71-88.

Hong-Nam, K., & Leavell, A. G. (2007). Strategic reading awareness of college bilingual students in an EFL learning context. *Korea TESOL, 9*(1), 27-44.

Hong-Nam, K. (2006). Individual differences in use of language learning strategies: Bilingual versus monolingual college EFL students. *Journal of Applied Linguistics Association of Korea, 22*(1), 213-235.

Hong-Nam, K. (2006). A Comparison of monolingual and bilingual university students on belief about language learning in an EFL context. *Foreign Language Education, 13*(2), 359-379.

Hong-Nam, K. (2006). An investigation of language learning strategies of bilingual Korean-Chinese university students. *English Teaching, 61*(3), 45-58.

Hong-Nam, K., & Leavell, A. G. (2006). Language learning strategies of ESL students in an intensive English learning context. *System, 34*(3), 399-415.

Non-Refereed Journals:

Hong-Nam, K. (Fall, 2009). Direct vocabulary instruction for ELLs: A way to promote reading comprehension. *Blue Hills, 3*, 25-27.

Hong, K. (2005). A blossoming season of children's literature in Korea. Newsletter of the United States Board on Books for Young People (USBYP), Inc., 30(2).

Presentations:

Hong-Nam, K., & Szabo, S. Beliefs of inservice teachers about implementing content literacy strategies. 2016 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 3-6, 2016, Myrtle Beach, SC.

Hong-Nam, K., & Szabo, S. Investigating Korean university students' beliefs about language learning: ESL vs. EFL contents. 2015 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 5-8, 2015, Cosa Mesa, CA.

Hong-Nam, K., & Page, L. Investigating the metacognitive awareness of reading strategy use of Korean ESL university students. 2014 Association of Literacy Educators & Researcher (ALER) Conference, Oct. 30-Nov. 2, 2014, Delray Beach, FL.

Hong-Nam, K., & Szabo, S. Investigating attitudes of secondary preservice teachers

regarding teaching content literacy strategies and their confidence in application of the strategies. 2013 Association of Literacy Educators & Researcher (ALER) Conference, Oct. 31-Nov. 3, 2013, Dallas, TX.

Hong-Nam, K., & Page, L. Investigating metacognitive awareness and reading strategy use of Korean university students in an EFL context. 58th Annual International Reading Association (IRA), April 19-22, 2013, San Antonio, TX.

Hong-Nam, K., & Page, L. Metacognitive awareness and reading strategy use of EFL Korean students. 2013 TESOL International Convention & English Language Expo, March 20-23, 2013, Dallas, TX.

Hong-Nam, K., & Szabo, S. Language learning strategy use: A study of Korean university students enrolled in a university intensive English language program in Korean context. 2012 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 1-4, 2012, Grand Rapids, MI.

Hong-Nam, K., Szabo, S., & Boggs, M. Student teachers' perceptions about teaching content literacy strategies and their self-efficacy and challenges in implementing the strategies. 2011 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 3-6, 2011, Richmond, VA.

Hong-Nam, K., & Swanson, M. Teachers' attitudes toward teaching reading in content areas: Preservice vs. inservice teachers. 60th Annual National Reading Conference (NRC)/Literacy Research Association (LRA), Nov. 29-Dec. 05, 2010, Fort Worth, TX.

Hong-Nam, K., & Swanson, M. Preservice and inservice teachers' attitudes toward the application of content area reading. 2010 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 4-6, 2010, Omaha, NE

Hong-Nam, K., & Leavell, A. G. Investigating metacognitive awareness and reading strategy use of high school students. Annual 2010 Meeting American Educational Research Association (AERA), April 30-May 4, 2010, Denver, CO.

Hong-Nam, K., & Leavell, A. G. Reading in secondary school: Metacognitive awareness and reading strategy use of high school students. 55th IRA Annual 55th Annual Conference of International Reading Association (IRA), April 25-28, 2010. Chicago, IL.

Hong-Nam, K., & Swanson, M. Preservice teachers' attitudes toward teaching reading and confidence in application of literacy strategies in content areas. 59th Annual National Reading Conference (NRC), Dec. 2-5, 2009, Albuquerque, NM.

Hong-Nam, K., & Leavell, A. G. The Relationship amongst reported strategy use, metacognitive awareness and reading achievement of high school students. 59th Annual National Reading Conference (NRC). Dec. 2-5, 2009, Albuquerque, NM.

Hong-Nam, K., & Swanson, M. Effects of content area literacy course on preservice teachers' attitude, knowledge, and confidence. 2009 Association of Literacy Educators and Researchers (ALER) Conference, Nov. 5-8, 2009, Charlotte, NC.

- Hong-Nam, K., & Leavell, A. G.** Investigating metacognitive awareness and reading strategy use of high school students. 2009 Association of Literacy Educators and Researchers (ALER) Conference, Nov. 5-8, 2009, Charlotte, NC.
- Hong-Nam, K. & Leavell, A. G.** Investigating the metacognitive awareness and use of reading strategies of ESL high school students. 2008 College Reading Association (CRA). Nov. 6-9, 2008, Sarasota, FL.
- Hong-Nam, K., & Leavell, A. G.** Does explicit reading strategy instruction impact the metacognitive awareness and self-efficacy of freshman developmental readers? 53rd Annual Conference of International Reading Association (IRA), May 4-8, 2008, Atlanta, GA.
- Hong-Nam, K., & Leavell, A. G.** Strategic reading awareness of college students: Bilinguals vs. Monolinguals in an EFL Context. 2008 Annual American Education Research Association (AERA) Conference, March 24-28, 2008, New York City, NY.
- Leavell, A. G.. & **Hong-Nam, K.** The effect of reading strategy instruction on the metacognitive awareness and self-concept of freshman-level striving readers. 57th Annual National Reading Conference (NRC), Nov. 28-Dec. 01, 2007, Austin, TX.
- Hong-Nam, K.,** Leavell, A. G., Lui, A., & Gordon, J. S. Is it possible to increase the metacognitive and strategic knowledge of striving college readers? 51th Annual Meeting of College Reading Association (CRA), Nov. 1-4, 2007, Salt Lake City, Utah.
- Cowart, M., Leavell, A., Dam, P., & **Hong-Nam, K.** Beliefs about language and language learning: Implications for teachers of linguistically diverse learners. 5th Annual Hawaii International Conference on Education (HICE). January 6-9, 2007, Honolulu, Hawaii.
- Leavell, A. G., **Hong-Nam, K.,** Alshaboul, Y. M., & Gordon, J. S. One size may not fit all: An investigation of the differences in reading doctoral study for International ESL learners. 50th Annual Meeting of College Reading Association (CRA), Oct. 26-29, 2006 Pittsburgh, PA.
- Hong, K., & Leavell, A.** Language Learning Strategy use in an EFL context: Bilingual Korean-Chinese versus Monolingual Korean University Students. 2006 American Association for Applied Linguistics (AAAL): June 17-20, 2006, Montreal, Quebec, Canada.
- Hong, K., & Leavell, A. G.** Investigating biliterate EFL college students' metacognitive awareness of reading strategies. 51st Annual Conference of International Reading Association (IRA), April 30-May 4, 2006, Chicago, IL.
- Chou, C. T., Hansen, B., **Hong, K., & Sanchez, C.** Meeting the literacy needs of diverse learners. 51st Annual Conference of International Reading Association (IRA), April 30-May 4, 2006, Chicago, IL.
- Hong, K., & Leavell, A.** Beliefs about language learning and learning strategy use in an EFL context: Monolinguals versus bilinguals. Annual 2006 Meeting American Educational Research Association (AERA), April 8-10, 2006, San Francisco, CA.
- Hong, K., & Leavell, A. G.** Strategic reading awareness of bilingual EFL readers.

40th Teachers of English to Speakers of Other Languages (TESOL), March 15-19, 2006, Tampa, FL.

Hong, K., & Leavell, A. G. Language learning strategies and beliefs: Bilingual Korean-Chinese versus monolingual Korean university students. 35th Annual National Association for Bilingual Education (NABE), January 18-21, 2006, Phoenix, AZ.

Hong, K., & Leavell, A. G. Metacognitive awareness of reading strategies of college bilingual readers in an EFL learning context. 35th Annual National Association for Bilingual Education (NABE), January 18-21, 2006, Phoenix, AZ.

Leavell, A., **Hong, K.**, Tapinta, P., Liu, A., & Cowart, M. Planning for success: Understanding and meeting the needs of international ESL graduate students at an American university. 4th Annual Hawaii International Conference on Education (HICE). January 6-9, 2006, Honolulu, Hawaii.

Hong, K., & Leavell, A. G. Strategic reading awareness of college bilingual students in an EFL learning context. 49th Annual Meeting of College Reading Association (CRA), Nov. 3-5, 2005, Savannah, GA.

Hong, K., & Leavell, A. G. An investigation of language learning strategy of college ESL students. 49th Annual Meeting of College Reading Association (CRA), Nov. 3-5, 2005, Savannah, GA.

Regional/State/Local (Peer-Reviewed Proposals):

Hong, K., & Leavell, A. The effects of intensive English program on ESL learner's beliefs and strategy use. 41st Texas Council of Teachers of English of Language Arts (TCTELA), January 20-21, 2006, Houston, TX.

Hong, K., & Leavell, A. G. ESL Learners' Beliefs about language learning and strategy use. Annual TextESOL (Texas State TESOL), Nov. 4-5, 2005, Richardson, TX.

Hong, K., & Leavell, A. G. Language learning strategy use of ESL students. 40th Annual Convention of Texas Council of Teachers of English Language Arts (TCTELA), Jan. 20-21, 2005, San Antonio, TX.

Hong, K. Language learning strategies of college ESL students. 25th Annual TextESOL V Conference, Oct. 2, 2004, Hurst, TX.

Invited Presentations:

Leavell, A. G., & **Hong-Nam, K.** From Mastery to Meaning: 5 Ingredients for Effective English Language Instruction. Konkuk University, Seoul, Korea, May 13, 2009.

Hong-Nam, K. Best practices for ESL: Overview of the Sheltered Instruction Observation Protocol (SIOP) Model. ESL Workshop Series. Center for ESL Education. December. 6, 2008, Northeastern State University, Broken Arrow, OK.

GRANTS/FUNDS

Grants

- 2012 Service Grant for Center Professional Development and Technology: Field-Based Intern course. Center for International Education and Business (CIEB), Dallas, TX., \$200.
- 2011 Travel Grant for Faculty of College of Education and Human Services, Texas A & M University-Commerce, Commerce, TX. \$500.
- 2011 Service Grant for Center Professional Development and Technology: Field-Based Intern course. Center for International Education and Business (CIEB), Dallas, TX., \$200.
- 2010 Service Grant for Center Professional Development and Technology: Field-Based Intern course. Center for International Education and Business (CIEB), Dallas, TX., \$200.
- 2008 Investigator for research on reading strategy use of underprepared college freshman. Faculty Development Committee Funds, Northeastern State University, Broken Arrow, OK., \$650, 2008.
- 2008 Principle Investigator for research on metacognitive awareness and reading Strategy use of high school students. Faculty Research Committee Funds, Northeastern State University, Broken Arrow, OK., \$2,526.
- 2008 Project Administrator for Promoting ESL literacy thru Reading Clinics. ESL Research Grant, US School Consulting Group, Dallas, TX., \$5,000.

External Funds

- 2012 Konkuk Global Frontier Program at Commerce, Konkuk University, Seoul, Korea, \$3.5 million
- 2011 Konkuk Global Frontier Program at Commerce, Konkuk University, Seoul, Korea, \$77,000.

External Contracts

- 2009-2010 Project Administrator for Intensive TEFL Certificate Program for English Inservice Teachers in Korea. Contracted with Gyeonggi-Do Provincial Office of Education, Gyeonggi-Do, Korea, \$88,000.