

YouJin Kim

Associate Professor
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EDUCATION

Ph.D., Applied Linguistics Northern Arizona University, Flagstaff, Arizona Dissertation: <i>The Effect of Task Complexity and Pair Grouping on Learning Opportunities and L2 Development</i>	May 2009
M.A., TESOL Southern Illinois University, Carbondale, Illinois Thesis: <i>Perceptions of American Slang: A Comparison of Native and Non-Native English Speaking University Students.</i>	Aug. 2004
B.A. English Education (Summa Cum Laude) (Double Major: B.A. Chinese Language and Literature) Wonkwang University, Iksan, South Korea	Aug. 2001
Secondary School English Teacher Certificate Korean Ministry of Education, South Korea	Aug. 2001

AREAS OF SPECIALIZATION

Second Language Acquisition, Second Language Pedagogy, Task-Based Language Teaching, Language Assessment, Second Language Materials Development

PROFESSIONAL CREDENTIALS

Georgia State University (GSU)

<i>Associate Professor, Director of Graduate Studies</i>	Fall 2015 – Present
<i>Assistant Professor, Department of Applied Linguistics and ESL</i>	Fall 2009 – Spring 2015

Graduate courses taught:

AL 8250 Second Language Acquisition (MA)
 AL 8550 Second Language Evaluation and Assessment (MA)
 AL 8460 English Grammar for ESL/EFL Teachers (MA)
 AL 8270 Selected Topics in Applied Linguistics: Task-Based Language Teaching (MA)
 AL 8980 Current Issues in Second Language Acquisition (PhD)

Undergraduate courses taught:

AL 4131/FORN 4131 Bilingualism
 AL 3041/FORN 3041 Second Language Acquisition

GSU Global TESOL Program Instructor, Guangzhou University, China Summer 2014

Course taught:
Instructed Second Language Acquisition

Program coordinator, GSU-Sookmyung MA Program in TESOL Spring 2014 – Present

Northern Arizona University

Assessment Coordinator, Program in Intensive English (PIE) Spring 2009

Instructor, Department of English Summer 2006, 2007, 2008

Graduate courses taught in the TESL/Applied Linguistics Program:
ENG 528 Grammatical foundations
ENG 548 Fundamentals of Second Language Teaching
(taught as an Interactive Television Course – ITV)

Teacher Mentor, Program in Intensive English Fall 2007– Spring 2008

Supervised PIE teachers (instruction and assessment)

ESL Materials Designer, Program in Intensive English Summer 2005, Spring 2008

Materials Developer for Grammar Instruction
Materials Developer for Reading Skills

Teaching Assistant, Department of English Fall 2006, Fall 2008

Undergraduate course taught in the TESL/Applied Linguistics Program:
ENG 308 Introduction to Linguistics

ESL Instructor, Program in Intensive English Spring 2007– Fall 2007

ESL courses taught at PIE:
Introduction to the TOEFL and Grammar
Advanced TOEFL Lab
Advanced TOEFL and Grammar
Intermediate Reading

Composition Instructor, Department of English Fall 2004 – Spring 2006

Course taught:
ENG 105 Critical Reading and Writing in the Academic Community

Writing Consultant, University Writing Center Fall 2004 – Spring 2006

Southern Illinois University, Carbondale

Writing Consultant, University Writing Center Summer 2004

ESL Composition Instructor, Department of Linguistics

Courses taught:

LING 290 Advanced English Composition
LING 101 English Composition I for ESL StudentsSummer 2004
Spring 2004, Fall 2003***Teaching Assistant, Department of Linguistics***

Courses taught:

LING 302I Language, Gender and Power
LING 200 Language, Society and the MindSpring 2004
Fall 2003***Research Assistant, Department of Curriculum & Instruction***

Fall 2002 – Spring 2003

Interviewed K-12 teachers; transcribed and analyzed the data
Conducted library research**Wonkwang University, South Korea*****Instructor, Department of English Education***

Courses taught:

Freshman Conversational English class (4 sections)

Spring 2008

Wonkwang Girl's Middle School, South Korea***English Instructor***

Course taught:

Advanced Integrated English Skills

Summer 2010, 2008, 2007
Fall 2012**Yantai Normal University, China*****Teaching Assistant, Korean Language Department***

Spring 2000 – Fall 2000

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**Grants**Research Incentive Fund (RIF) Grant [CO-PI], Zayed University,
Abu Dhabi, U.A.E [\$14,000]

Dec, 2015

Research on the Challenges of Acquiring Language & Literacy (RCALL)
Supply and equipment funds, Georgia State University [\$3,600]

May, 2015

Language Learning Small Grant Program [PI]
Structural Priming, Working Memory, and L2 Development:
Comparing FTF Interaction and SCMC [\$10,000]

April, 2015

The Center for Urban Language Teaching and Research (CULTR)
Research Grant, The Role of Task Complexity in Promoting Foreign
Language Learning. [\$22,451]

January, 2015

Developing External Educational Partnerships (DEEP) grant [PI], Georgia State University "Global English Teacher Education through Sookmyong and GSU Programs" [\$6,400]	November, 2013
Asian Studies Faculty Professional Support Grants 2013-14 [PI], Asian Studies Center, Georgia State University "Examining the Effects of Study Abroad on Language Learning using Process and Product-Oriented Approaches" [\$800]	November, 2013
The National Academy of Education/Spencer Postdoctoral Fellowship [PI], "Short-Term Study Abroad Experience in Language Education: A Comparative Study of Heritage and Non-Heritage Speakers"	Submitted/not awarded
Mentor-Mentee Research grant [PI], Faculty Mentored Research Program, Georgia State University "Short-Term Study Abroad Experience in Language Education: A Comparative Study of Heritage and Non-Heritage Speakers" [\$25,000]	July, 2013
TOEFL COE Research Grant [Co-PI], Educational Testing Service (ETS) (with Scott Crossley) "The Role of Working Memory, Lexical Properties, and Cohesive Devices in Text Integration and Human Ratings of Speaking Proficiency" [\$100,000]	Jun. 2013
Research on the Challenges of Acquiring Language & Literacy (RCALL) Supply and equipment funds, Georgia State University [\$1,900]	May, 2013
International Strategic Initiatives (ISI) Seed Grant [Co-PI], Georgia State University (with Fernando Reati, Kim Reimann and Angelo Restivo) "Korean Language and Korean Studies Program Development" [\$10,400]	July, 2012
Research on the Challenges of Acquiring Language & Literacy (RCALL) Supply and Equipment Funds, Georgia State University [\$3,100]	May, 2012
Research on the Challenges of Acquiring Language & Literacy (RCALL) Seed Grant [PI], Georgia State University, (with Kim McDonough) "Using communicative tasks to improve L2 learners' comprehension and production of grammatical structures in English" [\$16, 659]	Jun. 2011
Research on the Challenges of Acquiring Language & Literacy (RCALL) Supply and Equipment Funds, Georgia State University [\$7,300]	May, 2011
Georgia State University conference support grant [\$3,000] (with Viviana Cortes, Eric Friginal) "American Association for Corpus Linguistics Conference, October 2011"	Oct, 2010
Research on the Challenges of Acquiring Language & Literacy (RCALL) Supply and Equipment Funds, Georgia State University [\$6,000]	May, 2010
Cleon F. Arrington Research Initiation Grant, Georgia State University [\$10,000] "The Role of Task Complexity and Working Memory on the Noticing of Recasts and Second Language Development"	Mar. 2010
Ruth Crymes TESOL Fellowship for Graduate Study [\$1,500]	Dec. 2008
<i>Language Learning</i> Dissertation Grant [\$2,000]	Mar. 2008

Annual Student Travel Grants, Northern Arizona University,
Flagstaff, Arizona 2004 – 2008

Student Travel Grant, Awarded by Second Language Research Forum (SLRF)
Urbana-Champaign, Illinois. Awarded to the four students with the
highest-rated abstracts. Oct. 2007

Awards

Best article of the year for 2014 (awarded in May 2016) by the International Language Testing Association
[ILTA]

Crossley, S. A., Clevinger, A., & Kim, Y. (2014). The role of lexical properties and cohesive devices in text
integration and their effect on human ratings of speaking proficiency. *Language Assessment
Quarterly*, 11, 250-270.

Outstanding Junior Faculty Award April, 2015
College of Arts and Sciences, Georgia State University

Dean's Early Career Award Nov. 2012
College of Arts and Sciences, Georgia State University

Travel Award for Minority Faculty Members, Georgia State University [\$800] Nov. 2011, Mar. 2012

Cheryl Walsh Professional Growth Award. Awarded by Arizona TESOL Mar. 2007
Awarded to the three students with outstanding research/teaching profile

Summa Cum Laude, Wonkwang University, South Korea Aug. 2001

Academic Excellence Scholarship Award, Wonkwang University, Mar. 1997 – Aug. 2001
South Korea

Study Abroad Program Scholarship for China (Exchange Year), Feb. 2000 – Jan. 2001
Yantai Normal University, Yantai, Shandong Province, China

Study Abroad Program Scholarship for New Zealand, Jan. 1998 – Feb. 1998
Unitec Institute of Technology, Auckland, New Zealand

Publications

(Note: ** denotes work with students.)

Book

Taguchi, N., & Kim, Y. (Eds.) (under contract). *Task-based approaches to teaching and assessing
pragmatics*. Amsterdam: John Benjamins.

Keck, C., & Kim, Y. (2014). *Pedagogical grammar*. Amsterdam: John Benjamins.

Refereed Journal Articles

Payant, C., & Ki, Y. (forthcoming). Impact of task modality on collaborative dialogue and language
development: A classroom-based study. *Journal of Bilingual Education and Bilingualism*

- **Jung, Y., Kim, Y., & Murphy, J. (forthcoming). Task repetition in learning patterns of word stress through auditory priming tasks. *Studies in Second Language Acquisition*.
- **Kim, Y., & Payant, C. (in press, 2016). Impacts of task complexity on the development of L2 performance over time. *International Review of Applied Linguistics in Language Teaching*.
- Kim, Y., & McDonough, K. (in press, 2016). Prime Repetition and Korean EFL Learners' Comprehension and Production of Passives. *International Review of Applied Linguistics in Language Teaching*.
- **Kim, Y., Tracy-Ventura, N., & Jung, Y. (2016). A measure of proficiency or short-term memory? Validation of an elicited imitation test for SLA research, *Modern Language Journal*, 100, 655-673.
- Plonsky, L., & Kim, Y. (2016). Task-based learner production: A substantive and methodological review. *Annual Review of Applied Linguistics*. 36, 73-97.
- Kim, Y., & Taguchi, N. (2016). Learner-learner interaction during collaborative pragmatic tasks: The role of cognitive and pragmatic task demands. *Foreign Language Annals*, 49, 42-57.
- Taguchi, N., & Kim, Y. (2016). Collaborative dialogue in learning pragmatics: Pragmatic-related episodes as an opportunity for learning request-making. *Applied Linguistics*. 37, 416-437.
- Payant, C., & Kim, Y. (2015). Language mediation in an L3 classroom: The role of task modalities and task types. *Foreign Language Annals*, 48, 706-729.
- Kim, Y., & Taguchi, N. (2015). Promoting task-based pragmatics instruction in EFL classroom contexts: The role of task complexity. *Modern Language Journal*, 99, 656-677.
- **Kyle, K., Crossley, S.A., & Kim, Y. (2015). Native language identification and writing proficiency. *International Journal of Learner Corpus Research*, 1, 187-209.
- **Kim, Y., Payant, C., & Pearson, P. (2015). The intersection of task-based interaction, task complexity, and working memory: L2 question development through recasts in a laboratory setting. *Studies in Second Language Acquisition*. 37, 549 – 581.
- **Crossley, S. A., Clevinger, A., & Kim, Y. (2014). The role of lexical properties and cohesive devices in text integration and their effect on human ratings of speaking proficiency. *Language Assessment Quarterly*, 11, 250-270.
- **Polat, B., & Kim, Y. (2014). Dynamics of complexity and accuracy: A longitudinal case study of advanced untutored development. *Applied Linguistics*, 35, 184-207.
- Kim, Y., & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? *System*, 41, 829-840.
- **Junqueira, L., & Kim, Y. (2013). Exploring the relationship between training, beliefs and teachers' corrective feedback practices: A case study of a novice and an experienced ESL teacher. *Canadian Modern Language Review*, 61, 181-206.
- Kim, Y. (2013). Effects of pretask modelling on attention to form and question development. *TESOL Quarterly*, 47, 8-35.
- Kim, Y. (2012). Task complexity, learning opportunities and Korean EFL learners' question development. *Studies in Second Language Acquisition*, 34, 627-658.
- Kim, Y. (2012). Implementing ability grouping in EFL contexts: Perceptions of teachers and students.

Language Teaching Research, 16, 289-315.

- Kim, Y. (2011). The role of task-induced involvement and learner proficiency in L2 vocabulary acquisition. *Language Learning*, 61, 100-140. (*Special issue on Task-Based Language Teaching in the Best of Language Learning Series*)
- Kim, Y., & McDonough, K. (2011). Using pre-task modeling to encourage collaborative learning opportunities. *Language Teaching Research*, 15, 1-17.
- Kim, Y. (2009). Korean lexical bundles in conversations and academic texts. *Corpora*, 4, 135-165.
- Kim, Y. (2009). The effects of task complexity on learner-learner interaction. *System*, 37, 254-268.
- McDonough, K., & Kim, Y. (2009). Syntactic priming, type frequency, and EFL learners' production of *wh*-questions. *Modern Language Journal*, 93, 386-398.
- Kim, Y. (2008). The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *Modern Language Journal*, 92, 114-130.
- Kim, Y. (2008). The role of task-induced involvement and learner proficiency in L2 vocabulary acquisition. *Language Learning*, 58, 285-325.
- Kim, Y., & McDonough, K. (2008). The effect of interlocutor proficiency on the collaborative dialogue between Korean as a second language learners. *Language Teaching Research*, 12, 211-234.
- Kim, Y., & McDonough, K. (2008). Learners' production of passives during syntactic priming activities. *Applied Linguistics*, 29, 149-154.

Journal Articles Under Review

- Crossley, S. A., Kim, Y., Lester, T., & Clark, S. (revised/resubmitted). A hand-tracking approach to Understanding passive processing L1 and L2 speakers of English. *Journal of Psycholinguistic Research*.
- Kim, Y., Lee, H., & Choi, B. (under review). Short-Term Study Abroad Experience in Language Education: A Comparative study of heritage and non-heritage speakers. *The Modern Language Journal*.
- Jung, Y., Kim, Y., & Murphy, J. (under review). Promoting the development of relative clauses through interactive alignment: The role of task repetition. *Applied Psycholinguistics*.
- Kim, M., Lee, H. & Kim, Y. (under review). Learning of Korean honorifics through collaborative tasks: Comparing heritage and non-heritage learners. *Heritage Language Journal*.
- Payant, C., & Kim, Y. (under review). Impact of task modality on collaborative dialogue among plurilingual learners: A classroom-based study. *International Journal of Bilingual Education and Bilingualism*

Refereed Book Chapters

- Kim, Y. (forthcoming). Cognitive-interactionist approaches to L2 instruction. In S. Loewen, & M. Sato (Eds.). *The Routledge Handbook of Instructed Second Language Acquisition*. Routledge: New York.
- McDonough, K., & Kim, Y. (in press). Working Memory and L2 English Speakers' Primed and Subsequent Production of Passives. In G. Granena, D. Jackson, & Y. Yilmaz (Eds.), *Cognitive Individual Differences in L2 Processing and Acquisition*
- Baralt, M., Gurzynski-Weiss, L., & Kim, Y. (2016). The effects of task type and classroom

environment on learners' engagement with the language. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda* (pp. 209-239). Philadelphia, PA: John Benjamins.

Kim, Y. (2015). The role of tasks as vehicles for learning in classroom interaction. In N. Markee (Ed.), *Handbook of classroom discourse and interaction* (pp. 163-181). Malden, MA: Wiley- Blackwell.

**Kim, Y., & Payant, C. (2014). A pedagogical proposal for task sequencing: An exploration of task repetition and task complexity on learning opportunities. In M. Baralt, R. Gilabert & P. Robinson (Eds.), *Task sequencing and instructed second language learning* (pp. 151-177). New York: Bloomsbury Academic.

Kim, Y. (2013). Promoting attention to form through task repetition in a Korean EFL context. In K. McDonough & A. Mackey (Eds.), *Second language interaction in diverse educational settings* (pp. 3-24). Philadelphia, PA: John Benjamins.

Kim, Y., & Tracy-Ventura, N. (2011). Task complexity, language anxiety and the development of past tense. In P. Robinson (Ed.), *Task complexity: Researching the Cognition Hypothesis of language learning and performance* (pp. 287-306). Philadelphia, PA: John Benjamins.

Biber, D., Kim, Y., & Tracy-Ventura, N. (2009). A corpus-driven approach to comparative phraseology: Lexical bundles in English, Spanish, and Korean. In S. Iwasaki (Ed.), *Japanese /Korean Linguistics 17* (pp. 75-94). Stanford, CA: The Center for the Study of Language and Information (CSLI).

Refereed Encyclopedia Articles

Kim, Y. (forthcoming). Modified input and modified output. TESOL Encyclopedia of English Language Teaching.

Kim, Y., Chiesa, D. (forthcoming). Task development: Collaborative writing. TESOL Encyclopedia of English Language Teaching.

Refereed Conference Proceedings

Crossley, S. A., Kim, Y., Lester, T., & Clark, S. (2015). Embodied cognition and passive processing: What hand-tracking tells us about syntactic processing in L1 and L2 speakers of English. *Proceedings of the 37th Annual Cognitive Science Society Meeting*.

Kim, Y. (2013). The role of task complexity in vocabulary learning in a Korean EFL context. *Proceedings of the Korean Association of Teachers of English Conference* (pp. 109-112). Seoul: Hankuk University of Foreign Studies

Book Reviews

Kim, Y. (2008). [Review of *Do not leave your language alone: The hidden status agendas within corpus planning in language policy*]. *Studies in Second Language Acquisition*. 30, 97-120.

Kim, Y. (2007). [Review of *Using corpora in discourse analysis*]. *Applied Linguistics*. 28, 327- 330.

Kim, Y. (2006). [Review of *Teaching and learning vocabulary: Bringing research to Practice*]. *Reading in Foreign Language*. 18(1), 85-88.

Newsletter Articles

Kim, Y. (2007). Tides of Change: There is something special about TESOL. *AZ-TESOL Newsletter*. 28(2),

9-10.

Kim, Y. (2004). Creating fresh ideas for stale topics. *TESOL E-Newsletter*. 17(2).

Presentations

(Note: ** denotes work with students.)

Invited Presentations

- Baralt, M., Gurzynski-Weiss, L., & Kim, Y. (2015, March). Moving beyond LREs: Operationalizing a tridimensional construct of learners' engagement with the language. In M. Sato, & Ballinger, S. (Organizers), *Understanding peer interaction: research directions and pedagogical implications*. Colloquium presented at the American Association of Applied Linguistics (AAAL), Toronto, Canada.
- Kim, Y. & Payant, C. (2014, August). Pedagogical proposal for task sequencing: An exploration of task repetition and task complexity on learning opportunities. In P. Robinson, M. Baralt, & Roger, G. (Organizers), *Psycholinguistic rationales for task sequencing in instructional design*. Colloquium presented at the Association Internationale de Linguistique Appliquée (AILA), Brisbane, Australia.
- Kim, Y. (2014, June). Task complexity, task repetition, and second language learning opportunities. Invited plenary talk presented at the graduate student research forum at Sookmyung TESOL Program, Sookmyung Women's University, Seoul, Korea.
- Kim, Y. (2013, May). Teaching a second language using a task-based approach. Invited talk presented at the fifth annual graduate research seminar and conference in ELT and Applied Linguistics, Yeditepe University, Istanbul, Turkey.
- Kim, Y. (2013, May). The role of task repetition in second language performance development. Invited talk presented at the fifth annual graduate research seminar and conference in ELT and Applied Linguistics, Yeditepe University, Istanbul, Turkey.
- Kim, Y. (2013, May). Syntactic priming and second language learning. Invited talk presented at the fifth annual graduate research seminar and conference in ELT and Applied Linguistics, Yeditepe University, Istanbul, Turkey.
- Kim, Y. (2013, May). Task complexity, working memory and second language development. Invited talk presented at the fifth annual graduate research seminar and conference in ELT and Applied Linguistics, Yeditepe University, Istanbul, Turkey.
- Kim, Y. (2013, May). Task-based instruction in foreign language contexts: Promoting interaction-riven language learning. Plenary talk presented at the fifth annual graduate research seminar and conference in ELT and Applied Linguistics, Yeditepe University, Istanbul, Turkey.
- Kim, Y. (2013, March). Investigating learners' cognitive processes by using stimulated recall methodology in task-based research. In Révész, A., & Gilabert, R. (Organizers) *Methodological advances in TBLT research: measurement of task demands and processes*. Colloquium presented at the annual meeting of American Association of Applied Linguistics (AAAL), Dallas, Texas.
- Kim, Y. (2011, November). Classroom-based TBLT research: Challenges and future directions. In L. Ortega (Organizer), *Advances in TBLT research*. Colloquium presented at the 4th Biennial International Conference on Task-Based Language Teaching, University of Auckland, Auckland, New Zealand.
- Kim, Y. (2008, October). Task complexity and second language vocabulary development in EFL

task-based instruction. In H. Vellenga (Organizer), *Instructed SLA in foreign language contexts: Issues, innovations and implications*. Colloquium presented at the Second Language Research Forum (SLRF), University of Hawai'i, Honolulu, Hawaii.

Kim, Y. (2006, February). The effect of interlocutor proficiency on learner-generated focus on form. In. K. McDonough (Organizer), *Learner-generated attention to form across L2 context*. Symposium conducted at the 2006 SLAT Roundtable, University of Arizona, Tucson, Arizona.

Refereed Presentations

Kim, Y., Choi, B., Kang, S., Yun, H., & Kim, B. (September, 2016). The effects of written corrective feedback during collaborative writing: Learning outcomes and students' perceptions. Paper to be presented at Second Language Research Forum. Teachers College, Columbia University, New York.

Kim, Y., Choi, B., Kang, S., Yun, H., & Kim, B. (June, 2016). Developing task-supported syllabi for Korean as a foreign language learners: Benefits and challenges. Workshop presented at the annual meeting of American Association of Teachers of Korean (AATK), Emory University, Atlanta.

** Jung, Y., Kim, Y., Lee, H., Cathey, R., & Whiddon, J. (2016, July). Examining the relationship between learner engagement and perceptions of oral CMC in the foreign language classroom. Paper presented at the Korean Associate of Teachers of English (KATE), Seoul, Korea.

** Jung, Y., Kim, Y., Lee, H., Cathey, R., & Whiddon, J. (2016, April). Investigating learners' perceptions of oral CMC in the foreign language classroom. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, Florida.

**Lee, H., Kim, Y., & Choi, B. (2016, April). Language learning, social belonging, and identities in study abroad context: The case of generation 1.5 Korean American immigrants. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, Florida.

**Kim, M., Lee, H., & Kim, Y. (2016, April). Effects of collaborative tasks on learning of Korean pragmatics: Comparing heritage and foreign language students. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Orlando, Florida.

**Kim, M., Lee, H., & Kim, Y. (2015, October). Learning of Korean honorifics through collaborative tasks: Comparing heritage and non-heritage speakers. Paper presented at the annual meeting of the Second Language Research Forum, Georgia State University, Atlanta, GA.

** Jung, Y., & Kim, Y., & Murphy, J. (2015, October). The role of task repetition in learning English stress patterns through auditory priming tasks. In L. Gurzynski-Weiss, Long, A., & Solon, M. (Organizers), *TBLT and L2 pronunciation: Do the benefits of tasks extent beyond grammar and lexis?* Colloquium presented at the International Conference on Task-based Language Teaching Conference, University of Leuven, Leuven, Belgium.

Kim, Y., & Taguchi, N. (2015, March). The role of task complexity in developing EFL learners' request-making. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Toronto, Canada.

** Jung, Y., Kim, Y., & Murphy, J. (2015, March). The role of task repetition in auditory and structural priming effects. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Toronto, Canada.

Kim, Y., Lee H., Choi, B., & Yoon, K. (2014, October). The effects of short-term study abroad on Korean language learning: Comparing heritage and non-heritage speakers. Paper presented at the annual meeting of the Second Language Research Forum, University of South Carolina, Columbia, SC.

- Kim, Y., & Taguchi, N. (2014, July). Promoting task-based pragmatics instruction in EFL classroom contexts: The role of task complexity. Paper presented at the Korean Associate of Teachers of English (KATE), Seoul, Korea.
- Kim, Y., Lee, H., Choi, B., & Yoon, K. (2014, June). The effects of short-term study abroad experience on Korean language learning: A longitudinal study. Paper presented at the annual meeting of the American Association of Teachers of Korean, Boston University, Boston, Massachusetts.
- Baralt, M., Gurzynski-Weiss, L., & Kim, Y. (2014, March). The effects of task type and classroom environment on learners' engagement with the language. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Portland, Oregon.
- **Crossley, S., Lester, T., Clark, S., & Kim, Y. (2014, March). Embodied cognition and passive processing: What hand-tracking tells us about syntactic processing. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Portland, Oregon.
- Kim, Y., & McDonough, K. (2014, March). The role of lag manipulation and working memory on the persistence of structural priming effects. Paper presented at the annual meeting of Georgetown University Round Table, Georgetown University, Washington D.C.
- Kim, Y., & Tracy-Ventura, N. (2013, October). The effects of task repetition on task performance development over time. Paper presented at the 5th Biennial International Conference on Task-Based Language Teaching, University of Alberta, Edmonton, Canada.
- Kim, Y. (2013, July). The role of task complexity in vocabulary learning in a Korean EFL context. Paper presented at the Korean Associate of Teachers of English (KATE), Seoul, Korea.
- **Kim, Y., Payant, C., & Pearson, P. (2012, March). Task complexity, working memory, and noticing of recasts. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Boston, Massachusetts.
- **Kim, Y., & Payant, C. (2012, March). Task complexity, task repetition, and second language learning. Paper presented at the TESOL convention, Philadelphia, Pennsylvania.
- **Kim, Y., Payant, C., & Pearson, P. (2011, October). Task complexity, working memory, and ESL question development. Paper presented at Second Language Research Forum (SLRF), Iowa State University, Ames, Iowa.
- **Polat, B., & Kim, Y. (2011, October). Dynamics of complexity and accuracy: A longitudinal case study of untutored development. Paper presented at Second Language Research Forum (SLRF), Iowa State University, Ames, Iowa.
- Kim, Y., Tracy-Ventura, N., & Han, Y. (2011, September). Task repetition, learner-learner interaction, and the development of L2 oral Performance. Paper presented at EuroSLA, Stockholm, Sweden.
- Kim, Y., & McDonough, K. (2011, June). Syntactic priming and Korean EFL learners' subsequent production of passives. Paper presented at the International Symposium on Bilingualism 8, Oslo, Norway.
- Kim, Y., & McDonough, K. (2011, March). Comprehension and production priming of passives in L2 English. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Chicago, Illinois.
- Kim, Y., & Chon, Y. (2011, March). One size does not fit all: Designing context-specific task -based syllabi. Paper presented at the TESOL convention, New Orleans, Louisiana.
- Kim, Y., & Chon, Y. (2011, March). Pretask modelling and learners' performance during planning time. Paper

presented at the TESOL convention, New Orleans, Louisiana.

Trebing, D., & Kim, Y. (2011, March). How to establish intercultural training programs. Paper presented at the TESOL convention, New Orleans, Louisiana.

**Kim, Y., & Payant, C. (2010, October). Impacts of task complexity on the development of L2 performance. Paper presented at Second Language Research Forum (SLRF), University of Maryland, College Park, Maryland.

Kim, Y. (2010, March). Effects of pretask modelling on learners' attention to form during task planning time and on question development. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Atlanta, Georgia.

Kim, Y. (2009, October). Task complexity, L2 proficiency, and the emergence of simple past tense. Paper presented at Second Language Research Forum (SLRF), Michigan State University, Lansing, Michigan.

Kim, Y. (2009, September). ESP in Korea: Teaching English to English teachers. In E. Friginal (Organizer), *Designing innovative ESP/EAP courses in higher education: A panel discussion*. Panel discussion presented at the SETESOL, Atlanta, Georgia.

Kim, Y. (2009, March). The role of task complexity in question development in EFL task-based language teaching contexts. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Denver, Colorado.

Kim, Y. (2009, March). Teaching grammar communicatively through task-based language instruction. Paper presented at the TESOL annual convention, Denver, Colorado.

Kim, Y. (2007, October). Assessing paired oral task performance by L2 learners. Paper presented at the Second Language Research Forum (SLRF), University of Illinois Urbana-Champaign, Urbana-Champaign, Illinois.

Kim, Y. (2007, September). The effect of task complexity on learner-learner interaction. Paper presented at the International Conference on Task Based Language Teaching, University of Hawaii, Honolulu, Hawaii.

Kim, Y. (2007, May). Task-based interaction among ESL Learners. Paper presented at the AZ TESOL regional conference, Flagstaff, Arizona.

McDonough, K., & Kim, Y. (2007, April). Type frequency, syntactic priming and ESL question development. Paper presented at the annual meeting of the American Association for Applied Linguistics (AAAL), Costa Mesa, California.

Biber, D., Kim, Y., Poonpon, K., Daly, K., & Karabacak, E. (2007, March). The effectiveness of corpus-based grammar materials. Colloquium presented at the TESOL annual convention, Seattle, Washington.

Trebing, D., & Kim, Y. (2007, March). Developing effective reentry training programs. Paper presented at the TESOL annual convention, Seattle, Washington.

Kim, Y. (2007, March). Ability grouping in Korean middle schools: Perceptions of teachers and students. Paper presented at the Peaks Conference, Northern Arizona University, Flagstaff, Arizona.

Kim, Y. (2006, October). Developing corpus-based grammar materials: Passive voice. Paper presented at the 2006 American Association of Applied Corpus Linguistics (AAACL) Conference, Northern Arizona University, Flagstaff, Arizona.

Kim, Y. (2006, October). Lexical overlap in syntactic priming: EFL students' production of passives. Paper

presented at the Second Language Research Forum (SLRF), University of Washington, Seattle, WA.

- Kim, Y. (2006, June). The effect of learner-learner interaction on L2 vocabulary acquisition. Paper presented at AAAL-ACLA/CAAL 2006 Conference, Montreal, Canada.
- Kim, Y. (2006, March). Task-induced involvement activities and L2 vocabulary acquisition. Paper presented at the PhD Forum, TESOL annual convention, Tampa, Florida.
- Kim, Y. (2006, March). The effect of learner-learner interaction on L2 vocabulary acquisition. Paper presented at the Peaks conference, Northern Arizona University, Flagstaff, Arizona.
- Kim, Y. (2005, October). The role of task-induced involvement in L2 vocabulary acquisition. Paper presented at the Second Language Research Forum (SLRF), Teachers College, Columbia University, New York.
- Kim, Y. (2005, April). Perceptions of American slang: A comparison of native and non-native English speaking university students. Paper presented at the Peaks conference, Northern Arizona University, Flagstaff, Arizona.
- Kim, Y. (2004, March). Creating fresh ideas for stale topics. Poster session presented at the TESOL annual convention, Long Beach, California.
- Kim, Y. (2003, November). "No Sweat": Do undergraduate ESL students get American slang? Paper presented at American Dialect Society Session, 45th Annual Convention of the Midwestern Modern Language Association, Chicago, Illinois.

Teacher Training Workshops/Guest Lectures

- Kim, Y., Choi, B., Kang, S., Yun, H., & Kim, B. (July, 2016). Designing tasks for Korean language learners. Workshop presented at Yonsei University, Seoul, Korea.
- Kim, Y. (2015, April). Short-Term Study Abroad Experience in Language Education: A Comparative Study of Heritage and Non-Heritage Speakers. Asian Studies Center, Brownbag series. Georgia State University, Atlanta, GA.
- Hobson, H., & Kim, Y. (2015, April). Bilingualism Forum. Guest lecture presented at the Ecole du Samedi, Atlanta, Georgia.
- Friginal, E., & Kim, Y. (2015, March). Professional conferences in Applied Linguistics and ESL: Developing a topic of study, submitting abstracts, and understanding the abstract review process. Department of Applied Linguistics and ESL Brownbag series, Georgia State University, Atlanta, GA.
- Kim, Y. (2014, November). Building CV: Publications. Guest lecture presented in Dr. Jayoung Choi's PhD. Seminar. Georgia State University, Atlanta, Georgia.
- Kim, Y. (2014, April). Bilingualism Forum. Guest lecture presented at the Ecole du Samedi, Atlanta, Georgia.
- Kim, Y. (2014, March). Task repetition research in instructed SLA. Guest lecture presented via skype in Dr. Laura Gurzynski-Weiss's PhD course (HISP S716: Seminar in Second Language Acquisition) at Indiana University, Bloomington, Indiana.
- Kim, Y. (2013, December). Assessing grammar. Guest lecture presented via skype in Dr. Erkan Karabacak's MA course (EDEN 512: Pedagogical Grammar), Yeditepe University, Istanbul, Turkey.

- Kim, Y. (2013, October). Preparing for phone interviews on the job market. Guest lecture presented in Dr. Viviana Cortes's Ph.D. seminar (AL 8955 Academic Socialization). Georgia State University, Atlanta, Georgia.
- Kim, Y. (2013, September). Task complexity research in instructed SLA. Guest lecture presented via Skype in Dr. Laura Gurzynski-Weiss's MA course (HISP 517: Foreign Language Teaching Methodology) at Indiana University, Bloomington, Indiana.
- Kim, Y. (2012, August). Getting off to a good start. Invited panel participated during new faculty orientation, Georgia State University, Atlanta, Georgia.
- Kim, Y. (2012, September). Academic writing: transitioning from course paper and thesis writer to published author. Guest lecture presented in Dr. Kyong Ah Kwon's PhD seminar (ECE 9800: Introduction to Doctoral Studies), Georgia State University, Atlanta, Georgia.
- Kim, Y. (2012, September). Task complexity research in SLA. Guest lecture presented via Skype in Dr. Laura Gurzynski-Weiss's MA course (HISP 517: Foreign Language Teaching Methodology) at Indiana University, Bloomington, Indiana.
- Kim, Y. (2012, February). Task-based language teaching in EFL contexts. Guest lecture presented via Skype in Dr. Melissa Baralt's MA course on Task-based language teaching at the Florida International University, Miami, Florida.
- Kim, Y. (2011, November). Task complexity and the emergence of simple past tense in a Korean EFL University Context. Guest lecture presented in Dr. Eric Friginal's Ph.D. seminar (AL 8960 Quantitative Research Methods). Georgia State University, Atlanta, Georgia.
- Kim, Y. (2011, October). How to develop journal articles from class projects. Guest lecture presented in Dr. Diane Belcher's Ph.D. seminar (AL 8955 Academic Socialization). Georgia State University, Atlanta, Georgia.
- Kim, Y. (2011, April). Bilingualism Forum. Guest lecture presented at the Ecole du Samedi, Atlanta, Georgia.
- Kim, Y. (2010, October). Korean Lexical Bundles in Conversations and Academic Texts. Guest lecture presented in Dr. Viviana Cortes's Ph.D. seminar (AL 8972 Seminar in Corpus Linguistics). Georgia State University, Atlanta, Georgia.
- Pickering, L., & Kim, Y. (2010, April). Bilingualism Forum. Guest lecture presented at the Ecole du Samedi, Atlanta, Georgia.
- Kim, Y. (2009, November). Developing Dissertation Research. Guest lecture presented in Dr. Eric Friginal's Ph.D. seminar (AL 8960 Quantitative Research Methods). Georgia State University, Atlanta, Georgia.
- Kim, Y. (2009, November). How to Get Published In Applied Linguistics Series. Guest lecture presented in Dr. Gayle Nelson's Ph.D. seminar (AL 8955 Academic Socialization). Georgia State University, Atlanta, Georgia.
- Kim, Y., Murphy, E., & Miller, D. (2008, March). Vocabulary in ESL Classrooms: Introducing, Reviewing, and Assessing. Workshop presented at the Spring 2008 Teaching Assistant Workshop Series, Program in Intensive English, Northern Arizona University, Flagstaff, Arizona.
- Randi, R., & Kim, Y. (2007, August). Developing Corpus Based Teaching Materials. Workshop presented at the Fall 2007 Teaching Assistant Workshop Series, Program in Intensive English, Northern Arizona University, Flagstaff, Arizona.
- Kim, Y. (2007, August). Developing Supplementary Materials for Your Students. Workshop presented at the

Fall 2007 New Teaching Assistant Orientation, Program in Intensive English, Northern Arizona University, Flagstaff, Arizona.

Kim, Y. (2005, August). Assessing Writing. Workshop presented at the Fall 2005 New Teaching Assistant Orientation, Department of English, Northern Arizona University, Flagstaff, Arizona.

Kim, Y. (2004, October). How to Use Sources in Your Essay. Workshop presented at the Fall 2005 Writing Workshop Series, Department of English, Northern Arizona University, Flagstaff, Arizona.

Kim, Y. (2003, September). American Slang and Language Variation. Guest lecture presented in Dr. Janet Fuller's introductory undergraduate course for Linguistics. Southern Illinois University, Carbondale.

Kim, Y. (2003, September). Serving English Learners...and All Students in the Schools: Making Your Classroom and School Multilingual and Multicultural. Workshop presented at Multilingual Education Teacher Training in Marion, Illinois.

Kim, Y. (2001, May). Shopping with the Communicative Language Teaching Approach. Teaching demonstration presented at Teacher Training Workshop Series, Wonkwang Girl's Middle School, South Korea.

STUDENT ADVISING

PhD dissertation co-chair at GSU

Caroline Payant (co-chair: Diane Belcher; completed in June 2012): Learner-learner interaction: An exploration of the mediating functions of multilingual learners' languages in an L3 foreign language classroom. (supported by *Language Learning* Dissertation Grant)
First Employment: Assistant Professor, Department of English, University of Idaho

PhD dissertation committee at GSU

Liang Guo (Chair: Sara Weigle, completed in Fall 2011): An investigation of underlying construct evaluated in TOEFL iBT integrated and independent writing tasks)

Brittany Polat (Chair: Sara Weigle, completed in Spring 2014): Words of experience: Semantic content analysis and individual differences among second language learners

Weiwei Yang (Chair: Sara Weigle, completed in Summer 2014): Mapping the relationships among the cognitive complexity of independent writing tasks, L2 writing quality, and complexity, accuracy and fluency of L2 writing

Audrey Roberson (Chair: Gayle Nelson, completed in Fall 2014): Patterns of interaction in peer response: The relationship between pair dynamics and revision outcomes.

Nicholas Sutirelu (Chair: Stephanie Lindemann, in progress): Rethinking 'the international teaching assistant problem': Classroom communication in the context of policy and ideology

Meg Montee (Chair: Sara Weigle, in progress): Oral academic language use in high school ELA and Mathematics

Merideth Hoagland (Chair: Diane Belcher, in progress)

Kris Kyle (Chair: Scott Crossley, in progress)

Sarah Goodwin (Chair: Sara Weigle, in progress)

PhD dissertation committee at other institutions

Adem Soruç (Chair: JingJing Qin, completed in Fall 2014): Cross-linguistic effect of processing instruction and meaning-based output instruction on the acquisition of English simple past tense by Turkish and Chinese learners, Yeditipe University, Istanbul, Turkey.

Linxiao Wang (Co-chairs: Okim Kang, Joan Jamieson, completed in Spring 2015): The effects of task differences on features of interactions in paired speaking tasks in the context of second language (L2) assessment, Northern Arizona University, Flagstaff, Arizona.

María Pía Gomez-Laich (Chair: Naoko Taguchi, in progress). Effects of task complexity on ESL students' academic writing. Carnegie Mellon University.

PhD comprehensive exam committee

Weiwei Yang (Spring 2011): The effects of task complexity on linguistic features of L2 task performance

Eman Ibrahim Ghanem (Fall 2011): A sociocultural perspective on learner-learner interaction:
Implications for heritage language learning

Meg Montee (Summer 2012): Task design and second language assessment

Audrey Roberson (Summer 2012): Sociocultural theory and learner-learner interaction

Brittany Polat (Summer 2012): Individual differences in SLA research (chair)

Nicholas Sutirelu (Fall 2013): Research on second language listening

Merideth Hoagland (Summer 2014): Task-Based Syllabus Design

Kristopher Kyle (Fall 2014): Syntactic complexity in Second Language Research

Sarah Goodwin (Spring 2015): Stimulated recall methodology in second language listening

Mizuki Mazzotta (Spring 2015): Sociocultural theory and L2 learning

Stephen Skalicky (Fall 2015): L2 mental lexicon

YeonJoo Jung (Spring 2016): Computer-mediated communication and SLA

Cindy Burger (Spring 2016): Second language knowledge

MA thesis committee

Betul Bal (Chair: Viviana Cortes, completed in Fall 2010): Analysis of four-word lexical bundles in published research articles written by Turkish scholars)

MA paper 1st reader

Sanghee Kang (The Effect of Task Repetition on Korean High School Students' Acquisition of Formulaic Sequences)	Summer 2016
Zane Brown (Examining the Involvement Load Hypothesis: The Impact of Monolingual and Bilingual Dictionaries on Vocabulary Learning)	Spring 2016
Helen Hobson (Noun Complement Clauses in English Academic Writing: Giving L2 Writers Tools to Participate in Academic Discourse Communities)	
Heike Williams (A Communicating Stance in Academic Writing: That and To-Noun Clauses)	
Autumn Curry (Teaching Relative Clauses through Task Based Language Teaching)	
Zohreh Salari (Designing task-supported lessons for refugee students)	Fall 2015
Elena Emelianova (The Effects of Collaborative Processing of Written Corrective Feedback on Accuracy of Writing and Editing Skills of ESL Learners)	Spring 2015
Katharine Showalter (Implementing Task-Supported Lessons in Adult ESL Contexts)	
Daniel Ellingburg (The Effects of Collaborative Structural Priming Activities on Eliciting Questions: Comparing SCMC and FTF Interaction Modes)	
Karla Shepherd (The Role of Input Enhancement in Second Language Learning)	
Andrew Davis (An Exploratory Study on the Effects of Task-Based Instruction in Email Writing)	
Elizabeth McNab (English Broadcast News: Task Design, Implementation, and Assessment)	
Wesley Morris (A Pilot Formative Reading/Writing Integrated Achievement Test for the Georgia State University Intensive English Program)	Summer 2013
Joyce M. Lanterman (Secrets of the Hyperpolyglots: Becoming Multilingual After Childhood)	Summer 2012
Sarah Goodwin (A Reading and Writing Test for ESL Students)	Spring 2012
Sara Khalili Tehrani (Heritage Language Learners, an Asset to Our Communities:	

Emphasizing the Need of Early Bilingual Education Faculty)

Perry Clemons (Input Processing: Implications for Material Design) Yeji Han (Developing a speaking test for English Learners of Korean)	Spring 2011
Neil Tarbert (Intonation in English: A Description of Theoretical Models) Emily Clark (Formulaic Sequences: Processability and Implications for Speech Fluency)	Fall 2010
Nina Sarkisyan (Measuring grammatical ability: A placement test for ESL students)	Spring 2010

MA paper 2nd reader

Robin Cathey (Concreteness and Word Pair Recall in L1 and L2 Speakers: A Replication Study)	Summer 2016
Mohammed Albaqer (English for Medical Purposes: A Course Design) Gloria Yoo (Figuring Out Phrasal Verbs: Corpus-Based Instruction of Phrasal Verbs for Japanese and Korean EFL Learners)	Spring 2016
Garlain Luc (Where Worlds Collide: Strategies for Developing Intercultural Competence in Work Relationships)	
Tatiana Duvanova (Designing an EAP Reading Course for Graduate Students of Aerospace Engineering Major) Alex Beneteau (A Pedagogical Look at Nonfinite Relative Clauses)	Spring 2015
Dani Rose (The Effects of Cohesion on Sentence Processing and Recall: A Specific Look at Defined and Undefined Referents with <i>that</i>)	Fall 2014
Sharon Kim (A Discussion and Reflection on ESL Pronunciation Pedagogy)	Spring 2014
Cindy Murphy (Second Language as a Complex Adaptive System: An Emergentist Perspective)	Spring 2013
Joo Hyun Chun (Exploratory Analysis of Native and Non-Native Speakers' E-mails)	Spring 2013
De Borah Bolton (The Impact of Error Correction on ESL Writing: Exploring Dimensions of Corrective Teacher-Facilitated Feedback)	Spring 2012
Sung-Hee Cho (Development of Communicative Competence for Korean Immigrants)	Spring 2012
Stephen Murray (The Lingua Franca Core: What it is and what ESL Teachers need to know about it.)	Fall 2011
Teresa Muñoz Parra (Assessing Adolescent Language Learners)	Spring 2011

PhD advising

YeonJoo Jung	Fall 2014 – Present
Justin Cubilio	Fall 2010 – Spring 2011
Mizuki Mazzotta	Fall 2011 – Spring 2014
Nicole Pettitt	Fall 2012 – Spring 2014

MA advising

Fall 2009 – Present

Amy Chastain (completed in Summer 2011), Ye-Ji Han (completed in Spring 2011), Heather Shaver (Completed in Spring 2011), Padra Ward (Completed in Spring 11), Kim Kleiber (Completed in Spring 12),

Sung Hee Cho (Completed in Spring 12), Joohyun Chun (Completed in Spring 2013), Seongshin Kim (Completed in Spring 2014), Elena Emeliyanova (Completed in Summer 2015), Daniel Conrad Ellingburg (Completed in Summer 2015), Sanghee Kang (Completed in Summer 2016), Helen Hobson (Completed in Spring 2016), Gloria Yoo (Completed in Spring 2016), Minsoo Goh (Completed in Spring 2016), Mary Davis (in progress), Gergana Coyne (in progress)

Language and Literacy PhD research fellow advisor Nicole Pettitt (Second language acquisition)	Fall 2013 – Spring 2014
Language and Literacy undergraduate research fellow advisor Enid Kim (Task complexity and Language Learning)	Summer – Spring 2013
Undergraduate Internship advisor Franklin Bradfield (Second Language Pragmatics) Gayoung Gu (Second Language Vocabulary Learning) Juna Park (Structural priming and second language acquisition)	Spring 2013 Spring 2014 Fall 2014
Undergraduate honors project advisor Azilee Davies (completed in Spring 2010): Attitudes towards English loan words in Japanese: Two perspectives	Spring 2010
Writing consultant for international students (ESL 7350) ESL writing program, Georgia State University	Fall 2009 – Fall 2010

SERVICE

Professional Service

Editorial Work

Editorial and advisory board for <i>TESOL Quarterly</i>	2013 – present
Editorial and advisory board for <i>Journal of Asia TEFL</i>	2015 – present
Editorial and advisory board for <i>English Teaching</i>	2013 – present
Advisory board for 국제원광문화학술논집 ("International Journal of Wonkwang Cultural Studies" in Korea)	2010 – present

Book reviewer

Textbook reviewer for Pearson Longman (<i>Principles of Language Learning and Teaching, fifth edition</i>)	Feb. 2012
Textbook reviewer for the Oxford University Press (How Languages are Learned)	Jul. 2011
Textbook reviewer for Routledge/Taylor & Francis (<i>Second Language Learning Data Analysis</i>)	Dec. 2009
Book chapter reviewer for Sato & Ballinger (in press)	Mar. 2014

Grant proposal reviewer

Asian Studies Center Grant	Oct. 2014
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Educational Testing Service (ETS) Aug. 2014

Piloting corpus-based Grammar Textbook, Pearson Longman

Corpus-based grammar materials pilot teacher Apr. 2008

Ad-hoc reviewer for journals

International Review of Applied Linguistics for Language Teaching (2013, 2015)

International Journal of Corpus Linguistics (2013)

Applied Linguistics (2013, 2014)

Applied Psycholinguistics (2013, 2014)

Bilingualism: Language and Cognition (2012)

Linguistic Approaches to Bilingualism (2012)

TESOL Quarterly (2009, 2010, 2011, 2012, 2013, 2014)

The Modern Language Journal (2008, 2009, 2013, 2015)

Language Teaching Research (2009, 2012)

Language Learning (2009, 2010, 2011, 2012, 2014, 2015)

Learning and Individual Differences (2009, 2013)

Teachers College, Columbia University working papers in TESOL & Applied Linguistics (2011)

System (2014)

Journal of Second Language Writing (2014)

International Journal of Applied Linguistics (2014)

Reviewer for conferences

Abstract reviewer for the International TESOL Conference 2007 – present
(Higher Education Interest Section, Teacher Education Interest Section, Applied Linguistics Section)

Abstract reviewer for Second Language Research Forum (SLRF) 2008 – present

Abstract reviewer for American Association for Applied Linguistics (AAAL) 2008 – present
(Second Language Acquisition, Language Acquisition, and Attrition Section)
(Language Assessment)

Georgetown University Round Table (GURT) 2013

Conference service

Faculty Advisor, Second Language Research Forum (SLRF), Oct. 2015
Georgia State University, Atlanta, GA

Conference co-organizer Oct. 2011
American Association of Corpus Linguistics (AACL)

Studies in the History of the English Language (SHEL 4) Oct. 2006
Conference program committee and food committee,

American Association of Applied Corpus Linguistics (AAACL) Sep. 2005
Conference Registration Desk

Employment Clearinghouse Organizer, Mar. 2003
37th International TESOL conference

Other professional service

Visiting Scholar Advising

Dr. Hyojin Lee, ChonBuk National University, Korea	Feb. 2014 – Feb. 2015
Guest speaker at the forum on bilingualism, Atlanta International School	App. 2010 – 2014
Professional development seminar mentor, Northern Arizona University	Fall 2010
Georgia State Undergraduate Research Conference (GSURC) Presentation Judge	Mar. 2010, Mar. 2014

Service to the Department at GSU

Director of graduate studies	Fall 2015 – Present
Faculty advisor, Graduate Student Association	Fall 2015 – Present
Coordinator, Collaborative SMU-GSU MA program	Spring 2014– Present
Co-director, exchange program with Sookmyung Women's University, Korea	Fall 2014– Present
Executive Committee	Fall 2012– Present
MA Program Committee	Fall 2009 – Present
PhD Qualifying Paper Committee	Fall 2010– Spring 2011 Fall 2014– Present

Service to the University at GSU

GSU Asian Studies Center faculty member	Fall 2009 – Present
Delegation to Korea	Dec. 2012
Korea task force committee	Fall 2012– Present

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

TESOL (Teachers of English to Speakers of Other Languages)	2002 – Present
AAAL (American Association for Applied Linguistics)	2003 – Present

LANGUAGES

Korean (native)
English (near-native)
Chinese (intermediate)
