



Curriculum Vita Fall 2020

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

Academic Department: Curriculum and Instruction

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EDUCATION

Degree:

Ph.D. in Reading Education
University of North Texas, Denton, TX. 2006
Major: Reading Education
Minor: TESL (Teaching English as a Second Language)

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

2014-present Associate Professor, Department of Curriculum and Instruction, Texas A&M University–Commerce, Commerce, TX.

2009-2014 Assistant 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

PUBLICATIONS

Research Interests:

Metacognition and reading strategy use, content area literacy, adolescent literacy, strategy instruction, ESL literacy development, language development, teacher education

Journals (refereed):

- Hong-Nam K., & Szabo, S. (2020, Accepted). Metacognitive awareness and reading strategy use of EFL Korean university students in an intensive English learning context. *Korea TESOL Journal*.
- Hong-Nam, K., & Szabo, S. (2017). Investigating Master level K-6 reading teachers' attitude toward teaching content-area literacy strategies. *Journal of Teacher Action Research*, 3(3), 72-83.
- 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). Investigating metacognitive awareness and reading strategy use of EFL Korean university students. *Reading Psychology*, 35(3), 195-220
- 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., & 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., & Leavell, A. G. (2006). Language learning strategies of ESL students in an intensive English learning context. *System*, 34(3), 399-415.
- 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.

Book Chapters (refereed):

Hong-Nam, K., & Szabo, S. (2019). Language learning strategy use of Chinese university students in a Korean context. In R. A. Babino, N. Cossa, J. J. Araujo, R. D. Johnson (Eds.), *Educating for a just society* (pp. 163-180). The 41st Association of Literacy Educators and Researchers Yearbook. Louisville. KY: Association of Literacy Educators and Researchers.

Hong-Nam, K., & Szabo, S. (2018). Exploring the reading strategy use of EFL college students: Tri-lingual Chinese students attending a university in Korea. In R. Johnson, S. J. Araho, & N. Cossa (Eds.), *Engaging all readers through explorations of literacy, language & culture* (pp. 397-409). The 40th Association of Literacy Educators and Researchers Yearbook. Louisville. KY: Association of Literacy Educators and Researchers.

Hong-Nam, K., & Szabo, S. (2017). Inservice teachers' beliefs about implementing literacy strategies in content areas. In R. Johnson, S. J. Araho, & N. Cossa (Eds.), *Literacy: The critical role of teacher knowledge* (pp.261-274). The 39th Association of Literacy Educators and Researchers Yearbook. Louisville. KY: Association of Literacy Educators and Researchers.

Hong-Nam, K., & Szabo, S. (2016). 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* (pp. 179-198). The 38th Association of Literacy Educators and Researchers Yearbook. 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). The 37th Association of Literacy Educators and Researchers Yearbook. 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). The 36th Association of Literacy Educators and Researchers Yearbook. 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). The 35th Association of Literacy Educators and Researchers Yearbook. 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). The 34th Association of Literacy Educators and Researchers Yearbook. 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.

Non-Refereed Journals:

Hong-Nam, K. (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 (USBBY), Inc., 30(2).

Newsletters Published (Non-referred)

Hong-Nam, K. (January, 2012 - May, 2015). Global Frontier Newsletter, Global Program, Texas A&M University-Commerce, Commerce, TX.

PRESENTATIONS

International and National Conference Presentation (Peer-Reviewed Proposals):

Hong-Nam, K. (In review). Korean ESL university students' emotional intelligence and language learning strategy. Mar. 23-16, 2021, TESOL International Convention and English Language EXPO, Houston, TX.

Slay, L., & Hong-Nam, K. Manifesting your identify and story to build community. Leadership is... 2020 Women's Conference, March 7-8th, 2020, Incheon, Korea. (Proposal was accepted but the conference was postponed due to the COVID-19 pandemic).

Miller, K., Foote, M., Hong-Nam, K., Miller, J., & Morton, T. An examination of teachers' perceptions of their role in education policy and advocacy. 2020 International

Conference on Education and Social Development (ICESD), March 30-31, 2020, Houston, TX. (The proposal was accepted but the conference was cancelled due to the COVID-19 pandemic).

Hong-Nam, K., & Szabo, S. Exploring the relationship between emotional intelligence of Korean ESL university students and their reading strategy use. 2020 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 5th-8th, Santa Fe, New Mexico. (The proposal submitted but the conference was cancelled due to the COVID-19 pandemic).

Hong-Nam, K., & Szabo, S. Metacognitive awareness and reading strategy use of EFL Korean university students in an intensive English learning context. 2019 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 7-10, 2019, Corpus Christi, TX.

Hong-Nam, K., & Szabo, S. Exploring EFL university student's use of language learning strategies: Chinese students attending a university in Korea. 2018 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 8-11, 2018, Louisville, KY.

Hong-Nam, K., & Szabo, S. Exploring the reading strategy use of EFL college students: Chinese students attending a university in Korea. 2017 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 2-5, 2017, St. Petersburg, FL.

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, 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

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

Hong-Nam K. Language learning strategy use and beliefs about language learning of newly arrived Korean university students. 2020 Annual TextESOL V Regional Conference, Feb. 8, 2020 at The University of Texas-Arlington, Arlington, TX.

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.

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

Hong-Nam, K., & Page, L. (2011). Metacognitive Awareness, Reading Strategy Use, and Reading Achievement of high school ELL students. LISTO Faculty Research Poster Session, Texas A & M University – Commerce, Commerce, TX.

Invited Presentations:

Hong-Nam, K. Overview of SIOP Model. Secondary Field-Based Program, Oct. 18th, 2019 Texas A&M University-Commerce, Commerce, TX.

Hong-Nam, K. Korean Culture and Customs, Staff Development and Training, Office of Staff

Development and Training, June, August, October, 2012, Texas A&M University-Commerce, Commerce, TX.

Hong-Nam, K., & Page, L. Investigating metacognitive awareness and reading strategy use of EFL Korean University students. LISTO Faculty Professional Development, March 23, 2010, Texas A & M University-Commerce, TX.

Leavell, A. G., & Hong-Nam, K. From mastery to meaning: 5 Ingredients for effective English Language Instruction. May 13, 2009, Konkuk University, Seoul, Korea,

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.

Staff Development and Training:

2019 Global Business Practical Capabilities Overseas Training Course for Busan Human Resource Development Center. July 15-25, 2019, Global Frontier Program, Texas A&M University-Commerce, Commerce, TX.

2019 Overview of SIOP Model. Secondary Field-Based Program, Oct. 18, 2019, Texas A&M University-Commerce, Commerce, TX.

2014 English Summer Camp for English Language Learners, Jul. 27-Aug.17, 2014, Global Frontier Program, Texas A & M University-Commerce, Commerce, TX.

2010 Intensive TESOL Certificate Program for Korean Inservice Teachers. Center for International Education and Business (CIEB), 2010, Dallas, TX

Korean Culture and Customs, Office of Staff Development and Training, Texas A&M University-Commerce, Commerce, TX

2008 In-service Professional Development: Promoting ESL literacy through Reading Clinics: The SIOP Workshop, September, 2008, Northeastern State University, Broken Arrow, OK

GRANTS/FUNDS

Funded Research:

2020 Education Policy Study Grant. US School Consulting Group, Dallas, TX., \$500.

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 Investigator for research on reading strategy use of underprepared college freshman. Faculty Development Committee Funds, Northeastern State

University, Broken Arrow, OK., \$650.