



TEXAS A&M UNIVERSITY  
**COMMERCE**

**Curriculum Vita  
September 2024**

**Instructor:** Kay Hong-Nam, Professor

**Academic Department:** Curriculum and Instruction  
College of Education and Human Services

**University Address:** Sowers Education South #230  
Texas A&M University-Commerce  
PO Box 3011  
Commerce, TX 75429-3011

**Office Phone:** 903-886-5537

**University Email Address:** Kay.Hongnam@tamuc.edu

**Faculty Web Page Address:** <http://faculty.tamuc.edu/kHongNam/>

<b>EDUCATION</b>
------------------

**Degree:**

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

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

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

**Certifications:**

Certificate of Completion of the SIOP Model Training, The SIOP Institute, Tampa, FL. 2008

Certificate of Completion of Online Instructor Course, Center for Teaching and Learning,  
Northeastern State University, Broken Arrow, OK. 2008

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

Certificate of Librarian, Korean Library Association, Seoul, Korea, 1995.

Teachers Certificate, Secondary School in Geography, Ministry of Education and Human  
Resources Development, Seoul, Korea, 1986

## TEACHING EXPERIENCE

2021-present	Professor, Department of Curriculum and Instruction, Texas A&M University–Commerce, Commerce, TX.
2014-2020	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 Administration, University of North Texas, Denton, TX.

## PUBLICATIONS

### **Journals (refereed):**

- Hong-Nam K., & Szabo, S. (2021). Investigating reading strategy use: Korean EFL university students in an intensive English program. *Korea TESOL Journal*, 16(2), 3-22.
- 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., Slay, L., & Revelle, C. (In press). Exploring Pre-Service Teachers' Technology Efficacy through the TEA Digital Literacy Training. In A. Babino, N. Cossa, K. Dixon, & J. Araujo (Eds), *Educate to liberate*. The 45<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville. KY: Association of Literacy Educators and Researchers.
- Hong-Nam, K., & Revelle, C. (2023). Teacher self-efficacy and attitude toward teaching reading in the content areas: An analysis of secondary pre-service teachers' self-reported surveys. In J. Arujo, A. Babino, N. Cossa, & K. Dixon (Eds), *Educate to liberate* (pp. 201-218). The 44<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville. KY: Association of Literacy Educators and Researchers.
- 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 42<sup>nd</sup> 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 41<sup>st</sup> 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 40<sup>th</sup> 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 39<sup>th</sup> 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 38<sup>th</sup> 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 37<sup>th</sup> 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 36<sup>th</sup> 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 35<sup>th</sup> 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 (USBYP), 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.

## PUBLICATIONS

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

- Hong-Nam, K., Slay, L., & Revelle, C. Exploring Pre-service Teachers' Technology Efficacy through the TEA Digital Literacy Training. Association of Literacy Educators & Researcher (ALER) Conference, Nov. 9-11, 2023, Santa Fe, NM.
- Hong-Nam, K., & Revelle, C. Examining the relationship of secondary pre-service teachers' self-efficacy and their attitude toward teaching reading in content areas. Association of Literacy Educators & Researcher (ALER) Conference, Nov. 3-6, 2022, Denver, CO.
- Hong-Nam, K. Secondary student teachers' attitude toward teaching reading in content area classrooms. Association of Literacy Educators & Researcher (ALER) Conference, Nov. 4-6, 2021, Hilton Head Island, SC.
- Hong-Nam, K. Korean ESL university students' emotional intelligence and language learning strategy use. Feb. 6th, 2021, TextESOL V Virtual Conference.
- Slay, L., & Hong-Nam, K. Manifesting your identify and story to build community. Leadership is... 2020 Women's Conference, March 7-8<sup>th</sup>, 2020, Incheon, Korea. (Proposal was accepted but the conference was cancelled 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. 5<sup>th</sup>-8<sup>th</sup>, 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, Costa 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. 58<sup>th</sup> 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. 60<sup>th</sup> 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 55<sup>th</sup> 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. 59<sup>th</sup> 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. 59<sup>th</sup> 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? 53<sup>rd</sup> 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. 57<sup>th</sup> 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? 51<sup>th</sup> 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. 5<sup>th</sup> 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. 50<sup>th</sup> 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. 51<sup>st</sup> 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. 51<sup>st</sup> 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. 40<sup>th</sup> 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. 4<sup>th</sup> 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. 49<sup>th</sup> 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. 49<sup>th</sup> Annual Meeting of College Reading Association (CRA), Nov. 3-5, 2005 Savannah, GA.

**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. 41<sup>st</sup> 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. 40<sup>th</sup> 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. 25<sup>th</sup> 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. 18<sup>th</sup>, 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.

*Provided staff development to staff and faculty at A&M-Commerce on Korean culture, customs, and language as an effort to promote awareness of Korean culture and customs and to assists its staff and faculty to communicate with Koreans students effectively and efficiently. The session shares several episodes to increase the efficiency of students-staff-faculty communication.*

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<br><br>Korean Culture and Customs, Office of Staff Development and Training, Texas A&M University-Commerce, Commerce, TX. <ul style="list-style-type: none"><li>• June 25, 2012 – 25 attendees</li><li>• August 9, 2012 – 21 attendees</li><li>• October 24, 2012 -- 25 attendees</li></ul> |
| 2008 | In-service Professional Development: Promoting ESL literacy through Reading Clinics: The SIOP Workshop, September, 2008, Northeastern State University, Broken Arrow, OK  |

<b>RESEARCH GRANTS AND AWARDS</b>
-----------------------------------

- |           |   |
|-----------|---|
| 2020      | Education Policy Study Grant. US School Consulting Group, Dallas, TX., \$500.   |
| 2019      | Staff Development and Training. Global Business Practical Capabilities Overseas Training Course. Busan Human Resource Development Center. Busan, Korea. \$39,180. |
| 2018-2019 | Travel Grant for Global Frontier Program. Texas ELITE Education Center. Seoul, Korea, \$6,200.  |
| 2014      | English Summer Camp for English Language Learners. Hankuk University of Foreign Studies. Seoul, Korea. \$32,500.  |
| 2012      | Teacher Grant for Center Professional Development and Technology: Field-based Intern course. Center for International Education and Business Dallas, TX., \$200.  |
| 2012      | Travel Grant for Faculty of College of Education and Human Services, Texas A&M University-Commerce, Commerce, TX., \$500.   |
| 2011      | Global Frontier Program at Texas A&M University-Commerce, Konkuk University, Seoul, Korea, \$77,000.  |

- 2011 Teacher Grant for Center Professional Development and Technology: Field-based Intern course at Rockwall. Center for International Education and Business, Dallas, TX., \$200.
- 2010 Teacher Grant for Center Professional Development and Technology: Field-based Intern Course at Rockwall. Center for International Education and Business, Dallas, TX., \$200.
- 2010 Professional Development for English Teachers. Intensive TESOL Certificate Program for English Inservice Teachers in Korea. Contracted with Gyeonggi-Do Provincial Office of Education, Gyeonggi-Do, Korea, \$98,132.