



TEXAS A&M UNIVERSITY
COMMERCE

**Curriculum Vita
September 2023**

Instructor: Kay Hong-Nam, Professor

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

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EDUCATION

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: (include state)

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. & Revelle, C. (In press). 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*. The 43rd 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 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.

RESEARCH GRANTS AND AWARDS	
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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.