

## Curriculum Vitae

**Juyeon Yoo**

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*Last updated: Sep 26, 2025*

**EDUCATION**

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- 2023      **Ph.D., Multilingual Language Education**  
The Ohio State University, Columbus, OH, **USA**  
*Dissertation:* Synthesis Writing for Multilingual Writers in English for Academic Purposes (EAP) Courses in the United States  
*Committee:* Drs. Youngjoo Yi (Chair), Peter Sayer, Leslie Moore, and Cui Zhang  
*Cum laude:* “Exceeds Expectation” for the Candidacy Exam
- 2017–2019      **Ph.D., English Language Education** (Course Completion)  
Seoul National University, Seoul, **S. Korea**
- 2017      **M.A., English Language Education**  
Seoul National University, Seoul, **S. Korea**  
*MA Thesis:* Effects of the differential ordering of explicit-implicit instruction on learning English infinitives and gerunds for Korean high school students
- 2014      **B.A., Linguistics**  
University College London (UCL), London, **United Kingdom**  
*BA Thesis:* Does the cognitive advantage of bilingualism provide children with a superior ability in processing quantifier scope for children?  
*Cum laude:* Distinction for the BA Thesis

**PROFESSIONAL APPOINTMENTS**

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- 2023–present      **Assistant Professor in TESOL & Linguistics**  
Ball State University, IN, USA  
Department of English
- 2019–2023      **Graduate Teaching Associate**  
The Ohio State University, OH, USA  
Department of Teaching and Learning
- 2021      **Graduate Research Associate**  
The Ohio State University, OH, USA  
Department of Teaching and Learning
- 2016–2019      **Part-time Speaking Lab Instructor**  
Seoul National University, Seoul, South Korea

Faculty of Liberal Education

- 2017      **Graduate Teaching Assistant**  
Seoul National University, Seoul, South Korea  
Department of Foreign Language Education
- 2016      **Graduate Student Instructor**  
Seoul National University, Seoul, South Korea  
Department of Foreign Language Education
- 2014–2015      **Full-time Instructor**  
Teaching English to students ranging from 8–16 years old  
Institute ING, Seoul, South Korea

## TEACHING CERTIFICATES

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- 2013      **Certificate** in English Language Teaching to Adults (CELTA),  
Cambridge Assessment, University of Cambridge, Cambridge, UK
- 2023      **Certificate** in Professional Development for TESOL Teachers in Translanguaging  
Pedagogy, Electronic Village Online

## ACADEMIC PUBLICATIONS

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### Peer-Reviewed Journal Articles

- Yoo, J.** (2025) Reading–writing connections: A systematic review of second language synthesis writing. *L2 Journal*, 17(1), <https://doi.org/10.5070/L2.39949>
- Yoo, J.** (2023a). “This did not feel like other people’s business!”: L2 linguistic and racial marginalization hindering L2 motivation and investment. *Journal of Language, Identity, and Education*, 1-17, <https://doi.org/10.1080/15348458.2022.2163397>
- Kang, S., **Yoo, J.**, & Ahn, H. (2020). A meta-analysis study on oral feedback effect between ESL and EFL contexts. *The Mirae Journal of English Language and Literature*, 25(1), 499–528. <https://doi.org/10.46449/MJELL.2020.02.25.1.499>
- Yoo, J.**, & Kang, S. (2016). The effect of L2 experience on perception of Korean nasals. *Phonetics and Speech Sciences*, 8(4), 63–69. <https://doi.org/10.13064/KSSS.2016.8.4.063>

### Book Chapters

- Yoo, J.** (2023b) Negotiating my scholar identity: Jumping through hoops and hurdles. In B. Yazan, E. Trinh, and L. Pentón Herrera (Eds.), *Doctoral students’ identities and emotional wellbeing in applied linguistics: Autoethnographic accounts*. Routledge. <https://doi.org/10.4324/9781003305934>
- Yoo, J.** (2022) Crossing the borders of four countries: L2 Learning and identity negotiation trajectories. In E. Hanci-Azizoglu, S. Sahinkarakas, and D. Tannacito (Eds.), *Autoethnographic perspectives on multilingual life stories* (pp. 293–309). IGI Global. <https://doi.org/10.4018/978-1-6684-3738-4.ch019>

### Manuscripts Under Review

**Yoo, J.** (under review). “English is my biggest shame.”: Complex relationship between (un)willingness to communicate, identity transformation, and investment in language learning.

**Yoo, J. & Yi, Y.** (under review). Exploring the role of L2 learner agency in writing a literature review: Voices from second language (L2) graduate students.

### Manuscripts In Preparation

**Yoo, J.** (in preparation). Transforming racial trauma into strength: Pathways to healing for a second language learner and TESOL teacher

**Yi, Y. & Yoo, J.** (in preparation). Mapping the landscape of GenAI scholarship in writing studies: A systematic review

**Yoo, J.** (in preparation). Midwestern in-service teachers’ identity negotiation and investment: What drives commitment to asset-based TESOL pedagogies?

### CONFERENCE PRESENTATIONS AND INVITED TALKS

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|----------|---|
| Dec 2025 | <b>Yoo, J.</b> <i>Understanding how to write for publications</i> [Invited presentation]. The Ohio State University, OH, USA.   |
| Mar 2025 | <b>Yoo, J.</b> <i>GenAI and Synthesis Writing</i> [Invited presentation]. Concordia University, Montreal, Canada  |
| Mar 2025 | <b>Yoo J.</b> <i>The role of L2 ideology, identity, and fear of judgment in willingness to communicate in English</i> [Paper presentation]. The 2025 American Association of Applied Linguistics (AAAL). Denver, CO, USA.   |
| Nov 2024 | <b>Yoo, J.</b> <i>L2 students’ perceptions on the use of generative artificial intelligence (GAI) tools in synthesis writing</i> [Paper presentation]. The 20 <sup>th</sup> Symposium on Second Language Writing (SSLW), Tuscon, AZ, USA.   |
| Apr 2024 | <b>Yoo, J.</b> Second language academic literacies: The role of identity and communities in multilingual graduate students’ composing process [Roundtable session]. In J. Hwang (chair), <i>Exploring the academic literacy practices of multilingual readers and writers in higher education contexts</i> . The 2024 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA, USA. |
| Mar 2024 | <b>Yoo, J. &amp; Yi, Y.</b> <i>Composing processes of synthesis writing: A multiple-case study of L2 graduate students in EAP courses</i> [Roundtable session]. The 2024 American Association of Applied Linguistics (AAAL), Houston, TX, USA.  |
| Oct 2023 | <b>Yoo, J.</b> <i>Understanding the research and teaching of synthesis writing for multilingual students</i> [Invited presentation]. The Ohio State University, OH, USA.  |
| Feb 2023 | <b>Yoo, J.</b> <i>Transformative L2 writing teacher identity at the nexus of researcher identity over 3.5 years: Autoethnographic approach</i> [Paper presentation]. The 2023 Conference on College Composition and Communication (CCCC), Chicago, IL, USA.   |

- Sep 2022 **Yoo, J.** *How to manage a doctoral student's life* [Invited presentation]. Open House Talk, The Ohio State University, OH, USA.
- Mar 2022 **Yoo J.** *L2 identity positioning and investment governed by ideology and power relations in ESL contexts* [Paper presentation]. The 2022 American Association of Applied Linguistics (AAAL). Pittsburgh, PA, USA.
- Mar 2021 **Yoo, J.** *Anonymous vs. identifiable online peer-feedback in second language (L2) collaborative writing* [Paper presentation]. The 2021 American Association of Applied Linguistics (AAAL). Virtual Conference (due to COVID-19).
- Oct 2021 **Yoo, J.** *How to be successful in the candidacy exam in graduate school* [Invited Presentation]. The Ohio State University, OH, USA.
- Jun 2018 Kang, S., **Yoo, J.**, & Ahn, H. *A study on designing and application of criteria in the measurement test of English* [Paper presentation]. The 2018 Asia Teaching English as a Foreign Language (Asia TEFL) International Conference, Macau, China.
- July 2017 Kang, S., & **Yoo, J.** *The comparative study on oral feedback effect between ESL and EFL contexts* [Invited presentation]. The 2017 Asia Teaching English as a Foreign Language (Asia TEFL) International Conference, Yogyakarta, Indonesia.
- July 2017 **Yoo, J.** *Effects of differential ordering of implicit-explicit instruction on learning English infinitives and gerunds for Korean EFL learners* [Paper presentation]. The 2017 Korea Association of Teachers of English (KATE) International Conference, Seoul, South Korea.

## **GRANTS, AWARDS, AND SCHOLARSHIPS**

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### **Research Grants**

- 2025-2026 **Proposal Enhancement Grant** (\$11,080): Support for research projects conducted by new tenure-track faculty members. Ball State University, USA
- Project: "Examining In-Service Teachers' Identities, Critical Language Awareness, and Teaching Approaches for English/Multilingual Learners in the Midwest" (Grant #: 009561). Awarded on December 10, 2024.
- 2023-2024 **Alpha Support Grant** (\$4,960): Support for research projects conducted by new tenure-track faculty members. Ball State University, USA
- Project: "The Possibility of Healing After Racial Marginalization and the Investment of English Learning: A Long-Term Case Study" (Grant #: 162896). Awarded on November 1, 2023.
- 2022-2023 **Racial Justice Grant** (\$500): Developing a Lesson Unit to Empower Racially Minoritized Asian Student Populations, Affordable Learning Exchange (ALX) Grants, The Ohio State University, USA
- 2022-2023 **T&L Graduate Student Travel Grant** (\$300): Financial assistance for presenting research work at conferences, College of Education and Human Ecology, The Ohio State University, USA
- 2017-2019 **Research Fellowship Grant** (\$34,000): Succeeding Generations in Foundational

Disciplines, Two-year fellowship for doctoral students with great research potential, Seoul National University, South Korea

### Other Grants

2021      **Student Emergency Fund (\$440)**  
The Ohio State University, USA

### Teaching Awards

2021–2022      **Graduate Associate Teaching Award** (\$2,000): The university's highest recognition of the exceptional teaching provided by graduate student instructors. The Ohio State University, USA

### Merit-based Scholarships for Academic Excellence

2021–2022      **EHE Education Fund for Excellence Scholarship (\$1,600)**,  
The Ohio State University, USA

2021–2022      **EHE Emerson and Lucy Zuck Fund Scholarship (\$1,600)**,  
The Ohio State University, USA

2017–2018      **Academic Excellence (\$1,000)**, Baeksan Foundation, South Korea

2015      **Academic Excellence (20% of the tuition)**, Department of English Language Education, Seoul National University, South Korea

### **COMMUNITY ENGAGEMENT**

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2025-present      **Community Language Teacher**, Co-teaching Adult ESL Class, Northside Middle School, Muncie, IN, USA

- Co-teach English for adult Afghan women to build literacy skills in a community-based setting. Instruction focuses on (a) basic phonics, (b) grammar, and (c) vocabulary, using simplified texts and multimodal resources designed for learners with little prior schooling and limited L1 literacy.

2023-present      **Leading TESOL Practicum & K-12 Community Partnerships**, Ball State University and Muncie K-12 Community Schools, IN, USA

- Lead and oversee a community–university partnership, supervising TESOL pre-service teachers working directly with bilingual/multilingual K–12 students.
- Integrate and coordinate community-based practicum experiences with Muncie (IN) Community Schools to strengthen teacher preparation while providing instructional support for local schools and multilingual learners.

2020–2022      **Community Language Teacher**, Korean Conversation Table (KCT), OH, USA

- This involved teaching Korean to a small community called Korean Conversation table (KCT). It was not just meant for university students at The Ohio State University, but was open for anyone in Ohio. Learners came from diverse backgrounds, including high school students, soldiers, and university students.

## **TEACHING EXPERIENCE**

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### **University Teaching**

#### **Ball State University**

2023–present    **Assistant Professor**, Department of English

##### **Undergraduate Level**

- ENG 437: Methods in TESOL (For *pre-service* teachers)
- ENG 457: Professionalism and Social Justice (TESOL practicum)
- ENG 220: Language and Society (Sociolinguistics)
- ***Teaching Modalities***: face-to-face, and online

##### **Graduate Level**

- ENG 601: Research in English Studies (Research methods in applied linguistics)
- ENG 633: Professionalism and Social Justice (For *in-service* teachers)
- ENG 628: Language & Culture (Sociolinguistics)
- ***Teaching Modalities***: face-to-face, and online

#### **The Ohio State University**

2019–2023    **Sole Instructor** (Graduate Teaching Associate), Department of Teaching and Learning

##### **Undergraduate Level**

- EDUTL 1902: Academic Writing for International Undergraduate Students
- EDUTL 5630 Teaching L2 Grammar and Vocabulary (TESOL) for pre-service teachers
- ***Teaching Modalities***: face-to-face, online, hybrid

##### **Graduate Level**

- EDUTL 5902: Academic Writing for International Graduate Students
- EDUTL 5630 Teaching L2 Grammar and Vocabulary (TESOL) offered for Master's students & seasoned in-service teachers
- ***Teaching Modalities***: face-to-face, online, hybrid

#### **Seoul National University**

2016–2019    **Lab Instructor**, Faculty of Liberal Education

##### **Undergraduate Level**

- FE CEP: English Foundations Speaking Lab
- CE CEP: Speaking Lab Session for College English I
- ***Teaching Modalities***: face-to-face

#### **University College London (UCL)**

2012–2013      **CELTA Trainee** (student teacher), UCL Center for Languages & International Education

#### **Undergraduate Level**

- Adult learners voluntarily participating in language sessions provided by LCTE7900: TEFL (Teaching English as a Foreign Language)
- *Teaching Modalities*: face-to-face

### **K–12 Teaching Experience**

2023–Present      **TESOL K-12 Supervision**  
Muncie Community Schools, Muncie, IN, USA

2016              **Temporary English Teacher**, Extracurricular Program, Commercial Information High School, Jeonju, South Korea

2014–2015      **Full-time Instructor**  
Teaching English to students ranging from 8–16 years old  
Institute ING, South Korea

### **ACADEMIC ADVISING**

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**Ball State University:** Director of [The Multilingual Lab](#)

#### ***Master's Student Advising***

MA	Francis Rubi Wemniga	Fall 2023-present	Advisor
MA	Judith Owano	Fall 2023-present	Advisor
MA	Benjamin Konner	2023-2025 (completed)	Advisor

### **RESEARCH PROJECTS**

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2025              **Investigating Complex Relationship Between L2 Speaking Anxiety, Identity Transformation, and Investment in Language Learning**

- Conducted a four-year study tracing a second language (L2) learner's identity negotiation and investment in the UK. The participant frequently experienced linguistic racism, which damaged her identity and reduced her willingness to communicate (WTC) in English. However, she reframed her unstable L2 learner identity into a musician identity, which enabled her to sustain investment in L2 learning.

2025              **Exploring the Role of Agency in L2 Academic Writing**

- Conducted a study over a year and a half examining the role of agency in three graduate L2/multilingual students' process of writing a literature review in an English for Academic Purposes (EAP) context. The findings suggested that all learners enacted agency in idiosyncratic ways drawing on funds of knowledge and available semiotic resources. However, imagined identities, growth mindsets, and attitudes toward EAP writing significantly affected agency and investment levels in their EAP writing practices.

- 2025 **Transforming Racial Trauma into Strength: Pathways to Healing for a Second Language Learner and TESOL Teacher**
- Conducted a comparative study of an L2 learner and a TESOL teacher who experienced racialized trauma. The findings suggested that both redirected and transformed their trauma into a source of strength that fostered healing. The L2 learner reframed her identity in asset-based terms, while the TESOL teacher experienced healing through advocacy and by empowering her multilingual students.
- 2024 **GenAI for Synthesis Writing: Towards Critical GenAI Literacy**
- Comparing the use and perceptions of GAI tools among L2 graduate students when they engage in synthesis writing tasks (e.g., literature reviews)
- 2024 **Systematic Review on Synthesis Writing Research over 20 Years**
- Systematically reviewed 92 empirical studies on synthesis writing to identify key trends and synthesize important findings
- 2023-2024 **Racial Justice Research, The Possibility of Healing after Racial Marginalization**
- A follow up study from a previous study (Yoo, 2023)
  - An international graduate student's trajectory of investment in language learning, identity negotiation and social adjustment
- 2021 **Complex Dynamic of L2 Motivation, Identity, and Investment: Studying Abroad Is Not a Magic Formula for Second Language Learning.**
- A pilot study to explore the participant's language learning and socialization processes in the UK
- 2020 **L2 Vocabulary Acquisition Project, The Effects of Sentence Writing on the Uptake of Second Language (L2) Vocabulary across Typologically Distant Languages—Korean and French**
- Reviewed the literature on the effect of writing on vocabulary learning Examined relationships between typologically distant languages
- 2020 **L2 Writing Feedback, The Effects of Anonymity on Online Peer Feedback in L2 Collaborative Academic Writing**
- Conducted a study in undergraduate-level academic writing courses with an experimental design
  - Shared the findings with the supervisors for further growth
  - Presented the findings at a conference
- 2020 **Empowering Struggling Adolescent Readers through Reading Intervention Programs**
- Reviewed the existing studies on qualitative approaches to reading intervention primarily within Ohio
- 2020 **Translanguaging Project, The Unfinished Debate on Use of L1 (Mother tongue) in L2 (Target-language) Classrooms: From L2 Only Policy, Code-switching to Translanguaging**



- Reconceptualized the need to introduce and embrace translanguaging in the particular context of Singapore
- The rationale for this research comes from Singapore being a multilinguistic and multiracial nation

2019 **Expertise in Adaptive Teaching in the ESL/EFL Classrooms:** A Focus on Teacher-oriented and Student-centered Views of Adaptive Teaching

- Prepared a research proposal on how to facilitate adaptive expertise for language teachers
- The research focuses on possible effects of contexts (ESL/EFL) as a possible moderating factor in cultivating adaptive expertise in teaching

2019 **Systematic Review, Disentangling the Complexity and Nature of Awareness in SLA**

- Reviewed exhaustively the literature on the constructs of “awareness”, “consciousness”, “noticing”, “implicitness” and “explicitness” to clarify connections and differences and evaluate the effectiveness of these constructs based on reported empirical evidence

2019 **The Use of Eye-tracking in L2 Reading Proficiency,** Tracking Eye-movements of L2 Students to Explore Relative Contributions of Knowledge in Vocabulary, Grammar to L2 Academic Reading

- Examined the test takers’ knowledge of L2 vocabulary, L2 grammar, academic language skills (CALs) through language measurement tests, background surveys, and stimulated recall interviews

2019 **Investigation on the Comparison of Human Scoring and Automated Scoring System:** The Role of Artificial Intelligence in English Language Assessment

- Examined the rater effects (human raters vs. e-raters) on analytic and holistic scores in language tests such as TOEFL, IELTS, and GRE
- Findings suggested that automatic scoring drawing on natural language processing data has developed to be very reliable and meaningful

## **MENTORING EXPERIENCE**

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- 2025 **Conference Connections Program,** Mentored a PhD candidate, American Association of Applied Linguistics (AAAL) in Denver, CO
- 2024 **Conference Connections Program,** Mentored a PhD candidate, American Association of Applied Linguistics (AAAL) in Houston, TX
- 2021–2022 **Mentor–Mentee Program,** Graduate Student Working Group of Foreign Language Research and Teaching (FLRT), The Ohio State University, USA
- 2015 **Weekly Mentoring Program** with elementary and middle school students, Institute ING, Seoul, South Korea

## **SERVICE**

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### Service as Reviewer

2025	Conference Proposal Reviewer, American Association of Applied Linguistics
2025	Journal Article Reviewer, <i>International Journal of TESOL Studies</i>
2025	Journal Article Reviewer, <i>Journal of Second Language Writing</i>
2024	Journal Article Reviewer, <i>Journal of Second Language Writing</i>
2024	Journal Article Reviewer, <i>Journal of Second Language Writing</i>
2024	Journal Article Reviewer, <i>Journal of Second Language Writing</i>
2023	Conference Proposal Reviewer, American Educational Research Association
2023	Conference Proposal Reviewer, American Association of Applied Linguistics
2023	Journal Article Reviewer, <i>TESOL Journal</i>
2023	Journal Article Reviewer, <i>Literacy Research and Instruction</i>
2023	Journal Article Reviewer, <i>TESOL Journal</i>
2022	Journal Article Reviewer, <i>TESOL Journal</i>
2022	Book Chapter Reviewer, IGI Global Publisher
2022	Book Chapter Reviewer, IGI Global Publisher
2022	Book Chapter Reviewer, IGI Global Publisher
2021	Conference Abstract Reviewer, TESOL International Convention

### Professional Service

2025-Present	<a href="#">Appointed Committee Member</a> , Conference Connections, American Association of Applied Linguistics (AAAL), Three-year appointment
2024-2025	Text Analysis (Written Discourse) (TXT) <a href="#">Strand Co-coordinators</a> , American Association of Applied Linguistics (AAAL)
2024	Conference Connections Mentor, American Association of Applied Linguistics (AAAL)
2022-2023	<a href="#">Sub-Committee Member</a> , Social Media Sub-Committee, American Association of Applied Linguistics (AAAL)
2022	Conference Volunteer, TESOL International Convention
2021	Conference Volunteer, Ohio Dual Language Summit

### Community Service

2025-present	<p><b>Community Language Teacher</b>, Co-teaching Adult ESL Class, Northside Middle School, Muncie, IN, USA</p> <ul style="list-style-type: none"> <li>Co-teach English for adult Afghan women to build literacy skills in a community-based setting. Instruction focuses on (a) basic phonics, (b) grammar, and (c) vocabulary, using simplified texts and multimodal resources designed for learners with little prior schooling and limited L1 literacy.</li> </ul>
2020–2022	<p><b>Community Language Teacher</b>, Korean Conversation Table (KCT), OH, USA</p> <ul style="list-style-type: none"> <li>This involved teaching Korean to a small community called Korean Conversation table (KCT). It was not just meant for university students at The Ohio State University, but was open for anyone in Ohio. Learners came from diverse backgrounds, including high school students, soldiers, and university students.</li> </ul>

- 2021–2022 [Board Member](#) of the Graduate Student Organization, Foreign Language Research and Teaching (FLRT), The Ohio State University, OH, USA
- 2017–2018 Doctoral Student Representative, English Language Education program, Seoul National University, South Korea

### **Institutional Service**

- 2024–2025 Scholarship Committee, Department of English, Ball State University, USA
- 2024–2025 Admission Committee, Department of English, Ball State University, USA
- 2024–2025 Assessment Committee, Department of English, Ball State University, USA
- 2024–2025 Programs Committee, Department of English, Ball State University, USA
- 2024–2025 Teaching Majors Get Flying, Department of English, Ball State University, USA
- 2024–2025 Star Party, Department of English, Ball State University, USA
- 2023–2024 TESOL Accreditation, Department of English, Ball State University, USA
- 2023–2024 Programs Committee, Department of English, Ball State University, USA
- 2023–2024 Scholarship Committee, Department of English, Ball State University, USA

### **PROFESSIONAL DEVELOPMENT**

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- 2019–2023 **Graduate Teaching Associate (GTA) Training**, Intercultural English Language Programs (IELP), The Ohio State University, USA
- 2022 **Evaluation Information: Teaching the Lateral Reading Strategy Workshop**, University Libraries, The Ohio State University, USA
- 2021 **Graduate Teaching Associate (GTA) Training**, Language and Word Study for All Learners, The Ohio State University, USA
- 2021 **Responding to Student Writing Workshop**, Writing Center, The Ohio State University, USA
- 2016–2019 **Training for Instructors Teaching Speaking Lab Courses**, Seoul National University, South Korea
- 2016 **Seminar on Strengthening Teaching Capacity of Instructors/Professors**, Seoul National University, South Korea
- 2015 **Language teaching training sessions** provided for hired full-time instructors, Institute ING, South Korea
- 2012–2013 **120 Hours of Teacher Training for CELTA** (Certificate in Teaching English to Speakers of Other Languages), UCL Centre for Languages & International Education, UK

### **PROFESSIONAL AFFILIATIONS**

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American Association of Applied Linguistics (AAAL)  
 Conference on College Composition and Communication (CCCC)  
 Symposium on Second Language Writing (SSLW)  
 American Educational Research Association (AERA)

Teachers of English to Speakers of Other Languages (TESOL)  
Second Language Research Forum (SLRF)  
National Council of Teachers of English (NCTE)