

Curriculum Vitae

JUYEON YOO

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Research Interests: applied linguistics, second language (L2) writing, reading-writing connections, academic literacy, TESOL, motivation and investment, identity negotiation, second language acquisition, and social justice for minoritized learners.

Last updated: Aug 16, 2023

EDUCATION

- 2023 **Ph.D.**, Multilingual Language Education,
The Ohio State University, Columbus, OH, US
Dissertation: *Synthesis Writing for Graduate Multilingual Writers*
Committee: Dr. Youngjoo Yi (Chair), Dr. Peter Sayer, Dr. Leslie Moore,
Dr. Cui Zhang
Cum laude: "Exceeds Expectation" for the Candidacy Exam
- 2017–2019 **Ph.D., Course Completion**, English Language Education,
Seoul National University, Seoul, **South Korea**
- 2017 **M.A.**, English Language Education,
Seoul National University, Seoul, **South 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, **UK**
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

- 2023–present **Assistant Professor of TESOL & Linguistics**
Ball State University, IN, US
Department of English
- 2019–May2023 **Graduate Teaching Associate**
The Ohio State University, OH, US
Department of Teaching and Learning

- 2021 **Graduate Research Associate**
The Ohio State University, OH, US
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 English Language Education
- 2016 **Graduate Student Instructor**
Seoul National University, Seoul, South Korea
Department of English Language Education
- 2014–2015 **Full-time Instructor**
Teaching English to students ranging from 8–16 years old
Institute ING, Seoul, South Korea

TEACHING CERTIFICATES

- 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

Peer-Reviewed Journal Articles

- 2023 **Yoo, J.** (Online first). “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>
- 2020 Kang, S., **Yoo, J.**, & Ahn, H. 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>
- 2016 **Yoo, J.**, & Kang, S. 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

- 2023 **Yoo, J.** 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>

- 2022 **Yoo, J.** Crossing the borders of four countries: L2 Learning and identity negotiation trajectories. In E. Hancı-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 in Preparation

Yoo, J., & Yi., Y. (in progress). Overall composing process of synthesis writing: The Role of Identity and Multimodality. Manuscript in preparation for the *Journal of English for Academic Purposes*.

Yoo, J. (in progress) Two recent decades of L2 synthesis writing scholarship (2002–2022): A research synthesis. Manuscript in preparation for *RELC*.

Yoo, J. (in progress). Transformative L2 writing teacher identity at the nexus of researcher identity over 3.5 years: Autoethnographic approach. Manuscript in preparation for *Teaching in Higher Education*.

CONFERENCE PRESENTATIONS AND INVITED TALKS

- Feb 2023 **Yoo, J.** Transformative L2 writing teacher identity at the nexus of researcher identity over 3.5 years: Autoethnographic approach, Conference on College Composition and Communication (CCCC) conference, Chicago, IL, US.
- Sep 2022 **Yoo, J.** “How to manage a doctoral student’s life” (Open House Talk) at The Ohio State University, OH, US.
- Mar 2022 **Yoo J.** L2 identity positioning and investment governed by ideology and power relations in ESL contexts. American Association of Applied Linguistics (AAAL) conference. Pittsburgh, PA, US.
- Mar 2021 **Yoo, J.** Anonymous vs. identifiable online peer-feedback in second language (L2) collaborative writing. American Association of Applied Linguistics (AAAL) conference. Virtual Conference (due to COVID-19).
- Oct 2021 **Yoo, J.** “How to be successful in the candidacy exam” (Graduate course) at The Ohio State University, OH, US.
- Jun 2018 Kang, S., **Yoo, J.**, & Ahn, H. A study on designing and application of criteria in the measurement test of English. 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. 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. The Korea Association of Teachers of English (KATE) International Conference, Seoul, South Korea.

GRANTS, AWARDS, AND SCHOLARSHIPS

Teaching Awards

2021–2022 **Graduate Associate Teaching Award** (\$2000): The university's highest recognition of the exceptional teaching provided by graduate instructors. The Ohio State University, US

Research Grants

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, US

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, US

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, US

Merit-based Scholarships for Academic Excellence

2021–2022 **EHE Education Fund for Excellence Scholarship** (\$1600),
The Ohio State University, US

2021–2022 **EHE Emerson and Lucy Zuck Fund Scholarship** (\$1600),
The Ohio State University, US

2017–2018 **Academic Excellence** (\$1000), Baeksan Foundation, South Korea

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

TEACHING EXPERIENCE

University Teaching

Ball State University

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

Undergraduate Level

- ENG 437: Methods in TESOL for pre-service teachers
- *Teaching Modality*: in-person

Graduate Level

- ENG 601: Research in English Studies (Applied Linguistics) for MA and PhD students
- *Teaching Modality*: in-person

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 LC7900: TEFL (Teaching English as a Foreign Language)

- *Teaching Modalities*: face-to-face

K–12 Teaching Experience

- 2016 **Extracurricular Program Temporary Teacher**, Commercial Information High School, South Korea
- 2014–2015 **Full-time Instructor**
Teaching English to students ranging from 8–16 years old
Institute ING, South Korea

Teacher Training

- 2019–2023 **Graduate Teaching Associate (GTA) Training**, Intercultural English Language Programs (IELP), The Ohio State University, US
- 2022 **Evaluation Information: Teaching the Lateral Reading Strategy Workshop**, University Libraries, The Ohio State University, US
- 2021 **Graduate Teaching Associate (GTA) Training**, Language and Word Study for All Learners, The Ohio State University, US
- 2021 **Responding to Student Writing Workshop**, Writing Center, The Ohio State University, US
- 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

RESEARCH EXPERIENCE

- 2022-2023 **Dissertation Research**, The Ohio State University
International graduate students' synthesis writing process and strategies
- Conducted a multiple case study on graduate students in EAP writing courses
- 2022 **Racial Justice Project**, The Ohio State University
- Conducted in-depth analysis of the plights of marginalized language learners' lives and develop activities that can surface the challenges and promote linguistic and racial justice

- 2021 **Graduate Research Associate (GRA)**, The Ohio State University
- Reviewed articles in the literature on L2 writing assessment and categorized them into Excel spreadsheets for initial labeling and coding
- 2021 **Single Case Ethnographic Project**, 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 **Research Apprenticeship Project**, The Ohio State University
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 **Classroom-oriented Qualitative Case Study Project**, Empowering Struggling Adolescent Readers through Reading Intervention Programs: A Focus on Qualitative Research Methodology
- 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 **Teacher Education Project**, 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 Project**, Disentangle 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 **Research Proposal on 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
- 2016–2017 **Corpus Linguistics Project**, Key Publisher, Seoul, South Korea
- I used corpora (e.g., AntConc) to check frequency of lexical words that need to be prioritized for language learners.
 - Based on this research, I also worked as a material developer on a project to develop vocabulary language learning and assessment books

MENTORING EXPERIENCE

- 2021–2022 **Mentor–Mentee Program**, Graduate Student Working Group of Foreign Language Research and Teaching (FLRT), The Ohio State University, US
- 2015 **Weekly Mentoring Program** with elementary and middle school students, Institute ING, Seoul, South Korea
- 2015 **Summer Mentoring Program**, Commercial Information High School, Jeonju, South Korea

GRADUATE COURSEWORK

TESOL/Second Language Acquisition/Multilingualism/Applied Linguistics

- Research Apprenticeship in Teaching and Learning (Alan Hirvela)
- Language Mixing, Translanguaging & Multilingualism in Language Education (Peter

Sayer)

- Second Language Acquisition (Leslie Moore)
- Vocabulary Acquisition: Theory, Research, and Classroom Practice (Wynne Wong)
- Instructed SLA (L2 Grammar Acquisition) (Wynne Wong)
- Studies in ELT Theories (Byungmin Lee)

Language, Literacy, Culture, and Diversity

- Research on L2 Reading and Writing (Youngjoo Yi)
- Guided Survey of Research in Reading (Ian Wilkinson)
- Theorizing and Researching Teaching and Learning (George Newell)
- Seminar in Foreign Language Education: Expertise in Teaching (Alan Hirvela)
- The Dissertation Experience in Foreign Language Education (Alan Hirvela)
- Diversity and Equity in Education (Melinda Rhoades)
- Academic Language Development (Claire Jo)

Research Methods

- QUANT: Introduction to Educational Statistics (Jerome D'Agostino)
- QUANT: Introduction to Regression and ANOVA (Ann O'Connell)
- QUANT: Assessment in Second Language Acquisition (Youngsoon So)
- QUANT: Learner Corpora in Second Language Education (Sun-Young Oh)
- QUANT: Experimental Psychology Seminar: Behavioral Research Methods (Seong-hoon Shim)
- QUAL: Classroom-Oriented Second Language Research (Youngjoo Yi)
- QUAL: Ethnography of Literacy and Language Part I (Mollie Blackburn)
- QUAL: Ethnography of Literacy and Language Part II (Mollie Blackburn)
- QUAL: Conversation Analysis (Sun-Young Oh)

SERVICE

Service as Reviewer

2023	Conference Proposal Reviewer, American Educational Research Association
2023	Conference Proposal Reviewer, American Association of Applied Linguistics
2023	Journal Article Reviewer, TESOL Journal
2023	Journal Article Reviewer, Literacy Research and Instruction
2023	Journal Article Reviewer, TESOL Journal
2022	Journal Article Reviewer, TESOL Journal
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

Service to Profession

2022-2023 [Sub-Committee Member](#), Social Media Sub-Committee, American Association of Applied Linguistics (AAAL)

2022 Conference Volunteer, TESOL International Convention

2021 Conference Volunteer, Ohio Dual Language Summit

Service to Communities

2020–2022 Community Language Teacher, Korean Conversation Table (KCT), US

2021–2022 [Board Member](#) of the Graduate Student Organization, Foreign Language Research and Teaching (FLRT), The Ohio State University, US

2017–2018 Doctoral Student Representative, English Language Education program, Seoul National University, South Korea

PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics (AAAL)

Teachers of English to Speakers of Other Languages (TESOL)

American Educational Research Association (AERA)

Symposium on Second Language Writing (SSLW)

Conference on College Composition and Communication (CCCC)

Second Language Research Forum (SLRF)

National Council of Teachers of English (NCTE)

SKILLS

Languages:

- Korean (native)
- English (proficient)

Technology:

- Qualitative Data Analysis Software: NVivo, ATLAS.ti
- Quantitative Data Analysis Software: SPSS
- Videoconferencing: Zoom, Skype
- Web Software: Qualtrics (survey platform), Adobe Premiere, Prezi, Canvas