

JOOKYOUNG JUNG, Ph.D.

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Education

2013 – 2017	Ph.D. in Applied Linguistics University College London, London, UK • Doctoral dissertation: <i>“Effects of Task Complexity, Glossing and Working Memory on L2 Reading and L2 Learning”</i> Supervisor: Prof. Andrea Révész, Chair: Prof. Ana Pellicer-Sánchez, Internal examiner: Prof. Talia Isaacs, External examiner: Prof. Alex Housen
2006 – 2007	Advanced Certificate in TESOL Steinhardt School of Culture, Education and Human Development, New York University, New York, USA
2003 – 2005	M.Ed. in English Language Education Korea University, Republic of Korea • Master’s thesis: <i>“Socio-cognitive Functions of Collaborative Interaction Among L2 Learners”</i>
1999 – 2003	B.A. in English Language Education Korea University, Republic of Korea

Employment

August 2019 – Present	Assistant Professor Department of English, The Chinese University of Hong Kong • Director of MA program in Applied English Linguistics, 2023-present • Assistant Professor Representative on the Faculty Board, 2022-present • Member of Faculty Student Disciplinary Committee, 2022-present • Coordinator of Lee Woo Sing College, 2020-present • Coordinator of Research Postgraduate Program in Applied English Linguistics, 2019-23 • Teaching courses: ENGE 2620 <i>Acquisition of English as a Second Language</i> ENGE 3640 <i>Teaching English as a Second Language</i> ENGE 5010 <i>Theoretical Linguistics</i> ENGE 5430 <i>Second Language Acquisition</i> ENGE 5560 <i>Second Language Teaching</i>
September 2021 – August 2022	Visiting Professor Department of English Education, Korea University, Seoul, Korea • Teaching <i>ENE 773 Seminar in SLA Research</i>
December 2017 – August 2019	Research Professor Center for English Language Education, Korea University, Seoul, Korea • Leading multiple research projects related to English language teaching
September 2017 – June 2019	Part-time Lecturer TESOL Graduate School, Hankuk University of Foreign Studies, Seoul, Korea • Teaching undergraduate and postgraduate courses on TESOL and EAP

April 2016 – May 2016	Teaching Assistant Department of Culture, Communication and Media, UCL, London, UK <ul style="list-style-type: none"> Assisted a MOOC course, <i>Teaching EFL/ESL Reading: A Task Based Approach</i>
September 2008 – December 2009	Master Teacher Community Language Program, Teachers College, Columbia University, New York <ul style="list-style-type: none"> Mentoring pre-service ESL teachers
September 2005 – December 2005	English Teacher Gaepo High School, Seoul, Korea <ul style="list-style-type: none"> Teaching English subject to high school students
March 2005 – August 2005	Research Assistant Center for Teaching and Learning (CTL), Korea University, Seoul, Korea <ul style="list-style-type: none"> Participated in university-wide research projects
September 2003 – February 2005	Research Assistant Dr. Michael J. Jacobson, Korea University, Seoul, Korea <ul style="list-style-type: none"> Supported Dr. Michael J. Jacobson's research projects on complex system
May 2003 – July 2003	English Teacher Suseo Middle School, Seoul, Korea <ul style="list-style-type: none"> Conducted English-language classes comprised of middle school students

Research interests

- Second language acquisition (SLA)
- Task-based language teaching (TBLT)
- Second language reading and writing
- Second language pragmatics
- Eye-tracking technology
- Technology-mediated second language learning and use
- The role of learners' individual differences in second language learning

Grants & Awards

June 2024	General Research Fund (GRF), Research Grants Council (RGC), Hong Kong <ul style="list-style-type: none"> Principal Investigator (with Dr. Minjin Lee), HK\$ 281,400, 2024/25 Title: The pedagogical potential of text-audio synchronized enhancement in incidental collocational learning from reading-while-listening
December 2023	The Faculty of Arts Outstanding Teaching Award, Department of English Exemplary Teaching Award, 2022/23 <ul style="list-style-type: none"> Taught courses: ENGE 2620 <i>Acquisition of English as a Second Language</i>, ENGE 3640 <i>Teaching English as a Second Language</i>, ENGE 5430 <i>Second Language Acquisition</i>, and ENGE 5560 <i>Second Language Teaching</i>
March 2023	Direct Research Grant, The Chinese University of Hong Kong <ul style="list-style-type: none"> Principal Investigator (with Dr. Chin-lung Yang and Dr. Minjin Lee), HK\$ 95,000, 2022/23 Title: The impact of synchronized textual enhancement on incidental learning of collocations from reading-while-listening: An eye-tracking study

March 2023	Small Project and Conference Grant, The Chinese University of Hong Kong <ul style="list-style-type: none"> • Principal Investigator, HK\$ 15,000, 2022/23 • Title: The impact of reading mode and individual differences on incidental collocational learning
June 2022	Small Project and Conference Grant, The Chinese University of Hong Kong <ul style="list-style-type: none"> • Principal Investigator, HK\$ 22,020, 2021/22 • Title: The effects of multi-modal input and synchronized highlighting on incidental learning of collocations
February 2022	Small Project and Conference Grant, The Chinese University of Hong Kong <ul style="list-style-type: none"> • Principal Investigator, HK\$ 8,000, 2021/22 • Title: Impact of glossing on incidental learning of collocations from computer-mediated reading
June 2021	Early Career Scheme (ECS), Research Grants Council (RGC), Hong Kong <ul style="list-style-type: none"> • Principal Investigator (with Prof. Andrea Révész and Dr. Matthew Stainer), HK\$ 348,000, 2021/22 • Title: The effects of gaze-contingent input enhancement on learning of second language collocations from computer-mediated reading
June 2020	Small Project and Conference Grant, The Chinese University of Hong Kong <ul style="list-style-type: none"> • Principal Investigator, HK\$ 10,000, 2020/21 • Title: EFL learners' comprehension and appreciation of English language-based and cultural jokes
May 2020	Small Project and Conference Grant, The Chinese University of Hong Kong <ul style="list-style-type: none"> • Principal Investigator, HK\$ 12,000, 2020/21 • Title: Zoom-mediated collaborative second language writing
March 2020	Direct Grant for Research, The Chinese University of Hong Kong <ul style="list-style-type: none"> • Principal Investigator, HK\$ 90,000, 2020/21 • Title: The effects of proactive versus reactive input enhancement on learning of L2 collocations: An eye-tracking study
September 2015	Doctoral Dissertation Grant Competition, The International Research Foundation for English Language Education (TIRF) <ul style="list-style-type: none"> • US\$ 5,000, 2015/16 • Title: The effects of task complexity on the difficulty of L2 reading test: An eye-tracking study, https://www.tirfonline.org/awardees/jookyoung-jung/
April 2015	Conference Grant for Research Students <ul style="list-style-type: none"> • Institute of Education, University College London, GB£ 300, 2015
January 2015	Language Learning Dissertation Grant Award <ul style="list-style-type: none"> • US\$ 2,000, 2015 • Title: The effects of task complexity, glosses, and working memory capacity on L2 reading and L2 learning, https://doi.org/10.1111/lang.12135
2008-2010	Teachers College Scholarships, Columbia University <ul style="list-style-type: none"> • TC Minority Scholarship, US\$ 20,592 • TC Supplemental Scholarship, US\$ 2,060 • TC General Scholarship, US\$ 2,060 • Conference Attendance Fund, US\$ 200

Books & chapters

Jung, J. (under drafting). The role of cognitive aptitude in L2 collocation learning from reading. In M. F. Teng (Ed.), *Theories and Methodologies of Individual Differences in Reading* (pp. xx-xx). Routledge.

Jung, J. (forthcoming). *Second language reading research and practice - A task-based approach*. Springer: English Language Education Series.

Jung, J., & Wang, H. (forthcoming). Writing: Critical issues. In M. D. Johnson, & M. A. Tabari (Eds.), *Cognitive Task Complexity and Second Language Performance: Understanding L2 Learner Affect and Engagement* (pp. xx-xx). Routledge: ESL and Applied Linguistics Professional Series.

Jung, J., & Fu, X. (2022). Interactional patterns and mediating factors in video-conferenced synchronous collaborative writing task. In J. Pun, S. Curle, & D. Yuksel (Eds.), *The use of Technology in English medium education* (pp. 191 – 213). Springer International Publishing.
https://doi.org/10.1007/978-3-030-99622-2_13

Journal articles

Li, W., & **Jung, J.** (abstract accepted). Using eye-tracking technology to investigate the learning of L2 pragmatics.

Jung, J., Révész, A., Stainer, M., Pellicer-Sánchez, A., Shi, D., & Chung, Y. (under review). The impact of differences in cognitive aptitude on L2 collocational learning from textually enhanced input.

Wang, H., & **Jung, J.** (under revision). The effects of online resource use on L2 learners' computer-mediated writing processes and written products.

Jung, J., Révész, A., Stainer, M., Pellicer-Sánchez, A., Chung, Y., & Shi, D. (under revision). The impact of gaze-contingent highlighting on incidental learning of collocations from computer-mediated reading.

Jung, J., Lee, M., & Sze-to H-Y. (accepted). The role of individual differences in cognitive aptitudes and structural support in incidental collocation learning from task-based reading. *Reading in a Foreign Language*.

Jung, J., Zhang, W., & Lee, M. (in press). The role of working memory and attention control in incidental learning of collocations from reading-while-listening. *ITL - International Journal of Applied Linguistics*.

Jung, J., Révész, A., Stainer, M., Pellicer-Sánchez, A., Chung, Y., & Shi, D. (2024). Selected poster presentation: The impact of gaze-contingent highlighting on incidental learning of collocations from computer-mediated reading. *Language Teaching*.
<https://doi.org/10.1017/S0261444824000260>

Jung, J., & Yang, C. L. (2024). The impact of task guidance on incidental collocation learning from task-based reading. *Language Teaching Research*. <https://doi.org/10.1177/13621688241270840>

Jung, J., & Zhang, W. (2024). The impact of text-audio synchronized enhancement on collocation learning from reading-while-listening: An extended replication of Jung and Lee (2023). *IRAL - International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2023-0232>

Jung, J., Wang, H., Li, W., & Zhang, W. (2024). The impact of different glossing conditions on the learning of EFL single words and collocations in reading. *IRAL - International Review of Applied Linguistics in Language Teaching*, 62(2), 723-745. <https://doi.org/10.1515/iral-2022-0140>

Li, W., & **Jung, J.** (2023). L2 irony comprehension and the role of L2 proficiency and use. *Language Awareness*, 33(2), 240-260. <https://doi.org/10.1080/09658416.2023.2277777>

Révész, A., Stainer, M., **Jung, J.**, Lee, M., & Michel, M. (2023). Using eye-tracking as a tool to develop second language lexical skills. *Language Learning & Technology*, 27(1), 1-22. <https://hdl.handle.net/10125/73537>

Jung, J., & Lee, M. (2023). Incidental collocational learning from reading-while-listening and the impact of synchronized textual enhancement. *IRAL - International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2023-0029>

Jung, J., & Fu, X. (2023). The impact of pragmalinguistic support on video-conferenced collaborative suggestion-giving task. *IRAL - International Review of Applied Linguistics in Language Teaching*, 61(3), 1083-1107. <https://doi.org/10.1515/iral-2021-0138>

Fan, W. Y., & **Jung, J.** (2023). Cantonese and Korean learners' comprehension and appreciation of English textual humor. *ITL - International Journal of Applied Linguistics*, 174(1), 112-134. <https://doi.org/10.1075/itl.21008.fan>

Jung, J., Stainer, M., & Tran, M. (2022). The impact of textual enhancement and frequency manipulation on incidental learning of collocations from reading. *Language Teaching Research*. <https://doi.org/10.1177/13621688221129994>

Jung, J. (2022). The impact of task manipulation on interactional patterns during video-conferenced collaborative writing: A classroom-based study. *The Journal of Asia TEFL*, 19(3), 759-776. <http://dx.doi.org/10.18823/asiatefl.2022.19.3.2.759>

Jung, J. (2022). The impact of glossing and reading activity manipulation on learning of L2 lexicogrammatical and lexical items. *Language Teaching Research*, 26(4), 777-798. <https://doi.org/10.1177/1362168820911198>

Sze-to, H. Y., & **Jung, J.** (2022). Incidental lexical learning from single-player video game. *English Language Assessment*, 17(1), 131-151. http://kelta.kr/bbs/board.php?bo_table=articla&wr_id=179

Jung, J., & Lee, M (2022). Second language reading and recall processes under different reading purposes: An eye-tracking, keystroke-logging, and stimulated recall study. *Language Awareness*, 32(2), 278-300. <https://doi.org/10.1080/09658416.2022.2069251>

Chan, H. W., & **Jung, J.** (2021). Hong Kong EFL learners' politeness strategy use in production and perception of requests and refusals. *English Language Assessment*, 16(2), 49-69. <https://doi.org/10.37244/ela.2021.16.2.49>

Lee, M., & **Jung, J.** (2021). Effects of textual enhancement and task manipulation on L2 learners' attentional processes and grammatical knowledge development: A mixed methods study. *Language Teaching Research*. <https://doi.org/10.1177/13621688211034640>

Jung, J. (2021). The role of glossing and working memory capacity in second language reading comprehension. *The Journal of Asia TEFL*, 18(2), 438-450. <https://doi.org/10.18823/asiatefl.2021.18.2.4.438>

Jung, J. (2020). Effects of content support on integrated reading-writing task performance and incidental vocabulary learning. *System*, 93, Article 102288. <https://doi.org/10.1016/j.system.2020.102288>

Jung, J., & Révész, A. (2018). The effects of reading activity characteristics on L2 reading processes and noticing of glossed constructions. *Studies in Second Language Acquisition*, 40(4), 755-780. <https://doi.org/10.1017/S0272263118000165>

Jung, J. (2018). Effects of task complexity and working memory capacity on L2 reading comprehension. *System*, 74, 21-37. <https://doi.org/10.1016/j.system.2018.02.005>

Jung, J. (2017). Effects of task complexity on L2 writing processes and written products: A keystroke logging study. *English Teaching*, 72(4), 177-198. <https://doi.org/10.15858/engtea.72.4.201712.179>

Jung, J. (2016). Effects of task complexity on L2 reading and L2 learning. *English Teaching*, 71(4), 141-166. <https://doi.org/10.15858/engtea.71.4.201612.141>

Jung, J. (2016). Effects of glosses on learning of L2 grammar and vocabulary. *Language Teaching Research*, 20(1), 92-112. <https://doi.org/10.1177/1362168815571151>

Jung, J. (2012). Relative roles of grammar and vocabulary in different L2 reading tasks. *English Teaching*, 67(1), 57-77. <https://doi.org/10.15858/engtea.67.1.201203.57>

Jung, J. (2010). [Review of the book, Second Language Reading Research and Instruction: Crossing the Boundaries, by ZhaoHong Han & Neil J. Anderson (Eds.). *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 10(1), 58-62. <https://doi.org/10.7916/D869734P>

Jung, J. (2009). Second language reading and the role of grammar. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 9(2), 29-48. <https://doi.org/10.7916/D88915FW>

Jung, J. (2009). Are grammatical morphemes hard or soft? [The Forum, Unpacking the Selective Fossilization Hypothesis: Questions, Insights, and Possibilities] *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 9(2), 55-57. <https://doi.org/10.7916/d8-353c-f393>

Han, J., & **Jung, J.** (2007). Patterns and preferences of corrective feedback and learner repair. *The Applied Linguistics Association of Korea*, 23(1), 243-260. C:/Users/jooky/Downloads/KCI_FI001059395.pdf

Jung, J. (2005). Socio-cognitive functions of collaborative interaction among L2 learners. *The Applied Linguistics Association of Korea*, 21(2), 1-18. C:/Users/jooky/Downloads/KCI_FI001119782.pdf

Conference presentations

Jung, J., Révész, A., Stainer, M., Pellicer- Sánchez, A., Shi, D., & Chung, Y. (accepted). *The role of learners' cognitive individual differences in incidental L2 collocation learning from textually enhanced input*. AAAL 2025 Conference, Denver, CO.

Jung, J., Révész, A., Stainer, M., Pellicer- Sánchez, A., Chung, Y., & Shi, D. (accepted). *The impact of gaze-contingent highlighting on L2 collocation learning from reading*. eLearning Forum Asia (eLFA), Hong Kong.

Jung, J., Révész, A., Stainer, M., Pellicer- Sánchez, A., Chung, Y., & Shi, D. (2024). *The pedagogical potential of gaze-contingent highlighting on second language collocation learning from computer-mediated reading*. International CALL Research Conference, Tokyo, Japan.

Jung, J., & Zhang, W. (2024). *The impact of text-audio synchronized textual enhancement on incidental collocation learning from reading-while-listening*. AILA 2024 Conference, Kuala Lumpur, Malaysia.

Zhang, W., & Jung, J. (2024). *The role of working memory and attention control in incidental learning of L2 collocations*. AILA 2024 Conference, Kuala Lumpur, Malaysia.

Wang, H., & Jung, J. (2024). *Assessing the effects of online resource use on L2 writing processes and products: A mixed-method study*. AILA 2024 Conference, Kuala Lumpur, Malaysia.

Jung, J., Révész, A., Stainer, M., Pellicer- Sánchez, A., Shi, D., & Chung, Y. (2024). *The impact of learners' individual differences in cognitive aptitude on incidental L2 collocation learning from textually enhanced input*. ICLLS 2024 Conference, Hong Kong.

Jung, J. (2024). *Task Effects on Incidental Collocation Learning from Reading*. 2024 KOTESOL International Conference, Korea.

Jung, J., Révész, A., Stainer, M., Pellicer- Sánchez, A., Chung, Y., & Shi, D. (2024). *The impact of gaze-contingent highlighting on incidental learning of collocations from computer-mediated reading*. AAAL 2024 Conference, Houston, TX.

Wang, H., & Jung, J. (2024). *The impact of online resource use on computer-based L2 writing processes and products*. AAAL 2024 Conference, Houston, TX.

Zhang, W., & Jung, J. (2024). *Text-audio synchronized textual enhancement of collocations in reading-while-listening*. AAAL 2024 Conference, Houston, TX.

Jung, J., & Lee, M. (2023). *The impact of synchronized coloring on incidental lexical and collocational learning from reading-while-listening*. Asia TEFL Conference, Daejeon, Korea.

Wang, H., Jung, J., Li, W., & Zhang, W. (2023). *The impact of different glossing strategies on incidental lexical and collocational learning*. AAAL 2023 Conference, Portland, OR.

Jung, J., & Tran, M. (2022). *The effects of colouring and frequency manipulation on incidental collocational learning from meaning-based reading*. International Congress on English Language Education and Applied Linguistics (ICELEAL 2022), Hong Kong.

Wang, H., Jung, J., Li, W., & Zhang, W. (2022). *Different glossing strategies and incidental lexical and collocational learning from reading*. International Congress on English Language Education and Applied Linguistics (ICELEAL 2022), Hong Kong.

Zhang, W., & Jung, J. (2022). *Investigating the Roles of Corrective Feedback and Task Complexity in L2 Speaking and L2 Learning by Adolescent Language Learners*. International Congress on English Language Education and Applied Linguistics (ICELEAL 2022), Hong Kong.

Jung, J., & Tran, M. (2022). *The effects of input enhancement and frequency manipulation on incidental collocation learning from computer-mediated reading*. eLearning Forum Asia (eLFA 2022), Philippines.

Wang, H., & Jung, J., Li, W., & Zhang, W. (2022). *The impact of single-word versus collocational glossing on incidental lexical learning from computer-mediated reading*. eLearning Forum Asia (eLFA 2022), Philippines.

Zhang, W., & **Jung, J.** (2022). *The effects of corrective feedback and task complexity on secondary school students' acquisition of third-person singular form*. eLearning Forum Asia (eLFA 2022), Philippines.

Jung, J. (2022). *Impact of pragmalinguistic support on collaborative suggestion-giving task*. Pragmatics and Language Learning Conference (PLL) 2022, Online.

Jung, J. (2022). *The effects of input enhancement and frequency manipulation on incidental collocation learning from computer-mediated reading*. Asia TEFL Conference, Indonesia.

Jung, J. & Fu, X. (accepted). *Impact of pragmalinguistic support on video-conferenced collaborative suggestion-giving task*. AAAL 2022 Conference, Pittsburgh, PA.

Jung, J. (2021). *L2 reading and recall processes under different reading purposes*. ALAK International Conference 2021, Seoul, Korea.

Jung, J. (2021). *The impact of task manipulation on EFL learners' performance in video-conferenced collaborative writing*. 7th Asian Association of Language Assessment Online Conference 2021, Seoul, Korea.

Jung, J. (2021). *The impact of reading purposes on second language learners' reading and recall processes*. Community of Practice Project T0233 Seminar Series, The Education University of Hong Kong.

Jung, J. (2021). *Task impact on second language learners' video-conferenced collaborative writing*. International Conference on Technology-Enhanced Language Learning and Teaching & Corpus-based Language Learning and Teaching 2021 (TeLLT & CoLLT 2021), Hong Kong.

Fan, W. Y., & **Jung, J.** (2021). *Cantonese and Korean speakers' comprehension and appreciation of L2 English jokes*. 11th Humor Research Conference 2021, Commerce, TX.

Jung, J., & Lee, M. (2021). *Effects of task instruction on integrated reading-writing processes*. HKCPD Hub Virtual International Conference 2021, Hong Kong.

Lee, M., & **Jung, J.** (2021). *Infusing Focus on Form (FonF) into online L2 reading: textual enhancement and task manipulation*. HKCPD Hub Virtual International Conference 2021, Hong Kong.

Jung, J. (2020). *The effects of task variations on L2 learners' Zoom-mediated synchronous collaborative writing performance*. eLearning Forum Asia (eLFA 2020), Hong Kong.

Jung, J., & Lee, M. (2020). *The role of task instruction in L2 reading processes*. Asia TEFL Conference, Goyang, Korea.

Révész, A., Stainer, M., **Jung, J.**, Lee, M., & Michel, M. (2019). *Using eye-tracking as a tool to develop second language lexical skills*. AAAL 2019 Conference, Atlanta, GA.

Jung, J. (2019). *The effects of task complexity of an integrated reading-writing task on EFL learners' task performance and lexical learning*. KATE Special Interest Groups (SIGs) conference, Gwangju, Korea.

Jung, J. (2018). *The effects of task complexity of an integrated reading-writing task on EFL learners' performance and lexical learning*. KELTA 2018 conference, Seoul, Korea.

Jung, J. (2017). *The effects of task complexity on L2 writing process and linguistic complexity: A keystroke logging study*. KELTA 2017 conference, Seoul, Korea.

Jung, J. (2017). *Effects of task complexity on L2 readers' performance and noticing of glossed constructions: An eye-tracking study*. KATE 2017 International Conference, Seoul, Korea.

Jung, J., & Révész, A. (2017). *Effects of task complexity on learners' L2 reading and noticing: An eye-tracking study*. AAAL 2017 Conference, Portland, OR.

Jung, J. (2016). *The Effects of Task Complexity and Glossing on L2 Learning*. KATE 2016 International Conference, Seoul, Korea.

Jung, J. (2016). *The Effects of Task Complexity and Glossing on L2 Development*. AAAL 2016 Conference, Orlando, FL.

Jung, J. (2015). *The effects of glossing on L2 learning*. CAES International Conference 2015, Hong Kong.

Jung, J. (2015). *The effects of glossing on learning of L2 grammar and vocabulary*. AAAL 2015 Conference, Toronto, Canada.

Jung, J. (2012). *Relative Roles of grammar and Vocabulary in Different L2 Reading Tasks*. KATE 2012 International Conference, Seoul, Korea.

Jung, J. (2010). *The Changing Roles of Grammar in Different L2 Reading Tasks*. KAFLE 2010 Conference, Seoul, Korea.

Jung, J. (2008). *Performance-based Classroom Assessment in Secondary Schools in Korea: A Survey from Teachers*. Doctoral Forum at TESOL 2009 Annual Convention, New York.

Invited talks, lectures, & workshops

June 2024	<i>Communicatively-oriented and task-based L2 reading instruction</i> . Special Symposium on Engagement with CLT and TBLT: In celebration of Bill Littlewood at the International Conference on Language Teaching and Learning Engagement in the Digital Age, Hong Kong.
April 2024	<i>Task-based approach to second language collocation learning from reading</i> . English-medium Education (EME) Symposium 2024: Developing teachers and learners' academic language skills and abilities, Hong Kong.
March 2024	(with Prof. Andrea Révész) <i>The impact of gaze-contingent highlighting on L2 collocation learning from task-based reading</i> . Featured speaker at the Hong Kong Second Language Acquisition Research Forum (HK-SLARF), Hong Kong.
March 2023	<i>The effects of synchronized textual enhancement on incidental learning of vocabulary and collocation from reading-while-listening</i> . Featured speaker at the Hong Kong Second Language Acquisition Research Forum (HK-SLARF), Hong Kong.
January 2023 – Present	<i>Applied English Teaching and Learning</i> . Invited lecturer and consultant for CUHK Global Leader Program of the CUHK Business School, Hong Kong.
March 2022	<i>The effects of pragmalinguistic support on collaborative suggestion-giving task</i> . Featured speaker at the Hong Kong Second Language Acquisition Research Forum (HK-SLARF), Hong Kong.

December 2021	<i>Exploring second language writing processes using Inputlog</i> . Research Methodology Workshop hosted by The Applied Linguistics Association of Korea (ALAK).
September – December 2021	<i>ENE773 Seminar in SLA Research</i> . Invited to teach at the Department of English Language Education, Korea University, Seoul, Korea.
March 2021	<i>How do our eyes move when we read?</i> DSE YouTube lecture, Department of English, Chinese University of Hong Kong.
March 2021	<i>The effects of task instruction on cognitive processes in an integrated reading-writing task</i> . Featured speaker at the Hong Kong Second Language Acquisition Research Forum (HK-SLARF), Hong Kong.
December 2020	<i>The impact of textual and task manipulation on L2 learning from reading</i> . Featured speaker at the Global English Teachers Association conference (GETA), Korea.
October 2020 – Present	<i>How to write a research paper in Applied Linguistics: From title to reference</i> , Workshop for postgraduate students, Department of English, Chinese University of Hong Kong.
June 2020	<i>Can we predict our English learning ability from our IQ, MBTI, blood type, or zodiac?</i> DSE YouTube lecture, Department of English, Chinese University of Hong Kong.

Conference organization

May 2025	(with Prof. Jette Hansen Edwards and Prof. Benny Lim) <i>The 1st Taught Postgraduate Research Conference in Faculty of Arts</i> , Hong Kong.
May 2024	(with Prof. Haerim Hwang) <i>The 2nd Hong Kong Postgraduate Roundtable in Applied Linguistics</i> (HKPRAL).
March 2024	(with Prof. Scott Aubrey) <i>The 4th Hong Kong Second Language Acquisition Research Forum</i> (HK-SLARF), Invited keynote speaker: Prof. Andrea Révész.
May 2023	<i>The 1st Hong Kong Postgraduate Roundtable in Applied Linguistics</i> (HKPRAL), Invited special discussant: Prof. Rod Ellis.
March 2023	(with Prof. Scott Aubrey) <i>The 3rd Hong Kong Second Language Acquisition Research Forum</i> (HK-SLARF), Invited keynote speaker: Prof. Rod Ellis.

Academic membership

June 2024 –	<i>Advisor</i> , Task-Based Language Teaching Special Topic Committee, TESOL China Assembly
February 2024 –	<i>Editorial board</i> , Journal of English Teaching Through Movies and Media
January 2024 –	<i>Editorial board</i> , The Journal of Korea Association of Multimedia-Assisted Language Learning (KAMALL)
June 2022 –	<i>Editorial board</i> , The Applied Linguistics Association of Korea (ALAK)
September 2020 –	<i>Overseas editorial board</i> , Global English Teachers Association (GETA)

January 2020 –	<i>Editorial board</i> , Asian Journal of English Language Teaching (AJELT)
September 2019 –	<i>External Affairs Coordinating Team</i> , Korea English Language Testing Association (KELTA)
September 2019 –	<i>Member</i> , Hong Kong Association of Applied Linguistics (HAAL)
August 2019 –	<i>Member</i> , American Association for Applied Linguistics (AAAL)
March 2016 –	<i>Regular reviewer</i> American Association for Applied Linguistics (AAAL) Studies in Second Language Acquisition Language Learning Computer Assisted Language Learning Applied Linguistics Language Teaching Research Language Learning & Technology Applied Psycholinguistics Language Testing System Applied Pragmatics Research Methods in Applied Linguistics IRAL - International Review of Applied Linguistics in Language Teaching Studies in Second Language Learning and Teaching InJAL – International Journal of Applied Linguistics British Journal of Educational Technology The Journal of Asia TEFL PLOS ONE The Language Learning Journal TESL Canada Journal Bilingual Education and Bilingualism International Journal of Human-Computer Interaction Studies in Educational Evaluation Studies in Foreign Language Education Asian Journal of English Language Teaching The Applied Linguistics Association of Korea The Asia-Pacific Education Researcher

Community and campus services

2023 – Present	<i>Director of MA program in Applied English Linguistics</i> , Department of English, The Chinese University of Hong Kong.
2023 – Present	<i>External Program Examiner</i> , Department of English, The Hang Seng University of Hong Kong.
2022 – Present	<i>Assistant Professor Representative on the Faculty Board</i> , Faculty of Arts, The Chinese University of Hong Kong.
2022 – Present	<i>Member of Faculty Student Disciplinary Committee</i> , Faculty of Arts, The Chinese University of Hong Kong.
2022 – Present	<i>College Swimming Team Manager</i> , Lee Woo Sing College, The Chinese University of Hong Kong.

2021 – Present	<i>External Module Examiner</i> , Department of English, The Hang Seng University of Hong Kong.
2019 – 2023	<i>Coordinator of Research Postgraduate Program in Applied English Linguistics</i> , Department of English, The Chinese University of Hong Kong.
Current supervisees	
September 2024 – Present	YU, Jiaxuan, <i>Impact of processing difficulty on incidental grammar learning in focus-on-form and focus-on-forms instruction</i> , PhD.
September 2023 – Present	(with Prof. Haerim Hwang) SEYMOUR Christopher Gethen Hardwick, <i>The impact of glossing strategies and input modalities on incidental vocabulary learning</i> , PhD.
September 2022 – Present	(with Prof. Haerim Hwang) ZHANG Wenrui Rachel, <i>The pedagogical potential of AI chatbot in improving L2 learners' communicative competence</i> , PhD.
October 2021 – Present	WANG Honglan Ella, <i>The effects of online resource use and individual factors on L2 learners' computer-based writing processes and written products</i> , PhD. [External examiner: Prof. Mark Johnson]
September 2020 – Present	(with Prof. Haerim Hwang) LI Jianjun Danny, <i>A Mixed-method Study of Chinese EFL University Learners' Reading Motivation: A Complex Dynamic Systems Theory Perspective</i> , PhD. [External examiner: Prof. Gavin Bui]
Supervised theses & dissertations	
September 2021 – October 2024	TRAN Minh Hoang Henry, <i>Impacts of Text Elaboration and Input Modalities: Reading, Listening, and Reading-while-Listening on Incidental Collocation Learning with the Moderation of Language Aptitude</i> , PhD dissertation, Department of English, The Chinese University of Hong Kong. [External examiner: Prof. Mark Feng Teng]
September 2019 – December 2023	LI Weiyi, <i>The Role of Emotional Valence, Input Modality, and Individual Differences in Cantonese Speakers' Understanding of English Irony</i> , PhD dissertation, Department of English, The Chinese University of Hong Kong. [External examiner: Prof. Naoko Taguchi]
September 2020 – June 2022	ZHANG Wenrui Rachel, <i>The effects of task complexity and corrective feedback on Chinese secondary school students' acquisition of third-person singular -s</i> , MPhil thesis, Department of English, The Chinese University of Hong Kong.
September 2019 – September 2020	YUAN Mingyu Echo, <i>Cross-script L2-L1 Noncognate Translation Priming Effect: A Linear Mixed-Effects Analysis</i> , MPhil thesis, Department of English, The Chinese University of Hong Kong.
September 2019 – June 2020	WONG Ryan, <i>Cantonese ESL speakers' processing of English aspectual coercion</i> , MPhil thesis, Department of English, The Chinese University of Hong Kong.

**Current
thesis committee**

September 2021 – Present	LIU Guangxiang Leon, <i>Social class and educational inequity in the digital age: Understanding informal digital learning of English and new literacies of Chinese youth</i> , PhD. [Supervisor: Prof. Carmen Lee, Co-supervisor: Prof. Wilkinson Gonzales]
September 2022 – Present	LIAO Ran Ceciley, <i>Health influencers' identity construction on Sina Weibo</i> , PhD. [Supervisor: Prof. Carmen Lee]

**Completed
thesis committee**

June 2023	ZHANG Yue Ellen, <i>Mainland Chinese Pre-service Teachers' English Learning Motivation and L2 Investment: A Transdisciplinary Critical Ethnography</i> , PhD dissertation, Department of English, Chinese University of Hong Kong. [Supervisor: Prof. Prem Phyak]
October 2022	CHEN Bingru Vivian, <i>A Comparative Study on Prosodic Patterns of British English by Native and Mandarin L2 Speakers</i> , PhD dissertation, Department of English, Chinese University of Hong Kong. [Supervisor: Prof. Jette Hansen-Edwards]
August 2022	NG Chi Wui Ross, <i>Relative Clauses in Written Hong Kong English: A Corpus-Based Study</i> , MPhil thesis, Department of English, Chinese University of Hong Kong. [Supervisor: Prof. Carmen Lee]
June 2022	HOU Miao Doris, <i>The effects of cognitive linguistics-based instruction on the acquisition of English phrasal verbs</i> , MPhil thesis, Department of English, Chinese University of Hong Kong. [Supervisor: Prof. Ron Darvin]
June 2022	TENG Zhigian Crystal, <i>The intelligibility, comprehensibility, accentedness of and attitudes towards China English: An investigation on the impacts of linguistic features and Chinese dialect groups</i> , MPhil thesis, Department of English, Chinese University of Hong Kong. [Supervisor: Prof. Jette Hansen-Edwards]
June 2022	GU Lei, <i>Investigating Chinese-English bilinguals' processing of English prefixed and suffixed words from two masked visual priming tasks</i> , PhD dissertation, Department of English, Chinese University of Hong Kong. [Supervisor: Prof. Jette Hansen-Edwards]
August 2020	WANG Qian Bobbie, <i>The intelligibility, comprehensibility, and acceptability of China English: An investigation of the effects of segmental and suprasegmental features</i> , PhD dissertation, Department of English, Chinese University of Hong Kong. [Supervisor: Prof. Jette Hansen-Edwards]

**Teaching &
CTE records**

2024/25	ENGE 2620 <i>Acquisition of English as a Second Language</i> , 59 students ENGE 5430 <i>Second Language Acquisition</i> , 37 students
2023/24	ENGE 5430 <i>Second Language Acquisition</i> , 42 students CTE: 5.680 (Department mean: 5.450, Faculty mean: 5.669)

2022/23	ENGE 2620 <i>Acquisition of English as a Second Language</i> , 39 students CTE: 4.833 (Department mean: 5.250, Faculty mean: 5.513) ENGE 3640 <i>English Language Teaching and Learning</i> , 15 students CTE: 5.600 (Department mean: 5.250, Faculty mean: 5.513) ENGE 5430 <i>Second Language Acquisition</i> , 26 students CTE: 5.900 (Department mean: 5.713, Faculty mean: 5.661) ENGE 5560 <i>Second Language Teaching</i> , 25 students CTE: 5.864 (Department mean: 5.713, Faculty mean: 5.661)
2021/22	ENGE 2620 <i>Acquisition of English as a Second Language</i> , 50 students CTE: 5.586 (Department mean: 5.410, Faculty mean: 5.486) ENGE 3640 <i>English Language Teaching and Learning</i> , 21 students CTE: 5.000 (Department mean: 5.410, Faculty mean: 5.486) ENGE 5010 <i>Theoretical Linguistics</i> , 34 students CTE: 5.893 (Department mean: 5.547, Faculty mean: 5.605) ENGE 5430 <i>Second Language Acquisition</i> , 33 students CTE: 5.773 (Department mean: 5.547, Faculty mean: 5.605)
2020/21	ENGE 2620 <i>Acquisition of English as a Second Language</i> , 60 students CTE: 4.156 (Department mean: 5.039, Faculty mean: 5.273) ENGE 5430 <i>Second Language Acquisition</i> , 19 students CTE: 5.600 (Department mean: 5.406, Faculty mean: 5.475) ENGE 5010 <i>Theoretical Linguistics</i> , 40 students CTE: 5.767 (Department mean: 5.558, Faculty mean: 5.596) ENGE 5560 <i>Second Language Teaching</i> , 30 students CTE: 6.000 (Department mean: 5.558, Faculty mean: 5.596)
2019/20	ENGE 2620 <i>Acquisition of English as Second Language</i> , 47 students CTE: Not assessed. ENGE 3640 <i>English Language Teaching and Learning</i> , 7 students CTE: Not assessed. ENGE 5430 <i>Second Language Acquisition</i> , 31 students CTE: Not assessed. ENGE 5560 <i>Second Language Teaching</i> , 28 students CTE: 5.364 (Department mean: 5.639, Faculty mean: 5.598)

Certificates

January 2008	Advanced Certificate in TESOL Steinhardt School of Culture, Education and Human Development, New York University, New York, USA
February 2003	Teacher's License in English Language Education Ministry of Education, Science, and Technology (MEST), Republic of Korea