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APPENDICES

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Appendix A

Informed Consent for Participants

Title of Project: Learning Language and Culture outside the Classroom: Korean Study Abroad Students’ Experience
Principal Investigator: Eunsil Lee, Doctoral Candidate, Teaching and Learning

I. THE PURPOSE OF THIS RESEARCH

This study seeks to find out how study abroad students learn the target language and the target culture through interaction and communication with native speakers and other international students outside the classroom. The setting of this study is outside the classroom. By answering the questions of (1) how study abroad students interact socially and (2) how they communicate in the target language, I hope to understand the process of language and culture learning, and my understanding helps to inform the nature of Second Language Acquisition.

II. PROCEDURES

You will be asked to share your language and culture learning experiences outside the classroom with the investigator. You will be asked to be participating in an interview in connection with the project described above, and to allow the investigator to observe and tape-record some of your activities. You will also be asked to actively join in the practices of collecting data, such as collecting artifacts related to your language and culture learning, keeping journal entries, recording dialogues, and writing e-mail responses to the investigators. The participation is voluntary.

Interviews: You will be asked to participate in at least 3 interviews, which will take no longer than one hour. The interview will be audio-taped and transcribed for the purpose of the study. In the interview, you will be identified by a pseudonym so that you may remain anonymous in any transcripts, tapes, and references to any information contained in the interview. For Korean participants, the interview will be conducted in your native language, in order to catch all the detailed experiences and delicate feelings you express. It can be conducted in English if you want to do so.

Observations: You will be asked to be observed in natural settings such as conversations with your native speaking friends, your roommates, your classmates, shopping center
staffs, or restaurant personnel. During observation, your conversations will be audio-taped if you and your interlocutors permit. If at any time you wish the investigator to temporarily cease recording or observing, simply tell the investigator, and he/she will stop.

III. RISKS

There are no known risks to participating in this study, although it may be difficult at times to discuss embarrassing experiences. You will be asked to talk about your daily experiences, and you might reveal embarrassing personal stories or private life styles. You will also talk about the difficulties in learning English. You may feel disturbed as the investigator will follow you and record your conversations with your friends. Please remember that the investigator is interested in sampling everyday discourse events, not in deeply personal or private conversations; and that you can tell the investigator to stop at any point.

IV. BENEFITS

There are no direct benefits to you as an individual, but the study may be of use to learners of English and educators of English as a second language.

V. ANONYMITY

In the interview, you will be identified by a pseudonym. Pseudonym will be used throughout the transcripts, tapes, references, journals, and field notes. However, even though the investigator will attempt to make you anonymous, it may be possible to identify a participant by his/her activities.

VI. FREEDOM TO WITHDRAW

You may withdraw from the project and the interview at any time without penalty of any kind. In the event that you withdraw from the interview or project, any tape made of the interview will be either given to me or destroyed, and no transcript will be made of the interview. If you feel that you have not been treated according to the descriptions in this form, or that your rights as a participant in the research have been violated during
the course of this project, you may contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech.

VII. APPROVAL OF RESEARCH

This project has been approved, as required, by the Institutional Review Board for Research involving Human Subjects at Virginia Polytechnic Institute and State University.

VIII. SUBJECT’S RESPONSIBILITIES AND PERMISSION

I have read and understand the informed consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Name & Pseudonym | Contact: phone or address or Email address (OPTIONAL)

Should I have any questions about the research project or procedures, I may contact:

Investigator: Eunsil Lee, Phone: (540) 961-3523, Doctoral Candidate, Teaching and Learning, email: eulee1@vt.edu

Reivew Board: Dr. David M. Moore, Office of Research Compliance, CVM Phase II (0442). 231-4991

c. the participant, Eunsil Lee
Appendix B

Interview Guide

1. Personal Information

   Background
   - Where and when were you born?
   - When did you first come to the United States? And for what purpose?
   - How long have you been in Blacksburg?
   - How long have you been attending the English Language Institute at Virginia Tech?
   - Are you married? If so, who are the members of your family (spouse, daughters, sons, etc.)?
   - If you attended college in Korea, what was your major?
   - If you had to choose one “adjective word” to describe you, what would it be?

   Goals
   - Why do you want to improve your speaking skills in English?
   - What level of oral English proficiency would you like to achieve? Why would you like to do so?
   - What is your ultimate goal after finishing a study abroad program?
   - Are you pursuing a further degree at an American university? Or, Virginia Tech?
   - Are there any ways in which your decisions influence your effort to learn oral communication skills in English?

2. Social and Cultural Context

   Daily Activities
   - Please describe a typical day from the time you arise in the morning until the end of your day?
   - What do you usually do during the weekend?
   - When and where do you use English for communication outside school?
   - Where do you usually go when you are free? (Theatres, house gatherings, shopping centers, grocery shopping, church gathering etc.)
   - Where is your (or your family’s) favorite place?
   - Where have you been during the past week (or past two weeks)? (e.g., eating, shopping, studying, doing exercise, visiting friends’ houses or going parties, staying home)
• What kind of activities have you done during the past week (or past two weeks)?
• Please describe your living arrangement, and why did you choose your current living situation? (living by yourself, with American roommates, with Korean roommates)

Socialization
• Tell me about your American friends (e.g. communication partners or other English Native Speakers), and what do you usually do with them?
• Tell me about your international friends who speak English as a second language, and what do you usually do with them?
• What are the differences between your international friends and your American friends in terms of communication styles and manners?
• Who are the groups of people (family, union, friends, etc) and individuals you meet most often outside the classroom? What do you usually do with them?
• How do you develop friendships with your international friends or American friends?

Active Social & Cultural Participation
• In what kinds of social and cultural activities have you participated in the community? (Halloween, Easter, Thanksgiving, international day, international women’s gathering: Mornings, international coffee hours, other YMCA and Cranwell center activities, etc.)
• Please describe your experiences in participating in those activities?
• What places in the U.S. have you traveled? Please tell me your favorite activities when you travel?

Exposure to Korean
• What are the exposures to the Korean language and culture? What are your contacts with the Korean language? (Video, TV. Magazines, the articles on the internet, stories, talking to Korean friends, conversation.)
• How do you think about “using Korean” in terms of learning spoken English?

Your Assumption about American Culture
• In your experiences, how is American culture different from Korean culture?
• Based upon your experiences, what do you think of a friendship with Americans? Is it different from the relationship with Korean friends?
• In a conversational manner, what are the most significant differences that you see between the Korean and American languages?

_English Practices in social and cultural interactions_
• In what situations do you speak English with your Korean friends? Or your family members (spouse and children)?
• What or who helps you in learning English outside the classroom?
• How do you practice your English at home? And with whom do you practice?

3. **Ways of Communication**

_Communication_
• If you think that some Americans are easier to understand when you’re in conversation with them, what things can you refer from your experience?
• Could you describe the American native-speakers who are easily understandable when speaking English?
• What kinds of speech patterns do you think are more understandable (slow, less accent or intonation etc.)?
• What opportunities do you have to speak English?
• What do you expect when engaging in conversation with them?

_Opportunities to Learn English_
• Please tell me your first exposure to learning English.
• When was your first account of spoken English? How was it?
• Where and when do you think you learn English most; for example, in your classrooms, talking to your friends, casual conversation?
• How did your experiences influence your learning spoken English on a daily basis?

_Development in Spoken Language Abilities_
• Do you think your English has improved since you came here? Why do you think so? What changes do you see in your command of English?
• Let’s suppose there are 4 levels in English proficiency: novice, intermediate, advanced, superior (near native speaker). How would you rate your English level? And why do you think so?
• If you had to summarize in one sentence about your process of learning English (can be a metaphor), what would it be?
4. Misunderstanding, Miscommunication, & Emotions

- When you listen to Americans, what are the things most difficult to understand? Jokes? Music? Sports? Soap opera? Talk show?
- How do you monitor your mistakes in your spoken English?
- Please tell me your daily experiences including successes, difficulties and challenges in learning English and also in living in the United States?
- In spoken English, what is most difficult for you?
- Does anything make you avoid learning English? If so, what?
- Do the difficulties in learning English affect you emotionally?
- How do you cope with your emotional status?

5. Learning Strategies

- Before you came to the United States, what did you do to learn English?
- What was your plan to improve your English before you came to the States?
- What do you do to improve your English? What do you need most to learn English more effectively these days?
- Can you suggest one or two of your individual ways to study English effectively? (What are your favorite ways to learn English?)
- What do you think are the most important factors for learning spoken English?

6. Media-concerned

- What are your favorite shows on TV and on the radio stations?
- How do watching movies and TV help you to learn English?
- How does your reading help you?
- How does the internet help you learn English?
Appendix C

Consent for Transcriber

Title of Project: Learning Language and Culture outside the Classroom: Korean Study Abroad Students’ Experience

Principal Investigator: Dr. Judith L. Shrum, Department of Teaching and Learning and Department of Foreign Languages and Literatures
Co-investigator: Eunsil Lee, Doctoral Candidate, Department of Teaching and Learning

APPROVAL OF RESEARCH

This project has been approved, as required, by the Institutional Review Board for Research involving Human Subjects at Virginia Polytechnic Institute and State University.

CONFIDENTIALITY/ANONYMITY

The interviews you are asked to transcribe were audio-recorded for the purpose of the study. Even though the risk is minimal in telling the researcher their daily experiences, participants may reveal personal and private experiences, which could potentially embarrass them. Therefore, the data should be confidential. In all interviews, participants will be identified by a pseudonym so that they may remain anonymous in any transcripts, tapes, and references to any information contained in the interview. However, even though the investigator tries to keep participants and locations anonymous, it may be possible to identify participants by their activities. Therefore, you should transcribe the recorded tapes in private. You should destroy or erase them after you finish with your transcription. I recommend that you wear a headset to protect the participants’ privacy when you transcribe the tapes.

TRANSCRIBER’S RESPONSIBILITIES

I have read and understand the conditions of this transcribing job. I hereby acknowledge the above and promise to keep confidential while and after transcribing the interviews.

Signature       Date

Name Contact: phone or address or

File name Email address

Should I have any questions about the research project or procedures, I may contact:

Investigators: Dr. Judith L. Shrum, Phone (540) 231- 8300, Department of Teaching and Learning and Department of Foreign Languages and Literatures, email: jshrum@vt.edu
         Eunsil Lee, Phone: (540) 961-3523, Doctoral Candidate, Department of Teaching and Learning, email: eulee1@vt.edu

Review Board: Dr. David M. Moore, Office of Research Compliance, CVM Phase II (0442). (540) 231 4991 cc. the participant, Dr. Judith L. Shrum, and Eunsil Lee
Appendix D

Focus Group Meetings

Meeting I (11/24/04)

- Cultural differences
- Understanding native speakers
- Being anxious about interaction & communication
- Speaking opportunities

Meeting II (12/11/04)

- Living experiences
- Best scenarios vs. Worst scenarios
- Difficulties
- Suggestions for other students who prepare study abroad
Appendix E

IRB Request for Exemption protocol
Learning Language and Culture outside the Classroom:
Korean Study Abroad Students’ Experience

JUSTIFICATION OF THE STUDY
This study seeks to find out how study abroad students learn the target language and the target culture through interaction and communication with native speakers and other international students outside the classroom. The setting of this study is outside the classroom. By answering the questions of (1) how study abroad students interact socially and (2) how they communicate in the target language, I hope to understand the process of language and culture learning, and my understanding helps to inform the nature of Second Language Acquisition.

PROCEDURES
Participants will be Korean ESL students. Approximately four English language-learning Korean study abroad students will be selected. Participants will vary in age, gender, and experience. Ideally, two male and two female participants will be selected.
This study is of a qualitative nature, and the investigator will practice qualitative methods such as in-depth interviews, participant observations, shadowing observations, and recording dialogues. The investigator will also encourage the key participants to actively join in the practices of collecting data, such as collecting artifacts related to their language and culture learning, keeping journal entries in English and Korean, tape recording dialogues or class instructions, and writing e-mail responses to the investigators.

Interviews: The participants will have a number of a formal, tape recorded interview sessions and informal sessions without the tape recorder. Each interview will be open-ended and non-structured. Participants will be asked to reflect on one or two topics during one interview session for an in-depth discussion. Follow up questions will be added. The formal interview will last for about an hour and be conducted in a public place, such as a coffee shop or in a private place, such as her/his office or apartment. Formal interviews will also be audio-taped and transcribed for the purpose of the study. In all interviews, participants will be identified by a pseudonym so that they may remain anonymous in any transcripts, tapes, and references to any information contained in the interview. The transcribed interviews will be stored in an investigator’s house. With Korean participants, the interview will be conducted in their native language, Korean, in order to catch all the detailed experiences and delicate feelings they express. It may be conducted in English if the participant wishes to do so.
Observations: The participant will be observed in natural settings such as conversations with your native speaking friends, your roommates, your classmates, shopping center clerks, or restaurant waiters/waitresses/cashiers. During observation, conversations between the participant and interlocutors will be audio-taped, if the participant and his/her interlocutors permit.

RISKS AND BENEFITS
The participants will have more benefits than risks. One anticipated benefit for Korean ESL participants is that they will be encouraged to apply various learning skills and resources that they find useful while participating in the study. They may find some good English learning activities or resources only available in an English-speaking environment. In addition, participants may analyze their space and time controls outside the classroom to learn spoken English more effectively. I also hope that participants may find out the relationships between cultural acquirement and language acquirement. Another anticipated benefit for native English speaker participants and international student participants is that they may understand the Korean culture and communication styles better when they participate in the research.

Even though the risk is minimal, in telling the researcher their daily experiences, participants may reveal personal and private experiences, which could potentially embarrass them. Therefore, the data should be confidential. The Korean participants also will talk about the difficulties and sufferings in the process of learning English. Native speakers may have difficulty talking about their miscommunication with Korean ESL students. It may be initially difficult for them to tell someone their negative experiences. However, they will find that all their stories will be meaningful and helpful not only for the study but also for participants in order to understand their own ways of communicating with people from different cultures.

CONFIDENTIALITY/ANONYMITY
In the interview, you will be identified by a pseudonym. Pseudonyms will be used throughout the transcripts, tapes, references, journals, and field notes. However, even though the investigator tries to make participants anonymous, it may be possible to identify participants by their activities. The investigator will transcribe the recorded tapes in private. Transcriptions and the tapes will be stored for a time in the box containing all the materials for this study. The investigator will destroy or erase them later. If any participant needs to listen to her/his conversation on the tape, the investigator will always bring it to them if the tapes are not yet destroyed. When the investigator transcribes the tape, the investigator will wear a headset to protect the participants’ privacy.

INFORMED CONSENT
Before the first interview, the researcher will provide an informed consent form to the participants. They will be asked to read this form thoroughly and to sign. The form is included in this file.
Appendix F

Purpose of Study and Research Questions

<table>
<thead>
<tr>
<th>Purpose of Study</th>
<th>Research Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To gain knowledge about the process of second language and culture learning through outside-the-classroom interactions.</td>
<td>How do Korean study abroad students learn the target language and culture through interactions outside the classroom?</td>
</tr>
<tr>
<td>• To investigate how language learners develop their ability to interact and communicate using the target language in a target culture.</td>
<td>How do they interact socially outside the classroom?/how do they develop communicative competence through social interactions?</td>
</tr>
</tbody>
</table>

Implications

- ESL Instruction
  - Facilitate outside-the-classroom interactions

- EFL Interaction
  - Include activities to generate spontaneous conversation

- Preparation Study Abroad Student
  - Understand the challenges to participate in activities outside the classroom
Appendix G
Data Collection Methods and Types of Data Analysis

Data Collection Methods

Content Analysis
Interactional Analysis
Conversation Analysis
Pragmatic Analysis

Data Analysis
Appendix H

Participants and Their Living Arrangements
Appendix I

KB's Ordering a Meal at Subway

1. KB: Difficult choice, what… How can I order?
2. CS: What?
3. KB: What kind of sandwich?
4. CS: We have, if you looked down through, we have roast beef; we have Ham, Turkey, Chicken.
5. KB: I choice, I choose.
6. CS: Yeah, What?
7. KB: I pay, I paid for this one? Each?
8. CS: What? You choose which kind one and that determines how much. So you can… See a specialty sandwich? If you look up here, we have a BMT, which has pepperoni, salami, and ham.
9. KB: Uh.
10. CS: Or, a club will have ham, roast beef, or turkey. Or you can just get one of these meats, you can choose that.
11. KB: First I, I’ll choose from.
12. CS: Bread. Yeah, you can choose.
13. KB: I’ll have what you recommended.
14. CS: What’s my recommendation? Huh (Little laugh) Okay, then I’ll do the honey oat. It’s not here. I can’t point out but Huh, Huh, Huh. Foot long or six inch? Half or whole?
15. KB: Half,
16. CS: Half of it? What kind of cheese do you want?
17. KB: Cheese?
18. CS: American, provolone, cheddar.
19. KB: I’ll have cheddar, cheddar.
20. CS: Then do you want what kind of meat you want on it?
23. KB: Ah, ah, do you recommend?
24. CS: Yeah, turkey bacon is good
25. KB: Ah, delicious?
26. CS: What?
27. KB: Is it delicious?
28. CS: Yes, it’s delicious. (Little giggle)
29. KB: Yes, I’ll have. (Cough)
30. CS: What vegetable? Yes, what vegetable do you want?
31. KB: Tomato
32. CS: Tomato
33. KB: Pickle
34. CS: Pickle
35. KB: Lettuce?
36. CS: Lettuce, do you want lettuce?
37. KB: Green pepp
38. CS: Green pepper
39. KB: Green pepper
40. CS: Anything else?
41. KB: Yep. What do you recommend?
42. CS: I like banana peppers. Do you want any sauces on it?
43. KB: Sausage?
44. CS: Sweet sauces, mayonnaise, and mustard?
45. KB: Ah, sauce?
46. CS: We have sweet sauces here. Or we have mayonnaise or mustard.
47. KB: I like, I like sweet sauce.
48. CS: Sweet sauce? Do you want sweet sauce?
49. KB: Sweet onion sauce.
50. CS: Anything else?
51. KB: OK, thank you. (Ordering a meal, KB, 10/8/04)
Appendix J

Participants and their English Speaking Interlocutors

Participant 1

Participant 2

Participant 3

Participant 4
Participant 5

Participant 6

Participant 7

NS: Native Speaker; CP: Conversation Partner; NNS: Non Native Speaker; MA: Host Mother, MA; RM: Room-Mate; IF: International Friend: IF, YS; KS: Korean Speaking, ZA
Appendix K

LY’s Conversation with Conversation Partner about Milk

1. KB: (Cough) By the way, I wonder what kind of, kind of milks, milk, milk, what kind of milk famous in the USA? Milk company? Yes. I like milk but I went to Kroger or Wal-Mart but I’m not choose the milk. What kind of qualities high?

2. CP: Uh, I just get

3. KB: The famous company

4. CP: I just choose Kroger brand. There’s not like national brand of milk. It’s only coca cola. Everyone drinks the same. Usually you drink the local, local brand.

5. LY: Local company?

6. CP: And you can get skim, fat free, 1%, 2%.

7. LY: Fat free, 2 %, whole milk.

8. CP: Yes. You have a lot of choices when it comes to milk. You have like skim or 2%?

9. LY: I found, searched about milk. Fat free or skim, person who drink. a person who drinks whole milk, he gained 2 kg, 2kg more than the other drink skim milk for one month. Everyday one cup.

10. CP: I only drink skim milk. That’s just me. That’s just whenever grow up drinking.

11. LY: I usually have 2%. I don’t know why.

12. CP: 2% is very thick. Kind of richer.

13. LY: I can’t tell the difference.

14. CP: You can’t tell the differences? To drink skim or 2%?

15. LY: I have never drink skim milk,

16. CP: Oh really?

17. LY: or whole milk.

18. SI: Then just try it, then you can see the difference.

19. LY: Really?

20. CP: That’s really like water down it’s not as thick. I don’t like the 2%.

21. KB: (In Korean to SI) Did he say what is better?

22. SI: (In Korean to KB) Nothing special (Conversation, LY, 10/8/04).
VITA

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EDUCATION

Doctor of Philosophy, PH. D, December 2005
Teaching English as a Second Language, Curriculum and Instruction
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Dissertation Topic: Learning Language and Culture outside the Classroom:
Korean Study Abroad Students’ Experience

Master of Arts in Education, MAED, May 1997
Teaching English as a Second Language, Curriculum and Instruction,
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg,
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Bachelor of Arts, BA, Communication Studies, December 1995
Lynchburg College, Lynchburg, VA, USA

EMPLOYMENT

Graduate Assistant, Fall 2004 - Spring 2005
Center for Excellence in Undergraduate Teaching, Virginia Tech, Blacksburg,
VA, USA
Responsibilities: Research on International Students’ Adaptation, Assist New
Faculty Symposium, Assist Common Book Project
Full-time Instructor, September 1997 - August 2003
  Jeonju Kijeon Women's College, Department of Tourism English, Jeonju, Korea
  Classes Taught: Tourism English Conversation, Freshmen English, Business English

English Speaking Tour Guide, 1990 - 1993
  Global Tours, Ltd. (1990 – 1992), Seoul, Korea
  Tours: City Tours, Tours in Seoul, Busan, Gyeongju, Sorak Mountain, Jeju Islands, Temple Tours, KNTO Spring Tour for Ambassadors in Korea

RESEARCH INTERESTS

- Second language and culture acquisition
- Sociocultural theory
- Inside and outside classroom interactions
- Qualitative and ethnographic methods

TEACHING INTERESTS

- Undergraduate English conversation class with intercultural learning emphasis
- Graduate English Teacher Education courses

EXPERIENCE

Translator
- July 2004, Teacher Group from Hanyang Science & Technique High School, Richmond University, Richmond, VA
- August 2001, Teacher Group of Seoul City Education Board, Experiential Learning Program, Yamnuska Inc. Canmore, Alberta Canada
- August 2000, Teacher Group of Seoul City Education Board, Experiential
Learning Program, Horizon Camp, Harrisonburg, VA,

- August 1998, Teacher Group of Seoul City Education Board, Experiential Learning Program, Horizon Camp, Harrisonburg, VA,
- Summer 1996, Jungang University Montessori Group from Seoul, Korea, Randolph-Macon Women’s College, Lynchburg, VA, USA,

Lecturer

- March-August 1999, English Speaking Tour Guide Training Course, Tour Guide Class, Jeonju Kijeon Women’s College Education Center, Jeonju, Korea
- October-November 1997, Intensive English Courses for Elementary Teachers, Foreign Language Teaching Methodologies Class, Seoul City Education Training Center, Seoul, Korea

Teaching Assistant

- Spring 1997, Student teacher at Elementary Schools in Roanoke County, English as a Second Language, Roanoke, VA, USA
- Fall, 1996, Student aide at Gilbert Linkous Elementary School, English as a Second Language, Blacksburg, VA, USA
- Fall 1995, Student assistant at International Graduate Teaching Assistant class at Virginia Tech, Blacksburg, VA, USA

PUBLICATIONS

HORNS/AFFILIATIONS

- 2005-2006, TESOL member, VA, USA
- 2001-2002, TESOL member, VA, USA
- 1996-1997, VATESOL member, VA, USA
- 2004-2005, Phi Kappa Phi Honor Society, Virginia Tech, Blacksburg, VA, USA
- Spring 1997, Seoul National University College of Medicine Alumni
  Association of North America Scholarship, New York, USA
- May 1996, Highest Honors in Communication Studies, Lynchburg College,
  Lynchburg, VA, USA
- May 1996, Magna Cum Laude, Lynchburg College, Lynchburg, VA, USA
- 1995, Who’s Who, Lynchburg College, Lynchburg, VA, USA
- 1994-1995, Phi Kappa Phi Honor Society, Lynchburg College, Lynchburg, VA
- Fall 1994, USA International Student Award at Banquet, Lynchburg College,
  Lynchburg, VA, USA
- Fall 1993, Spring 1994, Fall 1994, Spring 1995, Dean’s List, Lynchburg College,
  Lynchburg, VA, USA

LICENSES

- August 2000, Teacher Certificate of Korean as a Foreign Language, Hanyang
  University, Seoul, Korea
- August 1997, Teacher License in the State of Virginia for Teaching English as a
  Second Language, VA Department of Education, Richmond, VA, USA
- March 1990, English Speaking Tour Guide, Korea International Tourism
  Organization, Seoul, Korea