

# 이신웅

한양대학교 [서울캠퍼스 인문과학대학 영어영문학과](#) 교수이다.

## 학력

- 1989 ~ 1996 한양대학교 영어교육학 학사
- 1997 ~ 1999 University of Texas at Austin 영어교육학 석사
- 1999 ~ 2003 University of Texas at Austin 영어교육학 박사

## 경력

- 2000 ~ 2003 Texas Center for Reading and Language Arts 연구원
- 2006 ~ 2008 한국영어교육학회 편집이사
- 2010 ~ 2011 미국 오리건주립대학교 언어학과 방문교수
- 2013 ~ 2014 한양대학교 영어영문학과 학과장
- 2013 ~ 2016 한양대학교 영어교육위원회 위원장
- 한양대학교 영어영문학과 교수

## 연구실적

1. Lee, S. (2016). L1 influence on the processing of L2 collocation: An experimental study of Korea EFL learners. *Linguistics Research* 33(Special Edition), 137-163.
2. Lee, S. (2015). Korean EFL learners' productive collocation knowledge and its relationship to their writing proficiency. *English Language & Literature Teaching*, 21(4), 59-84.
3. Chon, V. Y., & Lee, S. (2015). L2 collocational knowledge by congruency and writing proficiency of EFL university learners. *English Language & Literature Teaching*, 21(1), 49-74.
4. Lee, S. (2015). Lexical demand of animation movies and vocabulary learning through watching them: A corpus-driven approach. *STEM Journal*, 16(1), 23-47.
5. Lee, S. (2014). What vocabulary size is needed to comprehend Harry Potter series?: Implications for incidental vocabulary learning. *English Language & Literature Teaching*, 20(2), 169-192.
6. Park, M., & Lee, S. (2014). Corpus-based investigation into reporting that in translated English editorials. *Korean Journal of English Language and Linguistics*, 14(2), 199-217.
7. Lee, S. (2014). Korean EFL university students' English vocabulary size and their writing proficiency. *Journal of Korea English Education Society*, 13(2), 21-43.
8. Lee, S. (2013). Corpus-based vocabulary analysis of Friends: Implications for Incidental vocabulary learning. *Modern English Education*, 14(3). 1-21.
9. Lee, S. (2012). Receptive vocabulary size for reading English and American novels. *Multimedia-Assisted Language Learning*, 15(4), 103-125.
10. Lee, S. (2011). Semantic prosody in bilingual dictionaries and EFL learners' sentence writings. *English Teaching*, 66(2), 253-272.
11. Lee, S. (2011). Challenges of using corpora in language teaching and learning: Implications

for secondary education. *Linguistic Research*, 28(1), 159-178.

12. Lee, S. (2009). Literature review on second language learning strategy. *Hanyang Educational Review*, 25(1), 85-102.
13. Lee, S. (2009). University students' experiences of peer-assisted learning and its effect on their academic achievement. *English Language Teaching*, 21(1), 119-152.
14. Lee, S. (2008). L2 reading strategies and gender: A study of Korean EFL university students. *Studies in British and American Language and Literature*, 86, 221-249.
15. Lee, S. (2007). English vocabulary learning strategies of Korean university students: Strategy use, vocabulary size, and gender. *English Teaching*, 62(1), 149-168.
16. Lee, S. (2006). English vocabulary size of Korean university students. *Korean Journal of Applied Linguistics*, 22(1), 115-142.
17. Lee, S. (2005). ESL students' beliefs about the utility of synchronous online discussion (SOD) in language learning and their participation in the SOD. *Multimedia-assisted Language Learning*, 8(2), 9-31.
18. Lee, S. (2004). Is Synchronous computer mediated communication truly egalitarian?: A case study of computer-networked ESL classroom. *Multimedia-assisted Language Learning*, 7(1), 109-141.
19. Lee, S. (2003). Korean ESL learners' experiences in computer assisted classroom discussion. *English Teaching*, 58(4), 371-395.
20. Liu, M., Moore, Z., Graham, L., & Lee, S. (2002). A Look at the Research on Computer-Based Technology Use in Second Language Learning: Review of Literature from 1990-2000. *Journal of Research on Technology in Education*, 34(3), 250-273.