



•Field Applied Linguistics (specialized in Corpus Linguistics). TESOL

•Name Shin, Yu Kyoung

•Title Associate Professor

•Office 14507

•Tel 033-248-2486

•Email yshine@hallym.ac.kr

## Education background

Georgia State University (Ph.D. in Applied Linguistics)

TESOL Graduate School of Sookmyung Women's University (M.A. in TESOL)

Soongsil University (B.A. in World Commerce)

## Major careers

2018.09.~present  
Associate Professor in Global Studies, Hallym University

### Publications (\*\*SSCI indexed)

\*\*Shin, Y., & Won, D. (Accepted). To what extent do L2 learners produce genre-appropriate language? A comparative analysis of lexical bundles in argumentative essays and speeches. *Journal of English for Academic Purposes*, 101389. [SSCI]

\*\*Shin, Y. (Accepted). Bilingual Writers and Corpus Analysis by David Palfreyman & Nizar Habash. *Applied Linguistics*. [SSCI]

Kang, S., Shin, Y., & Yoo, I. (2024). Using lexical bundles to teach prepositions to Korean EFL students: Corpus-based instructed SLA. *Journal of Second Language Studies*, 7(1), 75-98. [SCOPUS]

\*\*Shin, Y. (2023). Review of *Learner Corpus Research Meets Second Language Acquisition* by Bruyn Bert Le & Paquot Magail. *Innovation in Language Learning and Teaching*, 17(5), 971-974. [SSCI]

\*\*Shin, Y. (2022). Review of *Doing English Grammar: Theory, Description, and Practice* by Roger Berry. *System*,

111, 102936. [SSCI]

Yoo, I., & Shin, Y. (2022). English lexical bundles in a learner corpus of argumentative essays written by Korean university students. *Corpora*, 17, 23-42. [SCOPUS]

Shin, Y. (2022). Semantic properties of lexical bundles used by young adult Korean EFL students at different grade levels. *Modern English Education*, 23(2), 10-21. [KCI]

Shin, Y. (2021). A new look at formulaic expressions used by apprentice academic writers: Errors with function words. *Studies in Foreign Language Education*, 35(1), 17-34. [KCI]

Shin, Y., Koo, Y., Park, Y., & Seo, D. (2021). Argument-related recurrent sequences: A corpus-based study targeting L2 learners of English. *Secondary English Education*, 14(4), 52-89. [KCI]

\*\*Shin, Y. (2020). Evaluative prosody and semantic preference: Extending the analysis of recurrent multiword sequences. *English for Specific Purposes*, 59, 42-58. [SSCI]

\*\*Yoo, I., & Shin, Y. (2020). Determiner use in English quantificational expressions: A corpus-based study. *TESOL Quarterly*, 54(1), 90-117. [SSCI]

\*\*Lee, Y., Yoo, I., & Shin, Y. (2020). The use of English prepositions in lexical bundles in essays written by Korean university students. *Journal of English for Academic Purposes*, 45, <https://doi.org/10.1016/j.jeap.2020.100848> [SSCI]

Shin, Y., & Park, S. (2020). Lexical frames in L2 writing development: A longitudinal study. *Journal of the Korea English Education Society*, 19(4), 117-137. [KCI]

Shin, D., & Shin, Y. (2020). Retaliated with tariffs on: A corpus-based analysis of TED talks and BBC news in Global Business issues. *Modern English Education*, 21(2), 71-84. [KCI]

\*\*Shin, Y. (2019). Do native writers always have a head start over nonnative writers? The use of lexical bundles in college students' essays. *Journal of English for Academic Purposes*, 40, 1-14. [SSCI]

Shin, Y., Choi, H., Kim, D., Ko, S., Yoo, H-M., Yoo, H-J., Yoon, J., & Yoo, I. (2019). Syntactic complexity of recurrent multiword sequences in the writings of published authors and L1 and L2 English apprentice writers. *The Journal of Asia TEFL*, 16(2), 516-530. [SCOPUS]

Shin, Y., Kim, J., Park, J., & Yu, S. (2019). English conjunctive adjuncts used by native and nonnative freshman university students. *Modern English Education*, 20(4), 54-62. [KCI]

\*\*Shin, Y., & Park, E. (2019). Spatial trajectories of North Korean L2 English learners: Transformed attitudes towards English across spaces. *Language and Intercultural Communication*, 19(4), 328–341. [SSCI]

\*\*Shin, Y., Cortes, V., & Yoo, I. (2018). Using lexical bundles as a tool to analyze definite article use in L2 academic writing: An exploratory study. *Journal of Second Language Writing*, 39, 29–41. [SSCI]

Shin, Y. (2018c). The construction of English lexical bundles by native and nonnative freshman university students. *English Teaching*, 73(3), 113–137. [KCI]

Shin, Y. (2018b). Articles embedded in English formulaic sequences: Complete and incomplete sequences used by Korean college students. *Studies in English Education*, 23(3), 651–673. [KCI]

Shin, Y. (2018a). Lexical bundles in argumentative essays by native and nonnative English-speaking novice academic writers (Unpublished doctoral dissertation). Atlanta, GA: Georgia State University.

\*\*Shin, Y., & Kim, Y. (2017). Using lexical bundles to teach articles to L2 English learners of different proficiencies. *System*, 69, 79–91. [SSCI]

\*\*Park, E., Song, S., & Shin, Y. (2016). To what extent do learners benefit from indirect written corrective feedback? A study targeting learners with different proficiency and (non-)heritage status. *Language Teaching Research*, 20(6), 678–699. [SSCI]

Park, E., & Shin, Y. (2016). English language teaching in North Korea: Insights from high school textbooks. *Modern English Education*, 17(2), 91–109. [KCI]

\*\*Shin, Y. (2016). Lexical Bundles in Native and Non-native Scientific Writing: Applying a Corpus-based Study to Language Teaching by Danica Salazar (2014). *English for Specific Purposes*, 41, 82–83. [SSCI]

Liu, N., & Shin, Y. (2015). When months are numbered while days are not: Korean children's acquisition of time words. In M. Kenstowicz, T. Levin, & R. Masuda (Eds.), *Japanese/Korean Linguistics*, 23, 1–9. Stanford, CA: Center for the Study of Language and Information (CSLI).

Shin, Y. (2014). The early acquisition of the category of determiner: Evidence from quantificational phrases. In J. Iyer & L. Kusmer (Eds.), *North East Linguistic Society (NELS)*, 44(2), 105–116. Amherst, MA: Graduate Linguistics Student Association (GLSA).

Shin, Y. (2012). A new look at determiners in early grammar: Phrasal quantifiers. *Language Research*, 48(3), 573–608. [KCI]