

LI SHENG

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EDUCATION

2007	Ph.D.	Northwestern University, Communication Sciences and Disorders
2000	M. A.	Beijing Normal University, Applied Linguistics Graduated <i>summa cum laude</i>
1997	B. A.	Xiangtan Teacher's University, English Graduated <i>magna cum laude</i>

EMPLOYMENT

August 2016 — present	Associate Professor, Communication Sciences and Disorders, University of Delaware
August 2016 — present	Associate Professor, Department of Linguistic and Cognitive Science (courtesy appointment)
September 2013 – July 2016	Associate Professor, Department of Communication Sciences and Disorders, University of Texas-Austin
September 2007 – August 2013	Assistant Professor, Department of Communication Sciences and Disorders, University of Texas-Austin
2004-2005	Graduate Assistantship, Communication Sciences and Disorders, Northwestern University
2002-2003	Research Assistantship, NIH grant #R29-DC03698-01 awarded to Karla McGregor, Ph.D., Northwestern University
2001-2002, 2003-2004	Teaching Assistantship, Communication Sciences and Disorders, Northwestern University
1997-2000	Research Assistantship, Office of the Dean, Department of Foreign Languages, Beijing Normal University

HONORS & AWARDS

2017	Presidential Fellowship, University of Delaware, to attend the Salzburg Global Seminar on Education for Tomorrow's World
2015	Certificate of Appreciation, in recognition of a significant contribution to the American Speech-Language-Hearing Association and to the professions of Speech-Language Pathology and Audiology
2015	Meritorious poster award, "A robust demonstration of the cognate facilitation effect in first language and second language naming". The Annual Convention of the American Speech-Language-Hearing Association
2014-present	Visiting Professor, Shanghai Children's Medical Center
2015-present	Guest Professor, Shanghai Maritime University

2014-2015	Faculty Research Assignment, College of Communication, the University of Texas-Austin
2014	Pu Dong One Hundred Award, Talent Recruitment and Network Program of Pu Dong District, Shanghai, China
2015-2016	Grant Preparation Award, College of Communication, the University of Texas-Austin
2013 Fall	Grant Preparation Award, College of Communication, the University of Texas-Austin
2012 Fall	Grant Preparation Award, College of Communication, the University of Texas-Austin
2012 Spring	Grant Preparation Award, College of Communication, the University of Texas-Austin
2011 Spring	Grant Preparation Award, College of Communication, the University of Texas-Austin
2009-2010	Junior Faculty Fellowship, College of Communication, the University of Texas-Austin
2007-2004	Faculty Travel Grant, the University of Texas-Austin Student Travel Awards, the 25th Annual Symposium on Research in Child Language Disorders, funded by the NIH
2001, 2003-2005	Summer Fellowship, Northwestern University
2002, 2004-2007	Conference Travel Award, Northwestern University
2000-2001	University Fellowship, Northwestern University
1997-1998	Outstanding Graduate Student, Beijing Normal University

GRANTS

External Grant

submitted	American Speech-Language-Hearing Association Multicultural Activities Grant Developing an Online Automated Vocabulary Screener for Young Mandarin-Speaking Children Role: P.I. (\$10,000)
2019-2020	Spencer Foundation 10015702 “Assessing Chinese-English Dual Language Learners’ Language Comprehension Using a Web-Based Platform” Role: P.I. (\$50,000)
2017-2020	Humanities and Social Sciences projects, Ministry of Education, China (17YJAZH132) “An investigation of vocabulary acquisition in 3 to 6-year-old Chinese children with specific language impairment” Role: Co-PI
2016-2017	Ph.D. Scholarship, Council of Academic Programs in Communication Sciences and Disorders. “Listening under pressure: When working memory fails to work” Role: Faculty sponsor of Boji Pak Wing Lam (\$20,000)
2016-2017	Language Learning Dissertation Grant, Language Learning Journal “Listening under pressure: When working memory fails to work”

2015-2018	Role: Faculty Mentor of Boji Pak Wing Lam (\$2,000) D1502, Shanghai Ministry of Education Key Project Grant, “Development of Practical Evaluation Tools for Shanghai Preschoolers”
2012-2014	Role: Co-PI (¥400,000) National Academy of Education/Spencer Postdoctoral Fellowship “Lexical-semantic knowledge in Mandarin-English and Spanish- English bilingual children: A comparative study”
2011-2012	Role: P.I. (\$55,000) American Speech-Language-Hearing Association Students Preparing for Academic & Research Careers (SPARC) Award, Role: Faculty sponsor of Sarah Panjwani (\$2,000)
2012, not funded Scored	NIDCD1 R01 DC013015-01 Childhood language development and impairment in a bilingual context Role: PI (2.2 million)
2013, not funded Scored	NIDCD1 R01 DC013015-01A1 Childhood language development and impairment in a bilingual context Role: PI (2.2 million)
2014, not funded Scored	NIDCD 1 R01 DC014494-01 Salience and convergence in bilingual language impairment Role: PI (2.7 million)
2014, not funded	IES R305A150423 Grammatical and Lexical Use of English by ELLs Role: Co-I (1.6 million)
2015, not funded Scored	NIDCD 1 R01 DC014494-01A1 Salience and convergence in bilingual language impairment Role: PI (3.1 million)
2017, not funded	NIDCD 1 K01DC016661 Grammatical profiles of Mandarin-speaking children with primary language impairment Role: PI
2019, not funded	Institute of Education Sciences R324A200108 “Assessing dual language learners: Turning the right thing to do into the easy thing to do” Role: P.I. (1.4 million)
2019, finalist Not funded	Spencer Foundation 10019208 “Assessing dual language learners: Turning the right thing to do into the easy thing to do” Role: P.I. (\$449,363) <i>This application was selected as one of 29 finalists from among 280 applications.</i>

Internal Grants

Spring 2016 Faculty sponsor of Lauren Kelly, Undergraduate Research Fellowship,

- Office of the Vice President for Research, UT-Austin.
“Better working memory means making more predictions? Predictive looking under performance pressure”
 (\$1,000)
- Spring 2016 Faculty sponsor of Jobelle Macas, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“Acquisition of Past Tense in Spanish-English and Mandarin-English Bilingual Children Relative to English Monolingual Children”
 (\$1,000)
- Spring 2016 Faculty sponsor of Frances Ulep, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“The relationship between inhibitory control skills and the comprehension and production of English word order in young children”
 (\$994)
- Fall 2015 Faculty sponsor of Heather Cook & Marle Vargas, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“Working memory and lexical retrieval as mediating factors on predictive processing in native and non-native speakers of English”
 (\$1,000)
- Spring 2015 Faculty sponsor of Jessica Hernandez, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“Verbal Fluency and time perception: Time management in college students with and without developmental language impairment”
 (\$1,000)
- Spring 2015 Faculty sponsor of Jasmin Singh, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“Language processing in college students with development language impairment: Insights via pupil dilation”
 (\$1,000)
- Spring 2014 Faculty sponsor of Nicole Tsao, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“The effect of bilingualism on audiovisual processing”
 (\$1,000)
- Fall 2013 Faculty sponsor of Andrea Hinnen, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“Lexical-Semantic Knowledge in English Monolingual Children, Mandarin-English Bilingual Children, and Spanish-English Bilingual Children: A Comparative Study”
 (\$1,000)
- Spring 2013 Faculty sponsor of Brittany Rasansky, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin.
“Lexical-semantic knowledge in Spanish-English bilingual children”
 (\$560)
- Spring 2013 Faculty sponsor of Kadee Bludau, Undergraduate Research Fellowship,

	Office of the Vice President for Research, UT-Austin. “ <i>Verbal memory in young adults with language learning disability.</i> ” (\$1,000)
Fall 2012	Faculty sponsor of Kaitlyn Lago, Undergraduate Research Fellowship, Office of the Vice President for Research, UT-Austin. “ <i>Gist and verbatim memory in adults with language learning disability.</i> ” (\$1,000)
2010-2011	Special Research Grant, Vice President for Research, UT-Austin. “ <i>Lexical processing in adults with language learning disorders.</i> ” (\$750)
2009-2010	Faculty sponsor of Cho Yi Chan, Undergraduate Research Fellowship, The University Co-operative Society, UT-Austin. “ <i>Vocabulary development in Mandarin-English bilingual children.</i> ” (\$1,000)
2009-2010	Special Research Grant, Vice President for Research, UT-Austin. “ <i>Vocabulary organization in young children.</i> ” (\$750)
Not funded	2009-2010 Graduate School Diversity Mentoring Fellowship Role: Faculty mentor
2008-2009	Faculty Research Grant, Vice President for Research, UT-Austin. “ <i>Semantic representation in bilinguals.</i> ” (\$5,950).
2008	Summer Research Assignment, University of Texas at Austin. “ <i>Organization of the mental lexicon in children with specific language impairment.</i> ” (summer salary support)
2007-2008	Special Research Grant, Vice President for Research, UT-Austin. “ <i>Semantic category knowledge in young children.</i> ” (\$750)
2002-2003	Graduate Research Grant, The Graduate School, Northwestern University. “ <i>Semantic organization in Mandarin-English bilingual children</i> ”. (\$1,500)

PUBLICATIONS

Peer Reviewed Journal Articles

*Submitted, Accepted, In Press, and Published (*student author)*

1. Li, F., Shang, X., & **Sheng, L.** (submitted). A contrastive study of syntactic production ability in Mandarin-English bilingual children in the United States. [Chinese]
2. Hao, Y., Bedore, L., **Sheng, L.**, Zhou, P., & Zheng, L. Exploring predictors of the comprehension and production of shape classifiers in Mandarin-speaking children.
3. Zhang, Y., Xu, X., Jiang, Y., Sun, W, Wang, Y., Song, Y., Dong, S., Zhu, Q., Jiang, F., & **Sheng, L.** (accepted). Early language and communication development of Chinese children: Adaptation and validation of a parent report instrument. *International Journal of Speech-Language Pathology*.
4. Lam, B.P.W., & **Sheng, L.** (2020). Taxonomic development in young bilingual children: Task matters, and so does scoring method. *American Journal of Speech-Language Pathology*, 29(3),1162-1177.
5. Lam, B.P.W., & **Sheng, L.** (2020). The native-likeness problem in L2 word association

- tasks: Examining word class and trials. *English Language Teaching*, 13(5), 125-138.
6. **Sheng, L.**, *Shi, H., *Wang, D., Hao, Y., & Zheng, L. (2020). Narrative production in Mandarin-speaking children: Effects of language ability and elicitation method. *Journal of Speech, Language, and Hearing Research*, 63, 774-792.
 7. **Sheng, L.** (2019). Introduction to the Forum: Innovations in Clinical Practice for Dual Language Learners, Part 1. *American Journal of Speech-Language-Pathology*, 28, 929-931.
 8. *Klawiter, A., & **Sheng, L.** (2019). Efficacy of professional development with individualized coaching on enhancing educator knowledge and practice of emergent literacy skills. *Evidence-Based Practice Briefs*, 13(6), 1-12.
 9. *Zhang, S., Zheng, L. & **Sheng, L.** (2019). The influence of non-verbal intelligence on vocabulary proficiency in Chinese preschoolers. *Early Childhood Education, Issue 793*, 26-31. [Chinese]
 10. Kastenbaum, J., Bedore, L., Peña, E., **Sheng, L.**, Mavis, I., Sebastian-Vaytadden, R., Rangamani, G., Vallila-Rohter, S., & Kiran, S. (2019). The influence of proficiency and language combination on bilingual lexical access. *Bilingualism: Language and Cognition*, 22, 300-330.
 11. *Hao, Y., Bedore, L., **Sheng, L.**, & Peña, E.D. (2019). Narrative skills in two languages of Mandarin-English bilingual children. *International Journal of Speech-Language Pathology*, 21, 325-335. DOI: 10.1080/17549507.2018.1444092
 12. *Hao, Y., **Sheng, L.**, Zhang, Y., Jiang, F., de Villiers, J., Lee, W., & Liu, X. (2018). A narrative evaluation of Mandarin-speaking children with language impairment. *Journal of Speech, Language, and Hearing Research*, 61, 345-359.
 13. *Guo, F., Zheng, L., & **Sheng, L.** (2018). The impact of family cultural capital on 5-6 year-old children's vocabulary ability. *Early Childhood Education, Issue 753-754*, 77-81. [Chinese]
 14. *Yang, J., Zheng, L., & **Sheng, L.** (2018). A comparison between adult and peer influence on preschoolers' conversational skill development. *Research in Preschool Education, Issue 277*, 49-63. [Chinese]
 15. *Yang, M., Cooc, N., & **Sheng, L.** (2017). Cross-linguistic transfer between Chinese and English: A meta-analysis. *Asian-Pacific Journal of Second and Foreign Language Education*, 2:15. DOI 10.1186/s40862-017-0036-9
 16. *Reetzke, R., *Lam, B., *Xie, Z., **Sheng, L.**, Chandrasekaran, B. (2016). Effect of simultaneous bilingualism on speech intelligibility across different masker types, modalities, and signal-to-noise ratios in children. *PLoS ONE*, 11(12): e0168048. doi:10.1371/journal.pone.0168048.
 17. Mann, W., **Sheng, L.**, & Morgan, G. (2016). Lexical semantic organization in American Sign Language and English acquiring children: Evidence from a repeated meaning association task. *Language Learning*, 66, 872-899.
 18. *Lam, B.P.W., & **Sheng, L.** (2016). The development of morphological awareness in young bilinguals: Effects of age and L1 background. *Journal of Speech, Language, and*

- Hearing Research*, 59, 732-744.
19. **Sheng, L.**, *Lam, B.P.W., *Cruz, D., & *Fulton, A. (2016). A robust demonstration of the cognate facilitation effect in first language and second language naming. *Journal of Experimental Child Psychology*, 141, 229-238. doi: 10.1016/j.jecp.2015.09.007
 20. **Sheng, L.**, & *Lam, B.P.W. (2015). Slot-filler and taxonomic organization: The role of contextual experience and maternal education. *Journal of Educational and Developmental Psychology*, 5, 128-138.
 21. *Reetzke, R., Zou, X., **Sheng, L.**, & Katsos, N. (2015). Communicative development in bilingually exposed children with Autism Spectrum Disorders. *Journal of Speech, Language, and Hearing Research*, 58, 813-825.
 22. **Sheng, L.**, Byrd, C.T., McGregor, K.K., Zimmerman, H., & *Bludau, K. (2015). List memory in young adults with language learning disability. *Journal of Speech, Language, and Hearing Research*, 58, 336-344.
 23. Byrd, C.T., **Sheng, L.**, Ratner, N.B., *Gkalitsiou, Z. (2015). Veridical and false recall in adults who stutter. *Journal of Speech, Language, and Hearing Research*, 58, 28-42.
 24. *Hao, Y., **Sheng, L.**, & Gao, L. (2014). Mandarin-speaking children's pronoun interpretation. *Journal of Child Language Acquisition and Development*, 2 (6), 1-23.
 25. **Sheng, L.** (2014). Lexical-semantic skills in bilingual children who are becoming English-dominant: A longitudinal study. *Bilingualism: Language and Cognition*, 17, 556-571.
 26. Li, F., & **Sheng, L.** (2014). The development of semantic category knowledge in Mandarin-English bilingual children in the United States. *Foreign Language Teaching and Research*, 46, 89-102. [Chinese].
 27. **Sheng, L.**, *Lu, Y., & Gollan, T.H. (2014). Assessing language dominance in speakers of Mandarin-English: Convergence and divergence between subjective and objective measures. *Bilingualism: Language and Cognition*, 17, 364-383.
 28. **Sheng, L.**, Bedore, L.M., Peña, E.D., & Fiestas, C.E. (2013). Semantic development in Spanish-English bilingual children: Effects of age and language experience. *Child Development*, 84, 1034-1045.
 29. **Sheng, L.**, Bedore, L.M., Peña, E.D., & *Taliancich-Klinger, C. (2013). Semantic convergence in Spanish-English bilingual children with primary language impairment. *Journal of Speech, Language, and Hearing Research*, 56, 766-777.
 30. Peña, E.D., Bedore, L.M. & **Sheng, L.** (2012). Differentiating language difference versus language impairment in young dual language learners. *Young Exceptional Children Monograph Series No. 14*, 16-29.
 31. **Sheng, L.**, Peña, E.D., Bedore, L.M., & Fiestas, C.E. (2012). Semantic deficits in Spanish-English bilingual children with language impairment. *Journal of Speech, Language, and Hearing Research*, 55, 1-15.
 32. **Sheng, L.**, *Lu, Y., & Kan, P.F. (2011). Lexical development in Mandarin-English bilingual children. *Bilingualism: Language and Cognition*, 14, 579-587.
 33. **Sheng, L.**, & McGregor, K.K. (2010). Object and action naming in children with specific

language impairment. *Journal of Speech, Language, and Hearing Research*, 53, 1704-1719.

34. McGregor, K.K., Rost, G., Guo, L.Y., & **Sheng, L.** (2010). What compound words mean to young children with SLI. *Applied Psycholinguistics*, 31, 463-487.
35. **Sheng, L.**, & McGregor, K.K. (2010). Lexical-semantic organization in children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 53, 146-159.
36. *Shepard, S.D., & **Sheng, L.** (2009). Vocabulary intervention for elementary and secondary school students who are English language learners: A review of research. *Evidence-Based Practice Briefs*, 4(4), 1-13.
37. McGregor, K.K., **Sheng, L.**, & Ball, T. (2007). Complexities of expressive word learning over time. *Language, Speech, and Hearing Services in Schools*, 38, 353-364.
38. **Sheng, L.**, McGregor, K.K., & Marian, V. (2006). Lexical-semantic organization in bilingual children: Evidence from a repeated word association task. *Journal of Speech, Language, and Hearing Research*, 49, 572-587.
39. McGregor, K.K., **Sheng, L.**, & Smith, B. (2005). The precocious two-year old: Status of the lexicon and links to the grammar. *Journal of Child Language*, 32, 563-585.
40. **Sheng, L.**, McGregor, K.K., & Xu, Y. (2003). Prosodic and lexical-syntactic aspects of the therapeutic register. *Clinical Linguistics and Phonetics*, 17, 355-363.

In Preparation

- Wang, D., Wang, S., Zinszer, B., **Sheng, L.**, & Jasinska, L. Cross-linguistic differences in L1 morphological typology influence patterns of neural activation for L2 morphosyntactic processing: an fNIRS study.
- Du, Y. & **Sheng, L.** Parents as Test Agents: A Feasibility Study Using a Mandarin-English Receptive Language Screener.
- Ji, Y., **Sheng, L.**, Wang, D., & Zheng, L. Sentence Comprehension in Mandarin-Speaking Children at Risk for Developmental Language Disorders.
- Wang, D., Zheng, L., & **Sheng, L.** Sentence Repetition as a Clinical Marker for Mandarin-Speaking Preschoolers with Developmental Language Disorders
- Sheng, L.**, Yang, M., Peña, E., Bedore, L., Li, F., & Du, Y. Profiles of language impairment in Mandarin-English bilingual children: A pilot study.
- Sheng, L.**, Lam, B.P.W., Wang, D., & Zheng, L. Receptive and Expressive Vocabulary Screener of Mandarin.
- Pangarkar, N., Panjwani, S., Hyderali, S., & **Sheng, L.**, Assessing language dominance of Urdu-English bilinguals: Development of a naming test and preliminary data.

Conference Proceeding

- Sheng, L.** (2011). Lexical development in Mandarin-English bilingual children: Effects of age, language, and modality. *Proceedings of the First International Conference of Research in Reading Chinese and Related Asian Languages* (pp.63-73). Stillwater, OK:

Oklahoma State University Press.

- *Du, Y., **Sheng, L.**, & Salen, K. (2020). "Try your best": Parent behaviors during administration of an online language assessment tool for bilingual Mandarin-English children. *IDC'20 Proceedings of the ACM Interaction Design and Children Conference* (pp.409-420). <https://doi.org/10.1145/3392063.3394441>.—This conference has an acceptance rate of 33%.

Book Chapter

1. **Sheng, L.**, & *Hollenbach, S. (forthcoming). Research methods for L2 learners with special needs. In Y. Goto Butler & B. Huang (Eds.), *Research methods for understanding child second language development*. Taylor & Francis.
2. **Sheng, L.**, (2018). Typical and atypical lexical development. In A. Bar-On & D. Ravid (Ed.), *Handbook of communication disorders: Theoretical, empirical, and applied linguistic perspectives* (pp.101-116). Berlin, Boston: De Gruyter Mouton.
3. **Sheng, L.** (2014). Semantic development in children with language impairments. In P. Brooks, V. Kempe, & J.G. Golson (Eds.), *Encyclopedia of language development* (pp.534-538). Thousand Oaks, CA: SAGE Publications, Inc.
4. Peña, E. D., Kester, E. S., & **Sheng, L.** (2012). Semantic development in Spanish-English bilinguals: Theory, assessment, and intervention. In B.A. Goldstein (Ed.), *Bilingual language development & disorders in Spanish-English speakers, 2nd edition* (pp.131-149). Baltimore, MD: Paul H. Brookes Publishing.
5. Capone, N., & **Sheng, L.** (2010). Individual differences in word learning: Implications for clinical practice. In A. Weiss (Ed.), *Perspectives on individual differences affecting therapeutic change in communication disorders* (pp.29-56). London: Psychology Press.

Published Abstract

- Reetzke, R., Lam, B.P.W., Xie, Z., **Sheng, L.**, & Chandrasekaran, B., Developmental and linguistic factors of audiovisual speech perception across different masker types. *The Journal of the Acoustical Society of America*, 136 (4), 2263-2263.
- Marian, V., Farooqi-Shah, Y., **Sheng, L.**, Shildkrot, E., & Hirsch, J. (2002). One brain, two languages: Cortical similarities and differences in bilinguals. *The Clinical Neuropsychologist*, 16, 195.

Invited Article

- Marian, V., Farooqi-Shah, Y., Kaushanskaya, M., Blumenfeld, K., & **Sheng, L.** (2009). Bilingualism: Consequences for language, cognition, development, and the brain. *The ASHA Leader*, 14(13), 10-13.

ACADEMIC PRESENTATIONS

Peer Reviewed Presentations

1. Sheng, L., Song, L., Lin, Y., Zhang, Y., Zheng, L., Wang, D., Lam, B.P.W., Du, Y., & Su,

- P.L. (2020, November). Innovations in Language Assessment for Monolingual and Bilingual Mandarin-Speaking Children. Seminar proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA [Convention canceled].
2. Lam, B.P.W, & Sheng, L. (2020, November). Development of Semantic Convergence in Young Spanish-English and Mandarin-English Bilingual Children. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA [Convention canceled].
 3. Hangen, S., Scopio, M., & Sheng, L. (2020, November). Vocabulary Learning Outcomes of a Short-Term Intervention for Preschoolers of Low Socioeconomic Status. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA [Convention canceled].
 4. Brooks, P., Maouene, J., Sawyer, J., Sheng, L., & Maouene, M. (2020, September). Modeling Lexical-Semantic Networks of School Age Children through a Repeated Word Association Task. Paper accepted for presentation at the First Experiments on Linguistic Meaning (ELM1) Conference, Pennsylvania, PA.
 5. Sheng, L., Song, L., Wang, D., & Hollenbach, S. (2020, June). Understanding within-group variation in listening comprehension in Mandarin-English dual language learners. Poster presentation accepted at the National Research Conference on Early Childhood (NRCEC), Arlington, VA. [conference canceled due to covid-19]
 6. Song, L., Sheng, L., Liang, E., Wang, D., Ye, M., Wong, S.K., Lao, Y., Luo, R., & McFadden, K. (2020, June). Dual language learners' vocabulary and sentence comprehension skills and their relations to family language context and teachers' knowledge. Poster presentation accepted at the National Research Conference on Early Childhood (NRCEC), Arlington, VA. [conference canceled due to covid-19]
 7. Hao, Y., Bedore, L.M., Sheng, L., & Zheng, L. (postponed to 2021 due to covid-19). Frequency influences the learning of classifiers in Mandarin-speaking children. Poster presentation at the 15th International Congress of the Association for the Study of Child Language (IASCL), Pennsylvania, PA.
 8. Hollenbach, S.R., Wang, D., & Sheng, L. (postponed to 2021 due to covid-19). Examining effects of bilingualism and task condition on narrative production. Poster presentation at the 15th International Congress of the Association for the Study of Child Language (IASCL), Pennsylvania, PA.
 9. Song, L., Sheng, L., Liang, E., Wang, D., Ye, M., Wong, S., & Lao, Y. (postponed to 2021 due to covid-19). Chinese Dual Language Learners' Receptive Vocabulary, Grammatical Knowledge, and Family Language Context. Poster presentation at the 15th International Congress of the Association for the Study of Child Language (IASCL), Pennsylvania, PA.
 10. Wang, D., Hollenbach, S., & Sheng, L., (postponed to 2021 due to covid-19). Syntactic development in Mandarin-English dual language learners. Poster presentation at the 15th International Congress of the Association for the Study of Child Language (IASCL), Pennsylvania, PA.

11. Sheng, L. (postponed to 2021 due to covid-19). Narrative production in Mandarin-speaking children at risk for developmental language disorder. Oral presentation as a part of the symposium on “Developmental Language Disorder across Asian Languages in Linguistically Diverse Learners“ submitted to the 15th International Congress of the Association for the Study of Child Language (IASCL), Pennsylvania, PA.
12. Du, Y., Salen, K., & Sheng, L. (postponed to 2021 due to covid-19). Parents as Test Agents: A Pilot Study Using a Mandarin-English Receptive Language Screener. Oral presentation at the 15th International Congress of the Association for the Study of Child Language (IASCL), Pennsylvania, PA.
13. Du, Y., Salen, K., & Sheng, L. (2020, June). “Try your best”: Parent behaviors during administration of an online language assessment tool for bilingual Mandarin-English children. Oral presentation at the ACM Interaction Design and Children Conference, London, UK, virtual conference.
14. Hao, Y., Bedore, L.M., Sheng, L., Zhou, P., Peña, E., Liu, C., & Zheng, L. (June, 2020). How do Mandarin-speaking children learn classifiers? Poster presentation accepted at 41st annual Symposium on Research in Child Language Disorders, Madison, Wisconsin. [conference canceled due to covid-19].
15. Wang, D., Wang, S., Zinszer, B., Sheng, L. & Jasinska, K. (2020, May). L1 Morphological Typology Influences Patterns of Neural Activation for L2 Inflectional Processing: An fNIRS study. Poster presentation at the Cognitive Neuroscience Society, virtual conference.
16. Du, Y., Salen, K., & Sheng, L. (2020, March). MECO-LAB: An Online Language Assessment Bank for Mandarin-English Speaking Children. Oral presentation accepted at the 2020 California Speech-Language-Hearing Association Annual Convention, Anaheim, CA. [conference canceled due to covid-19].
17. Sheng, L., Wang, D., Yang, A., & Hsu, N. (2019, March). MECO-LAB: A Mandarin-English Child Online Language Assessment Tool for Researchers, Clinicians, and Parents. Poster presentation at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
18. Hao, Y., Sheng, L., Zhang, Y., Jiang, F., de Villiers, J., Lee, W., & Liu, X. (2019, March). A Narrative Analysis of Morphosyntax in Mandarin-speaking Children with Developmental Language Disorders. Oral presentation at the symposium on “Syntactic Development in Mandarin-Speaking Children”, Society for Research in Child Development Biennial Meeting, Baltimore, MD.
19. Sheng, L., Ji, Y., Wang, D., Hao, Y., & Zheng, L. (2019, March). Comprehension of non-canonical sentences in Mandarin-speaking children at risk for developmental language disorders. Oral presentation at the symposium on “Syntactic Development in Mandarin-Speaking Children”, Society for Research in Child Development Biennial Meeting, Baltimore, MD.
20. Ji, Y., Zheng, L., & Sheng, L. (2019, January). Acquisition of non-canonical word orders in Mandarin Chinese: Evidence from comprehension and production. Poster presentation at the 93rd Annual Meeting of Linguistic Society of America, New York, NY.

21. Shi, H., Zheng, L., Ji, Y., Hsu, N., & Sheng, L. (2018, October). Mandarin speaking children's comprehension of universal quantifiers and negation. Poster presentation at the 17th International Conference on the Processing of East Asian Languages and the 9th Conference on Language, Discourse, and Cognition, National Taiwan University, Taipei, Taiwan.
22. Sheng, L., Wang, D., & Huang, B. (2018, October). The Development of a Mandarin-English Child Online Language Assessment Bank (MECO-LAB). Poster presentation at the East Coast Organization of Language Testers, Educational Testing Service, Princeton, New Jersey.
23. Ji, Y., Zheng, L. & Sheng, L. (2018, June). Mandarin-speaking children's acquisition of active, passive and ba-constructions. Poster presented at the 39th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
24. Sheng, L., Kan, P.F., Yu, B., Hsia, S., & Hsu, N. (2017, November). Language Development & Family Practice in English Language Learners: Spotlight on Learners from Chinese-Speaking Families. Seminar presented at the annual convention of the American Speech, Language, and Hearing Association, Los Angeles, CA.
25. Lam, B.P.W., & Sheng, L. (2017, September). Assessing taxonomic development in bilingual children: The importance of scoring methods. Poster presented at the 10th Asian Pacific Conference on Speech, Language, and Hearing, Narita, Japan.
26. Huang, H.-Y., & Sheng, L. (2017, July). Typically Developing vs. Atypically Developing Mandarin-English Bilingual Children's Acquisition of Syntax: A Case Study of Relative Clauses. Poster presented at the 14th International Congress for the Study of Child Language, Lyon, France.
27. Lam, B.P.W., & Sheng, L. (2017, July). Assimilating to the adult model: The effect of age, bilingualism, and stereo-typicality of word pairs. Poster presented at the 14th International Congress for the Study of Child Language, Lyon, France.
28. Hao, Y., Bedore, L., Sheng, L., Pena, E. (2017, July). Narrative skills in Mandarin-English bilingual children. Poster presented at the 14th International Congress for the Study of Child Language, Lyon, France.
29. Sheng, L., Hao, Y., Zhou, P., & Bedore, L. (2017, July). SES and sibling effects on pronoun and reflexive interpretation in Mandarin-speaking children. Poster presented at the 14th International Congress for the Study of Child Language, Lyon, France.
30. Kan, P.F., & Sheng, L. (2017, June). Noun Classifier Development in Sequential Bilingual Preschool Children. Poster presented at the 11th International Symposium on Bilingualism, Limerick, Ireland.
31. Sheng, L., Lam, B.P.W., Sun, E., & Xu, C. (2017, June) The problematic nature of native-likeness in bilingual semantic association studies. Talk presented at the 11th International Symposium on Bilingualism, Limerick, Ireland.
32. Lam, B.P.W., Nguyen, T.M., Sheng, L., Griffin, Z., Vargas, M., Xu, C., & Sun, E. (2017, June). Bilingual "disadvantage" in verbal fluency does not imply greater effort for lexical retrieval. Talk presented at the 11th International Symposium on Bilingualism, Limerick,

Ireland.

33. Lam, B.P.W., Sheng, L., & Zheng, L. (2017, April). The development of a normative vocabulary assessment for young Mandarin-speaking monolingual children. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.
34. Lam, B.P.W., & Sheng, L. (2017, April). Conceptual scoring reveals a bilingual advantage in development of taxonomic relationship in young bilingual children. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.
35. Hao, Y., & Sheng, L. (2017, April). Cross-linguistic influence in pronoun interpretation in Mandarin-English bilingual children. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.
36. Lam, B.P.W., & Sheng, L. (2017, January). A new two-tier analysis of word associations in bilinguals: Adjectives are special. Talk presented at the Linguistic Society of America annual meeting, Austin, Texas.
37. Cotton, C., Pluskota, A., Mayo, R., Goldstein, B., Crowley, C., Roseberry-Mckibbin, C., Sheng, L., & Riquelme, L. (2016, November). Lessons in Multicultural Development - Progressing From Challenges to Growth. Seminar presented at the annual convention of the American Speech, Language, and Hearing Association, Philadelphia, Pennsylvania.
38. Lam, B.P.W., Sheng, L., & Wiltz, K. (2016, November). The Development of Taxonomic Relations in Young Bilingual Children: Conceptual Scoring Demonstrates a Bilingual Advantage. Poster presented at the annual convention of the American Speech, Language, and Hearing Association, Philadelphia, Pennsylvania.
39. Hao, Y., Sheng, L., & Hendriks, P. (2016, November). Pronoun Interpretation in Mandarin-English Bilingual Children. Poster presented at the annual convention of the American Speech, Language, and Hearing Association, Philadelphia, Pennsylvania.
40. Hao, Y., Sheng, L., Zhang, Y., Jiang, F., Liu, L., Lee, W., de Villiers, J., Wang, Y., Chen, L., & Yu, Z. (2016, July). Narrative skills in Mandarin-speaking children with language impairment. Talk presented at the 24th Annual Conference of the International Association for Chinese Linguistics, Beijing, China.
41. Sheng, L., Yang, M., Peña, E., Bedore, L., Li, F., & Du, Y. (2016, June). Profiles of language impairment in Mandarin-English bilingual children: A pilot study. Poster presented at the 37th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
42. Lam, B.P.W., & Sheng, L. (2016, June). Categorical reasoning in young bilingual children: Insights from category and contrast association tasks. Poster presented at the 37th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
43. Hao, Y., Sheng, L., Zhang, Y., Jiang, F., Liu, L., Lee, W., & de Villiers, J. (2016, June). Narrative macrostructure and microstructure in Mandarin-speaking children with language impairment. Poster presented at the 37th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
44. Lam, B.P.W., Sheng, L., Booth, J., & Leung, H. (2016, June). Semantic convergence in

- young children: The effect of age, number of association branching, and bilingualism. Poster presented at the 37th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
45. Yang, M., Sheng, L., Zhang, Y., Jiang, F., & Liu, L. (2016, June). Parental judgments of Chinese children's speech and language development. Poster presented at the 37th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
 46. Bedore, L., Hao, Y., Sheng, L., & Peña, E. (2015, November). Age, Experience, & Vocabulary Influences on Mandarin Macrostructure in Mandarin-English Bilingual Children's Narratives. Poster presented at the annual convention of the American Speech, Language, and Hearing Association, Denver, Colorado.
 47. Hao, Y., Bedore, L., Sheng, L., & Peña, E. (2015, November). The Role of Age & Experience in Mandarin Microstructure in Mandarin-English Bilingual Children's Narratives. Poster presented at the annual convention of the American Speech, Language, and Hearing Association, Denver, Colorado.
 48. Kastenbaum, J., Kiran, S., Vallila-Rohter, S., Peña, E., Bedore, L., & Sheng, L. (2015, November). The Influence of Language Combination & Proficiency on Bilingual Lexical Access. Talk presented at the annual convention of the American Speech, Language, and Hearing Association, Denver, Colorado.
 49. Sheng, L., Lam, B.P.W., Cruz, D., & Fulton, A. (2015, November). *A robust demonstration of the cognate facilitation effect in L1 and L2 naming*. Poster presented at the annual convention of the American Speech, Language, and Hearing Association, Denver, Colorado.
 50. Kastenbaum, J., Kiran, S., Rohter, S.V., Pena, E.D., Bedore, L., & Sheng, L. (2015, September). *The Influence of Language Combination and Proficiency on Bilingual Lexical Access*. Poster presented at the International Symposium of Monolingual and Bilingual Speech, Chania, Crete, Greece.
 51. Zhang, Y., Xu, X., Jiang, Y., Sun, W., Wang, Y., Song, Y., Dong, S., Zhu, Q., Jiang, F., & Sheng, L. (2015, October). *Validation of the Chinese Early Language Assessment Scale (CELAS): A parent report instrument*. Talk presented at the Asia Pacific Conference on Speech, Language, and Hearing, Guangzhou, China.
 52. Mann, W., Sheng, L., & Morgan, G. (2015 July). Do signing deaf children organize their mental lexicon the same way across languages? Findings from ASL and English. International Congress on the Education of the Deaf, Athens, Greece.
 53. Byrd, C.T., Sheng, L., Ratner, N.B., Gkalitsiou, Z. (2014, November). *Veridical and false recall in adults who stutter*. Poster presented at the Annual Convention of the American Speech-Language-Hearing Association, Orlando, Florida.
 54. Mann, W, Sheng, L., & Morgan, G. (2014, July). *Comparing Deaf and Hearing Children's Lexical Semantic Organization in American Sign Language and English*. Poster presented at the 14th International Congress for the Study of Child Language, Amsterdam, The Netherlands.
 55. Peña, E.D., Bedore, L.M., Sheng, L., McKinney, K. & Pecile, A. (2014, July).

- Development of category knowledge: Differential impacts of language ability and language experience.* Talk presented at the 14th International Congress for the Study of Child Language, Amsterdam, The Netherlands.
56. Lam, P.-W., & Sheng, L., (2014, July). *The use of compounding and derivational word formation rules in young Mandarin-English and Spanish-English bilingual children.* Talk presented at the 14th International Congress for the Study of Child Language, Amsterdam, The Netherlands.
 57. Zheng, L., Sheng, L., & Xu, F. (2014, July). *Breadth and Depth of Vocabulary and Oral Narrative Abilities in Young Mandarin-Speaking Children.* Poster presented at the 14th International Congress for the Study of Child Language, Amsterdam, The Netherlands.
 58. Sheng, L., & Cruz, D.F. (2014, July). *Do cognates facilitate L1 and L2 lexical access in young Spanish-English bilingual children?* Talk presented at the 14th International Congress for the Study of Child Language, Amsterdam, The Netherlands.
 59. Fulton, A.C., Lam, P.-W., & Sheng, L. (June, 2014). *The influence of linguistic typology on application of word formation rules in young Mandarin-English and Spanish-English bilingual children.* Poster presented at the 35th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
 60. Lam, P.-W., Fulton, A.C., & Sheng, L. (June, 2014). *Uniqueness and universality of lexical semantic development in monolingual and bilingual children.* Poster presented at the 35th annual Symposium on Research in Child Language Disorders, Madison, Wisconsin.
 61. Panjwani, S., Sheng, L., & Hyderali, S. (2014, February). *Developing a naming test for Urdu-English bilinguals: A preliminary study.* Poster presented at the Texas Speech-Language-Hearing Association 58th Annual Convention, Houston, Texas.
 62. Lam, P.-W., Zheng, L., & Sheng, L. (2013, June). *Expressive and receptive vocabulary in young Mandarin-speaking children.* Talk presented at the 4th China Interantional Conference on Speech Therapy, Yichang, China.
 63. Reetzke, R., Katsos, N., Zou, X., & Sheng, L. (2013, June). *Social Abilities in Chinese Children with Autism Spectrum Disorders (ASDs).* Talk presented at the 4th China Interantional Conference on Speech Therapy, Yichang, China. (Awarded outstanding paper by the conference organizer).
 64. Kim, S., Marquardt, T.P., & Sheng, L. (2013, June). *Generative Naming in Korean-English Bilingual Speakers.* Poster presented at the 9th International Symposium of Bilingualism, Singapore.
 65. Lam, P.-W., & Sheng, L. (2013, June). *The use of compounding and derivational word formation rules in Mandarin-English and Spanish-English bilingual children.* Talk presented at the 9th International Symposium of Bilingualism, Singapore.
 66. Bludau, K., Blau, M., Voss, K., & Sheng, L., (2013, June). *Language learning disability and memory performance in young adults.* Poster presented at the 34th Annual Symposium on Research in Child Language Disorders, Madison, WI.
 67. Rasansky, B., Pina, A., Lam, P.-W., Li, F., & Sheng, L., (2013, June). *L1 background*

- affects bilingual children's abilities to produce complex English words.* Poster presented at the 34th Annual Symposium on Research in Child Language Disorders, Madison, WI.
68. Mann, W., Sheng, L., & Morgan, G. (2013, April). *New Evidence for Amodality: Lexical-Semantic Organization in American Sign Language and English.* Poster presented at the 2013 Society for Research in Child Development Biennial Meeting, Seattle, WA.
 69. Sheng, L. (2012, June). *Lexical-semantic skills in bilingual children who are becoming English-dominant: A longitudinal study.* Poster presented at the 33rd Annual Symposium on Research in Child Language Disorders, Madison, WI.
 70. Lu, Y., & Sheng, L. (2012, June). *The development of grammar in Mandarin-English bilingual children: Evidence from story telling and story retelling tasks.* Poster presented at the 33rd Annual Symposium on Research in Child Language Disorders, Madison, WI.
 71. Mann, W., & Sheng, L. (2012, June). *Measuring deaf children's ability to form categorical relations in British Sign Language.* Poster presented at the 33rd Annual Symposium on Research in Child Language Disorders, Madison, WI.
 72. Sheng, L., Bedore, L., Peña, E. D., & Fiestas, C. (2011, November). *Semantic development in Spanish-English bilingual children: Effects of age and language experience.* Poster presented at the annual convention of the American Speech, Language, and Hearing Association, San Diego, CA.
 73. Fiestas, C., Bedore, L., Peña, E. D., & Sheng, L. (2011, November). *The definition skills of bilingual children: Age & language experience.* Poster presented at the annual convention of the American Speech, Language, and Hearing Association, San Diego, CA.
 74. Lu, Y., & Sheng, L. (2011, November). *Lexical-semantic development in Mandarin-English bilingual children.* Poster presented at the annual convention of the American Speech, Language, and Hearing Association, San Diego, CA.
 75. Lu, Y., & Sheng, L. (2011, June). *Taxonomic knowledge in Mandarin-English bilingual children.* Poster presented at the 32nd Annual Symposium on Research in Child Language Disorders, Madison, WI.
 76. Sheng, L., & Lu, Y. (2010, November). *When the L2 becomes the L1: Shifts in lexical dominance in Mandarin-English bilingual children.* Talk presented at a symposium on Vocabulary Development & Function in Bilinguals: Comparisons Across the Life Span, the annual convention of the American Speech, Language, and Hearing Association, Philadelphia, PA.
 77. Sheng, L., Byrd, C., Ratner, N. B., & Dearden, E. (2010, November). *False memory in children with SLI and children who stutter.* Poster presented at the annual convention of the American Speech, Language, and Hearing Association, Philadelphia, PA.
 78. Fiestas, C., Bedore, L., Peña, E. D., & Sheng, L. (2010, November). *The definition skills of bilingual children with language impairment.* Poster presented at the annual convention of the American Speech, Language, and Hearing Association, Philadelphia, PA.
 79. Byrd, C., Sheng, L., Anderson, J., & Hudson, S. (2010, November). *Word Recognition in children who stutter and children with SLI.* Poster presented at the annual convention of

- the American Speech, Language, and Hearing Association, Philadelphia, PA.
80. Kiran, S., Peña, E. D., Bedore, L. M., & Sheng, L. (2010, October). *Evaluating the relationship between category generation and language use and proficiency*. Poster presented at the Donostia Workshop on Neurobilingualism, San Sebastian, Spain.
 81. Sheng, L., (2010, July). *Lexical development in Mandarin-English bilingual children: Effects of age, language, and modality*. Talk presented at the Research in Reading Chinese and Related Asian Languages (RRC) Conference, Toronto, Canada.
 82. Sheng, L., Lu, Y., & Chan, C. Y. (2010, June). *Vocabulary development in Mandarin-English bilingual children*. Poster presented at the 31st Annual Symposium on Research in Child Language Disorders, Madison, WI.
 83. Sheng, L., Bedore, L., & Peña, E. D. (2009, June). *Depth of semantic knowledge in Spanish-English bilingual children with specific language impairment*. Poster presented at the 30th Annual Symposium on Research in Child Language Disorders, Madison, WI.
 84. Sheng, L., Bedore, L., & Peña, E. D. (2008, December). *Lexical-semantic organization in Spanish-English bilingual children*. Talk presented at the Conference on Bilingual Acquisition in Early Childhood, Hong Kong, China.
 85. Sheng, L., & McGregor, K. K. (2008, June). *Lexical retrieval and semantic organization in children with and without SLI*. Poster presented at the 29th Annual Symposium on Research in Child Language Disorders, Madison, WI.
 86. Sheng, L., & McGregor, K. K. (2008, June). *The effects of word class, word frequency, and lexical neighborhood density on normal and impaired word retrieval*. Poster presented at the 29th Annual Symposium on Research in Child Language Disorders, Madison, WI.
 87. Sheng, L., & McGregor, K. K. (2007, June). *Lexical-semantic organization in children with specific language impairment*. Poster presented at the 28th Annual Symposium on Research in Child Language Disorders, Madison, WI.
 88. Sheng, L., McGregor, K. K., & Marian, V. (2007, March). *Bilingualism promotes semantic organization and cognitive flexibility: Evidence from word association and nonverbal classification*. Talk presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
 89. McGregor, K. K., Sheng, L., & Ball, T. (2006, July). *Complexities of word learning over time*. Talk presented at the Child Language Seminar, New Castle, UK.
 90. Sheng, L., McGregor, K. K., & Marian, V. (2006, May) *Cognitive flexibility in bilingual children*. Poster presented at the Language Acquisition and Bilingualism Conference, Toronto, Canada.
 91. Sheng, L., McGregor, K. K., & Marian, V. (2005, July). *Bilingual and monolingual semantic development: Evidence from a repeated word association task*. Talk presented at the 10th International Congress for the Study of Child Language, Berlin, Germany.
 92. McGregor, K. K., Sheng, L., Graham, A., Riley, K. G., & Keegan, M. (2004, November). *The role of frequency and context in learning the phonology and semantics of words*. Talk presented at the annual convention of the American Speech, Language, and Hearing

Association.

93. Sheng, L., McGregor, K. K., Marian, V., & Grohne, K. (2004, June). *Semantic organization in young Mandarin-English bilingual children: L1, L2 and best performance*. Poster presented at the 25th Annual Symposium on Research in Child Language Disorders, Madison, WI.
94. Sheng, L., Marian, V., McGregor, K. K., & Grohne, K. (2004, May). *Semantic organization in bilinguals and monolinguals: Is there a bilingual advantage?* Poster presented at the 16th Annual Convention of the American Psychological Society, Chicago, IL.
95. McGregor, K. K., Sheng, L., & Smith, B. (2003, July). *Individual differences in adherence to lexical principles at age two*. Poster presented at the Child Language Seminar, New Castle, UK.
96. Marian, V., Faroqi-Shah, Y., Sheng, L., Shildkrot, E., & Hirsch, J. (2002, August). *One brain, two languages: Cortical similarities and differences in bilinguals*. Poster presented at the 2002 Annual Convention of the American Psychological Association, Chicago, IL.
97. Sheng, L., Xu, Y., & McGregor, K. K. (2002, May). *Prosodic and lexical-syntactic aspects of the therapeutic register*. Poster presented at the 9th Conference of International Clinical Phonetics and Linguistics Association, Hong Kong, China.
98. Marian, V., Sheng, L., & Faroqi-Shah, Y. (2002, May). *An fMRI study of language and hemispheric organization during semantic, phonological, and orthographic processing in bilinguals*. Poster presented at the 2002 Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
99. Marian, V., Faroqi-Shah, Y., & Sheng, L. (2002, May). *Cortical organization of first and second languages in bilinguals: examining centers of activation in the inferior frontal gyrus*. Poster presented at the 2002 Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Invited Keynote and Academic Presentations

1. Sheng, L., Wong, A. Pham, G., Kan, P.F., & Ebert, K., (2020, November). Developmental Language Disorder across Asian languages in Linguistically Diverse Learners. Invited seminar at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA [Convention canceled].
2. Sheng, L., Song, L., Lam, B.P.W., Su, P.L., Du, Y., & Wang, D. (2020, August). Language Screening and Assessment for Monolingual and Bilingual Mandarin-Speaking Children. Invited webinar. Asian and Pacific Islander Speech-Language-Hearing Caucus.
3. Sheng, L. (2020, June). Assessing oral language in young children: Lessons learned from the study of bilingual children and children with developmental language disorder. Talk presented to the Faculty of Humanities, Hong Kong Polytechnic University.
4. Sheng, L., (2020, January). Developmental Language Disorder in Mandarin-Speaking Children: Behavioral Manifestations and Assessment Approaches. Talk presented at the Research Centre for Language, Cognition, and Neuroscience. Hong Kong Polytechnic

- University, Hong Kong, China.
5. Sheng, L. (2019, April). Linguistic and Cognitive Profiles of Mandarin-Speaking Children at Risk for Developmental Language Disorders. Invited colloquium talk to the Center for Brain, Behavior, and Cognition, Pennsylvania State University, State College, Pennsylvania.
 6. Sheng, L. (2018, November). Linguistic and Cognitive Profiles of Mandarin-Speaking Children at Risk for Developmental Language Disorders. Invited colloquium talk to the faculty of the College of Preschool Education, Nanjing Normal University, Nanjing, China.
 7. Sheng, L. (2018, October). Linguistic and Cognitive Profiles of Mandarin-Speaking Children at Risk for Developmental Language Disorders. Invited colloquium talk to the faculty of the College of Liberal Arts, Beijing Normal University-Zhuhai, Zhuhai, China.
 8. Sheng, L. (2018, October). Linguistic and Cognitive Profiles of Mandarin-Speaking Children at Risk for Developmental Language Disorders. Invited keynote at the 17th International Conference on the Processing of East Asian Languages and the 9th Conference on Language, Discourse, and Cognition. National Taiwan University, Taipei, Taiwan.
 9. Sheng, L. (2017, July). *Language Development in Speakers of Mandarin Chinese: Effects of Language Impairment, Bilingualism, and SES*. Invited talk at the National Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University, Beijing, China.
 10. Sheng, L. (2017, June). *Grammatical Development in Speakers of Mandarin Chinese*. Invited talk at the Brain, Language, and Computation Laboratory, Pennsylvania State University.
 11. Sheng, L. (2017, April). *Emerging measures of language development for Mandarin-speaking children*. Invited talk at the City University of New York Graduate Center Speech-Language-Hearing Sciences Program Colloquium.
 12. Sheng, L. (2016, September). *Profiles of Language Impairment: Insights from Speakers of Mandarin Chinese*. Invited talk at the HESP seminar series, University of Maryland.
 13. Sheng, L. (2016, September). *Profiles of Language Impairment: Insights from Speakers of Mandarin Chinese*. Invited talk at the Linguistics Colloquium, University of Delaware.
 14. Bialystok, E., Emmorey, K., Goldenberg, C., Luk, G., Kovelman, I., & Sheng, L. (2016, May). Invited panel discussion at the Bilingual Mind, Brain & Child Development Symposium. University of Texas-Austin.
 15. Sheng, L. (2016, March). *Profiles of Language Development and Impairment: Insights from Bilingual Children and Speakers of Mandarin Chinese*. Invited talk, University of Delaware.
 16. Sheng, L., (2015, June). *Lexical-Semantic Development in Bilingual Children and Children with Specific Language Impairment*. Invited talk, Beijing Language and Culture University, Beijing, China.
 17. Sheng, L., (2015, June). *Lexical-Semantic Development in Bilingual Children and*

- Children with Specific Language Impairment*. Invited talk presented to the Faculty of Education, University of Hong Kong, Hong Kong, China.
18. Sheng, L., (2013, October). *English vocabulary knowledge in Spanish- and Mandarin-speaking children: A comparative Study*. Invited talk presented to the Department of Psychology, University of Texas at Austin.
 19. Sheng, L., (2013, July). *Assessing vocabulary, semantic, and social abilities in Mandarin-and English-speaking children*. Invited talk presented to the faculty and students of the School of Educational Science, Nanjing Normal University, Nanjing, China.
 20. Sheng, L., (2013, April). *Complex word production in Mandarin-English and Spanish-English bilingual children*. Invited poster presented at the American Educational Research Association Annual Meeting, San Francisco, California.
 21. Sheng, L., (2012, November). *Semantic deficits in Spanish-English bilingual children with primary language impairment*. Invited talk presented at the Linguistics Department Colloquium Series, University of Texas-Austin, Austin, Texas.
 22. Sheng, L. (2012, August). *Individual differences in semantic development: Evidence from bilinguals and children with language impairment*. Invited lecture presented at the Department of Speech and Hearing Disorders and Sciences at the National Taipei University of Nursing and Health Sciences, Taipei, Taiwan, Republic of China.
 23. Sheng, L. (2012, April). *Individual differences in semantic development*. Invited talk presented at the Department of Communication Disorders and Special Education at the University of Georgia-Athens, Athens, Georgia.
 24. Sheng, L. (2008, November). *Semantic representation in bilinguals*. Talk presented at an invited seminar on Bilingualism and Its Consequences for Cognition, Language, & Development, the annual convention of the American Speech, Language, and Hearing Association, Chicago, IL.
 25. Sheng, L. (2006, November). *Lexical access and lexical-semantic organization in children with specific language impairment*. Invited talk presented at the Department of Audiology and Speech Pathology, the University of Iowa, Iowa City, Iowa.
 26. Sheng, L. (2006, January-February). *Individual differences in lexical-semantic development*. Invited talk presented at the Department of Communication Disorders and Sciences, University of Buffalo, Buffalo, New York; School of Hearing, Speech, and Language Sciences, Ohio University, Athens, Ohio; Department of Communication Sciences and Disorders, University of Texas-Austin, Austin, Texas; School of Communication Sciences and Disorders, McGill University, Montreal, Canada.
 27. McGregor, K. K., and Sheng, L. (2003, September-December). *The precocious two year old: Status of the lexicon and links to the grammar*. Invited paper presented at: South Bank University, London; University of New Castle upon Tyne, New Castle; University College, London; Reading University, Reading; and University of Oxford, Oxford, England.

Invited Service Talks

Sheng, L., (2019, April). *Raising a Bilingual Child: Benefits, Challenges, and Practical Tips*.

Invited lecture presented at the Chinese American Community Center, Hockessin, Delaware.

Sheng, L., (2015, April). *The bilingual edge: Why, when, and how to raise a bilingual child*.

Invited lecture presented to the parents at the Austin Great Wall Chinese School, Austin, Texas.

Sheng, L., (2013, February). *How to raise a bilingual child: Benefits, challenges, and practical tips*. Invited lecture presented to the parents at the Austin Chinese School, Austin, Texas.

Sheng, L., (2012, October). *How to raise a bilingual child: Benefits, challenges, and practical tips*. Invited lecture presented to the parents at the Austin Great Wall Chinese School, Austin, Texas.

Sheng, L., and Reilly, R.M. (2003, March). *Cultural differences and the practice of speech-language pathology*. Invited presentation to Niles Township Department of Special Education, Morton Grove, IL.

TEACHING EXPERIENCE

University of Delaware

Instructor, *Language Disorders in School-Age Children* (CSCD622, MA level class)

University of Texas at Austin

Instructor, *Seminar on Language Learning and Auditory Processing in Children* (CSD383N, Doctoral level class)

Instructor, *Acquisition of Communication Abilities in Children* (CSD318K/118L, formerly CSD368K/168L, undergraduate class)

Instructor, *Cognitive and Linguistic Foundations of Language Development and Disorders* (CSD293E.7, formerly CSD393E, MA level class)

Instructor, *School-Age Language Disorders* (CSD293D.6, MA level class)

University of Iowa

Guest lecturer, Language Development, Fall 2005

Title: *Childhood bilingualism*

Northwestern University

Guest lecturer, Language Disorders in Preschool Children, 2004

Title: *Cultural differences in beliefs and practices concerning talk to children*

Co-instructor, *Language Disorders in Children* 2003

Teaching assistant, *Language Disorders in Preschool Children* 2004

Teaching assistant, *Language Development and Usage* 2000, 2001

Teaching assistant, *Stuttering* 2002

Teaching assistant, *Articulatory and Phonological Disorders in Children* 2004

Beijing Normal University

Instructor, *Aural Comprehension of English* to third-year English minors, 1999-2000

Instructor, *Audio-Visual- Oral Practice* to English majors in the Evening Program, 1999-2000

RESEARCH DIRECTION AND STUDENT ADVISING

ASHA Mentoring Academic Research Career Mentor

Stephanie McMillen Assistant Professor, Syracuse University, 2019-2020

Linye Jing Doctoral student, New York University, 2019-2020

Postdoctoral Researcher Supervision

Hui-Yu Huang Fall 2016-Fall 2017

Ning Hsu Summer 2017-Spring 2018

Doctoral Committee Chair

Danyang Wang 2018- Chair, pre-doctoral committee

Pak Wing Lam 2012-2016 Chair; discontinued due to re-location

Ying Lu 2010-2016 Chair; discontinued due to re-location

Ying Hao 2014-2016 Chair; discontinued due to re-location

Doctoral Committee Member

Linye Jing 2020- Supervisor: Christina Reuterskiöld, New York University

Ying Hao Summer 2019 Supervisor: Chang Liu

Ying Lu Fall 2016 Supervisor: Lisa Bedore

Mirza Lugo-Neris Summer 2016 Supervisor: Elizabeth Peña

Solaman Cooperson Fall 2013 Supervisor: Lisa Bedore

Kai Greene Fall 2012 Supervisor: Elizabeth Peña

Jie Yang Spring 2012 Supervisor: Barbara Davis

Connie Summer Summer 2010 Supervisor: Elizabeth Peña

Maria Resendiz Spring 2011 Supervisor: Elizabeth Peña

Master's Capstone Project Advisor (University of Delaware)

1. Samantha Bell Spring 2018 Variables that impact the comprehension of SVO sentences in English-speaking toddlers: A pilot study

2. Tara Ellington Spring 2018 How Preschool Children's Animacy Knowledge Affects Their Comprehension of Simple Sentences

3. Alyssa Klawiter Spring 2018 Efficacy of Professional Development with Individualized Coaching on Enhancing Educator Practice and Knowledge in Emergent Language and Literacy Skills

4. Kelsey Newkirk Spring 2019 What Professional Development is Needed to

5. Jessie Bereda	Spring 2019	Foster Quality Literacy Instruction for Students that Use AAC? Vocabulary Intervention for Bilingual Children with Specific Language Impairment: A Review of Existing Literature
6. Kalisandra Bussey	Spring 2020	Narrative Intervention for School-Age Children with High-Functioning Autism: A Review of Research
7. Allison Grubbs	Spring 2020	Fidelity check on Realize Language when used with a new AAC user
8. Samantha Hangen	Spring 2020	Little Hens in Harmony: A play-based and interactive music program aimed to increase children's language skills

Master Thesis/Report Advisor (University of Texas)

1. Amber Brackman	Spring 2008	Semantic category knowledge in young children
2. Richa Jain	Spring 2008	Effects of lexical factors and semantic set size on lexical access among typically developing children and children with specific language impairment
3. Emily Mohr	Spring 2008	Organization of the mental lexicon in bilinguals: A pilot study
4. Ru-Shin Shieh	Spring 2009	Semantic organization in Mandarin-English bilinguals
5. Elizabeth Dearden	Spring 2010	Semantic and phonological activation in children who stutter: Evidence from a false memory paradigm (Co-advisor: Courtney Byrd)
6. Sarah Hudson	Spring 2010	Spoken word recognition in children who stutter: Evidence from a gating task (Co-advisor: Courtney Byrd)
7. Tamara Fink	Spring 2011	The effect of morphological awareness training on reading: A systematic review
8. Katie Maddox	Spring 2011	List recall performance in adults with language learning disability
9. Kristen Nelson	Summer 2011	List recall in children with specific language impairment and children who stutter: A preliminary investigation
10. Cho Yi Chan	Spring 2012	A Comparison of taxonomic development between English monolingual children and Mandarin-English bilingual children
11. Leslie Wang	Spring 2012	Compound vocabulary knowledge development in Mandarin-English bilingual children: A comparison with monolingual English children
12. Sarah Panjwani	Spring 2012	Developing a naming test for Urdu-English bilinguals: A preliminary study

13. Marisol Villanueva	Spring 2012	Semantic representation in Mandarin-English bilinguals
14. Megan Blau	Spring 2013	The effect of semantic features on gist and verbatim memory in young adults with language learning disability
15. Kellie Voss	Spring 2013	Memory performance in young adults with language learning disability
16. Min-An Song	Spring 2014	Category generation performance in Mandarin-English bilingual children
17. Yao Du	Spring 2014	Mandarin morphosyntax development in bilingual Mandarin-English children with and without language impairment
18. Rachel Reetzke	Spring 2014	Developmental and cultural factors of audiovisual speech perception in noise
19. Celina Cerf	Spring 2015	Using Rhythm to Teach Spelling to a Child with Autism (Co-advisor: Jessica Franco)
20. Nikita Pangarkar	Summer 2015	Assessing language dominance of Urdu-English bilinguals: Development of a naming test and preliminary data
21. Stacy Shepard	Spring 2009	Vocabulary instruction for elementary and secondary school students who are English language learners: A review of research
22. Allison Price	Spring 2009	Narrative production in Mandarin-English bilinguals: A pilot study
23. Virginia Blecher	Spring 2011	Memory intrusions in young adults with and without language learning disability
24. Kadee Bludau	Spring 2015	Investigation of Phonological, Orthographic, and Cross-modal Integration Differences in Adults with and without Dyslexia: a Nonvocal Nonword Recognition Task
25. Linda Liu	Spring 2015	Imperfective and perfective aspect comprehension in bilingual Mandarin-English children
26. Jennifer Xiao	Spring 2015	Pronoun development in Mandarin-English bilingual children
27. Lindsey Knight	Spring 2016	Speech Generating Devices for Children: A Guide for Parents and Caregivers (Co-advisor: Jessica Franco)

Master Thesis/Report Reader (University of Texas)

28. Sarah Webb	Spring 2007	A comparison of literacy achievement and phonemic awareness abilities in children who are profoundly deaf with cochlear implants and those with hearing aids (advisor: Jan Moore)
29. Svetlana Selezneva	Summer 2009	Generative naming performance in Russian-English bilingual speakers: The influence of

30. Kellin McKinney	Winter 2009	category and language (advisor: Tom Marquardt) Lexical errors produced during category generation tasks by bilingual adults and bilingual typically developing and language-impaired seven to nine-year-old children (advisor: Elizabeth Peña)
31. Sueun Kim	Summer 2010	Generative naming performance in Korean-English bilingual speakers: The influence of category and language (advisor: Tom Marquardt)
32. April Armstrong	Spring 2011	Effectiveness of phonological awareness and reading interventions on children with language impairments: A research review (advisor: Elizabeth Peña)
33. Marie Graceann Miller	Spring 2011	Evidence based practice brief: Teaching emergent literacy skills to preschool children with specific Language Impairment (advisor: Lisa Bedore)
34. Amy Delahoussaye	Spring 2011	The effects of phonological, semantic, and hybrid associates on accurate recall and false memories of adults who stutter: A preliminary study (advisor: Courtney Byrd)
35. Alyson Fergus	Spring 2012	Vocabulary outcomes among low income preschoolers for dialogic reading interventions (advisor: Elizabeth Peña)
36. Elaine Szarmach	Spring 2012	Receptive language development in non-verbal children with cerebral palsy: Research review of patterns and predictor variables (advisor: Jessica Franco)
37. Amanda Nowardly	Spring 2012	Enhancing reading comprehension in upper-elementary English language learners: A review (advisor: Elizabeth Peña)
38. Patricia Oranye	Spring 2012	Care of the older adults with Alzheimer's dementia in Nigeria (advisor: Tom Marquardt)
39. Hygine Kwon	Spring 2014	Generative Naming in Korean-English Bilingual Speakers and Assessment Tests for Korean-English Bilingual Speakers with Aphasia
40. Bao Nguyen	Spring 2015	Generative Naming in Vietnamese-English Bilingual Speakers (advisor: Tom Marquardt)
41. Beverly Moreno	Spring 2015	Error Analysis of Expressive Analogy Task in Spanish-English Bilingual School Age Children With and Without Specific Language Impairment (advisor: Elizabeth Peña)
42. Alison Reeves	Spring 2016	Observing relationships between hyperactivity and impulsivity and language performance in typically developing 5-year olds (advisor: James Booth)
43. Natalya Rich	Spring 2016	Code-Switching Patterns and Inhibitory Control in Bilinguals with Traumatic Brain Injury (advisor: Tom Marquardt)

MA Student Academic Advising

Marissa Montano 2019

Brett Myles 2019

Kelsey Newkirk 2019

Andrew Parcell 2019

Mariah Graham 2020

Samantha Hangen 2020

Deanne Piekarsa 2020

Elizabeth Cook

Teresa Highberger

Emma Richardson

Sarah Shotwell

Undergraduate Research Supervision

University of Texas-Austin (68 students)

Jennifer Hinojosa, Jean Vollmer, Kimberly Rodriguez, Heather Campbell, Katie Maddox, Olivia Fong, Leslie Wang, Selina Gutierrez, Karla Garza, Cho Yi Chan, Emily Newton, Marisol Villanueva, Hanh Tran, Eva Villaseñor, Rebecca Romano, Brooke Lauper, Jacquelyne Shaw, Saher Hyderali, Brittany Pressley, Rebecca Cai, Leah Arnell, Kaitlyn Largo, Josephina Fredericks, Shayne Weinstein, Bao Nguyen, Lita Le, Brittany Rasansky, Ashley Pina, Ruei-An Shen, Kadee Bludau, Gabriela Bautista, Samantha Salinas, Elaine Tan, Karen Ayala, Nicole Tsao, Anam Zindani, Diana Cruz, Maryann Flores, Carissa Castelo, Andrea Hinnen, Elsa Tran, Carolyn Linebaugh, Jan Rodriguez, Aislynn Fulton, Katie Keith, Hannah Humphrey, Robyn Ward, Katherine Gay, Amber Steely, Elizabeth Webster, Sydney Scarborough, Jessica Hernandez, Jasmin Singh, Heather Cook, Marle Vagas, Kaley Daunoy, Thinh Matthew Nguyen, Parysa Ghanimi, Christi Ann Prado, Gabby Aldrete, Valerie Ling, Hannah Leung, Frances Ulep, Jobelle Macas, Amber Tucker, Lauren Kelley, Jacqueline Laibinis, Elizabeth Wagner

University of Delaware

Bridget Joyce, Isabel Ryan, Kayla Sullivan, Brooke Goldstein, Collen Keegan, Sharon Hollenbach, Sydney Giusto, Amy Lin, Caila Walsh, Leah Heisler, Elena Hu, Whitney Tam, Amanda Bowman, Hannah Wolson, Victoria Te

SERVICE

External Reviewer for Faculty Promotion

2018 Assistant to Associate Professor, CUNY, Brooklyn College

Professional Organizations

2014 ASHA 2014 Convention Program, Language in Infants, Toddlers, &

Preschoolers Subcommittee

2019 *International Association for the Study of Child Language 2020
Conference Program Reviewer*

CSD Department Level Activities, University of Delaware

2019- Promotion & Tenure Committee (chair)
2019- ASHA CEU Committee (co-chair)
2019 Syntax position search committee member, Linguistic and
Cognitive Science, University of Delaware
2018-2019 Prepared and submitted an application to become a CEU provider
to ASHA
2018 Co-organized and co-taught a continuing education workshop to
Speech-Language Pathologists on “Assessing and treating
narrative language in school-age students”
2017 Co-organized the 2017 Fall CSCD Colloquium Series on
Bilingualism
2016-2017 Faculty search committee (chair), University of Delaware

CSD Department Level Activities, University of Texas

2014-2015 Doctoral Studies Committee (member), UT-Austin
2007-2008, 2009- Undergraduate Studies Committee, UT-Austin
2011
2014 Graduate Admissions Committee (chair), UT-Austin
2009, 2012, 2013, Graduate Admissions Committee (member), UT-Austin
2016
2012 Coca-Cola Foundation China Study Abroad program proposal
preparation (not funded), UT-Austin
2013-2014 Department Chair Search Committee, UT-Austin
2013 Space Committee, UT-Austin

College of Health Sciences

2019- Curriculum Committee

College of Communication Level Activities

2010-2011 Faculty Research Committee
2012; 2014 Scholarship & Awards Committee

Professional Activities

2020 Content and Bias Review of the *Preschool Language Scale – 5th
Edition* (Pearson Publishing)
2019 Content and Bias Review of *The Clinical Evaluation of Language
Functions-Prechool-3rd Edition* (Pearson Publishing)
2019 Book proposal review for Routledge books
2018 Content and Bias Review of Bracken Basic Concept Scale Fourth
Edition (BBCS-4), Pearson Clinical Assessment

2018 Bias Review for PPVT and EVT-3rd Edition (Pearson Publishing)
 2015 Book Review for *Pearson Publishing*
 2015 Book Manuscript Review for *Springer Education & Language*
 2011 Bias Review for *The Clinical Evaluation of Language Functions – 5th Edition* (Pearson Publishing)
 2011 Book Manuscript Review for *Multilingual Matters Publishing Company*
 2010 Author Chat with *EBP Briefs* on Vocabulary Intervention for English Language Learners, available at <http://www.speechandlanguage.com/ebp/>
 2008 Consultant, Bilingual/ESL Programs of Hays Independent School District, Austin, Texas

Ad hoc reviewer

1. *Journal of Speech, Language and Hearing Research*
2. *Language, Speech, and Hearing Services in Schools*
3. *Bilingualism, Language and Cognition*
4. *The Clinical Neuropsychologist*
5. *Journal of Child Language*
6. *Journal of Experimental Child Psychology*
7. *Applied Psycholinguistics*
8. *Early Childhood Research Quarterly*
9. *Clinical Linguistics and Phonetics*
10. *Writing Systems Research*
11. *EBP Briefs*
12. *Contemporary Issues in Communication Sciences and Disorders*
13. *International Journal of Bilingual Education and Bilingualism*
14. *The Spanish Journal of Psychology*
15. *International Journal of Bilingualism*
16. *American Journal of Speech Language Pathology*
17. *Developmental Science*
18. *Cognitive Neuropsychology*
19. *Bilingual Research Journal*
20. *Journal of Neurolinguistics*
21. *Learning and Individual Differences*
22. *Journal of the International Neuropsychological Society*
23. *International Journal of Language and Communication Disorders*
24. *Child Development*
25. *European Journal of Developmental Psychology*
26. *Language Learning*
27. *International Journal of Speech Language Pathology*
28. *Journal of Communication Disorders*
29. *Brain and Language*
30. *Reading and Writing*
31. *Folia Phoniatica et Logopaedica*

2014-2018 Associate Editor, *American Journal of Speech Language Pathology*
2019-2020 Guest Editor, Forum, *American Journal of Speech Language Pathology*

Grant Reviewer

ASHFoundation New Investigator Grant Program

Austrian Science Fund

National Institute of Health, Biobehavioral and Behavioral Health Study Section

Health and Medical Research Fund, The Government of the Hong Kong Special Administrative Region (HKSAR)

PROFESSIONAL DEVELOPMENT

September, 2008 Participate in a webinar on “Assessing and treating narrative language in children with language impairment”, held by ASHA

September, 2011 Participated in a webinar on “Using oral language to help adolescent readers & writers”, held by Pearson Education

October, 2011 Participated in a workshop on “Team-Based Learning”, held by the Center for Teaching and Learning, UT-Austin

October 2014 Participated in a workshop “Write Winning Grant Proposal”, held by the Office of Sponsored Project, UT-Austin

September 2016 Participated in a webinar on “CELF-5 Metalinguistics: Language Competence and Classroom Success”, held by Pearson Education

November 2016 Participated in a three-day Journals Summit organized by the American Speech-Language-Hearing Association

February 2017 Participated in a day-long workshop on “Responsible Conduct of Research”, Research Office, University of Delaware

February 2017 Participated in a webinar on “How to Score and Interpret the Written Expression Subtest on the Test of Integrated Language and Literacy Skills”, held by Brookes Publishing

December 2017 Participated in Salzburg Global Seminar Session #586 “Springboard for Talent: Language Learning and Integration in a Globalized World”

March-May 2020 Selected to participate in the ADVANCE Women’s Leadership @UD program

PROFESSIONAL AFFILIATIONS

Member American Speech Language Hearing Association
Society for Research on Child Development
International Association for the Study of Child Language
International Clinical Phonetics and Linguistics Association
China International Speech-Language-Hearing Association
International Association for Chinese Linguistics