

Curriculum Vitae Sihui (Echo) Ke

1055 Patterson Office Tower
Department of Modern and Classical
Languages, Literatures and Cultures
University of Kentucky
Lexington KY 40506-0027

Email: sihui.ke@uky.edu
Phone (office): (859)323-7307
Phone (cell): (859)475-2827
Fax: (859)257-3743
Lab: <https://bbmlab.weebly.com/>

Education

Ph.D. in Second Language Acquisition

2012-2016 Carnegie Mellon University
Dissertation: *Contributions of morphological awareness to adult second language reading*
Dissertation Committee: Keiko Koda (chair), Charles Perfetti, G. Richard Tucker

M.Phil. in Chinese Teaching and Language Acquisition

2010-2013 The Hong Kong Polytechnic University

B.A. in English (Minor in Japanese)

2006-2010 Sun Yat-sen University, P.R. China

Academic & Professional Appointments

Assistant Professor of Second Language Acquisition	01/2018-present
Interim Director of M.A. in TESL Program	2022-2023
Interim Director of M.A. in Teaching World Languages Program	Fall, 2019
Dept. of Modern & Classical Languages, Literatures & Cultures (MCLLC)	

Affiliate Faculty Member	02/2018-present
Dept. of Linguistics	
University of Kentucky	

Assistant Professor	12/2016-12/2017
Harbin Institute of Technology (Shenzhen), China	

Postdoctoral Fellow	08/2016-12/2016
City University of Hong Kong	

Research & Teaching Areas

I am particularly interested in examining how children and adults develop reading competence in an additional language, and exploring effective approaches of learning and teaching at two interconnected stages, learning-to-read and reading-to-learn. My research incorporates quantitative and psycholinguistics methods such as reaction time studies, meta-analyses, quasi-experimental studies with classroom intervention, and mixed-methods.

Primary interest

- Second language reading and biliteracy development

Other interests

- Assessment and instruction
- ESL/bilingual/foreign language education
- Chinese applied linguistics

**Grants,
Fellowships &
Awards****Research Grants**External (funded)

U.S. Department of Education, Office of English Language Acquisition
(\$2.8 million) **2022-2026**

Role: Co-Investigator

Project: Project Expertise for Classroom Equity through Literacy

Language Learning Early Career Research Grant (\$9,968) **2019**

Role: Principal investigator

Project: Validating the simple view of reading in adult second language learners

Language Learning Dissertation Grant (\$2,000) **2015**

Role: Principal investigator

Project: Contributions of morphological awareness to adult second language reading

External (not funded)

Russel Sage Pipeline Grants Competition (\$29,615) **2021**

Role: Principal investigator

Project: Two pandemics, two languages: Chinese Dual language Learners' linguistic resilience in the face of discrimination

Spencer Foundation Special Grant (\$50,000) **2020**

Role: Principal investigator

Project: Vocabulary development in Chinese- and Spanish-speaking English learners: Long-term impact of home language input during the COVID-19 Pandemic period

Tools Competition through Schmidt Futures (\$24,918) **2020**

(Entered Phase 2 out of nearly 900 proposals from 55 countries)

Role: Principal investigator

Project: The Votu Project: Developing a prototype of cognitive math vocabulary tutor for language minority English Learners in U.S. public schools

Internal (funded)

United in True Racial Equity Research Priority Area (\$14,689) **2022-2023**
University of Kentucky

Role: Principal investigator

Project: Two pandemics, two Languages: Chinese dual language learners' resilience in response to discrimination

VPR Research and Creative Activities Funding (\$4,060) **2021**

University of Kentucky

Role: Principal investigator

Project: Trilingualism and biliteracy acquisition in the early years: The impact of home language input

VPR Research and Creative Activities Funding (\$4,967) **2019**
 University of Kentucky
 Role: Principal investigator
 Project: Comparing high school science text comprehension between English-only and bilingual students in the U.S.

College of Arts and Sciences mini-grant (\$1,200) **2019**
 University of Kentucky
 Role: Principal investigator
 Project: Comparing high school science text comprehension between English-only and bilingual students in the U.S.

Start-up fund for New Faculty (\$22,500) **2018-2020**
 College of Arts and Sciences, University of Kentucky
 Role: Principal investigator

Internal Research Grant, **2017-2018**
 The Education University of Hong Kong
 Role: Co-investigator
 Project: Interfaces and word order variations within the nominal domain in second language Chinese

Fellowships

Semifinalist, NAEd/Spencer Postdoctoral Fellowship **2020 & 2021**
 Project title: Trilingualism and biliteracy acquisition in the early years: The impact of home language input

Modern Languages Dietrich College Dissertation Completion Fellowship
 Carnegie Mellon University **2016**

Research Award

American Council on the Teaching of Foreign Languages (ACTFL)'s
 Research Priorities Initiative **2018**
 Role: Principal investigator
 Project: When should characters be introduced to a blended college-level beginning Chinese course? A semi-replication Study (\$2,000)

Selective member, ACTFL/Middlebury Research Forum **2019 & 2022**

Curriculum Development Grant

The Confucius Institute Curriculum Development Grant (\$1,000) **2018**
 University of Kentucky
 Role: Principal investigator
 Project: Modifying a linguistics course to prepare master students to teach Chinese as a foreign language

Teaching/Mentoring Awards

Teaching Enhancement Award (Co-winner with Koji Tanno) **2022**
College of Arts and Sciences, University of Kentucky

Faculty Research Mentor of the Week **2020**
The Office of Undergraduate Research, University of Kentucky

Dietrich College Graduate Student Teaching Award Co-Winner **2015-2016**
Carnegie Mellon University

Publications

* indicates corresponding authorship;
† indicates mentee with research conducted while a student;
Last-author position with students as co-authors denotes senior authorship.

Books and Journal Special Issue

32. **Ke, S.** (ed.). (2023/2024). The science of second language reading: Ecological, educational, neurolinguistic, psychological, and sociocultural perspectives. Special Issue in *Education Sciences*. (Journal impact indicator: NA, Indexing: ESCI; Ranking: 182/743 in Education & Educational Research)
31. ***Ke, S.**, Zhang, D. & Koda, K. (2023). *Metalinguistic awareness in second language reading development*. Cambridge University Press. Doi: 10.1017/9781108979801
30. Jin, J. & **Ke, S.** (eds.) (proposal under review). *Chinese language education and second language Chinese acquisition: An interface with Chinese linguistics*. Routledge.
[This book is under the book series entitled *Teaching Chinese as a Second Language Education and Chinese Language Education*.]
29. Gong, Y., Lai, C., Han, J. Lü, C. & **Ke, S.** (eds.) (2021/2022). Teaching and learning Chinese as a foreign or second Language: The educational psychology perspective. *Frontiers in Psychology–Educational Psychology* special issue.

Peer-reviewed Journal Special Issue Articles

28. ***Ke, S.** & Zhang, D. (2021). Morphological instruction and reading development in young L2 readers: A scoping review of causal relationships. In B. Reynolds & M. Teng (Eds.), *Teaching English reading and writing to young learners*. Special issue of *Studies in Second Language Learning and Teaching*, 11(3), 331–350.
(Journal impact factor: 2.352, Indexing: SSCI; Ranking: 42/194 in Linguistics)

27. Chen, T. & **Ke, S.**, & Koda, K. (2021). The predictive role of early grapho-morphological knowledge in later reading comprehension in L2 Chinese. In L. Zhang, Z. Han & Y. Zhang (Eds.), *Reading acquisition of Chinese as a second/foreign language*. Special issue of *Frontiers in Psychology-Language Sciences*. DOI: 10.3389/fpsyg.2021.757934 (Journal impact factor: 4.232, Indexing: SSCI; Ranking: 35/147 in Psychology, Multidisciplinary)
26. ***Ke, S.** & DuBravac, S. (2021). When should characters be introduced to novice-level Chinese in a blended learning setting? In Xiao F. (ed.), *L2 Chinese reading and writing*. Special issue in *Studies in Chinese Learning and Teaching*. www.cmusc.org/uploads/5/0/4/4/50448629/sclt2021.pdf (Journal impact factor: NA, Indexing: NA; Ranking: NA; Open access)
25. ***Ke, S.** (2020). Review of research on learning and instruction with specific reference to reading Chinese as an additional language (1976–2018). In Y. Gong & C. Lai (eds.), *The teaching and learning of Chinese as a second or foreign language (CSL/CFL): The current situation and future directions*. Special Issue in *Frontiers of Education in China*, 15(1), 14–38. (Journal impact indicator: 0.51, Indexing: ESCI; Ranking: 454/743 in Education & Educational Research)

Peer-reviewed Journal Articles

24. **Ke, S.** (2022). Reading Comprehension Subcomponent Skills of Chinese-speaking ESL and EFL Learners. *Reading in a Foreign Language*, 34(2), 304–322. (Journal impact indicator: 0.65; Indexing: ESCI; Ranking: 153/274 in Linguistics; acceptance rate: 7 to 10%)
23. Lü, C., Pace, A. & **Ke, S.** (2022). Bidirectional transfer of definition skills and expressive vocabulary knowledge in Chinese-English Dual Language Learners. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2022.2108308> (Journal impact indicator: 3.165, Indexing: SSCI; Ranking: 22/194 in Linguistics)
22. Chen, T. †Xu, X., †Hao, Y., & ***Ke, S.** (2022). Connecting the dots: the contribution of orthographic knowledge to L2 Chinese reading comprehension through serial mediation of word decoding and listening comprehension. *Reading and Writing*. <https://doi.org/10.1007/s11145-022-10342-x> (Journal impact indicator: 2.795, Indexing: SSCI; Ranking: 102/267 in Education & Educational Research)
21. Jin, J., **Ke, S.** & Lee, C. K. J. (2022). Language interfaces in adult heritage language acquisition: A study on encoding of nominal reference in Mandarin Chinese as a heritage language. *Frontiers in Psychology-Education Psychology*. DOI: 10.3389/fpsyg.2021.790102 (Journal impact factor: 4.232, Indexing: SSCI; Ranking: 35/147 in Psychology, Multidisciplinary)

20. ***Ke, S.** & Koda, K. (2021). Transfer facilitation effects of morphological awareness on multicharacter word reading in Chinese as a second language. *Applied Psycholinguistics*, 42(5), 1263–1286. (Journal impact factor: 1.828, Indexing: SSCI; Ranking: 63/194 in Linguistics)
19. ***Ke, S.**, Miller, R. Zhang, D. & Koda, K. (2021). Crosslinguistic sharing of morphological awareness in biliteracy development: A systematic review and meta-analysis of correlation coefficients. *Language Learning*, 71(1), 8–54. (Journal impact factor: 5.240, Indexing: SSCI; Ranking: 6/194 in Linguistics)
18. Jin J. & **Ke, S.** (2021). Second language acquisition at interfaces: A study of word order variations in the Chinese nominal domain. *Journal of Psycholinguistic Research*, 50, 563–583. (Journal impact factor: 1.315, Indexing: SSCI; Ranking: 94/194 in Linguistics)
17. Zhang, D. & **Ke, S.** (2020). The simple view of reading made complex by morphological decoding fluency in bilingual fourth-grade readers of English. *Reading Research Quarterly*, 55(2), 311–329. (Journal impact factor: 4.957, Indexing: SSCI; Ranking: 27/267 in Education & Educational Research)
16. ***Ke, S.** & Koda, K. (2019). Is vocabulary knowledge sufficient for word meaning inference? An investigation of the role of morphological awareness in adult L2 learners of Chinese. *Applied Linguistics*, 40(3), 456–477. (Journal impact factor: 4.155, Indexing: SSCI; Ranking: 15/194 in Linguistics)
15. ***Ke, S.** & Chan, S-D. (2017). Strategy use in L2 Chinese reading: The effect of L1 background and L2 proficiency. *System: An International Journal of Educational Technology and Applied Linguistics*, 66, 27–38. (Journal impact factor: 4.518, Indexing: SSCI; Ranking: 12/194 in Linguistics)
14. ***Ke, S.** & Koda, K. (2017). Contributions of morphological awareness to adult L2 Chinese word meaning inferencing. *The Modern Language Journal*, 101(4), 742–755. (Journal impact factor: 7.500, Indexing: SSCI; Ranking: 3/194 in Linguistics)
13. ***Ke, S.** & Tucker, G. R. (2015). Unleavened cakes: An overview of second language Chinese education for South Asian students in Hong Kong. *K-12 Chinese Language Teaching* (Initiated by the Chinese Language Teachers Association, USA/CLTA-USA). Retrieved from: <http://clta-us.org/wp-content/uploads/2015/09/Unleavened-Cakes-L2-Chinese-Education-for-South-Asian-Students-in-Hong-Kong.pdf> (Journal impact factor: N/A, Indexing: N/A; Ranking: N/A; Open Access)

12. ***Ke, S.**, & Xiao, F. (2015). Cross-linguistic transfer of morphological awareness between Chinese and English. *Language Awareness*, 24(4), 355–380. (Journal impact factor: 1.654, Indexing: SSCI; Ranking: 68/193 in Linguistics based on JCR year 2020; JCR year 2021: NA)

Peer-reviewed Book Chapters

11. **Ke, S.** (accepted). EFL literacy development in ethnic and language minority learners: Implications from tertiary-level EFL teaching and learning in ethnic minorities in China. In D. Zhang & R. Miller (Eds.), *Crossing Boundaries in Researching, Understanding, and Improving Language Education: Essays in Honor of G. Richard Tucker*.
10. ***Ke, S.** & Lin, C-H. (2022). The more the merrier? A synthesis study of single-coded and dual-coded word learning in theory-driven L2 Chinese instruction. In L. Liu & D. Zhang (eds), *Reading in Chinese as an Additional Language: Learners' Development, Instruction and Assessment*. Routledge. <https://doi.org/10.4324/9781003029038-4>
9. ***Ke, S.** & Yu. Y. (forthcoming). Tracking changes in compound word learning in adult L2 Chinese learners. In F. Xiao (ed.), *Second Language Chinese Development: A Longitudinal Perspective*. Lexington Books.
8. ***Ke, S.** & Koda, K. (2018). Developing reflective learners in Chinese as a foreign language in the U.S. In K. Koda & J. Yamashita (Eds.), *Reading to Learn: An Integrated Approach to FL Teaching and Assessment (pp.192–210)*. New York: Routledge.
7. Koda, K. & **Ke, S.** (2018). Advanced reading proficiency in collegiate foreign language learners. In P. A. Malovrh & A. Benati (Eds.), *The Handbook of Advanced Proficiency in Second Language Acquisition (pp.483–504)*. NJ, USA/Oxford, UK: Wiley-Blackwell.

Publications in Chinese

6. Lee, E., & **Ke, S.** (2022). 韩国学习者的汉语学习动机研究—以学习者的一般特性与学习成绩的相关关系为中心[A study on Korean learners' motivation to learn Chinese language: Based on the correlation between learners' general characteristics and their academic achievement]. *중국어언어연구(中國言語研究)* [*Korea Journal of Chinese Linguistics*]. DOI: 10.38068/KJCL.98.21
(KJCL has been recognized as the most authoritative and prestigious publication in the field of Chinese linguistics in Korea.)
5. **Ke, S.** (2022). “唔该定多谢”？在初级粤语课中融入方言文化教学 [“Ng goi or Do ze”? Integrating dialect and culture in an elementary Cantonese class.] In G. Liu & H. Wang (2021/2022), *传统与现代：海外中文文化教学* [*Tradition and transition: teaching Chinese culture overseas*]. Peking University Press.

4. Liu, G. & Ke, S. (2022). 从“班长选举”看中国民主——运用纪录片进行大学高年级跨文化教学 [Examining Chinese democracy from the "Class Monitor Election"—Using documentaries in cross-cultural teaching at university advanced-level]. *Studies in Chinese Learning and Teaching*. Retrieved from: http://www.cmusclt.org/uploads/5/0/4/4/50448629/sclt2022_v3_28-34.pdf
3. Koda, K. & *Ke, S. (invited, 2018a). 一语在二语阅读发展中的促进作用 [L1-induced facilitation in L2 reading development]. *国际汉语教学研究 [Journal of International Chinese Teaching]*, 18(2), 40–48. (Indexing: AMI, the Chinese Academy of Social Sciences Evaluation Studies)
2. Koda, K. & *Ke, S. (invited, 2018b). 外语教学与评估：以读促学法 [An integrated approach to FL teaching and assessment]. *国际汉语教学研究 [Journal of International Chinese Teaching]*, 18(3), 37–45. (Indexing: AMI)
1. Koda, K. & *Ke, S. (invited, 2018c). 外语词语习得能力的培养 [Promoting vocabulary learning competence in a foreign language]. *国际汉语教学研究 [Journal of International Chinese Teaching]*, 18(4), 36–40. (Indexing: AMI)

Manuscripts Under Review/In Progress

9. †Li, X., Miller, R., Zhang, J. & *Ke, S. (revised and under review). Profiling L2 English readers: A not-so-simple view of L1 effect. *Journal of Psycholinguistic Research*.
8. Ke, S. (under review). Asian languages as a foreign language in the US. In K. Koda & Miller, R. (eds.), *The Routledge Handbook of Second Language Acquisition and Reading*.
7. Zhang, D., Ke, S. & Y. Mo (under review). Morphology in English reading comprehension in monolingual and bilingual/L2 readers: A synthesis and meta-analytic structural equation modeling study. *Journal of Educational Psychology*.
6. *Ke, S., & †Jin, R & Koda, K. (under review). Adult L2 learners' morphological sensitivity in a morphosyllabic language. *Mental Lexicon*.
5. Ke, S., He, X., & Zhao, G. (under review). The facilitative role of L1 morphological awareness in L3 lexical inferencing: An exploratory study of L1 Japanese-L2 English-L3 Chinese learners. *Language Awareness*.
4. Ke, S. (under review). Does pinyin spelling matter in self-teaching in Chinese as a foreign language? *Foreign Language Annals*.
3. Ke, S., †Xia, Y., & †Zhang, J. (invited and under review). What really matters in early bilingual and biliteracy acquisition? Home language and

literacy input in Chinese heritage language learners. Special Issue in *Researching and Teaching Chinese as a Foreign Language (RTCFL)*.

2.

*Ke, S., †Xia, Y., & Hou, Y. Developing resilience against discrimination through biliteracy: What can we learn from Chinese immigrant families in the U.S.? To be submitted to *Journal of Language, Identity and Education*.

1.

*Ke, S., Perry, K., †Zhang, J., †Ma, C. (in preparation). Comparing high school science text comprehension between English-only and bilingual students in the U.S.: Resilience effects of morphological awareness and academic vocabulary. To be submitted to *Reading and Writing Quarterly*.

**Plenary
Address,
Workshop &
Invited
Talks/Guest
Lectures**

Plenary Address

West Virginia TESOL 22nd Annual Spring Conference **2019**
Contributions of morphological awareness to L2 English literacy development: Implications from a meta-analysis

Workshop

West Virginia TESOL 22nd Annual Spring Conference **2019**
Basics of Second Language Acquisition for language educators

Invited talks

2023 National Association for Bilingual Education (NABE) **2023**
Research and Evaluation Institute
Developing resilience against discrimination through biliteracy: What can we learn from Chinese immigrant families in the U.S.?

Hong Kong Metropolitan University **2022**
Research Institute for Bilingual Learning and Teaching
Developing resilience in second language reading

Duke University **2022**
Introduction to Cantonese (Sponsored by Duke Service Learning)

Southern Methodist University **2022**
Developing resilience in second language reading

University of Macau
Seminar on Cognition and SLA in the New Era
Morphological sensitivity in adult L2 Chinese processing: The effects of L2 proficiency and task **2017**

University of Pittsburgh **2016**
Learning Research and Development Center
Contributions of morphological awareness to second language reading

Guest lectures

Minzu University of China **2021**

Trends in the research of teaching and learning Chinese as a second language: A comparison between China and the U.S.

University of Kentucky **2019**

Course: LIN 200 How to Create Your Own Language
The use of tones in Chinese

Boston University **2019**

Course: LC511: Methods of Teaching Chinese as a Second Language
L2 Chinese vocabulary learning and teaching

Conference Presentations**International Conferences***Panels*

23. Polio, C., Coss, M., Fedewa, K., **Ke, S.**, & Lin, Z. (2022, Nov.). *Researching Chinese reading and writing: Past, present, and future.* Session to be presented at the 2022 American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Boston, MA.
22. **Ke, S.** (Organizer), Koda, K. (Co-organizer), Zhang, D. (Discussant), De Angelis G., Reddy, P. & Balakrishnan, U. (2022, March). *Cross-linguistic and integrated perspectives toward third language/multilingual literacy development.* Colloquium presented at the 2022 Conference of American Association of Applied Linguistics (AAAL), Pittsburgh PA.
21. Zhang, D. (Chair), Koda, K., Grabe, W., Stoller, F., Yamashita, J., **Ke, S.**, Zhang, H., Tsai, A. (2021, March). *Fostering reading for understanding and learning in foreign language learners.* Colloquium presented at the 2021 Conference of American Association of Applied Linguistics (AAAL virtual conference).
20. **Ke, S.** (Chair), Liu, G., Wang, H. & Gu, Z. (2018, November). *Curriculum assessment for high school level Chinese education in the U.S.* Session presented at the 2018 American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, New Orleans, LA.
19. **Ke, S.** (2018, March). Is linguistic knowledge sufficient for lexical inferencing? An investigation of the role of morphological awareness in adult L2 Chinese learners. In D. Zhang (Chair), *Morphological basis of word Learning in L2/bilingual learners: Mediation, moderation, and cross-linguistic influence.* Colloquium conducted at the 2018 Conference of American Association of Applied Linguistics (AAAL), Chicago, IL.
18. **Ke, S.** (Chair), Li, Q. & Huang, L. (2016, November). *Chinese is not that difficult: Technology-enhanced education.* Session presented at the 2016 ACTFL Annual Convention and World Languages Expo, Boston, MA.

17. Koda, K. (Chair), **Ke, S.**, Zhang, H., & Tsai, A. (2015, November). *IC skills in dual-focused foreign language instruction*. Session presented at 2015 ACTFL Annual Convention and World Languages Expo, San Diego, CA.
16. **Ke, S.** (2015, July). Word and learner effects on second language lexical inferencing. In R. Miller (Chair), *The role of L1 and L2 resources in L2 lexical inferencing*. Colloquium conducted at the Twenty-second Annual Meeting of Society for the Scientific Study of Reading (SSSR), HI U.S.A.
Individual papers and poster
15. Li, X., Miller, R. & **Ke, S.** (2022, March). *Profiling adult L2 readers: A not-so-simple view of L1 effect*. Roundtable paper presented at the 2022 Conference of American Association of Applied Linguistics (AAAL), Pittsburgh PA.
14. **Ke, S.** (2021, July). *Children's interest in reading matters, so what? Exploring parent-, community- and child-related factors in bilingual and biliteracy development in Chinese dual language learners*. Oral presentation at the Twenty-Eighth Annual of Society for the Scientific Study of Reading (SSSR) meeting, virtual.
13. **Ke, S.** & Dubravac, S. (2020, Oct.) *When should characters be introduced to beginning-level Chinese? A semi-replication study*. Poster presented at the Second Language Research Forum (SLRF) 2020, Nashville, TN (virtual conference).
12. **Ke, S.** (2019, March). *Morphological sensitivity in adult L2 Chinese processing: The effects of L2 proficiency and task*. Paper presented at the American Association for Applied Linguistics (AAAL) 2019 Conference in Atlanta, GA.
11. **Ke, S.** (2017, May). *Contributions of morphological awareness to reading acquisition in Chinese as a second language*. Paper presented at the 4th International Conference of Psycholinguistics in China, Guangzhou, P. R. China.
10. Miller, R. & **Ke, S.** (2017, March). *Morphological awareness and second language reading: A meta-analysis of correlation coefficients*. Paper presented at the 2017 Conference of American Association of Applied Linguistics (AAAL), Portland, OR.
9. **Ke, S.** (2016, April). *A review of 50 years' L2 Chinese reading research*. Finalist for The Tao-chung Ted Yao Memorial Award and presented at the Second Chinese Language Teachers Association (CLTA) International Symposium, Washington, DC, U.S.A.

8. **Ke, S.** (2015, March). *Is vocabulary knowledge alone sufficient for second language lexical inferencing?* Paper presented at the joint American Association for Applied Linguistics and Association Canadienne de Linguistique Appliquée 2015 Conference in Toronto, Ontario, Canada.
7. **Ke, S. & Yu, Y.** (2014, November). *Does compound awareness training matter? An investigation into deductive versus inductive approach to L2 Chinese vocabulary learning.* Paper presented at the First CLTA International Symposium on Chinese Language Teaching and Learning, Indiana University, Bloomington, IN U.S.A.
6. **Ke, S.** (2014, March). *Cross-linguistic transfer of metalinguistic awareness in child L2 reading: A meta-analysis of correlation coefficients.* Paper presented at the 2014 Conference of American Association of Applied Linguistics (AAAL), Portland, OR.
5. **Ke, S.** (2013, July). *Cross-linguistic transfer in Chinese-English biliteracy acquisition: A synthesis study.* Poster presented at the Twentieth Annual Meeting of Society for the Scientific Study of Reading (SSSR), Hong Kong SAR, China.

National Conferences

4. Ke, S. (2018, April). *L3 English oral and written language acquisition: a comparison between Han and Ethnic Minority university students in China.* Paper presented at the 2018 KFLC: The Languages, Literatures, and Cultures Conference, University of Kentucky, Lexington, KY.
3. **Ke, S.,** Chan, S-D., & Zhu, X. (2012, November). *A study on the reading strategies of CSL adult learners.* Paper presented at the 2012 CLTA Annual Meeting, The Chinese Language Teachers Association, Philadelphia, PA.

Local/Regional Conferences

2. Ke, S. (2019, December). *Chinese is not that difficult to learn: Implications from four decades' research.* Paper presented at the UK Asian Studies Forum II. University of Kentucky, Lexington, KY.
1. Ke, S. (2019, June). *When should characters be introduced to a blended college-level beginning Chinese course? A semi-replication study.* Paper presented at the ACTFL/Middlebury Research Forum, Middlebury, VM.

Teaching & Advising**University of Kentucky****01/2018-present**Courses taught:

CHI201: Intermediate Chinese (Fall 2021)
 CHI 520/MCL598: Introduction to Chinese Linguistics (Spring 2020)
 MCL 100: The World of Language (Fall 2018)
 MCL395-001: Undergraduate independent work (Spring 2021: Tori Vestral; Spring 2022: Alexis Farmer)
 MCL 517/LIN 517: Second Language Acquisition/Special Topics in Linguistics (Fall 2018, 2019, 2020, 2021)
 MCL575: Introduction to Linguistics and Language Structures (Fall 2020)
 MCL610: L2 Teach Methods: 9-12, Adult & Advanced Learners (Fall 2019)
 MCL 665: Second Language Curriculum Development and Assessment (Summer 2018)
 TSL 560: Literacy Development in the ESL Classroom (Spring 2020)
 TSL 675: English Grammar: Analysis and Pedagogy (Spring 2018)

Advising and mentoring:

- Doctoral dissertation committee member
 2019-present: Brittany M. Manion
 2021-present: Dongyang Yuan; Salika I. Chowdhury
 2022-present: Chi Ma, Sean Radermacher
- Master thesis committee member
 2021: Xueying Wang
- Master student exit exam committee member
 2020 (Spring): Johnathan Kays, Pam Simmons
 2019 (Fall): Karen Holm-Hudson, Katherine Maley, Lindsey Trent
 2019 (Summer): Ghufuran Albojasim
 2018 (Spring): Caroline Board, Tommy Cravens, Haley Metcalf, Raiha Mirza, Christie Pavey, Emily Ratliff
- Visiting scholar hosted
 2019-2020: Dr. Eunhua Lee (Inje University, Korea)

Harbin Institute of Technology (Shenzhen, China)**12/2016-12/2017**

Coordinator

S8700038Q: English Academic Writing for Master Students

Carnegie Mellon University**08/2012-05/2016**

82531: Visions of China: Modern Chinese Society and Culture through Documentary Films and New Media (co-teaching with Dr. Gang Liu)
 82332: Advanced Chinese II
 82331: Advanced Chinese I
 82133: Online Chinese (Elementary I)
 82132: Elementary Chinese II & 82131: Elementary Chinese I

**Academic &
Professional
Service**

To the Field

Journal Editorial Board Member

- *Chinese Language Teaching Methodology and Technology (CLTMT)* (2018-present)
- *Frontiers in Psychology - Cognitive Science* (review editor, 2021-present)
- *Frontiers in Psychology – Education Psychology* (guest associate editor, 2021-2022)
- *Journal of Educational Psychology* (2021-present)
- *Learning and Individual Differences* (2022-present)
- *Studies in Chinese Learning and Teaching (SCLT)* (2016-present)

Ad Hoc Manuscript Reviewer for Peer-reviewed Journals

- *Applied Psycholinguistics* (2019, 2021)
- *Chinese Language Teaching Methodology and Technology* (2018, 2019, 2020, 2021)
- *Corpus Linguistics and Linguistic Theory* (2021)
- *Foreign Language Annals* (2020, 2021, 2022)
- *International Journal of Bilingualism* (2018)
- *International Journal of Listening* (2018)
- *Journal of Educational Psychology* (2021)
- *Journal of Psycholinguistic Research* (2020)
- *Language Awareness* (2016, 2019)
- *Language and Education* (2016)
- *Language Teaching Research* (2020)
- *Learning and Individual Differences* (2015)
- *Modern Language Journal* (2020)
- *PLOS ONE* (2019)
- *Reading and Writing: An Interdisciplinary Journal* (2017, 2021)
- *Reading and Writing Quarterly* (2022)
- *Studies in Educational Evaluation* (2018)
- *Studies in Second Language Learning and Teaching* (2020)
- *System: An International Journal of Educational Technology and Applied Linguistics* (2018, 2020)

Book Proposal/Chapter Reviewer

- American Council on the Teaching of Foreign Languages (2021)
- Bloomsbury (2019)
- Cambridge University Press (2023)
- Peter Lang (2021)
- Routledge (2015, 2020)
- Springer (2015)

ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in World Language Education Committee member (2021)

AERA Division H Outstanding Publications Awards Reviewer (2021)

Second Language Acquisition Strand Co-Coordinator

- Conference of the American Association for Applied Linguistics (AAAL 2021)

Abstract Reviewers for Conferences

- American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo (ACTFL 2020, 2021, 2022)
- American Educational Research Association Annual Meeting (AERA 2021)
- Conference of the American Association for Applied Linguistics (AAAL 2019, 2020, 2021, 2022, 2023)
- The Annual Boston University Conference on Language Development (BUCLD 2018, 2019, 2020)
- The Annual Conference of the Chinese Language Teachers Association, USA (CLTA 2022)

MCLLC Department, University of Kentucky

- SLA working group member (2018-present)
- Chinese working group member (2018-present)
- KFLC Executive committee member (codirecting East Asian Studies section), 2021-2022
- Interim graduate committee member (Fall, 2019)
- Interim Director of M.A. in Teaching World Languages Program (Fall, 2019)
- Interim Director of M.A. in TESL Program (2022-2023)
- MATWL teacher advisor for Chinese (2018-present)
- Convener of Chinese pedagogy workshops (Fall, 2018; Spring, 2020)
- Convener of Applied Linguistics Research Group Meetings (Fall, 2018)

College of Arts & Sciences, University of Kentucky

- Affiliate faculty member, Cooperative for the Humanities and Social Sciences (CHSS)
- Affiliate faculty member, Department of Linguistics
- KFLC Executive committee member (codirecting Second Language Acquisition section), KFLC 2022-2023

University of Kentucky

- Affiliate faculty member, The United in True Racial Equity (UNITE) Research Priority Area (2021-present)
- Consultant, Office of Research Integrity (ORI) (2020, 2021)
- Faculty advisor, Asian/Asian American club (2021-2022)

Community

- Faculty advisor, Literacy Clinic at the Carnegie Center, Lexington KY
- Invited speaker, Bluegrass Community & Technical College Operation Read ESL Program Kickoff Meeting Training (2018)

**Certifications/
Qualifications**

A Tester of Chinese with Full Certification,
American Council on the Teaching of Foreign Languages/ACTFL

Tester, Certificate for Teachers of Chinese to Speakers of Other
Languages, Center for Language Education and Cooperation (2020,
2021)

**Professional
memberships**

American Association of Applied Linguistics (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)
American Educational Research Association (AERA)
Chinese Language Teachers Association (CLTA)
Kentucky Association of Chinese Language Teachers (KACLT)
International Association of Multilingualism (IAL)
International Literacy Association (ILA)
Linguistic Society of America (LSA)
Society for the Scientific Study of Reading (SSSR)
Society for Research in Child Development (SRCD)
TESOL International Association (TESOL)