

CURRICULUM VITAE

HUI-WEN CHENG

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EDUCATION

PhD, Program in Applied Linguistics, Boston University, USA, May 2012.

Dissertation: Semantic and Phonological Activation in First and Second Language Reading
MA, Graduate Institute of Linguistics, National Chengchi University, Taiwan, July 2004.

Thesis: The Syntax and Semantics of Post-verbal “*Diao*”

BA, Department of English, National Central University, Taiwan, June 1999.

ACADEMIC EMPLOYMENT

Postdoctoral Fellow, Department of Linguistics & Second Language Teaching and Research Center,
University of Utah, USA. August, 2012~August, 2013.

RESEARCH AND TEACHING INTERESTS

- Psycholinguistics (the psychology of reading, the representation and processing of the mental lexicon, reading development)
- Second Language Acquisition (L2 reading, the L2 mental lexicon, L1 to L2 transfer, and L2 to L1 transfer in English L2 learners and Chinese L2 learners with various L1 backgrounds)
- Research Methodology (quantitative research methods, experimental design)
- Introductory Linguistics (Introduction to Linguistics, Language Acquisition; with additional preparation, could potentially teach Semantics, Morphology, Sociolinguistics if needed)

HONOR and AWARDS

2011. Linguistic Society of America Summer Institute Fellowship.

2010. Boston University Graduate Student Organization Travel Grant.

2009; 2010. Taiwan Ministry of Education Travel Grant.

2007; 2009~2012. Program in Applied Linguistics (at Boston University) Travel Grant.

2005~2012. Boston University GSU scholarship.

2001~2002. Graduate Institute of Linguistics (at National Chengchi University) Travel Grant.

1999. Member of the Phi Tau Phi Scholastic Honor Society of the Republic of China.

GRANTS

- 2010/05-2012/04. National Science Foundation Linguistics Doctoral Dissertation Research Improvement Grant. Semantic and phonological activation in first and second language reading. USD \$11,700. (Advisor: Dr. Catherine Caldwell-Harris).
- 2007/07~2008/06. Chiang Ching-kuo Foundation for International Scholarly Exchange. Advantages and disadvantages of processing simplified and traditional Chinese scripts. USD \$19,500. (Co-Investigator with PI: Dr. Catherine Caldwell-Harris).
- 1998/11~1999/06. National Science Council Undergraduate Research Grant (in Taiwan). The politeness of the entertainers in TV shows: The usage of titles. NTD \$39,000. (Advisor: Dr. Jen-i Li).

PUBLICATIONS

(a) Conference Proceedings

- Cheng, H. & Caldwell-Harris, C. To appear. Orthography shapes semantic and phonological activation in reading. *Proceedings of the 36th Annual Meeting of the Berkeley Linguistics Society*. University of California, Berkeley, USA.
- Cheng, H. & Caldwell-Harris, C. To appear. The representation of polysemy in the monolingual and bilingual mental lexicon. *Proceedings of the 30th Annual Winter Applied Linguistics Conference*. Columbia University, USA.
- Cheng, H. (2002). A study of complement *diao*. *Proceedings of the 2002 National Conference on Linguistics*. Providence University, Taiwan.
- Cheng, H. (2001). The subordinates' usage of address toward the superiors in Chinese. In S. Burusphat (Ed.), *Papers from the Eleventh Annual Meeting of the Southeast Asian Linguistics Society*, Tempe, Arizona, (pp. 121-136). Arizona State University, Program for Southeast Asian Studies.

(b) Book Review

- Cheng, H. (2012). (Book Review for) K. Koda and A. M. Zehler (Eds.): Learning to read across languages: cross-linguistic relationships in first- and second-language literacy development. Routledge, London, 2008. *Reading and Writing: An Interdisciplinary Journal*, 25 (2), 611-617.

(c) Others

- Cheng, H., & Caldwell-Harris, C. In preparation. Phonological inhibition in Chinese and English reading.
- Cheng, H., & Caldwell-Harris, C. In preparation. Orthographic transfer in highly proficient second language learners: Evidence from priming and repetition blindness.
- Cheng, H., & Caldwell-Harris, C. In preparation. Phonological repetition blindness in reading Chinese and English.

- Cheng, H., & Caldwell-Harris, C. In preparation. Semantic repetition blindness.
- Cheng, H., & Caldwell-Harris, C. In preparation. When semantics overrides phonology: Semantic substitution during oral Chinese reading.
- Cheng, H., Shu, H., Yeh, S-L, Li, J., & Caldwell-Harris, C. In preparation. Reading Chinese simplified and traditional scripts.
- Cheng, H., & Caldwell-Harris, C. In preparation. The representation of English polysemy in the L1 and L2 mental lexicon.
- Cheng, H. 2012. Semantic and phonological activation in first and second language reading. Unpublished doctoral dissertation.
- Cheng, H. 2004. The syntax and semantics of post-verbal *diao*. Unpublished Master's thesis.

CONFERENCE PRESENTATIONS

- Cheng, H., & Caldwell-Harris, C. (2012). Orthographic transfer in highly proficient second language learners: Evidence from repetition blindness. Paper presented at the 37th Boston University Conference on Language Development. Boston, USA.
- Cheng, H., & Caldwell-Harris, C. (2012). Orthographic transfer in highly proficient second language learners: Evidence from priming. Paper presented at the 31st Annual Second Language Research Forum. Pittsburgh, USA.
- Cheng, H., & Caldwell-Harris, C. (2012). Phonological activation in Chinese reading: A repetition blindness study. Paper presented at the 86th Annual Meeting of the Linguistic Society of America. Portland, USA.
- Cheng, H., & Caldwell-Harris, C. (2011). When semantics overrides phonology: Semantic substitution errors in reading Chinese aloud. Paper presented at the 85th Annual Meeting of the Linguistic Society of America. Pittsburgh, USA. The abstract was designated as **media-worthy**.
- Cheng, H., & Caldwell-Harris, C. (2010). The representation of polysemy in L1 and L2 mental lexicon. Paper presented at the 7th International Conference on the Mental Lexicon. University of Windsor, Canada.
- Cheng, H., & Caldwell-Harris, C. (2010). Orthography shapes semantic and phonological activation in reading. Paper presented at the 36th Annual Meeting of the Berkeley Linguistics Society. University of California, Berkeley, USA.
- Cheng, H., Li, J., Shu, H., Yeh, S-L., & Caldwell-Harris, C. (2009). Simplified and traditional scripts confer different advantages in reading. Paper presented at the 21st North American Conference on Chinese Linguistics. Bryant University, USA.
- Cheng, H., & Caldwell-Harris, C. (2009). The representation of polysemy in the monolingual and bilingual mental lexicon. Paper presented at the 30th Annual Winter Applied Linguistics Conference. Columbia University, USA.
- Cheng, H. (2007). A study of post-verbal *diao* in Mandarin Chinese. Paper presented at the 15th Annual Conference of the International Association of Chinese Linguistics & the 19th North

- American Conference on Chinese Linguistics Joint Meeting. Columbia University, USA.
- Cheng, H. (2004). The comprehension of L2 figurative language: A contrastive study of Chinese and English. Paper presented at the 2004 International Language and Cognition Conference. Coffs Harbour, Australia.
- Cheng, H. (2002). A study of complement *diao*. Paper presented at the 2002 National Conference on Linguistics. Providence University, Taiwan.
- Cheng, H. (2002). Chinese children's use of the mutual exclusivity constraint. Paper presented at the 47th Annual Conference of the International Linguistic Association. York University, Canada.
- Cheng, H. (2001). The subordinates' usage of address toward the superiors in Chinese. Paper presented at the 11th Annual Meeting of the Southeast Asian Linguistics Society. Bangkok, Thailand.
- Cheng, H. (1999). The politeness of the entertainers in TV shows: The usage of titles. Paper presented at the 8th Annual Conference of International Association of Chinese Linguistics. Melbourne, Australia.

POSTER PRESENTATIONS

- Caldwell-Harris, C., Cheng, H., Li, T., & Morris, A. (2011). Testing the "activation reflects encoding transparency" principle in writing systems using repetition blindness. Paper presented at the 33rd Annual Meeting of the Cognitive Science Society. Boston, USA.
- Cheng, H., Shu, H., Yeh, S-L., Li, J., & Caldwell-Harris, C. (2010). Reading Chinese simplified and traditional scripts. Paper presented at the Research in Reading Chinese and Related Asian Languages Conference. University of Toronto, Canada.
- Cheng, H., Yeh, S-L., Li, J., Shu, H., & Caldwell-Harris, C. (2009). Readers of different Chinese scripts use different strategies to recognize Chinese characters. Paper presented at the 13th International Conference on Cognitive and Neural Systems. Boston University, USA.

INVITED TALKS

- November, 2012. Introduction to Psycholinguistics. Guest class speaker for Introduction to Linguistics, University of Utah. Salt Lake City, UT, USA.
- November, 2012. The roles of semantic and phonological information in Chinese and English reading. Guest class speaker for Teaching Chinese as A Second Language, University of Utah. Salt Lake City, UT, USA.
- October, 2012. Semantic and phonological processing in reading Chinese and English. Eyetracking Lab, Department of Educational Psychology, University of Utah. Salt Lake City, UT, USA.
- September, 2012. Semantic and phonological activation in first and second language reading. Research Colloquium. Department of Linguistics, University of Utah. Salt Lake City, UT, USA.
- April, 2011. The effect of script on reading: A study of Chinese simplified and traditional scripts. Literacy and Language Program, Graduate School of Education, Harvard University.

Cambridge, MA, USA.

May, 2009. The processing of Chinese simplified and traditional scripts: A psycholinguistic study.
The 36th Annual Conference of the Association of Chinese Schools. Boston, MA, USA.

TEACHING EXPERIENCE

2013/01~2013/05. Instructor, Psycholinguistics (for upper level undergraduate and graduate students), University of Utah.
2007/10~2012/05. Supervising more than 20 undergraduate and Master's students at the Psycholinguistics Lab, Boston University.
2006/09~2006/12. Grader, Introduction to Language and Linguistics, Boston University.
2005/03~2005/07. Adjunct lecturer, Freshman English, Chungguo Institute of Technology, Taiwan.
2001/09~2005/06. Private tutor, Elementary School English, Junior High School English, and Senior High School English, Taiwan.
2002/07~2002/08. Teaching assistant, English Writing, Teacher In-service Education Center, National Chengchi University, Taiwan.
1999/07~2000/06. Intern teacher, Junior High School English and Senior High School English, St. Francis Xavier High School, Taiwan.

ACADEMIC SERVICE

(a) Ad Hoc Reviewing

2012. Applied Psycholinguistics.
2012. The Proceedings of the 30th Annual Second Language Research Forum.

(b) Others

2010/09~2012/05. Organizer, Research Sharing Forum, Program in Applied Linguistics, Boston University.
2012/01. Volunteer, the 86th Annual Meeting of the Linguistic Society of America.
2005/11~2011/11. Volunteer, Boston University Conference on Language Development (BUCLD).
2011/01. Volunteer, the 85th Annual Meeting of the Linguistic Society of America.
2006/03~2007/02. Financial chair, the 31st Boston University Conference on Language Development.

WORKING EXPERIENCE

(a) Linguistics Related Jobs

2006/12~present. Chinese annotator lead, BBN Technologies, Cambridge, MA, USA.
2000/09~2002/07. Research assistant, Grammaticalization of body-part terms in Mandarin, PI: Dr. Jen-i Li, funded by National Science Council (of Taiwan).

(b) Other Jobs

2009/09~2012/05. Program assistant, Program in Applied Linguistics, Boston University.

2006/09~2010/01. Librarian, Applied Linguistics Program Library, Boston University.

2000/09~2003/08. Administration assistant, Graduate Institute of Linguistics, National Chengchi University, Taiwan.

CERTIFICATION

The High School English Teacher Certificate, issued by the Ministry of Education, Taiwan.

REFERENCES

Prof. Catherine Caldwell-Harris

Department of Psychology, Boston University

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Prof. Catherine O'Connor

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Prof. Shanley Allen

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Erwin-Schrödinger-Strasse, Geb. 57

67663 Kaiserslautern, Germany

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